



# ECOLE SECONDAIRE **SENTINEL** SECONDARY SCHOOL

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Dear Parents and Students

## **Welcome to Sentinel Secondary School!**

The purpose of the Programme Booklet is to give you the information you need in order to plan your future, based on your current goals and aspirations. The role of the school is to support and guide you as you prepare to participate in a rapidly changing society. At school, we will provide you with a structure of guidance and courses. The development of a course of action is in your hands. Whether your goal includes university, college, business or vocational school, or employment, wise planning is critical.

As you design your plan, you are encouraged to:

1. Consider the courses and programmes which are available
2. Find out what is required in order for you to achieve your goal
3. Make reasoned and responsible choices
4. Discuss your plan and consider suggestions from parents, teachers and counsellors

At Sentinel, we are dedicated to providing you with courses designed to appeal to your many talents. Our selection of course offerings will likely challenge you to think, encourage you to work and sometimes test your ability to persevere. Our aim is to provide you with the opportunity to obtain a superior education. Keep your goals in mind when selecting your courses for next year. The choices you make today will influence your future.

Please note that Sentinel's programme is built on your course requests. The courses you select now are those in which we will attempt to register you for the entire 2011-2012 school year. Course changes may be accommodated, but only in the case of extenuating circumstances.

We look forward to working with you to meet your educational goals.

**The Sentinel Secondary School Staff**

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- \* Peer Tutoring
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## **FACILITIES**

### **LIBRARY**

The Sentinel library offers teachers and students a wide range of resources: fiction and non-fiction in English, French and other languages, audio-visual materials, computer software, current periodicals and newspapers.

Computer workstations in the library and the attached computer lab, allow students to access information from our on-line library catalogue, reference area, and the Internet. Classes are booked into the library for research and students may use the facility for independent study.

### **VISUAL ARTS**

The Sentinel photo lab includes a full digital/video/ animation lab and instruction is offered with Smart Board technology. Students have many opportunities for creative use of media.

The Studio Art facility features a room which can be reconfigured for life-drawing, print making and a range of Advanced Placement drawing activities.

These areas adjoin a split-level 3-D studio featuring instructional space together with an arrangement of wheels, a huge kiln, and areas for sculpture. Complementing the art rooms is a studio equipped with lighting systems and a variety of backdrops which students and faculty can organize for demonstration, photo shoots, and large projects.

### **MUSIC**

The music facility is a self-contained building on the west side of the school. It contains individual practice rooms, a large main rehearsal area, an eight-track recording studio, as well as secured areas for instrument storage.

### **DRAMA**

A theatre seating 200 people provides an intimate performance space and is not simply a “black box” theatre; it is fully equipped to hold full-length performances. Change rooms, prep area, and a technical control room complete this area.

Room 249 is the primary teaching facility which offers both rehearsal and performance capabilities. This actors’ studio serves as a green room for the theatre when needed, as a class space for instructors, and as a small performance venue which is fully equipped with lights and sound. A fully mirrored wall assists in imaging as well as in providing a reflective surface for dance or movement classes.

### **TECHNOLOGY**

The technology facilities include computer labs, woodworking and drafting areas. The woodwork room is equipped with modern power tools as well as numerous hand tools for more advanced projects. Two computer labs are available for students taking business education and information technology courses. Sentinel also has a mobile computer lab, which is equipped with 30 wireless laptop computers and is available for classroom use.

## **LIBRARY COMPUTER LAB**

Adjacent to the Library (Room 201) there is another computer lab that is equipped with 30 fully networked computers with complete Internet access. These are available for individual student and classroom use.

## **PHYSICAL EDUCATION**

P.E. facilities include a main gymnasium (with a divider to create two teaching areas), a multi-purpose field house which acts as a second gym, a universal weight room, a free weight room, three tennis courts, a large grass playing field, and spacious change-rooms with day lockers. Please note that P.E. students are assigned locks at the beginning of the school year for use during P.E. classes if they choose.

## **SCIENCE**

In the Science Department there are seven labs, with the resources and facilities to provide for junior science courses and senior Physics, Chemistry, Biology and Geology.

## **CAREER RESOURCE CENTRE**

We invite every Sentinel student to check the Job Board in the Career Resource Centre each week for paid and volunteer work and planning information they need. Students may get resumé or career exploration help by appointment.

## **COUNSELLING CENTRE**

In the Counselling Centre (Room 303), students will find information which relates to high school level programmes as well as post-secondary studies.

Admission, scholarship, and financial aid information, university course calendars, and files on numerous colleges and universities are located in this centre.

## **FOODS ROOM**

Sentinel's recently renovated foods room has six fully-equipped kitchens and a teacher demonstration area for use by the Junior and Senior Home Economics foods classes.

## **TEXTILES ROOM**

The textiles room has recently been renovated to accommodate twenty-four sewing machines, six sergers, and two built-in ironing stations. A fitting room is located within the textiles room. There is also plenty of work space for students to work on their textiles projects.

## **CAFETERIA**

Gemini Food Services operate the Sentinel cafeteria. Nutritious hot and cold meals are provided at a reasonable cost.

## CO-CURRICULAR ACTIVITIES: THE OTHER HALF

At Sentinel, extensive involvement of teachers and students in special activities such as clubs, sports, choir, drama, and social events is promoted. It is hoped that all students will participate in some school activities in accordance with their special interests and abilities. One doesn't grow by standing back; personal growth demands commitment and active involvement. All students are encouraged to find a niche, to become involved in "the other half of education".

### ATHLETICS

Sentinel offers a wide variety of extracurricular athletic activities. Some 350 students, 30 teacher coaches and 50 teams make Sentinel's programme second-to-none in terms of the quality and quantity of its offerings. Sentinel offers a sport for every kind of athlete. Some of these are:

FALL	WINTER	SPRING
Badminton	Basketball	Golf
Bantam Rugby	Skiing and Snowboarding	Tennis
Cross Country	Wrestling	Track and Field
Girls' Field Hockey	Curling	Mountain Biking
Boys' Soccer	Gymnastics	Jr. Boys' Rugby
Swimming		Sr. Boys' Rugby
Girls' Volleyball		Girls' Soccer
		Sr. Girls' Rugby
		Ultimate

### PERFORMING ARTS

Sentinel is committed to quality experiences in theatre and music. The bi-annual school musical is a tremendous personal and educational experience for both those on stage and those in the audience. The choral music, orchestra and stage band programmes are continually being re-vitalized, by providing focus, commitment, and serious performance experience to Sentinel's aspiring musicians. The performing arts hold an important place in Sentinel's school culture.

### CLUBS

Sentinel has a wide range of clubs to encourage student involvement. These are based on parent and/or teacher sponsorship. A sampling of these includes:

Amnesty International	Rotary Interact Club
Cinderella Project	Rowing Club
Diversity Club	Science Club
Drama Club	Student Council
Environmental Club	Graduation Committee

# **STUDENT SUPPORT SERVICES**

## **STUDENT COUNSELLING SERVICES**

Sentinel counsellors are people with a knowledge of the developmental needs of students.

They possess an understanding of the students' needs while progressing through school.

As part of their role, counsellors will:

- a) offer counselling to students in educational, personal and vocational areas; and
- b) provide resources for teachers and parents to help create conditions that facilitate learning.

## **ENGLISH AS A SECOND LANGUAGE**

Sentinel is very proud to be the home for students from all over the world. For the students who do not have sufficient English language skills to be successful in their academic course work, a comprehensive programme is offered to support them as they develop their skills in English.

Sentinel's goal is to prepare the students prior to entry into regular classes, and to support them in integrated classes. As well, additional ESL time will be spent on introducing students to the societal norms and expectations of the community, province and country.

## **LEARNING SUPPORT CENTRE**

### **1. Learning Support Programme**

This class serves students who are experiencing mild to moderate difficulties in learning in one or more academic areas. The primary role of the Learning Support Centre (LSC) is to help students succeed in the classroom and in independent learning. Students receive instruction in organizational skills and study skills while they complete assignments and prepare for tests. Where applicable, students are encouraged to develop compensatory skills to minimize the effect of a challenging condition in learning. The Learning Support teacher contacts the student's classroom teachers on how best to facilitate learning for the student. Evaluations are based on student effort, organization, and effective use of time to complete work. Referrals are made by teachers and/or counsellors in consultation with the parents. Students may be enrolled in this class for a year or a term. The Learning Centre has a supportive and positive atmosphere and is open to all Sentinel students some noon hours and after school.

The programme is also available for those students who have a learning disability. These students will have a Psycho-educational Assessment and an Individual Education Plan which outlines programme adaptations and/or modifications.

## ADVANCED PLACEMENT PROGRAM

In 1988 the Advanced Placement (AP) Program was introduced to West Vancouver at Sentinel. The AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses, and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program.

The AP Program has been administered since 1955 by the College Board. AP procedures are determined by representatives of member institutions (public and independent schools, colleges and universities). AP's operational services are provided by Educational Testing Service. In the United States, Canada and overseas, 17,861 high schools offer AP courses as well as the annual examinations. In 2010, 3,213,225 examinations were administered to 1,845,006 students. In Canada, 15,812 students wrote 23,757 examinations which were offered in 546 participating schools. In British Columbia, 5,376 students wrote 8,550 examinations in 153 schools. Last year at Sentinel 198 students wrote 391 AP examinations.

### Benefits of AP for Students

For students, AP can:

- ◆ Provide college/university credits for courses and examinations successfully taken in high school.
- ◆ Exempt them from some introductory college/university courses, thus permitting students to move more quickly into advanced classes.
- ◆ Motivate them to attempt more challenging courses in both high school and college/university.
- ◆ Develop, in a high school environment, the study skills and habits they will need in college/university.
- ◆ Bolster their confidence that they can meet college/university requirements.
- ◆ Reduce college/university costs and time to obtain a degree.

### AP Grades and Reports

Each May, students take the Advanced Placement Examinations. The multiple-choice portions of the exams are scored by computer and the free-response sections are scored by college and high school consultants at the AP Reading in June. Grade reports are sent to students, schools, and colleges in July. The AP grading scale used in the reports is as follows:

5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

### Course Offerings for Students Enrolling in Grade 10

Pre-AP English 10  
Pre-AP Foundations and Pre-Calculus Mathematics 10  
Pre-AP Science 10  
AP Art 11

### Course Offerings for Students Enrolling in Grade 11

Students enrolling in Grade 11 who have completed the prerequisite courses and who wish to challenge themselves may take the following courses which prepare them for the Grade 12 level ones or for the final AP Examination which is written in the month of May.

AP Art 11  
AP Biology 11  
AP Chemistry 11  
AP English 11  
AP Physics 11B  
AP Principles of Mathematics 11

## Course Offerings for Students Enrolling in Grade 11 or Grade 12

Students enrolling in Grade 11 or 12 who have completed the prerequisites may take the following courses which prepare them to write the AP Examinations in May. Sentinel School has been authorized by the College Board to teach the following courses:

AP 2-D Design Portfolio 12  
AP 3-D Design Portfolio 12  
AP Studio Art Drawing 12  
AP Biology 12  
AP Calculus AB 12 (*taken concurrently with Principles of Mathematics 12 Honours or after completion of it*)  
AP Calculus BC 12A  
AP Chemistry 12  
AP Chinese Language and Culture 12  
AP English Language and Composition 12 (*taken concurrently with AP English Literature 12*)  
AP English Literature and Composition 12 (*taken concurrently with AP English Language 12*)  
AP French Language 12 (*taken concurrently with French 12 or Français langue 12*)  
AP German Language 12 (*Examination only*)  
AP Japanese Language and Culture 12  
AP Music Theory 12 (*Examination only*)  
AP Physics B 12  
AP Psychology 12  
AP Spanish Language 12 (*Examination only*)  
AP Statistics 12

**The AP examinations are written after the students have completed the senior level of the course.**

### AP Scholar Awards

The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. In addition to receiving an award certificate, the students' achievement is acknowledged on any grade report that they send to college/universities the following fall.

**AP Scholar.** Granted to students who receive grades of 3 or higher on three or more AP Exams.

**AP Scholar with Honor.** Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, **and** grades of 3 or higher on four or more of these exams.

**AP Scholar with Distinction.** Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, **and** grades of 3 or higher on five or more of these exams.

**AP National Scholar.** Granted to students in Canada who receive an average grade of at least 4 on all AP Exams taken, **and** grades of 4 or higher on five or more of these exams.



## GRADE 8 AND 9 COMPUTER IMMERSION PROGRAMME

Computer Immersion is a programme which allows students who own a laptop computer to use their computer to facilitate learning both at school and at home. The programme's mission statement explains further:

*Sentinel's Computer Immersion students, parents, and staff are committed to using the computer as a learning tool to enrich the B.C. Curriculum. Through this programme, the computer will become an integral part of the students' lives enhancing the way they communicate, think, and investigate.*

The Grade 8 and 9 Computer Immersion programme is offered by a team of teachers who will teach the prescribed B.C. curriculum in the core academic subjects. Students in the programme will stay together as a unit for their computer immersion courses of Math, Science, English and Social Studies. For the remaining 4 subjects, students will be randomly mixed with other Grade 8 or 9 students. Computer Immersion students will take their computers to all academic classes. The computer is to be carried home each evening to be used for homework and home study.

The Grade 9 Computer Immersion programme will consist of the students who have already taken the Grade 8 programme. Should any of these students leave the programme, vacant spaces will be offered to Grade 9 students who meet entrance requirements.

Students enrolled in English as a Second Language courses (ESL) must be assessed. If they require more than two ESL subjects, Computer Immersion is not an appropriate placement.

Upon successful completion of the Grades 8 and 9 Computer Immersion programme, students **may** receive credit for Information Technology 10 if they meet the learning outcomes for this course.

All Computer Immersion students are responsible for loss or damage to their computer, as well as for arranging for insurance or repairs. The school will ensure that student lockers are in good condition, are located in a highly visible area, and have a high quality lock with a key.

*Computer Immersion is a fee-based programme. The current fee is \$300.00 and covers software necessary for networking, software necessary for meeting classroom objectives, a lock and key, and limited software support. This fee is non-refundable and must be paid at the time of registration.*

## ENGLISH AS A SECOND LANGUAGE

English as a Second Language students (ESL) are those whose primary language of the home is other than English and who may require additional services in order to succeed with British Columbia's school system.\*

There are three primary goals in an ESL programme:

- Acquisition of English
- Maintenance and development of academic and cognitive growth
- Integration into and contribution to the Canadian culture

Our ESL services reflect current knowledge with regard to effective practices.

The programme of courses is designed to help students acquire language skills that will enable them to be integrated successfully into regular, age-appropriate classes. Each ESL student will be assessed and appropriate classes selected to meet the student's individual needs.

Students may be referred to ESL courses by counsellors, teachers or parents. On-going assessment of acquired English fluency will determine exit from ESL courses and entry into regular academic courses. Additional summer school courses are strongly recommended for students to increase competencies in English.

\* BC Ministry of Education Guidelines

### ORGANIZATION FOR TEACHING

Student's assessment will indicate the level of competency. This competency will designate the type of instruction the student receives. Classes will be organized to accommodate junior and senior students.

#### Descriptors of Competency

- |                |   |
|----------------|---|
| <b>Level 1</b> | <i>Emerging/Beginning Language:</i> Student is starting to learn English. Direct ESL support is needed in scheduled language support blocks.  |
| <b>Level 2</b> | <i>Developing:</i> Student is beginning to communicate in simple English with frequent grammatical errors and limited vocabulary. Direct ESL support is needed in scheduled language support blocks.  |
| <b>Level 3</b> | <i>Expanding:</i> Student can communicate ideas in English with some grammatical errors. Student needs support with content language and vocabulary development (Academic Language). Conversational Language may be strong. Students receive instruction in Language Adapted/Supported English classes. |
| <b>Level 4</b> | <i>Consolidating/Proficient:</i> Student's English language proficiency skills are strong enough to enroll in non-ESL classes. ESL support will be given as needed.   |

**Note:** *Language Adapted/Supported Courses:*

This designation indicates support where needed for English Language Learners; whereby emphasis will be placed on acquiring academic language and understanding the core content of the curriculum.

## ENGLISH AS A SECOND LANGUAGE COURSES

### **LD TRANSITIONAL ENGLISH 8 & 9 - (ESL Levels 1 and 2) (XTE 8) (XTE 9)**

This course is designed to cover the six areas of the language arts program: Reading, Writing, Speaking, Listening, Viewing and Representing. Materials and coursework are adapted for ESL students to enable them to meet the learning outcomes of the regular English Language Arts programme. Literature will include short stories, novels, poetry, plays, and non-fiction. Enrollment in transitional classes follows the assessment of the student's abilities in English. Students will be placed in the appropriate section for their language skills.

### **LD ENGLISH LANGUAGE DEVELOPMENT 8 & 9 - (ESL Levels 1 – 3) (XELD 8) (XELD 9)**

These courses are designed for ESL support in the acquisition of language. Students will concentrate on learning strategies and skills to further develop cognitive and academic literacy. The focus of this course is on building working vocabulary, improving grammar, developing paragraph structure, and improving speaking and listening skills in order to collaborate with others. Students will be placed in the appropriate section for their language skills.

### **TRANSITIONAL ENGLISH 10 (ESL Level 2) (XSPBKOBESL)**

Enrollment in this class follows the assessment of the student's abilities in English. This course is designed for ESL students who are beginning and developing language acquisition and who are not yet ready to meet the learning outcomes of regular English 10. The programme of studies will parallel the six areas of language arts: Reading, Writing, Speaking, Listening, Viewing and Representing. Materials and coursework are adapted to meet the needs of the ESL student. Literature will include short stories, novels, poetry, plays, and non-fiction.

### **LANGUAGE ADAPTED/SUPPORTED ENGLISH 10 (ESL Level 3) (EN 10) (4 credits)**

The purpose of this course is to prepare ESL students for enrolment and successful participation in senior English courses. The course will give students graduation credit for English 10 while providing them with ESL support in explicit language instruction. The course will focus equally on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes for English 10.

### **BA ACADEMIC & CULTURAL LITERACY 10 (Beginning ESL) (YLE 10) (4 credits)**

This course is designed to help students improve their communication skills in Reading, Writing, Listening and Speaking in order to succeed across the curriculum. Students will gain cultural knowledge, linguistic competence, and a critical awareness of academic conventions as they explore a variety of genres and develop research skills. Students will be placed in the appropriate section for their language skills.

### **BA ACADEMIC & CULTURAL LITERACY 11 (Intermediate ESL) (YLE 11) (4 credits)**

This course is a continuation of YLE 10 and designed to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing the knowledge and skills necessary for success in a Canadian academic environment. Students will gain cultural knowledge and academic reading and writing skills. Students will be placed in the appropriate section for their language skills.

**BA ACADEMIC & CULTURAL LITERACY 12** (*Intermediate ESL*)**(YLE 12) (4 credits)**

This course is a continuation of YLE 11 and designed to improve academic achievement while focusing on Canadian culture. The course is intended to facilitate the development of skills needed for cultural and academic literacy. Emphasis is placed on developing a greater understanding of significant people, sports, and institutions that impact the Canadian culture. Students will explore specific genres and acquire academic research and writing skills necessary for success in a Canadian senior academic environment.

**BA COMPOSITION 11** (*ESL Levels 3-4*)**(YLE 11A) (4 credits)**

This course is intended for students (Grades 10-12) who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for the written components of the English 12 provincial examination. Students will be introduced to the major components of essay writing, various essay types, and the writing process itself. It is expected that, through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

## Support for English Language Learners Program Sequence

ESL Level 1		
Grades 8/9	Grade 10	Grades 11/12
ELD (beginner)	ELD (beginner)	BA Composition 11 (4)
TREN 8/9 (beginner)	ACL 10 (beginner ) (4)	ACL10 (beginner) (4)
SS8/9 (adapted/supported)	SS10 (adapted/supported) (4)	SS11 (adapted/supported/beginner) (4)
SC8/9 (adapted/supported)	SC10 (adapted/supported) (4)	

ESL Level 2		
Grades 8/9	Grade 10	Grades 11/12
ELD (intermediate)	TREN10 (0)	BA Composition 11 (4)
TREN 8/9 (intermediate)	ACL10 (intermediate) (4)	Communications 11 (A/S) (4)
SS 8/9 (adapted/supported)	SS10 (adapted/supported) (4)	Communications 12 (A/S) (4)
Sc 8/9 (adapted/supported)	SC10 (adapted/supported) (4)	ACL11 (Intermediate) (4)
		SS11 (adapted/supported/beginner) (4)

ESL Level 3		
Grades 8/9	Grade 10	Grades 11/12
TREN 8/9 (Intermediate/Advanced) EN 8 or EN 9	EN10 (adapted/supported) (4) ACL 11 COMPOSITION 11 (4) SS10 (adapted/supported) (4) SC10 (adapted/supported) (4)	EN11 or EN 10 (4) <b>and/or</b> Communications 11 (A/S) (4) Communications 12 (A/S) (4) EN10 (A/S) (if needed) (4) SS11 (adapted/supported) (4)

ESL Level 4		
Grades 8/9	Grade 10	Grades 11/12
Integrated into regular courses EN 8 or EN 9	Integration into regular courses EN10 (4)	Integration into regular courses EN11 or EN 12 (4) <b>and/or</b> Communications 11 (A/S) (4) Communications 12 (A/S) (4) EN 10 (A/S) if needed (4)

*A/S refers to adapted and supported courses (Grades 10-12, 4 credits)*

## FRENCH IMMERSION

L'école Secondaire Sentinel offers bilingual instruction to students enrolled in the French Immersion programme.

Early French Immersion is for students who have received their primary and intermediate level of instruction in French. The amount of French instruction at the secondary level varies according to the grade. As students progress through the programme, the amount of prescribed instructional time in French is reduced: Grades 8 and 9 = 50%, Grade 10 = 38%, Grades 11 and 12 = 25%.

**French Immersion students will have the opportunity to participate in many excursions and cultural experiences in French throughout their courses.**

**Please Note:** *The curriculum for Français langue is outlined on pages 49 and 50, whereas the curricula for Social Studies, Science and Mathematics can be found with the English equivalents. They are the same as the English stream, except that the language of instruction is French.*

### BILINGUAL CERTIFICATE REQUIREMENTS

Successful completion of a minimum of 13 immersion courses will give the student a **bilingual certificate** by the end of Grade 12. Students earning credit for 15 courses will receive a **bilingual certificate with recognition**.

Grade 8 Early	Grade 8 Late
Français langue 8 Sciences humaines 8 Sciences 8 Mathématiques 8	Français langue 8 Sciences humaines 8 Sciences 8 Mathématiques 8

**Early and late French Immersion courses are merged in Grade 9**

Grade 9
Français langue 9 Sciences humaines 9 Sciences 9 Mathématiques 9
Grade 10
Français langue 10 Sciences humaines 10 Sciences 10
Grade 11
Français langue 11 Sciences humaines 11
Grade 12
Français langue 12 AP French Language 12

\* In senior years, students **must take at least three courses including** Français langue 11 and Français langue 12.

**STUDENTS ARE ENCOURAGED TO TAKE THE FULL COMPLEMENT OF COURSES IN ORDER TO ACHIEVE FLUENCY**

## **WEST VANCOUVER SCHOOL DISTRICT PREMIER SPORTS ACADEMY: FIELD HOCKEY**

The West Vancouver School District offers the Field Hockey programme which features a complete school curriculum promoting academics and athletics in a unique schedule. This programme offers young field hockey players the opportunity to complete their academic requirements in the mornings and their field hockey skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Field Hockey programme.

Students, female or male, Grades 8-12, who are registered full time at Sentinel Secondary School may apply to the field hockey programme. The initial selection process is highly competitive and based on a number of factors including an on-field evaluation of students' skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Enrollment is limited. The Field Hockey programme runs from September through to mid-June, Monday through Friday from 1:30 – 3:00 p.m. Programme components include: on-field, off-field and classroom theory sessions. The on-field sessions are held at the brand new all-weather field hockey turf at Ambleside.

The on-field component consists of individual skill development, as well as team tactics. Specialized and small group instruction is also provided for goaltenders. The off-field component consists of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength training, quickness and agility training, as well as speed training. Students are assessed and evaluated at the beginning of the field hockey season as well as at the end of their season. Through participation in the Field Hockey programme, students receive credits for the following courses: Grades 8-12 Physical Education, and Grades 10-12 Board Authority/Authorized (BAA) courses - Theory and Principles of Field Hockey 10, 11 & 12. Students in Grades 8 and 9 also complete the mandatory Health and Career Education courses.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence. Sessions include such topics as goal setting, mental training, nutrition, confidence building, communication skills, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps to take to excel in any parts of their lives. Some of these steps include deciding what it is they really want to do and choosing to focus on doing it every day.

The West Vancouver School District (#45) continues to support this outstanding programme for the students enrolled at Sentinel Secondary School. For further information, please contact Diane Nelson, District Principal @ 604-981-1150 or [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca). Visit the school district website @ [www.sd45.bc.ca](http://www.sd45.bc.ca) and click on the Field Hockey icon.

## **WEST VANCOUVER SCHOOL DISTRICT PREMIER SPORTS ACADEMY: HOCKEY**

Sentinel's Hockey programme features a complete school curriculum promoting academics and athletics in a unique schedule. This programme offers young hockey players the opportunity to complete their academic requirements in the mornings and their hockey skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Hockey Academy.

Students, female or male, Grades 8-12, who are registered full time at Sentinel Secondary School may apply to the hockey programme. The initial selection process is highly competitive and based on a number of factors including an on-ice evaluation of students' hockey skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Enrollment is limited. The Hockey Academy runs from September through to mid-June, Monday through Friday from 1:30 - 3:00 p.m. Programme components include: on-ice, off-ice and classroom theory sessions.

The on-ice component consists of skating, shooting, puck control, passing, as well as both individual and team tactics. Specialized and small group instruction is also provided for goaltenders. The off-ice component consists of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength training, quickness and agility training, as well as speed training. Students are assessed and evaluated at the beginning of the hockey season as well as at the end of their hockey season. Through participation in the Sentinel Hockey Academy, students receive credits for the following courses: Grades 8-12 Physical Education, and Grades 10-12 Board/Authority Authorized (BAA) courses - Theory and Principles of Hockey 10, 11 and 12. Students in Grades 8 and 9 also complete the mandatory Health and Career Education courses.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence. Sessions include such topics as goal setting, mental training, nutrition, confidence building, communication skills, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps to take to excel in any parts of their lives. Some of these steps include deciding what it is they really want to do and choosing to focus on doing it every day.

Students, Grades 10-12, are also provided the opportunity to complete Part A of the National Coaching Certification Program (NCCP). Part A includes an introduction to coaching, making ethical decisions, planning a practice and nutrition. This program looks for unique ways to help students further their understanding of themselves and sport-science principles, thereby assisting their own sport performance.

The West Vancouver School District (#45) continues to support this outstanding programme for the students enrolled at Sentinel Secondary School. For further information, please contact Diane Nelson, District Principal @ 604-981-1150 or [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca). Visit the school district website @ [www.sd45.bc.ca](http://www.sd45.bc.ca) and click on the Hockey programme icon.



## **WEST VANCOUVER SCHOOL DISTRICT PREMIER SPORTS ACADEMY: SOCCER**

Sentinel's Soccer programme features a complete school curriculum promoting academics and athletics in a unique schedule. This programme offers young soccer players the opportunity to complete their academic requirements in the mornings and their soccer skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Soccer Academy.

Students, female or male, Grades 8-12, who are registered full-time at Sentinel Secondary School may apply to the soccer programme. The Soccer Academy runs from September through to mid-June, Monday through Friday from 1:30 – 3:00 p.m. The initial selection process is competitive and based on a number of factors including an on-field evaluation of students' soccer skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Enrollment is limited. Programme components include: on-field, off-field and classroom theory sessions.

The on-field component consists of passing, ball control, finishing, dribbling, defending, shape positioning, heading & runs. The focus is on individual technique, small group dynamics, as well as team dynamics and tactics. Specialized and small group instruction is also provided for goalkeepers. The off-field component consists of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength training, quickness and agility training, speed training, and off-season preparation. Students are assessed and evaluated both at the beginning of the soccer training period, as well as at the end of the students' soccer league play, with the purpose of capturing the students at their best. Through participation in the Sentinel Soccer programme, students receive credits for the following courses: Grades 8-12 Physical Education and Grades 10-12 Board/Authority Authorized (BAA) courses - Theory and Principles of Soccer 10, 11, and 12. Students in Grades 8 and 9 also receive the mandatory Health and Career Education courses.

The classroom session is designed to cover a variety of topics that help students learn good habits. Sessions include such topics as goal setting, personal awareness, how to gain confidence and raise self-esteem, mental training (controlling emotions, a winning soccer attitude and personality differences), mentally battling through injury and fatigue, sports nutrition and recovery, the importance of being proactive, communication skills, conflict resolution, along with the importance of building and sustaining good character.

For students in Grades 10-12, we offer a course in the National Coaching Certification Program (NCCP). Part A includes an introduction to coaching, making ethical decisions, planning a practice and nutrition. This program looks for unique ways to help students further their understanding of themselves and sport-science principles, thereby assisting their own sport performance. The National Coaching Certification Program is widely recognized as one of the best programs of its kind in the world.

For students in Grades 10-12, we offer the Community Coach Children's Course which is tailored to coaches working with players in the 6-10 year old range. The contents of this course are based around the fundamentals of mini-soccer and touch on the following areas: stages of development, basic practice planning, the role of the coach, ethics, safety and liability, review of mini-soccer rules, basic skill development, ample amounts of sample practice sessions, and experience of practical coaching.

Finally, for students, Grades 9-12, we offer the Referee Course (Level 5) which is designed to certify students to be qualified as referees for Mini Soccer (U8-U12 age groups). The course includes classroom and on-field practical sessions.

The West Vancouver School District (#45) is pleased to continue to offer this outstanding programme for the students enrolled at Sentinel Secondary School. For further information, please contact Diane Nelson, District Principal @ 604-981-1150 or [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca). Visit the school district website @ [www.sd45.bc.ca](http://www.sd45.bc.ca) and click on the Soccer programme icon.

## **WEST VANCOUVER SCHOOL DISTRICT PREMIER SPORTS ACADEMY: TENNIS**

West Vancouver School District's Tennis programme features a complete school curriculum promoting academics and athletics in a unique schedule. This programme offers young tennis players the opportunity to complete their academic requirements in the mornings and their tennis skill development in the afternoons, all during school hours. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the Tennis Academy.

Students, female or male, Grades 8-12, who are registered full-time at Sentinel Secondary School may apply to the tennis programme. The Tennis Academy runs from September through to mid-June, Monday through Friday from 1:30 – 3:00 p.m. There is an initial selection process which is based on a number of factors including an on-court evaluation of students' tennis skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Enrollment is limited. Programme components include: on-court, off-court and classroom theory sessions.

The on-court component consists of a variety of drills as well as the technical development of all strokes. One day per week, students also participate in on-court match play. One of the goals of the programme is to provide quality instruction on court and to assist all students to compete at the highest level, province-wide. As well, students are encouraged and supported to compete confidently in local tournaments. Ultimately, the goal is to provide a quality experience for all students in the programme.

The off-court component consists of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength training, quickness and agility training, speed training, and off-season preparation. Students are assessed and evaluated both at the beginning of the tennis training period, as well as at the end of the school year, with the purpose of capturing the students at their best.

Through participation in the Tennis Academy, students receive credits for the following courses: Grades 8-12 Physical Education and Grades 10-12 Board/Authority Authorized (BAA) courses - Theory and Principles of Tennis 10, 11, and 12. Students in Grades 8 and 9 also receive the mandatory Health and Career Education courses.

The classroom session is designed to cover a variety of topics that help students learn good habits. Sessions include such topics as goal setting, personal awareness, how to gain confidence and raise self-esteem, mental training (controlling emotions, a winning soccer attitude and personality differences), mentally battling through injury and fatigue, sports nutrition and recovery, the importance of being proactive, communication skills, conflict resolution, along with the importance of building and sustaining good character.

For students, Grades 10-12, we offer a course in the National Coaching Certification Program (NCCP). Part A includes an introduction to coaching, making ethical decisions, planning a practice and nutrition. This program looks for unique ways to help students further their understanding of themselves and sport-science principles, thereby assisting their own sport performance. The National Coaching Certification Program is widely recognized as one of the best programs of its kind in the world.

The West Vancouver School District (#45) is pleased to continue to offer this outstanding programme for the students enrolled at Sentinel Secondary School. For further information, please contact Diane Nelson, District Principal @ 604-981-1150 or [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca). Visit the school district website @ [www.sd45.bc.ca](http://www.sd45.bc.ca) and click on the Tennis programme icon.

## **WEST VANCOUVER SCHOOL DISTRICT PREMIER SPORTS ACADEMY: GOLF**

The West Vancouver School District offers the Golf programme which features a complete school curriculum promoting academics and athletics in a unique schedule. This programme offers young golfers the opportunity to complete their academic requirements in the mornings and golf skill development in the afternoons, all as a part of their school curriculum. To facilitate this, fixed blocks each afternoon are scheduled as training blocks for students in the golf programme.

Students, female or male, Grades 8-12, who are registered full time at Rockridge OR Sentinel Secondary School may apply to the golf academy programme. The initial selection process is highly competitive and based on a number of factors and includes an evaluation of students' skills, a strong record of academic achievement as well as demonstrated ability to be socially responsible. Enrollment is limited. The Golf programme runs from September through to mid-June, Monday through Friday from 1:30 – 3:00 p.m. Programme components include: on-course play, regular practice and classroom theory sessions.

The on-course play and practice components consist of individual skill development, as well as course management and play tactics. Programme components consist of a variety of training, including general fitness training, flexibility, aerobic and anaerobic training, strength training, core stability and power training. Students are assessed and evaluated at the beginning and end of the season. Through participation in the Golf programme, students receive credits for the following courses: Grades 8-12 Physical Education, and Grades 10-12 Board Authority/Authorized (BAA) courses - Theory and Principles of Golf 10, 11 and 12. Students in Grades 8 and 9 also complete the mandatory Health and Career Education courses.

The classroom sessions are designed to cover a variety of topics that help students on their journey toward excellence. Sessions include such topics as goal setting, mental training, nutrition, confidence building, communication skills, along with the importance of building and sustaining good character. The program helps students understand and learn the important steps to take to excel in any parts of their lives. Some of these steps include deciding what it is they really want to do and choosing to focus on doing it every day.

The West Vancouver School District (#45) continues to support this outstanding programme for the students enrolled at Sentinel Secondary or Rockridge Secondary Schools. For further information, please contact Jill Johnson, Program Manager @ 604-981-1024 or [jjohnson@sd45.bc.ca](mailto:jjohnson@sd45.bc.ca) or Diane Nelson, District Principal @ 604-981-1150 or [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca). Visit the school district website @ [www.sd45.bc.ca](http://www.sd45.bc.ca) and click on the Golf icon.

## SUPER ACHIEVERS PROGRAMME

The Super Achievers Programme is open to **provincially** or **nationally-ranked** athletes or high-calibre performing artists who are seriously committed to their education and training.

Some highlights of the programme include:

1. External course credits (where applicable) are granted after students submit the necessary documentation as outlined by the Ministry of Education – e.g. FIS Program – Alpine Skiing = Athlete 11, Grade 8 Piano Practical/Rudiments 2 = Royal Conservatory of Music 12, Intermediate Foundation Ballet = Royal Academy of Dancing 10.
  - [Ministry of Education-recognized Athlete Programs](#)
  - [Ministry of Education-recognized Dance credentials](#)
  - [Ministry of Education-recognized Music credentials](#)
2. Fixed blocks each afternoon which can be scheduled as training blocks for students in the Super Achievers Programme.
3. Provisions made by staff to ensure that students have an opportunity to satisfy course requirements: granting of assignments prior to departure, extending deadlines for projects, and rescheduling of exams when students have given them adequate warning of impending training sessions, competitions or performances.
4. Monitoring of students' educational and training progress by the counsellor/administrator assigned to the programme.

### Admission Criteria:

To be considered for the programme students **must** submit the following:

1. Complete Super Achievers Application package
2. A satisfactory record of achievement that includes:
  - a. A minimum of a C+ average which must be maintained throughout the year.
  - b. No unsatisfactory work habits.
  - c. No failing grades.
  - d. Satisfactory attendance record.
3. **STUDENT - Form A plus:**
  - Copy of most recent Report Card
  - A personal resumé of competitions/performances indicating the applicant is competing/performing at an “elite” level. Performing artists indicate recent formal exams/tests completed in their discipline.
  - Copy of Training/Competition Schedule - A training/competition schedule of **no less than 20 supervised hours per week** in their discipline.
4. **COACH/INSTRUCTOR – Form B plus:**
  - A letter of verification indicating the applicant is training a minimum of 20 hrs./week under their direct supervision and describing the activities involved.
5. **Approval of the Principal.**
  - a. Students must **re-apply** to the Super Achievers Programme each year during Course Planning – supplying an updated Application Package.

- b. Counsellors and Administrators will review the status of each student – based upon the above criteria – and make a recommendation regarding continuation in the programme.
- c. **NOTE:** PE 10 and PLANNING 10 are required courses for graduation. Sentinel offers these courses in a blended learning format. Students who are unable to take these courses in their timetable should enroll in these options.

There are no extra charges associated with the programme; however, parents are required to assume all costs related to their sons' or daughters' private training and/or supplementary courses taken to enhance their educational program.

***NEW & RETURNING Super Achievers must submit a complete Application Package before being considered for enrollment in this program for the 2011 – 2012 school year.***

## **WORK EXPERIENCE**

Grade 11 and 12 students

**Work Experience** integrates classroom theory with practical experience in the community and workplace in an effort for students to gain practical skills and to explore possible career options. There are hundreds of work experience opportunities which include banks, hotels, Cypress Mountain (free ski pass), auto repair shops, schools, investment firms, Vancouver Aquarium, dentists, medical research, computer technicians, SPCA, lawyers, retail stores, restaurants, engineering firms, and architectural firms. Whatever your career interest is we will work to find a suitable placement.

### **Work Experience provides students with the opportunity to:**

- Explore personal interests and abilities.
- Practice knowledge and skills in a work environment.
- Develop connections between goals, school studies, and possible career fields.
- Observe and participate with adults working in the field of career interest.

### **When a student is enrolled in WEX 12A, a 4 credit course, it includes:**

- The Work Experience component out-of-school: 90-120 hours of volunteer work or job shadowing in the community in an area of interest to you, the student.
- Ongoing personal reflection: keeping a Journal and Summary of Hours.
- Work Experience is timetabled as a Lunch-time block. You will meet with your teacher on a regular, flexible basis and complete a series of classroom assignments on topics such as: workplace safety, employability skills, resumé writing, and interview skills. During this time you will also work with the teacher, to plan the work placement and make telephone calls with the teacher to set up your placement.

### **Work Experience encourages students to:**

- Find answers to career questions.
- Explore career options through work experience placements.
- Make connections between school and work.
- Reflect on experiences and set new goals.

### **Upon completion of Work Experience, a student will receive:**

- A Work Experience certificate from the School District.
- Skills and knowledge necessary for entry level employment in the specialty field.
- Background and course work necessary for entry into related post-secondary programmes.
- Possible preferential admission to some post-secondary institution programmes.

### **WORK EXPERIENCE 12A and 12B (WEX12A, WEX 12B, 4 credits each)**

These courses are 4 credit elective courses in which the student completes 90-120 hours of volunteer work or job shadowing in the community. The timing of these hours is completely flexible: during school, after school, weekends, holidays, Professional Days, Spring Break, etc. Initiative is a key ingredient for success in this course. Teachers set up the placements after careful consultation with the students. Students are evaluated based on: employer feedback, communication, summary of hours and a journal of work experience and a number of assignments done at certain times of the year. With prior arrangement, some of our students complete their hours in the summer after Grade 10 (or Grade 11). Prior to any placements, the student must see the career resource teacher.

**SECONDARY SCHOOL APPRENTICESHIP (SSA, 11A, 11B, 12A, 12B – 4 credits each)**

This series of courses is a career programme that allows students the opportunity to begin an apprenticeship while still in high school, and to earn wages and high school credits, for doing so. One hundred and twenty hours of paid work equals 4 credits to a maximum of 480 hours for a total of 16 credits. Students secure a paid job with a certified journeyman in that trade, and become registered with the Industry Training Authority.

- This is a special programme for a student who wishes to graduate while working part-time and developing a career through apprenticeship.
- The student is eligible for a \$1000 scholarship upon graduation if he/she maintains a C+ overall average in Grades 11 and 12.
- Within 3 to 5 years, the student will be a trained journeyman in his/her chosen field making excellent wages.
- Examples of designated trade categories include: Aerospace, Construction, Electronics, Automotive, Graphic Arts, Horticulture, Forestry, Motion Picture & Theatre, and Hospitality, Hair Dressing, Cook, and Cosmetics.
- For more information or to enroll, students are encouraged to visit the Career Resource Centre/Teacher.

**GUIDELINES FOR COURSE SELECTION**

Students select their courses in Term II for the following school year. Based on student requests, the timetable is created and staffing decisions are made. Students must choose courses carefully, as it is sometimes not possible for timetable changes to be made during the new school year.

Changes to elective courses may be made in the first two weeks of the school year, if space permits. A “Course Change” form must be completed and approved by the counsellor before any changes can be made.

## **GRADES 8 - 10**

Students in Grades 8-10 are required to take eight courses.

<b>Grade 8 Courses</b>
English Language Arts 8
Social Studies 8 or Sciences humaines 8
Mathematics 8 or Mathématiques 8
Science 8 or Sciences 8
Physical Education 8
French 8 or Français langue 8
Fine Arts 8 (Art, Drama and Choir) or Music
Applied Skills 8 (Foods, Textiles, Woodwork, Information Technology)

<b>Grade 9 Courses</b>
English Language Arts 9
Social Studies 9 or Sciences humaines 9
Mathematics 9 or Mathématiques 9
Science 9 or Sciences 9
Physical Education 9
Français langue 9 or Language Elective
Fine Arts Elective
Applied Skills Elective

**Grade 9 students may choose from the following electives:**

<b>Grade 9 Electives</b>
Drama 9: Theatre Performance
French 9
Home Economics 9: Foods
Home Economics 9: Textiles
Information Technology 9
Music 9: Concert Band
Music 9: Jazz Band
Music 9: Orchestral Strings
Technology Education 9: Drafting and Design
Technology Education 9: Woodwork
Visual Arts 9: General
Visual Arts 9: Media Arts
Visual Arts 9: Ceramics and Sculpture
Business Education 10

**In Grade 10, students will begin to fulfill British Columbia graduation requirements.**



Grade 10 Courses
English Language Arts 10
Social Studies 10 or Sciences humaines 10
Mathematics 10
Science 10 or Sciences 10
Physical Education 10
Planning 10
Français langue 10 or an Elective course
<b>Note:</b> Students receive 4 credits upon completion of each of the courses listed above. A Fine Arts or Applied Skills elective is required in Grades 10, 11, or 12.

**Grade 10 students may choose from the following electives:**

Grade 10 Electives
Business Education 10: General
Drama 10: Theatre Performance
French 10
Information Technology 10
Music 10: Concert Band
Music 10: Concert Choir
Music 10: Orchestral Strings
Technology Education 10: Drafting and Design
Technology Education 10: Woodwork
AP Art 11
Art Foundations 11
Foods and Nutrition 11
Introductory Japanese 11
Introductory Mandarin 11
Introductory Spanish 11
Studio Arts 11: Ceramics and Sculpture
Textiles 11
Visual Arts 11: Media Arts

In Grades 11 and 12, students will continue to fulfill the British Columbia graduation requirements by taking a selection of required or elective courses. Students will also work with an advisor in Grades 11 and 12 to fulfill the requirements of Graduation Transitions.

Students in Grade 11 are required to take eight courses. One of these courses may be an Academic Tutorial Block. Students in Grade 12 are required to take seven courses, one of which could be an Academic Tutorial Block. Depending on their programme of study, Grade 12 students may choose to take an eighth course. Students accepted into the Super Achievers Programme are expected to take a minimum of six courses.

During the Academic Tutorial, Grade 11 and 12 students will have access to an academic support block where a teacher not only promotes effective study skills but also assists students with their studies and identifies additional avenues of support, such as other teachers, peers, and learning resources. Work habits will be assessed and regular attendance is expected. The availability of the Academic Tutorial furthers the school and district goals of fostering academic excellence and supporting all learners.

The following chart summarizes the course load options available to students in Grades 11 and 12:

Grade 11	Grade 11	Grade 12	Grade 12	Grade 12	Grade 12
8 courses	- 7 courses - 1 Academic Tutorial Block	- 8 courses - Graduation Transitions	- 7 courses - 1 Academic Tutorial Block - Grad Transitions	- 7 courses - 1 Study - Grad Transitions	- 6 courses - 1 Academic Tutorial Block - 1 Study - Graduation Transitions

**Grade 12s – to be eligible for Honour Roll and Scholarships, students must be enrolled in, and complete, 7 courses (28 credits) at Sentinel.**

#### **BLENDED LEARNING – COURSES COMBINING ON-LINE AND FACE TO FACE LEARNING**

We are continuing to explore creative uses of technology in the classroom. Many of our classes have added a digital component, and this embracing of new technologies is only increasing each year. In 2008, our school, along with the other two schools in the district, began to offer courses that blended face-to-face classes with an online component. In these courses, students are able to complete courses within a guided, yet flexible framework, often outside of traditional school hours.

Blended learning courses allow Grade 10 students to increase their timetable flexibility and take courses in addition to their 8 timetabled courses. Grade 11 and 12 students may take a blended learning course as one of their required number of courses.



There are two different blended learning options:

1. Courses that are offered at our school, outside the timetable.
2. Courses that are offered at one of the other two schools outside the timetable. These courses allow students to access courses and programmes that are not offered in our school.

Blended learning courses include online work and face-to-face meetings with the online teacher - 25 – 50% of the time of a typical course. These face-to-face sessions are scheduled before school and/or after school. Efforts are made to work around students' other commitments.

At Sentinel, the following blended learning courses are being offered: Planning 10, Physical Education 10.

Sentinel students can access the following courses offered at West Vancouver Secondary School: New Media and Technology 11, and Fashion Industry 12.

Course descriptions for the courses listed above are included in this Programme Handbook. Students will register for these courses in the same manner and at the same time as they complete their course registration for their other courses at Sentinel.

## Graduation Requirements for Students

To graduate, students must earn a minimum of **80 credits** in Grades 10 – 12. This is equivalent to 20 four-credit courses. Of the minimum 80 credits, **48 credits are from Required Courses**, **28 credits are from Elective Courses**, and **4 credits are from Graduation Transitions**.

Required Courses	
Subject Area	Minimum Credits
English Language Arts 10	4
Language Arts 11*	4
Language Arts 12*	4
Social Studies 10 or Sciences humaines 10	4
Social Studies 11, Sciences humaines 11, Canadian Civics 11 or BC First Nations Studies 12	4
Science 10 or Sciences 10	4
Science 11 or 12*	4
Mathematics 10*	4
Mathematics 11 or 12*	4
Physical Education 10	4
Fine Arts or Applied Skills 10, 11 or 12*	4
Planning 10	4
	Total: 48 credits
Elective Courses	
Subject Area	Minimum Credits
Grade 12 level courses**	12
Additional Grade 10, 11 or 12 courses**	16
	Total: 28 credits
Graduation Transitions	4
	Overall Total: 80 credits

\* denotes one from a number of course options

\*\* an unlimited number of credits from either ministry- or board/authority-authorized or post-secondary courses may count toward graduation.

## Graduation Programme Examinations

All students are required to write five Graduation Programme examinations:

- English 10
- Science 10 or Sciences 10
- Mathematics 10
- Social Studies 11 or Sciences humaines 11
- A Language Arts 12 examination attached to the required course taken by the student.

The Grade 10 and 11 Graduation Programme Examinations count for 20% of the final course mark. The Grade 12 examinations count for 40% of the final mark.

With the exception of the Language Arts 12 examination, all other Grade 12 examinations are optional. A student can enroll in a Grade 12 course that has an examination and elect not to take it. When a student elects not to write the examination, 100% of the student's final mark will come from classroom evaluation by the classroom teacher. **Writing Grade 12 examinations does provide students with opportunities for provincial scholarships.**

## Graduation Transitions Content and Preparation

Graduation Transitions is a required component of every student's graduation in B.C. This 4-credit "course" is completed by students in Grades 10 through 12 and includes three main elements.

- \* Personal Health
- \* Community Connections
- \* Career and Life

Students collect evidence to demonstrate their knowledge and competence in each of these three areas in a variety of ways. They may use school or community experiences to collect evidence, or use projects they have completed in class.

Graduation Transitions is first introduced to students in their Planning 10 course. In Grades 11 and 12, students work with an advisor as they fulfill the required elements and gather the necessary evidence to complete this Graduation requirement. Graduation Transitions culminates in a final Grade 12 exit interview or presentation of the work they accomplished.

## International Student Graduation Credit Policy

2004 BC Graduation Requirements	International Student Graduation
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	Policy
<p><b>48 credits are Required Courses, including:</b></p> <ul style="list-style-type: none"> <li>■ * <b>Language Arts 10 (EN 10)</b></li> <li>■ Language Arts 11 (EN 11 or COM 11) (4 credits)</li> <li>■ * <b>Language Arts 12 (EN 12 or COM 12)</b> (4 credits)</li> <li>■ Social Studies 10 (4 credits)</li> <li>■ * <b>Social Studies 11</b> (4 credits)</li> <li>■ * <b>Science 10</b> (4 credits)</li> <li>■ Science 11 or 12 course (4 credits)</li> <li>■ * <b>Mathematics 10</b> (4 credits)</li> <li>■ Mathematics 11 or 12 course (4 credits)</li> <li>■ Physical Education 10 (4 credits)</li> <li>■ Fine Arts or Applied Skills 10, 11, <u>or</u> 12 course (4 credits)</li> <li>■ Planning 10</li> </ul> <p><b>PLUS:</b></p> <ul style="list-style-type: none"> <li>■ Graduation Transitions** (4 credits)</li> </ul> <p><b>PLUS:</b></p> <ul style="list-style-type: none"> <li>■ 3 Grade 12 Courses (12 credits)</li> <li>■ 4 Elective Courses (Gr. 10, 11, or 12) (16 credits)</li> </ul> <p><b>TOTAL CREDITS (80 CREDITS)</b></p> <p><b>* = mandatory Provincial Exams</b></p> <p>Of the 80 credits needed for Graduation at least 16 credits (4 courses) must be at the Grade 12 level – including a Language Arts 12. This includes COMMUNICATIONS 12 or EN 12 and 3 other Gr. 12 courses.</p> <p>**Graduation Transitions:  <a href="http://www.sd45.bc.ca/sentinel/departments/portfolio/07_Portfolio.html">http://www.sd45.bc.ca/sentinel/departments/portfolio/07_Portfolio.html</a></p>	<p><b>PROCEDURES</b></p> <p>To earn a Dogwood Diploma, international students must meet all 2004 BC Graduation Requirements. In addition, there are a number of specific conditions that pertain to <i>International*</i> students. (*<i>International students</i> being defined as those students who have not been educated in either English or French in the previous two years).</p> <ul style="list-style-type: none"> <li>• May earn credit for Language Arts (EN) 10, Science (SC) 10, and a Mathematics (MA) 10 either by enrolling in the course or challenging the course. Either way, the <u>provincial exam</u> is <u>mandatory</u>. Equivalency review for these 3 courses is not permitted.</li> <li>• New International Grade 11 students need to meet with their counsellor to evaluate course credits from outside of British Columbia.</li> </ul> <p>Must earn credit for the following courses <u>through instruction from a British Columbia-certified teacher</u>. No Equivalency review or Challenge process is permitted:</p> <ul style="list-style-type: none"> <li>• Language Arts 11</li> <li>• Language Arts 12</li> <li>• One of Science 11 <i>or</i> 12</li> <li>• One of Mathematics 11 <i>or</i> 12</li> <li>• Social Studies 11</li> <li>• Planning 10</li> </ul> <p>Other Graduation Program courses may receive credit through an Equivalency review or Challenge process.</p> <p>International students must also earn credit for Graduation Transitions through a school-supported course or process.</p> <p>For Language Arts (EN) 10, Mathematics (MA) 10, Science (SC) 10, Social Studies (SS) 11, and Language Arts (EN or COM) 12 students are required to write provincial final exams. All other provincial Grade 12 exams are optional.  <a href="http://www.bced.gov.bc.ca/policy/policies/international_grad_credit/htm">http://www.bced.gov.bc.ca/policy/policies/international_grad_credit/htm</a></p> <p>A full description of the program and application forms can be obtained from the International Student Office or by visiting the International Program Website at: <a href="http://www.westvanintl.ca">www.westvanintl.ca</a></p>

## **BUSINESS EDUCATION**

### **BUSINESS EDUCATION 10: GENERAL (BEG 10)**

*This course satisfies the Applied Skills requirement for graduation and is open to both Grade 9 and 10 students.*

In this survey course, students will explore the exciting world of business with an emphasis on environmentally and ethically sound business practices. The topics include:

- Marketing: research, advertising, trends, creating a marketing plan to sell a product or service.
- Finance: financial management (personal and business), types of business ownership, investing in the stock market, introductory accounting.
- Economics: competition, supply and demand, factors that affect standard of living, inflation, and unemployment.
- Entrepreneurship: what it takes to start and operate a business.
- How and when to use various business communication tools, for example: business letters, power point presentations, database management, excel spreadsheets.
- Careers in Business.

### **MARKETING 11 (MK 11, 4 credits)**

*This course satisfies the Applied Skills requirement for graduation.*

The world of marketing features many interesting aspects. Topics of study will include:

- Demographics and market research. Analyzing consumer behaviour and identifying target markets.
- Social, legal, ethical, and environmental issues involved in marketing products and services.
- Evaluation of effective marketing and retail practices.
- Evaluation of effective design, development, and distribution of products and/or services to a market.
- Promotion and Advertising.
- Creating a marketing plan.
- Analyzing the impact of a global economy on business in BC.
- Careers in Marketing

### **MARKETING 12 (MK 12, 4 credits)**

*Prerequisite: Marketing 11*

*This course satisfies the Applied Skills requirement for graduation*

This course provides a study of national and international marketing. Topics of study include:

- The impact of international trade on businesses in BC
- Methods to inform potential world markets of products, services, and ideas.
- Cultural implications on international marketing; the importance of research.
- Government regulations and assistance for businesses involved in international marketing.

### **ACCOUNTING 11 (AC 11, 4 credits)**

*This course satisfies the Applied Skills requirement for graduation.*

This course provides a solid introduction to Accounting: “the language of business” and will deliver real employable skills in the accounting field. Every business needs Accounting, and every business person needs to know the basics of Accounting. To operate a business or to see behind the headlines of the news in the worlds of sports, music, entertainment, and big business, an understanding of Accounting is essential. Topics of study include:

- The role of accounting in business.
- The importance of ethics, integrity, and honesty in finance.
- The relationships among assets, liabilities, and owner’s equity.
- Identifying, using, and understanding journals, ledgers, and the various financial statements in the accounting cycle.

- Understanding and using debit and credit theory.
- Careers in Accounting.
- Applying accounting methods using current applications of accounting software.

### **ACCOUNTING 12 (ACC 12, 4 credits)**

*Prerequisite: Accounting 11*

*This course satisfies the Applied Skills requirement for graduation.*

Accounting 12 is a continuation of Accounting 11 and will provide all the basics a student will need to gain entry level employment in the field of accounting and/or to continue with a career in Accounting, Business Management, Finance, or Commerce.

Topics of study include:

- Financial statement analysis.
- Preparing basic payroll, government remittances, and required tax documents.
- Applying accounting methods using accounting software.
- Inventory control and evaluation.
- Proficiency in using accounts receivable, accounts payable, and merchandise accounting procedures.
- Proficiency in using cash control procedures.
- Defending the need for security systems, data protection, and backup for accounting records.

**INFORMATION TECHNOLOGY**  
Information Acquisition, Information Management  
Software Development, Multimedia Presentation

Information Technology 9

Information Technology 10



ICT: Computer Information  
Systems 11



ICT: Computer Information  
Systems 12

**INFORMATION AND COMMUNICATIONS TECHNOLOGY COURSES**

Technology literacy is a skill set that is in high demand in our global community. The three uses of information technology in a modern society are information technology (electronic resources), communication technology (telecommunication), and processing technology (software that help us to do better, faster work). Technology is a tool and not an answer in and of itself. It should be seen as a learning tool that students learn with, not from. In preparing for the real world, ICT students are posed real problems with real world connections. ICT classes are set up with project-based multimedia assignments that allow for real problems that seek to connect students' work in school with the wider work in which the students live. It allows for student decision making, involves collaboration with others (students, community), and encompasses a full range of assessment, not just the final product. More importantly, it attempts to synthesize concepts from other courses. Come see what exciting opportunities await you in the world of Information and Communications Technology.



# INFORMATION TECHNOLOGY

## **APPLIED SKILLS 8 (INFORMATION TECHNOLOGY) (ASK 8)**

Information Technology 8 is an introductory 13-week course (26 classes) that focuses on these three strands (foundation, process, and presentation). The main units are:

- Keyboarding (speed/ technique (ergonomics))
- File Management
- Internet Safety
- Microsoft Office (Word Processing, Spreadsheets)
- Multiple Search Engines
- Graphic Design
- Desktop Publishing
- Art, Animation, and Sound
- Alice/Scratch Programming

## **INFORMATION TECHNOLOGY 9 (INT 9)**

Information Technology courses are designed to give students experience in acquiring, managing, editing and presenting data through various technology-based mediums. INT 9 introduces students to effective use of computing technology at home and at school. Emphasis is given to the use of various applications to enhance students' ability to complete assignments in subjects other than information technology. Effective time management and ethical issues related to technology will be addressed throughout the course.

## **INFORMATION TECHNOLOGY 10 (INT 10) (4 credits)**

*Satisfies the Applied Skills graduation requirement.*

Information Technology courses are designed to give students experience in acquiring, managing, editing and presenting data through various technology-based mediums. INT 10 is an introduction to this environment which includes an overview of hardware, software, and operating system issues; a look at various productivity-based application programmes concentrating on the tools of an industry standard Word Processor, an introduction to problem solving using a structured programming environment; a look at the Internet, its structure, e-mail, and the World Wide Web. This is a survey course which targets students with little or no computer experience with the objective of producing confident managers and users of computer-based information technology.

## **ICT: COMPUTER INFORMATION SYSTEMS 11 (ICTS 11) (4 credits)**

*Prerequisite: Grade 11 standing or permission from the instructor.*

*Satisfies the Applied Skills graduation requirement*

This course covers four main areas in information and communications technology: computer information systems, programming, applied digital communication and digital media development. Students will produce Web pages using more advanced scope of HTML, take a close look at an industry standard graphics programme and apply this to Web page development, and experiment with issues related to effective website design and management. Students will learn to program using Java as an introduction to the computer science curriculum. Students will also explore the foundations of the Internet and Local, LAN, and WAN network architecture.

## **ICT: 12 COMPUTER INFORMATION SYSTEMS 12**

### **(ICTS 12) (4 credits)**

*Prerequisites: ICTS 11 with a strong understanding of HTML or permission from the instructor.*

*Satisfies the Applied Skills graduation requirement.*

Information Technology courses are designed to give the student experience in acquiring, managing, editing and presenting data through various technology-based mediums. ICTS 12 concentrates on interacting over the Internet. Students will produce enhanced interactive Web pages using JavaScript and FLASH, and explore the surface of the Java scripting environment.

## **BA NEW MEDIA AND TECHNOLOGY 11 - BLENDED LEARNING**

### **YCCT 11A (4 credits)**

New Media and Technology 11's focus is to engage students in conversations about today's technology and media that most students use every day. The course will be a balance between learning more about the tools and resources such as YouTube, blogs, and wikis; relevant discussions surrounding them; and open-ended projects for students to apply their new knowledge and skills. The course is both for tech savvy and tech beginners as it is not a course focused on programming and development but on ideas and insight. This Blended Learning course is based at West Vancouver Secondary School. Please see the additional information regarding blended learning on page 24.

This class will meet twice a month after school. The dates and times will be determined by the teacher upon consultation with the students enrolled in the class.

## HOME ECONOMICS

### GRADES 8 TO 10

At this level, students participate in practical experiences that prepare them for future independent and community living. Classroom activities provide students with opportunities to prepare food, use textiles, and analyze individual and family needs. Students develop time, money and energy management skills. They also gain an understanding of families and improve their capacity to nurture and care for others.

### GRADES 11 AND 12

Home Economics courses offered at the senior level become more specialized. Although content may be specific to the study of food preparation and services, textile production and use, or human growth and development throughout the life-cycle, there is a continued focus on meeting the needs and wants of individuals and families in a responsible manner. Students develop time, money and energy management skills. Courses at this level support career exploration and preparation by encouraging each student to acquire a broad base of knowledge as a useful background for specific training or further education to support a future career.

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### APPLIED SKILLS 8 (HOME ECONOMICS: FOODS/TEXTILES) (ASK 8)

Foods and Textiles are two of the four courses offered in conjunction with Technology and Woodwork.

In the Foods course students are introduced to the basic principles of nutrition for their age group. Basic management skills in preparation, organization and clean-up will be taught. Labs will be based on recipes which are easily repeated at home.

The Textile course will allow students to exercise their creative talents. They will be introduced to commercial patterns, basic design and sewing techniques. They will have the opportunity to produce at least one item for themselves using a pattern.

### HOME ECONOMICS 9: FOODS (HEF 9)

This introductory course builds on the basic concepts taught in the Grade 8 programme. Basic food preparation skills and techniques will be taught. Nutrition will be taught with the focus on developing teens, enabling them to start to make wise and nutritious food choices. Students will become aware of the relationship between their own eating patterns and current health risks. Recipes will be practical and easily repeated at home. This course takes a co-educational approach to skills, attitudes and techniques which students will use throughout life.

### HOME ECONOMICS 9: TEXTILES (HET 9)

This introductory course builds on the basic construction skills and textiles knowledge acquired in Applied Skills 8. Students will begin to develop time, money, management and organization skills. Students will be able to select and use simple commercial patterns. Several projects will be constructed over the year, such as athletic wear and casual clothing. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work.

Supplies: Basic sewing equipment and sewing project supplies as required.

## **FOODS AND NUTRITION 11**

### **(FDN 11)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

This course is intended for students in Grades 10, 11 and 12.

Foods and Nutrition 11 builds on the skills developed in Home Economics 9: Foods. More challenging food preparation techniques will be experienced. Students will also have the opportunity to select some areas of study. A wide variety of foods will be prepared touching on all food groups with an emphasis on trends in healthy eating. Food safety, cultural information and nutritional trends will be integrated throughout the course. Food Safe Level One may be taught and certificates will be issued to successful candidates. Supplies: Apron, divided notebook.

## **FOODS AND NUTRITION 12**

### **(FDN 12)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

In this course specialty and gourmet preparation, international, ethnic foods and catering are emphasized. Students will be able to select and plan most of their own foods labs. Contemporary topics in nutrition, health problems and diets will be discussed, as well as budgeting, consumerism and career opportunities.

## **TEXTILES 11 (TXT 11)**

### **(TXT 11) (4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

**Textiles 11 is open to all students, Grades 10, 11, and 12, with or without previous textiles experience.**

Students will extend their knowledge of pattern alterations, consumerism, current fads and trends. This course also discusses fabric construction, history of fashion, principles and elements of design, and consumerism. Projects chosen will depend on the students' interests and abilities. Students will experiment with more challenging techniques. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work. Supplies: Basic sewing equipment and sewing project supplies.

## **TEXTILES 12**

### **(TXT 12) (4 credits)**

*Prerequisite: Textiles 11*

*Satisfies the Applied Skills requirement for graduation.*

This course further develops the skills and knowledge acquired in Textiles 11. Topics covered include textile fundamentals, textile processes, consumerism, history, and design. In term 3, a major presentation of projects produced will be presented by the students as a culminating feature of their year's work. Supplies: Basic sewing equipment and sewing project supplies.

## **BA FASHION INDUSTRY 12 – BLENDED LEARNING**

### **(YVHE 12) (4 credits)**

You love fashion! This course is for students who are interested in all aspects of the fashion industry. The course will look at the development of fashion and industry topics such as design, production, marketing and fashion promotion. Students will have the opportunity to develop a portfolio that will explore concepts in trends, accessories, design, product development, and marketing. This course will provide an excellent background for students interested in pursuing the fashion business at the post-secondary level. This course does not have a sewing component. This Blended Learning Course is based at West Van Secondary. Please see the additional information regarding blended learning on page 24.

The class will meet once per month, twice in September and four times in May. The dates will be determined by the teacher upon consultation with the students enrolled in the class.

## **TECHNOLOGY EDUCATION: WOODWORKING AND DRAFTING**

### **APPLIED SKILLS 8 (TECHNOLOGY EDUCATION 8: WOODWORK) (ASK 8)**

Woodwork is one of four courses offered in conjunction with Home Economics: Foods, and Home Economics: Textiles, and Information Technology 8. This is a beginning course that introduces students to the elements of design, selection and production of projects using wood as the medium. The student will learn the safe operation of hand tools and some power machines, as well as the application of scheduled finishes. An appreciation of the relationship between effort and quality is emphasized.

### **TECHNOLOGY EDUCATION 9: WOODWORK (TEW 9)**

This course emphasizes the safe skills needed to use hand tools as well as power machines using wood as the medium. Projects selected will reflect those skills. Students will also be encouraged to design their own projects reflecting their interests as well as covering the required skills. Students will:

- learn the safe operation of hand tools as well as power tools
- be introduced to basic woodworking and drafting skills
- employ a design process to design and construct their own woodworking project.

### **TECHNOLOGY EDUCATION 10: WOODWORK (TEW 10) (4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

This course will introduce students to the technology of designing and building with wood. Students will:

- learn the safe operation of hand and power tools
- be introduced to basic woodworking and drafting skills, and
- employ a design process to design and build their own woodworking project

### **CARPENTRY AND JOINERY 11 (CJ 11)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

This course will further develop the skills and knowledge learned by students in Technology Education 10: Woodwork. Design, technical communication and problem solving will be emphasized as students continue to learn and employ a design process to develop their own woodworking projects. The scope of machine operations will continue to be expanded so that students learn to make ever more challenging and complex projects.

### **CARPENTRY AND JOINERY 12 (CJ 12)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

The main focus of this course is to provide students with the opportunity to acquire advanced skills and knowledge of design and woodworking. Students will generate, or be assigned specific real-world design problems, and then be expected to develop potential solutions to these problems. Finally, they will apply appropriate woodworking knowledge and skills to produce models or design prototypes of their solutions to these design problems. Students will be expected to document and present this entire design process. Students enrolled in this course have the option of pursuing credit for Cabinet Construction, Furniture Construction or Residential Construction, after consultation with the instructor.

## **TECHNOLOGY EDUCATION 9: DRAFTING & DESIGN (TED 9)**

This is an entry-level course in technical drawing. Use of pencil and instruments are emphasized. Basic mechanical drawing conventions are explored in the first half of the year and architectural drawing is examined in the second half. Some computer-assisted drafting is offered as well. Students will:

- be introduced to basic drafting tools and skills
- employ a design model and process to solve problems
- be introduced to architectural design, drawing and drafting

## **TECHNOLOGY EDUCATION 10: DRAFTING & DESIGN (TED 10) (4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

This course will introduce students to the concepts of design, drawing and drafting. Design and drawing are inseparable. Drawing and drafting are tools that are used in every day life to communicate and record ideas that emerge from the work of design. Architects, engineers, graphic artists, carpenters and all manner of technicians, are just a few of the professions that employ design and drawing as part of their day-to-day activities. This course will increase a student's ability to communicate effectively in a technological environment. Students will:

- be introduced to various basic drafting tools and skills
- employ a design model and process to solve problems, and
- be introduced to architectural design, drawing and drafting

## **DRAFTING AND DESIGN 11 (DD 11)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

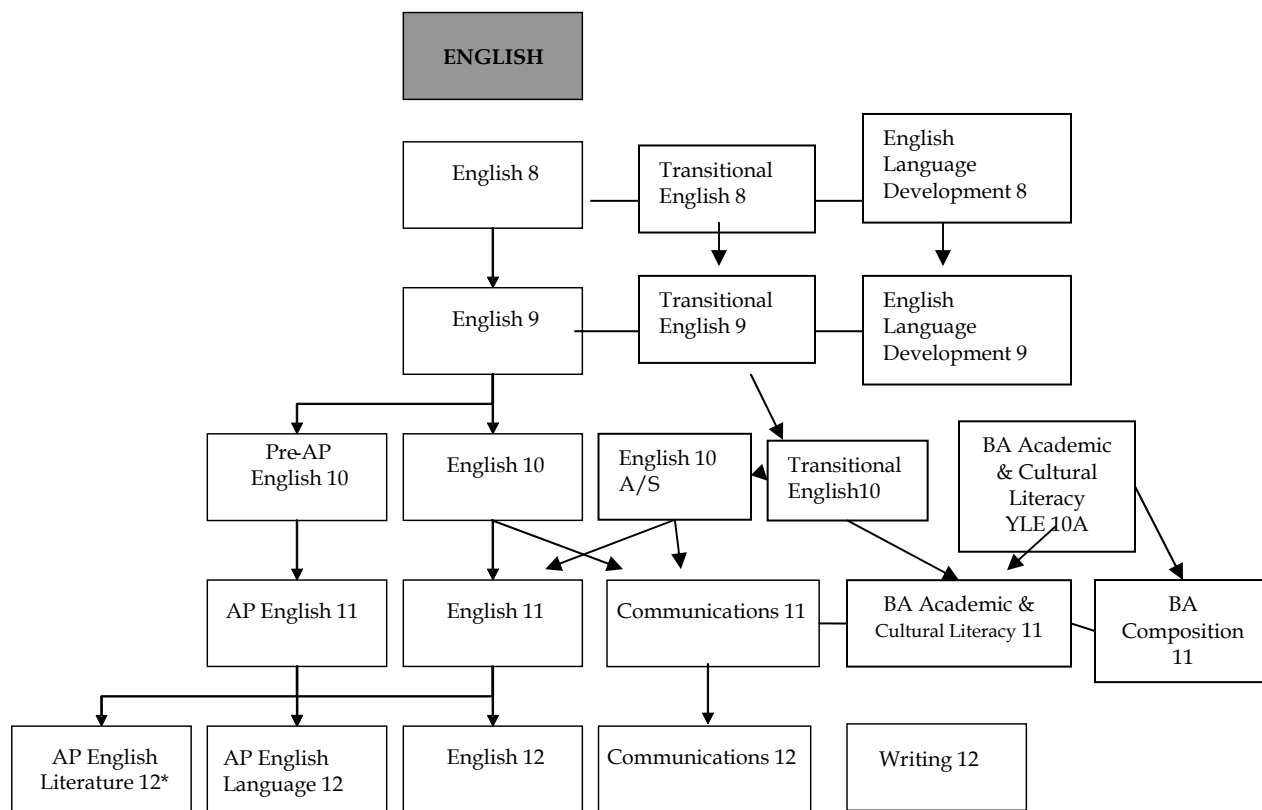
The purpose of this course is to advance the design, drawing and drafting skills introduced and learned in Technology Education 10: Drafting & Design. In this course, students will be given problems for both mechanical and architectural topics for which they must design and create solutions using both hand and CAD (computer aided design) techniques. A major course project will consist of students selecting a building property then employing a design process to develop and prepare working drawings to build a small house or summer cottage. Students will then be given the opportunity to learn architectural modeling skills as they build a scale model of their design.

## **DRAFTING AND DESIGN 12 (DD 12)(4 credits)**

*Satisfies the Applied Skills requirement for graduation.*

The main focus of this course is to provide students with the opportunity to acquire advanced design and drafting skills. Students will acquire skills and knowledge and solve design problems related to commercial developments such as restaurants and office buildings, and high-density residential designs such as townhouses and condominiums.

The course will also endeavour to contextualize the students work within a larger global architectural framework. Students will be introduced to the history of architecture and also some of its social, cultural and environmental dimensions. Students may employ both board and computer assisted drawing.



\*Must be taken with AP English Language 12

## **ENGLISH**

**ALL STUDENTS MUST TAKE A LANGUAGE ARTS COURSE TO THE GRADE 12 LEVEL.**

### **ENGLISH 8 TO ENGLISH 12**

#### **(EN 8 TO EN 12)**

English 8 to 12 is a sequential programme designed to enable students to experience literature, in order to develop the skills and attitudes that will help them become life-long, discerning readers; and to study language in order to develop fluency, precision, clarity, and independence. The processes of listening, speaking, reading, writing, viewing and representing are systematically taught along a continuum.

### **ENGLISH 10**

#### **(EN 10) (4 credits)**

*Graduation programme provincial examination course*

English Language Arts incorporates reading, writing, speaking and viewing. Areas of study will include short stories, poetry, novels, non-fiction, drama, media and writing. Students will continue to develop and work towards a level of greater sophistication in their language usage and their appreciation of literature.

### **LANGUAGE ADAPTED/SUPPORTED ENGLISH 10**

#### **(EN 10) (4 credits)**

The purpose of this course is to prepare ESL students for enrolment and successful participation in senior English. The course will give students graduation credit for English 10 while providing them with ESL support in explicit language instruction. The course will focus equally on helping students acquire academic language and understanding the core content of the Prescribed Learning Outcomes of English 10. At the end of this course students will write the English 10 Provincial Exam.

### **BA COMPOSITION 11 (ESL Levels 1-2)**

#### **(YLE 11A)**

The course is intended for students (Grades 10-12) who wish to develop, strengthen and enhance their writing skills in order to write effectively at the level expected of them in Grades 11 and 12. The course will also prepare students for written components of the English 12 Provincial examination. Students will be introduced to the major components of essay writing, various essay types, and the writing process itself. It is expected that through this course, students will gain an awareness of their abilities and potential as writers and, by using the tools learned, will develop confidence in their ability to handle any writing tasks presented to them in high school and post-secondary life.

### **COMMUNICATIONS 11**

#### **(COM 11) (4 credits)**

This course focuses on language acquisition, not the study of the interpretation of literature. It focuses on developing skills in listening, speaking, reading and writing, that is, communication skills consistent with the rules of standard English usage. It focuses on developing fluency and clarity in oral and written expression.

This course meets the Ministry graduation requirement for Language Arts 11 and students are eligible to proceed to Communications 12 to fulfill graduation requirements.

### **COMMUNICATIONS 12**

#### **(COM 12) (4 credits)**

*Provincially examinable course.*

This sequel to Communications 11 is designed to provide the fundamental language and communications skills necessary to operate effectively in the world of employment and personal communication. This course meets the Ministry graduation requirements for a Language Arts 12 Foundation Studies course. Although Communications 12 satisfies graduation requirements, it does not satisfy university admission requirements.



## ADVANCED PLACEMENT ENGLISH

### **PRE-AP ENGLISH LANGUAGE ARTS 10**

#### **(EN 10) (4 credits)**

*Graduation programme examination course.*

Sentinel offers Grade 10s the opportunity to enroll in a rigorous honours course designed to help students acquire the analytical and composition skills needed for AP English 11, AP English Language 12 and AP English Literature 12, and all university level English classes. Since students will be expected to perform at a high academic level, only strong “B” or “A” students, recommended by their Grade 9 English teachers, should apply. The AP English 10 teacher will choose from a variety of novels, plays, essays and poetry to create a challenging and rich programme. Students will be introduced to literary analysis through a detailed study of diction, syntax, literary elements, poetry and prose analysis, close reading, discussion, rhetorical theory and analysis, and composition. In addition to meeting Grade 10 English course requirements, Pre-AP English 10 will encourage students to become skilled readers of prose written in various eras, disciplines and rhetorical contexts. As well, students will learn to write for a variety of purposes and forums.

### **AP ENGLISH 11**

#### **(EN 11) (4 Credits),**

### **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION 12**

#### **(APEN 12) (4 Credits), and**

### **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION 12**

#### **(APELC 12) (4 Credits).**

This programme encompasses AP English 11, AP English Language and Composition 12, and AP English Literature and Composition 12. The Grade 11 level is open to students who have demonstrated skill in interpreting literature, an ability to work independently, and an interest in reading for pleasure. A or B standing in English 10, or pre-AP English 10, high achievement on the English 10 final examination, and teacher recommendation will determine class placement.

Students will be guided in careful reading of literary works from various genres and periods. Such study will sharpen students' awareness of language and their understanding of the writer's craft. They will develop critical standards for the independent appreciation of any literary work. To achieve these goals, students analyze a number of classics - their language, characters, themes, and plot structures - and the contexts in which they were written. Writing assignments will focus on the critical analysis of literature and will include essays in a variety of narrative, expository, and argumentative formats.

Students will rent their texts and be expected to pay for them if lost. Personal copies of the Concise Oxford Dictionary are also recommended.

Evaluation will be based on quizzes, assignments, tests, and timed writings. The Advanced Placement examination in May is explained at the beginning of this booklet.

**NOTE:** Successful students will receive 4 credits for English 12 (they must write the provincial exam in EN 12), 4 credits for Advanced Placement English Language and Composition 12 (APEN 12), English and 4 additional credits for Advanced Placement English Literature and Composition 12 (APELC 12).

There will be a fee of \$135.00 for each Advanced Placement examination.

### **WRITING 12 (Grades 10 - 12)**

#### **(WR 12)(4 credits)**

This course is an elective that is open to students in English 10 (with referral), English 11 and English 12. It will provide students with opportunities to explore and refine their writing skills in many different genres, both fictional and non-fictional. They will have an opportunity to publish their work by writing articles for Sentinel's publications. They will also be encouraged to participate in writers' workshops and

contests (both local and national). The course will focus on experimentation with language as well as appreciation of literature. An Independent Project Module will allow students to participate in such varied experiences as studying with an actor, joining a writing group, or creating an online Sentinel Writers' Magazine. The basic beliefs about writing that will guide this course are as follows:

1. Writing should be a "hands-on" experience.
2. The focus of creative writing should be on ideas and meaning.
3. Reading a variety of literary genres is essential to the students' development as writers.
4. Writing topics should be determined by the students' interests.

The course is, therefore, recommended for those students with a proficient level of English language skills who are interested in seriously developing their writing as an art form and exploring the connection between themselves and the broad world around them.

# DRAMA

## **DRAMA 8: GENERAL**

### **(DRG 8) Drama 8**

Drama 8 is a tri-semestered course offered in conjunction with Visual Arts 8 and Choral Music 8. This is an introductory excursion into the world of theatrics.

This programme is a foundation course in “developmental drama” which focuses on the young actor without having to rely on formally scripted material. Improvisation and a structured course of action involving Theatre Sports games and specially designed assignments aim at giving the student an opportunity to express ideas and feelings while making full use of mind, body and imagination.

Drama 8 also offers the beginning student some basic instruction in the technical side of dramatic production. The ultimate goal of Drama 8 is to explore theme, style and character with the intention of performing a major showcase for the enjoyment of actor and audience alike.

## **DRAMA 9: THEATRE PERFORMANCE**

### **(DRR 9)**

This full-year course is a continuation of the curriculum introduced in Drama 8: General. The importance of melding the student as actor and student as audience is of major concern. Every attempt is made during this developmental year to create and present formalized dramatic material in a structured showcase environment.

To this end, dramatic gaming, exercises, and improvisation remain points of focus throughout the year. Scene work, monologue development and some scriptwriting opportunities are offered in order to help create a more versatile acting student. Technical exposure is a large part of the course activity and students begin to work with simple set, audio and lighting design. The Drama 9: Theatre Performance student will be taught the basics of staging a small production and work in group-related activities to foster co-operation and communication skills.

## **DRAMA 10: THEATRE PERFORMANCE**

### **(DRR 10) (4 credits)**

*Satisfies the Fine Arts requirement for graduation.*

This course becomes the logical extension of Drama 9: Theatre Performance, in that all of the principles and skills taught during the formative years find a “home” on stage. This full-year course is for the serious drama student who wants to develop his or her freedom of dramatic expression while acting with other similarly inspired individuals.

As in the formative dramatic years, the focus is in the direction of stage performance. However, during the Grade 10 year, these productions take on a new look and rely on a more formally-scripted source of material. The notion of working with more concrete theatre skills takes the place of basic improvisation. The Drama 10: Theatre Performance student will enjoy the satisfaction of working on scene work and expanded versions of the “one act play”.

Play building is of supreme importance, as Drama 10: Theatre Performance students zero in on characterization with the intention of performing for peers.

## **THEATRE PERFORMANCE 11: ACTING**

### **(TPA 11)(4 credits)**

*Satisfies the Fine Arts requirement for graduation.*

Theatre Performance 11: Acting develops the more formal acting skills, provides extensive experience in script analysis and scene work, and introduces concepts of period and style. All techniques from Drama 8, 9 and 10 are called upon and further explored including improvisation, theatre concepts and methods.

## **THEATRE PERFORMANCE 12: ACTING**

### **(TPA 12) (4 credits)**

*Satisfies the Fine Arts requirement for graduation.*

This is a course in advanced theatre skills. An emphasis on acting skills is continued but with a greater stress upon excellence of performance. This course is taught in conjunction with the Theatre Performance 11: Acting programme - please refer to above outline. In addition to regular course elements, the Grade 12 acting student may also have the opportunity for a self-chosen and self-directed project of his/her choice.

## **THEATRE PERFORMANCE 12: DIRECTING & SCRIPT DEVELOPMENT**

### **(TPDS 12) (4 credits)**

Theatre Performance 12: Directing & Script Development introduces two complex but fascinating facets of theatre which are of particular interest to students who show leadership, are capable of detailed planning and organization, and have a flair for creative writing.

The goals of the course are intended to develop the students' ability to be creative, interpretive, and exploratory.

This course will be offered in conjunction with other Drama courses. Students will be appropriately placed.

## **THEATRE PRODUCTION 11**

### **(TPR 11) (4 credits)**

## **THEATRE PRODUCTION 12: TECHNICAL THEATRE**

### **(TPRT 12) (4 credits)**

This challenging and exciting course is available to students in Grades 10, 11 and 12 who love theatre but don't want to be centre stage!

Theatre Production 11, 12 focuses on the technical/backstage theatre elements of a performance, including the following disciplines: Lights, Sound, Sets, Props, Costumes and Makeup. Please note this course runs in conjunction with either the BA Music Theatre course or Theatre Performance 11/12. Therefore, it is expected that students enrolled in Theatre Production will help out with the design process, backstage work and be prepared to attend extra out-of-class rehearsals closer to the performance dates of either course.

## **THEATRE PRODUCTION COMPANY 8, 9, 10**

### **(DRD 8, DRD 9)**

### **(DRD 10) (4 credits)**

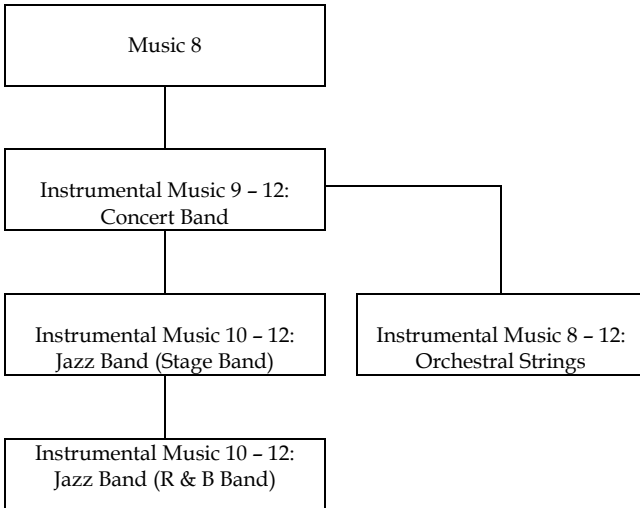
## **THEATRE PRODUCTION COMPANY 11, 12**

### **(TPR 11) (TPRT 12) (4 credits)**

The primary focus of this course will be to prepare for and perform SentinelStage's annual production for the school and community. This course provides higher level performing arts students with an opportunity to experience and develop their dramatic and/or musical and choreographic skills. Emphasis is placed on ensemble playing and development of the voice. Other highlights may include in-depth method acting and movement training. This course runs outside the regular timetable with specific afternoon/evening rehearsal schedules set on a year to year basis.

## MUSIC

### Instrumental



### Vocal

Choral Music 8 - 12:

## MUSIC

### **MUSIC 8, 9, 10: CONCERT CHOIR**

**(MCC 8, 9, 10)**

**(MCC 10) (4 credits)**

### **CHORAL MUSIC 11, 12: CONCERT CHOIR**

**(CMCC 11, CMCC 12)(4 credits)**

This course is a performance course. Students will prepare and perform at special events both in and out of the school including Remembrance Day and Christmas Festivals. This course will offer a potpourri of musical experience from classical to jazz to pop stylings prepared for performance.

### **MUSIC 8**

**(MU 8)**

The Intermediate Band all-year band programme is designed for students who have completed at least one year in an elementary school band programme, or for motivated students who do not as yet play an instrument, but who are prepared to do some extra work before school during the month of September with the Music Director. For these students, an instrument rental night is held during the first week of school. Instrument choices include: Clarinet, Flute, French Horn, Oboe, Sax, Trombone, Trumpet, Bass and Percussion.

The learner will have opportunities to develop fluency with the constructs of music. Specifically, this course further develops reading and rhythm skills and has an emphasis on improving tone and tuning. The Intermediate Band experience prepares the student for the demanding repertoires of the Concert Band, Stage Bands and Orchestra.

Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

### **MUSIC 8, 9, 10: CONCERT BAND**

**(MCB 8, 9, 10) (MCB 10 – 4 credits)** - *Satisfies the Fine Arts graduation requirement.*

### **INSTRUMENTAL MUSIC 11, 12: CONCERT BAND**

**(IMCB 11, IMCB 12) (4 credits)** - *Satisfies the Fine Arts requirement for graduation.*

*Prerequisite: Beginner band or equivalent musical experience.*

The course will involve the study of both concert and jazz band material. Reading and stylistic interpretation will be emphasized so as to prepare the student for the orchestra or jazz bands. The learner will have opportunities to develop an understanding that thoughts, images, and feelings are expressed through music. This band will have a performance orientation.

Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

### **MUSIC 8, 9, 10: JAZZ BAND**

**(MJB 8, 9, 10) (MJB 10 – 4 credits)** - *Satisfies the Fine Arts graduation requirement.*

### **INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (STAGE BAND)**

**(IMJB 11, IMJB 12)(4 credits)** - *Satisfies the Fine Arts requirement for graduation.*

*Recommended Prerequisite: Instrumental Music: Concert Band or an equivalent musical experience (subject to band director's approval)*

This course will extend a student's concert band experience into a full big band jazz experience. Both traditional and modern repertoire will be performed. The learner will have opportunities to create, listen to, analyze, improvise and perform jazz music through a variety of contexts and historical styles.

Assignments: Solo and part assignments, community concerts, concerts for feeder schools.

### **INSTRUMENTAL MUSIC 11, 12: JAZZ BAND (SENTINEL R & B BAND)**

**(IMJB 11, IMJB 12)(4 credits)** - *Satisfies the Fine Arts requirement for graduation.*

This demanding course will challenge a student's ability to learn by ear, improvise, and perform in a rhythm and blues style. Furthermore, the learner will have opportunities to continue to develop an understanding that thoughts, images and feelings are expressed through music. Throughout the school year, this band will perform at various functions and competitions. This course demands a serious attitude, a deep love and commitment to music, and the willingness to perform at a number of extracurricular events.

### **MUSIC 8, 9, 10: ORCHESTRAL STRINGS**

**(MOS 8, 9, 10) (MOS 10 – 4 credits)** - *satisfies the Fine Arts requirement for graduation)*

### **INSTRUMENTAL MUSIC: 11, 12 ORCHESTRAL STRINGS**

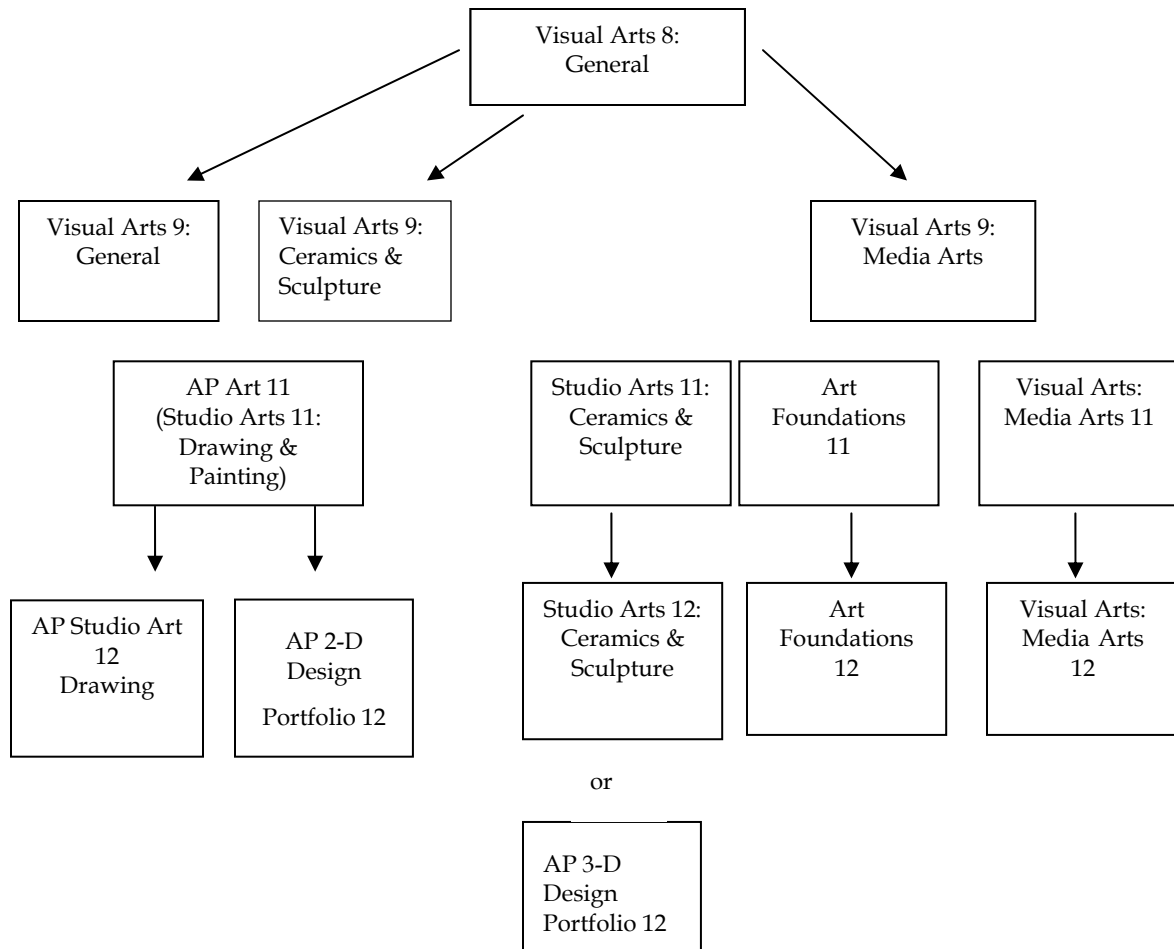
**(IMOS 11, IMOS 12)(4 credits)** - *satisfies the Fine Arts requirement for graduation.*

*Recommended prerequisite: Previous instrumental experience (2 years).*

*Recommended prerequisite: Elementary band (3 years) or private instruction.*

This is an intensive instrumental rehearsal and performance group that explores current and traditional orchestral repertoire and styling. Considerable emphasis is placed on acquiring musical proficiency and technical competence through established orchestral repertoire. Furthermore, the learner will have opportunities to develop an understanding that thoughts, images and feelings are expressed through music. Enrolment is limited to intermediate and advanced instrumentalists regardless of grade level.

## VISUAL ARTS FAMILY OF COURSES



\* All art courses numbered 11 or 12 satisfy the Fine Arts requirement for graduation.

\* Appropriate placement is made in discussion with the teacher.

## VISUAL ARTS

### VISUAL ARTS 8: GENERAL (VAG 8)

This is a trimestered course offered in conjunction with Drama 8 and Choral Music 8. Visual Arts 8 provides an introductory excursion into the visual world. The course is designed for all levels of young artists to explore drawing, painting, printmaking, design, ceramics, photography, and media arts using active hands-on methods. A variety of approaches to image making will allow students plenty of opportunity for creative exploration in their first year of high school while providing a foundation that will contribute to a range of upper year courses in Studio Art.

### VISUAL ARTS 9: GENERAL (VAG 9)

This course is designed to provide opportunities for visual learners to continue the curriculum introduced in Visual Arts 8. The importance of acquiring skills in both creating and responding critically to art is of major concern. Instruction will be provided in approaches to drawing, painting, printmaking, and both 2-D and 3-D Design. A variety of themes and media will be explored through a range of short projects. This course involves opportunities to showcase and exhibit work within the school and the community.

### VISUAL ARTS 9: CERAMICS AND SCULPTURE (VAC 9)

This course is designed to provide opportunities for visual learners to continue the curriculum introduced in Visual Arts 8. Students will have the opportunity to both create and respond critically to three dimensional art. The focus in this course will be to work with a variety of three dimensional materials, such as clay, paper maché, and plaster. A sketchbook will be required and the students will be expected to research and design their individual projects. A variety of three dimensional themes, artists and techniques will be explored through a range of assignments.

### ART FOUNDATIONS 11 (AF 11)(4 credits)

Art Foundations 11 is open to all students, **Grades 10, 11 and 12**, with or without previous art experience. With teacher direction, drawing and painting are basic to this course. Extended studies from observation, imagination, and fantasy in a variety of media will be pursued. Enrichment units in visual expression areas such as graphic design, printmaking and relief, will be presented. A study of visual language – the elements and principles of design together with some art history and critical response will be related to all units of study.

### ART FOUNDATIONS 12 (AF 12) (4 credits)

*Suggested Prerequisite: Art Foundations 11*

The Art Foundations 12 course is intended for senior students who wish to extend and intensify studies in visual arts. Art Foundations 12 students will be expected to progress and achieve based on their personal experiences in drawing, painting, printmaking, and design. Art History and critical response strategies will be integrated where relevant. Grade 12 art students are invited to enter graduate art opportunities. With instructor permission, independent study opportunities exist for students with concentrated interests in areas such as fashion design, illustration, animation, or architecture.

Note: *A sketchbook is required.*

### STUDIO ARTS 11: CERAMICS AND SCULPTURE (SACS 11)(4 credits)

These courses are intended for senior students in **Grades 10, 11 and 12** with or without previous art experience. With teacher direction, students will explore techniques and materials used to create three-dimensional art. Students will work from observation, imagination, and fantasy using a variety of media. Both traditional and non-traditional methods of construction will be used while enrichment units such as



architectural modeling will be presented. A study of the elements and principles of design together with Art History and Criticism will be related to all units of study. Students entering SACS 11 will have the opportunity to pursue a 3D Advanced Placement Evaluation and work independently to construct an extensive portfolio of 3D work.

## **STUDIO ARTS 12: CERAMICS AND SCULPTURE (SACS 12) (4 CREDITS)**

*Suggested Prerequisite: SACS 11*

Students in SACS 12 will be given the opportunity to develop design techniques that involve the manipulation of a variety of ceramic and sculptural materials and processes. Art History and Criticism will be integrated when relevant. Students entering SACS 12 will be expected to progress and achieve based on their personal experience and growth while completing a portfolio of individual work. Grade 12 students are also invited to enter graduate art exhibition opportunities.

## **AP ART 11 (STUDIO ARTS 11: DRAWING & PAINTING) (SADP 11) (4 credits) PRE-AP STUDIO ART**

*Suggested Prerequisite: Art 9*

This challenging course is made available to students in **Grades 10 and 11** who have expressed an interest in fast-tracking towards the completion of an AP Studio Art Portfolio with the intention of **earning post-secondary credit** while in high school. Teacher-directed units will be presented in accordance with College Board evaluation requirements. Emphasis will be placed on the completion of a volume of quality drawing and design pieces and a personal slide collection of best work will be initiated.

## **AP STUDIO ART DRAWING 12 (APSAD 12) (4 credits) AND AP 2-D DESIGN PORTFOLIO 12 (AP2DP 12)(4 credits)**

These two enriched courses are made available to accommodate students who have expressed an interest in completing a first-year post secondary course while in high school through either the Advanced Placement 2-D Portfolio or the Advanced Placement Studio Art Drawing Portfolio. Teacher-directed units will be presented in accordance with College Board evaluation requirements and in addition students will be individually challenged and mentored in a personal area of Concentration. Emphasis will be placed on attaining a volume of high quality finished pieces. A professional digital portfolio will be created which will become the students' personal property. In December a selection of recruitment officers from various degree-granting institutions will be invited to review student portfolios. **Students must attend a tutorial session to assist them in achieving the necessary volume of work**

## **AP 3-D DESIGN PORTFOLIO 12 (AP3DP 12)(4 Credits)**

This course is made available to accommodate students who have expressed an interest in completing a first year post-secondary course through the Advanced Placement 3-D Design Portfolio. While following the SACS 12 programme, students are expected to acquire a much broader, in-depth collection of high-quality finished pieces. **Students must attend a tutorial session to assist them in achieving the necessary volume of work.**

*To receive Advanced Placement credit, student portfolios must be evaluated by the College Board in May. There is a fee of \$135.00 for the Advanced Placement Examination*

## **VISUAL ARTS 9: MEDIA ARTS (VAM 9)**

This is an introductory course in media with a major focus on photography. With teacher direction students will be introduced to and become familiar with basic camera handling (both still cameras, and digital video camera). As well as design skills and basic compositional development, students will become familiar with Adobe photo-shop and other visual media software. Students will be expected to

bring their digital camera. Although not mandatory, occasional access to a video camera would be beneficial. Some video cameras are available for loan through the school library.

### **VISUAL ARTS: MEDIA ARTS 11**

#### **(VAMT 11) (4 credits)**

This course is open to all students in **Grades 10, 11 and 12** with or without previous media arts experience.

Media Arts 11 students will be expected to progress and achieve based on their personal goals and previous Media 9 experiences.

Visual Arts: Media Arts 11 focuses on developing the knowledge, skills, and attitudes students need to respond to media art works and create art using media art technology. In this course, media arts technology will include a major component of still photography. The course will include digital image manipulation, digital video, including sound and visual imaging computer technologies.

Although not mandatory, occasional access to a video camera would be beneficial. Some video cameras are available for loan through the school library. Students are required to possess a digital camera preferably an SLR. The school will not be providing cameras.

### **VISUAL ARTS: MEDIA ARTS 12**

#### **(VAMT 12) (4 credits)**

*Prerequisite Visual Art: Media Arts 11 strongly recommended.*

Grade 12 Media students are invited to enter graduate art exhibition opportunities. With instructor permission, independent study opportunities exist for students with concentrated interests in Photography. Students may also choose to complete an Advanced Placement Design Portfolio.

Although not mandatory, occasional access to a video camera would be beneficial. Some video cameras are available for loan through the library. Students are to possess an adjustable SLR 35mm camera. The school will not be providing cameras.

### **AP 2-D DESIGN PORTFOLIO 12 (PHOTOGRAPHY)**

#### **(AP2DP 12)(4 credits)**

This course is made available to accommodate students who have expressed an interest in completing the AP 2-D Design portfolio. Teacher-directed units will be presented in accordance with College Board evaluation requirements. Emphasis will be placed on the completion of a volume of quality pieces. As well students will be challenged to develop their own personal concentration. There will be an expectation that students attend extra workshops on Monday afternoons from 3:00 p.m. to 5:00 p.m. to assist students in achieving the necessary volume of work.

*To receive Advanced Placement credit, student portfolios must be evaluated by the College Board in May. There is a fee of \$135.00 for the Advanced Placement Examination*

## **FRENCH IMMERSION**

Field trips and cultural experiences will be integrated to support and enhance the programme.

The curriculum for Français langue is outlined in the following pages whereas the curricula for Social Studies, Science and Mathematics can be found with the English equivalents, as they are the same as those in the English stream, except that the language of instruction is French. See page 12 for an outline of the Bilingual Certificate requirements.

### **FRANÇAIS LANGUE 8: PRÉCOCE (FRAL 8)**

The Grade 8 programme is designed to continue the development of the four language skill areas:

1. Listening - development of auditory comprehension
2. Speaking - articulation, vocabulary choice, proper sentence structure and analysis of the various language registers and their appropriateness in different communicative situations
3. Writing - rules governing sentence construction, basic rules of grammar, spelling, and vocabulary enrichment
4. Reading - mechanics of reading, characteristic elements of written passages, recreational reading.

In order to attain these goals, students will be exposed to grammar, reading, analysis, short stories, compositions, dictations, novels, discussions, oral presentations, and poetry.

### **FRANÇAIS LANGUE 8: IMMERSION TARDIVE (FRAL 8)**

The goal of the Grade 8 programme is to ensure the continued improvement of listening and speaking skills and to consolidate reading and writing skills.

Language skills acquired in Grades 6 and 7 are expanded and strengthened. Students are presented with the basic rules of written grammar and sentence analysis is introduced. Students are encouraged to expand their existing vocabulary and are introduced to a greater variety of communicative situations. A heavy emphasis is still placed on the development of oral skills.

In the literature component, a variety of literary forms are studied. The language level of the written passages increases as students progress. Students are exposed to novels, poetry, short stories, informative passages and drama.

### **FRANÇAIS LANGUE 9 (FRAL 9)**

The Grade 9 language arts programme continues the development of the four language skill areas: reading, writing, speaking, and listening. Students are presented with a variety of written passages, from novels to poetry. These passages are designed to both increase the students' vocabulary and to strengthen existing reading comprehension skills. The reading passages also serve as the basis for written compositions.

In the language component of the course, grammatical points introduced in Grade 8 are strengthened and more complicated syntax and grammatical concepts are gradually presented. Oral presentations (formal and informal) continue to form an integral part of the course.

### **FRANÇAIS LANGUE 10 (FRAL 10) (4 credits)**

The Grade 10 programme is a combined literature/language course. In the literature component, students continue their study of novels, poetry, drama, and expository and informative writing. In addition, they are introduced to both French and French-Canadian literature. Grammatical concepts presented in previous grades are reinforced and students are gradually introduced to more complex syntax analysis. Written compositions (mostly expository) are assigned regularly. Oral presentations

continue to form an integral part of course work as does the continued strengthening of speaking and listening skills.

### **FRANÇAIS LANGUE 11**

#### **(FRAL 11) (4 credits)**

The Grade 11 language arts programme continues to put an equal emphasis on the four language areas: listening, speaking, reading and writing. Students are introduced to new forms of written and oral expression - debates, poetry, psychological novels, plays - and begin their study of classical French literature.

Grammatical and syntax concepts presented in previous years are reviewed and new concepts are introduced. Oral presentations (formal and informal) continue to form an integral part of the course.

### **FRANÇAIS LANGUE 12**

#### **(FRAL 12) (4 credits)**

*Provincially examinable course.*

The Grade 12 immersion language arts programme is designed to stress the development of the four language areas - speaking, reading, writing and listening. Language mechanisms presented in previous years are strengthened and more complex grammatical structures are introduced. Emphasis is placed on essay writing skills. Students continue to study classical French literature and are introduced to contemporary French and French-Canadian authors. As well, students are expected to pursue an independent reading programme.

### **ADVANCED PLACEMENT FRENCH LANGUAGE 12 (APFRL 12) (4 credits)**

This class will cover the material relevant to the Advanced Placement exam. Students completing this course will receive credit for APFRL 12. Credits may be applied towards the bilingual certificate requirements.

There will be a fee of \$135.00 for the Advanced Placement Examination.

Furthermore, students will have the opportunity to complete the French 12 curriculum and will be encouraged to write the French 12 provincial examination in January of their Grade 12 year.

Successful completion of the curriculum and the provincial examination will result in the student receiving an additional 4 credits for French 12.

*Most colleges and universities in North America grant credit for first year courses and/or advanced standing to students who achieve a grade of 4 or 5 on the Advanced Placement examination.*

## HEALTH AND CAREER EDUCATION 8 AND 9

The Health and Career Education 8 and 9 curriculum focuses on preparing students to make and implement plans in order to meet their personal, health, educational and career goals. The health component addresses issues such as relationships, lifestyle goals, safety and injury prevention and substance misuse. The Career component examines the relationship between personal attributes and career pathways, addresses the challenges of a changing workplace and the role of community and volunteering. The learning outcomes will be met through academic courses as well as assemblies.

**Grade 8** An overview of the assessment units:

1. **Education and Careers:** education and career exploration
2. **Health:**
  - Healthy Relationships  
Healthy lifestyles, factors affecting eating habits, healthy sexual decision making, sexually transmitted infections
  - Substance Misuse Prevention
  - Safety and Injury Prevention  
Safe communications, responding to emergencies, job-related safety

<b><u>Suggested Hours</u></b>
<b><u>Education/ Careers</u></b> 7 hours
<b><u>Health</u></b> 36 hours

**Grade 9** An overview of the assessment units:

1. **Education and Careers:** career options and support networks
- Health:**
- Healthy Living
  - Healthy Relationships
  - Safety and Injury Prevention
  - Substance Misuse Prevention

<b><u>Suggested Hours</u></b>
<b><u>Education/Careers</u></b> 9 hours
<b><u>Health</u></b> 36 hours

### PLANNING 10 (PLAN 10) (4 credits)

Planning 10 is intended to provide opportunities for students to develop skills, attitudes and knowledge that can help them manage their lives more purposefully. It also helps students to relate their learning in school to the demands of the working world and the expectations of society.

This four-credit course focuses on four major sections:

1. Post-secondary Education and Careers – post-secondary institutions and programmes, job seeking skills, workplace safety, labour market information, transition plans to post-secondary or careers.
2. Health Issues and Decisions – healthy lifestyles, relationships, healthy decision-making on substance abuse, STD's, injury prevention and road-related risk.
3. Financial literacy skills – costs and funding sources of education and career options, financial plans and literacy.
4. Graduation Programme plans – graduation transitions, focus areas, courses and credits.

Planning 10 will be offered in the timetable as a full-year, four-credit course, and must be completed in order for students to satisfy graduation requirements.

## **PLANNING 10 - BLENDED LEARNING**

### **(PLAN 10) (4 credits)**

This course required for graduation is designed to help students develop the skills they need to establish goals and make thoughtful decisions in the areas of: education planning, career development, healthy decision-making, and financial literacy. This course is designed for strong self-directed students who are competent when it comes to using a computer and the Internet. This Blended Learning Course is based at Sentinel Secondary School. Please see the additional information regarding blended learning on page 24.

The class will meet for 2 hours per month, usually after school 3:00 pm - 5:00 pm. The dates will be determined by the teacher upon consultation with the students enrolled in the class.

## **GRADUATION TRANSITIONS**

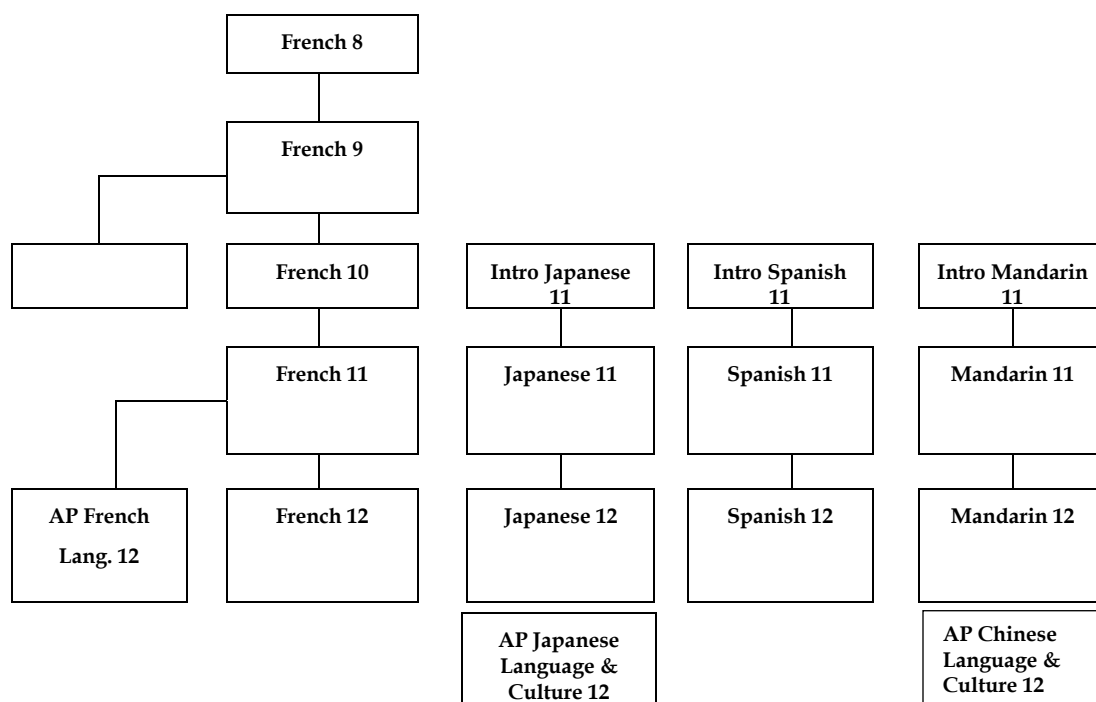
### **Grades 10, 11, 12**

Graduation Transitions is designed to support students in making a successful transition from secondary school to life after it. Graduation Transitions is a required component of every student's graduation in B.C. This 4-credit "course" is completed by students in Grades 10 through 12 and includes three main elements:

- **PERSONAL HEALTH**
  - \* Daily Physical Activity: 150 min./week of moderate to vigorous exercise (PE 10, 11 and 12 meet this requirement).
  - \* Personal Health Plan in which students identify and acknowledge healthy lifestyle practices
- **COMMUNITY CONNECTIONS**
  - \* 30 hours of volunteer and/or work experience in Grades 10 through 12
- **CAREER AND LIFE**
  - \* Graduation Transition Plan, which encourages students to reflect on their strengths and interests, set career and personal goals, and develop a plan to achieve those goals
  - \* Résumé

Graduation Transitions is first introduced to students in their Planning 10 course. In Grades 11 and 12, students work with an advisor as they fulfill the required elements and gather the necessary evidence to complete this Graduation requirement. Graduation Transitions culminates in a final Grade 12 exit interview or presentation of the work they accomplished.

## LANGUAGES



## LANGUAGES

Students planning to pursue a Bachelor of Arts degree are encouraged to take an approved Language 12 course.

The AP French Language 12, AP Chinese Language and Culture 12, AP Japanese Language and Culture 12 are courses for the capable language student. Students who achieve a score of 4 or 5 on the Advanced Placement examination may be given credit and/or advanced standing in a first year university language.

The goal of the Languages Programme is to facilitate formal language studies. Accomplished speakers of any of the above languages who wish to take a senior language course may take a placement examination.

*“The language education policy recognizes the strong educational benefits associated with learning a second language and it also recognizes the cultural and linguistic diversity of the province and responds to this diversity through several policies on second languages”.*

**As mandated in Ministry of Education documents, all students must take French as part of the required curriculum in Grades 5 to 8.** The French and Spanish textbook programmes are accompanied by workbooks. As students develop their language skills, particularly in listening, writing and reading comprehension, they will be completing many different exercises from the workbook. Students will be issued a workbook; it must be returned in pristine condition at the end of the school year, or a replacement fee will be charged. Purchase of the workbook is optional, but highly recommended.



### **Placement and Challenge**

Students who feel that they are not being challenged adequately in the level of language in which they have been placed may request to write a placement examination. The teacher will provide a general outline of the structures and themes that are likely to occur on the test, but it is entirely the student's responsibility to be prepared. All four areas of the course objectives – listening, speaking, writing, and reading comprehension skills – will be tested; no one area of the course may receive a mark of less than 60% and the overall final mark must be at least 80% before the student may be moved up to the next level. It must be realized that a single test cannot encompass everything students will learn over the course of a year in the classroom.

**This placement process must be completed by the end of the third week in September.**

Note: Students may wish to formally challenge a Grade 11 or Grade 12 level of a language course, for credit and as a school-based mark. Students must apply, through their counsellor, to write the Lower Mainland Consortium examination, which takes place in February. The deadline for application is early November.

Please be advised that some universities may not use challenge exams in place of approved Grade 12 courses in the calculation of their admission average for UBC. However, students may use the challenge exams to satisfy programme prerequisites.

## **FRENCH**

### **Goals of the Secondary French programme:**

The provincially prescribed French curriculum is organized into four major learning outcomes:

Communication

Acquiring Information

Experiencing Creative Works

Understanding Cultural Influences

In this way students will develop:

- a) an ability to communicate in French when placed in everyday situations
- b) an ability to extract and relay information obtained from various media
- c) an ability to enjoy French in the form of the written word as in articles, poetry, and literature as well as through song, radio, television and film
- d) an appreciation of francophone culture and its similarities and differences from their own

### **FRENCH 8, 9, 10**

#### **(FR 8, 9, 10) (French 10, 4 credits)**

Students will continue to build on previous knowledge. Students will learn to discuss their activities, express opinions, ask for and give personal information, express agreement and disagreement, etc. Students will communicate in French in meaningful situations. Authentic communication is emphasized. Aspects of francophone culture will be introduced through stories, music and film. The emphasis will be on communication. Initially, speaking and listening skills are stressed. As well, reading and writing skills are developed to further enhance communication.

### **FRENCH 11**

#### **(FR 11)(4 credits)**

Students will continue to build on previous knowledge, with an increased emphasis on francophone culture and literature. Increasingly sophisticated structure and vocabulary are introduced through authentic, communicative themes. There is a stronger emphasis on written communication skills, with continued opportunities to develop aural and oral skills as well.

## **FRENCH 12**

### **(FR 12)(4 credits)**

*Provincially examinable course.*

The finer points of structure and communication are introduced and developed. There is a stronger focus on exposure to contemporary and traditional literary selections, as well as an increased focus on authentic situational oral communication.

## **ADVANCED PLACEMENT FRENCH LANGUAGE 12**

### **(APFRL 12) (4 credits)**

This class will cover the material relevant to the Advanced Placement exam. Students completing this course will receive credit for APFRL 12. Credits may be applied towards the bilingual certificate requirements. Furthermore, students will have the opportunity to complete the French 12 curriculum and will be encouraged to write the French 12 provincial examination in January of their Grade 12 year.

Successful completion of the curriculum and the provincial examination will result in the student receiving an additional 4 credits for French 12.

There will be a fee of approximately \$135.00 for the Advanced Placement Examination.

**Note:** All students transferring from the French Immersion Programme to French as a Second Language must achieve a minimum of 80% on a assessment exam if they wish to be placed higher than one grade level.

## **JAPANESE**

## **INTRODUCTORY JAPANESE 11**

### **(BJA 11)(4 credits)**

This is a concentrated, accelerated course that covers the basic components of Japanese 9 and 10 in one year. This course is open to students in Grades 10-12, and to students in Grade 9, as space permits and after consultation with and approval of the teacher.

## **JAPANESE 11**

### **(JA 11)(4 credits)**

Students further develop the communicative and linguistic skills introduced in previous levels. The primary focus is on exchanging ideas and opinions and describing events and situations.

## **JAPANESE 12**

### **(JA 12)(4 credits)**

*Provincially examinable course.*

The finer sentence structures and communication skills are introduced.

## **AP JAPANESE LANGUAGE & CULTURE 12**

### **(APJLC 12) (4 credits)**

AP Japanese Language and Culture 12 is a college/university-level course for students who have completed 3 to 4 years of Japanese language instruction. Students must be willing to accept the challenge of a rigorous academic curriculum. Upon successful completion of the course and a score of 4 or 5 on the AP examination which is written in May, students could earn college/university credit while they are still in high school.

There is a fee of \$135.00 for the AP examination.

## MANDARIN

### INTRODUCTORY MANDARIN 11

#### (BMAN 11) (4 credits)

Introductory Mandarin 11 is an intensive introductory course to the Mandarin Chinese language and to Chinese culture. The beginning level students will learn Chinese pinyin romanization and learn to write simplified characters in proper stroke order and communicate in Chinese in simple sentences.

This course is open to students in Grades 10-12, and to students in Grade 9, as space permits and after consultation with and approval of the teacher.

### MANDARIN 11

#### (MAN 11)(4 credits)

Mandarin 11 is an intermediate course in Chinese language and culture. Students will continue to build on previous knowledge and develop proficiency in all aspects of the language (listening, speaking, reading and writing).

### MANDARIN 12

#### (MAN 12)(4 credits)

*Provincially examinable course.*

Mandarin 12 is an advanced study of the Mandarin Chinese language. There is a strong focus on aural, oral and written skills.

### AP CHINESE LANGUAGE & CULTURE 12

#### (APCLC 12) (4 credits)

The AP Chinese Language and Culture course is offered to students who are interested in taking an advanced college/university level Chinese language course and earning credits while still in high school. Qualified students are expected to have a basic knowledge of the Chinese language and culture, and have attained a reasonable proficiency in this language. This course seeks to help students develop listening, speaking, reading and writing skills. Learning about Chinese culture will also be an integral part of this AP course.

Successful students will write the AP Chinese Language exam in May. There is a fee of \$135.00 for the AP examination.

## SPANISH

**Major Learning Outcomes:** At all levels of the Spanish programme, students will be expected to develop the appropriate level of skills in the four curricular areas of Communicating, Acquiring Information, Experiencing Creative Works, and Understanding Culture and Society.

### INTRODUCTORY SPANISH 11

#### (BSP 11)(4 credits)

This is a concentrated, accelerated course that covers the basic components of Spanish 9 and 10 in one year. The primary focus is on aural comprehension and oral communication, with increasing emphasis on writing and reading comprehension as the year progresses. Topics include friends, family, school, food, places in the community, the home, and shopping.

This course is open to students in Grades 10-12, and to students in Grade 9, as space permits and after consultation with and approval of the teacher.

**SPANISH 11****(SP 11)(4 credits)**

This course further develops the communicative and linguistic skills introduced in previous levels. There is an increased focus on using the target language for leisure and career opportunities. Topics include extra-curricular activities, clothing, past events and descriptions, news and the media.

**SPANISH 12****(SP 12)(4 credits)**

*Provincially examinable course.*

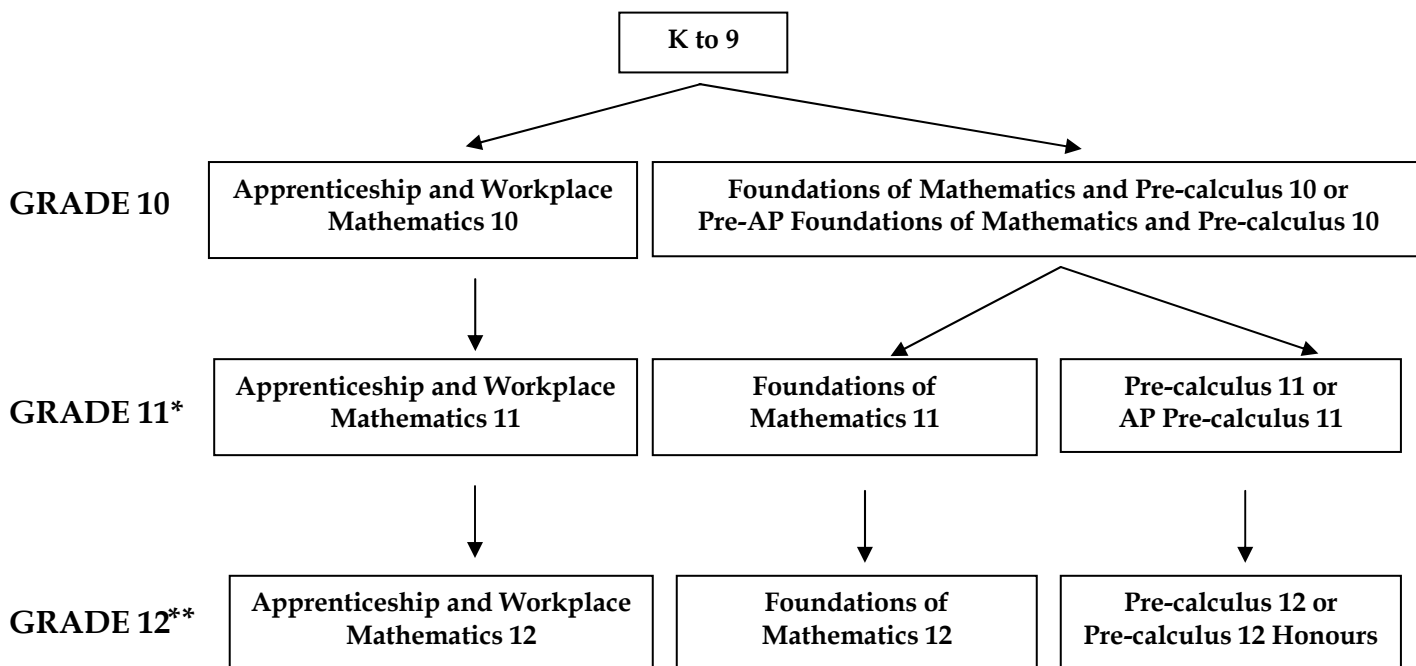
The finer points of structure and communication are introduced and developed. There is a stronger focus on exposure to contemporary and traditional Hispanic literary selections. Topics include special events in the past, the fine arts, health and fitness, inter-personal relationships, work and volunteerism, the environment and future plans.

## MATHEMATICS DEPARTMENT

### FOR STUDENTS IN GRADES 8 - 11 FOR THE 2011 - 2012 SCHOOL YEAR

#### PATHWAYS AND TOPICS

Three pathways are available: Apprenticeship and Workplace Mathematics, Foundations of Mathematics, and 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



#### Goals of Pathways

The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three pathways provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways.

**When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.**

#### Notes:

\*AP Statistics 12 is an elective course available for students in Grade 11 or 12 starting September 2011.

\*\*The Grade 12 courses for each pathway will not be offered until September 2012. Calculus 12 and AP Calculus AB / BC are also available elective course options in September 2012.

Students in Grade 12 for the 2011 - 2012 school year have the following math course choices: Principles of Mathematics 12, Principles of Mathematics 12 Honours, Calculus 12, and AP Calculus AB / BC.

**MATHEMATICS 8/MATHEMATIQUES 8**  
**(MA 8 or MTH 8)**

This course completes the student's study of rational arithmetic, begins the study of algebra, and continues the study of geometry and probability and statistics.

**MATHEMATICS 9/MATHEMATIQUES 9**  
**(MA 9 or MTH 9)**

This course has an emphasis on algebra.

**APPRENTICESHIP AND WORKPLACE MATHEMATICS 10**  
**(AWM 10) (4 credits)**

*Mandatory Provincial Examination*

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include measurement, logic and reasoning, geometry, trigonometry, number, financial mathematics and algebra.

**FOUNDATIONS AND PRE-CALCULUS MATHEMATICS 10**  
**(FMP 10) (4 credits)**

*Mandatory Provincial Examination*

This course is designed to provide students with the mathematics understandings and critical-thinking skills identified for post-secondary studies. Topics include measurement, trigonometry, algebra, number, statistics and probability and geometry.

**PRE-AP FOUNDATIONS AND PRE-CALCULUS MATHEMATICS 10**  
**(FMP 10) (4 credits)**

*Mandatory Provincial Examination*

Recommendation: "A" in Mathematics 9 and teacher recommendation.

This is an enriched course. The topics of Mathematics 10 Foundations of Mathematics and Pre-calculus will be explored in greater depth. There will be an emphasis on pre-calculus topics. Students who plan to enrol in AP Calculus are strongly recommended to register for this course.

**APPRENTICESHIP AND WORKPLACE MATHEMATICS 11**  
**(AWM 11) (4 credits)**

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

**FOUNDATIONS OF MATHEMATICS 11**  
**(FOM 11) (4 credits)**

This 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 calculus. Topics include geometry, measurement, logical reasoning, relations and functions, and statistics.

**PRE-CALCULUS 11**  
**(PREC 11) (4 credits)**

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

## **AP PRE-CALCULUS 11**

### **(PREC 11) (4 credits)**

This is the honours format of Pre-Calculus 11. The same topics are covered in both courses except the level of difficulty in the enriched course is considerably higher and several topics are enriched. Only very capable students should select this course. Students who plan to enroll in AP Calculus are strongly recommended to register for this course.

## **ADVANCED PLACEMENT STATISTICS 12**

### **(APSTA 12) (4 credits)**

Recommended prerequisites: Foundations and Pre-Calculus Mathematics 10 or Pre-AP Foundations and Pre-Calculus Mathematics 10

Advanced Placement Statistics is designed for students who would like to complete studies equivalent to a one-semester, introductory, non-calculus-based, university course in statistics. This is an excellent AP option for students in Grade 11. University and college programs in business, economics, engineering, science, and psychology include at least one course in statistics. Students will be exposed to four broad themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

Students will write the Advanced Placement examination in May, 2012. There will be a fee of \$135 for the Advanced Placement Examination.

## **PRINCIPLES OF MATHEMATICS 12**

### **(MA 12)(4 credits)**

*Provincially examinable course.*

*Recommended prerequisite: Principles of Mathematics 11 or AP Principles of Mathematics 11.*

Mathematics students will find Principles of Mathematics 12 a reasonable course with steady work on their part. Principles of Mathematics 12 is heavy in content and it is crucial that students start the course work immediately, keep up to date and have an excellent attendance record.

## **PRINCIPLES OF MATHEMATICS 12 -HONOURS**

### **(MA 12)( 4 credits)**

*Provincially examinable course.*

*Recommended prerequisite: Excellent achievement in Principles of Mathematics 11 or AP Principles of Mathematics 11.*

This is the honours format of Principles of Mathematics 12. The core topics of the two courses are the same, but several topics are enriched, and the level of sophistication is considerably higher than in the regular programme. Only very capable students should select this course.

## **ADVANCED PLACEMENT CALCULUS AB 12**

### **(APCAL 12) (4 credits)**

## **ADVANCED PLACEMENT CALCULUS BC 12A**

### **(APCAL 12A) (4 credits)**

*Recommended prerequisite: Principles of Mathematics 12 or Principles of Mathematics 12 Honours taken concurrently or previously.*

This is a content heavy and difficult course. Grade 12 students electing this course must have an excellent achievement record combined with excellent work habits. Students selecting this course must have the approval of the AP Calculus teacher.

1. Elementary functions - algebraic, trigonometric, exponential, and logarithmic
2. Differential calculus
  - a) the derivative
  - b) applications of the derivative
3. Integral calculus

Students will write the Advanced Placement examination in May as laid out at the beginning of this booklet. There will be a fee of \$135.00 for the Advanced Placement Examination.

## **CALCULUS 12**

### **(CALC 12)(4 credits)**

*Recommended prerequisite: Principles of Mathematics 11 or AP Principles of Mathematics 11 and Principles of Mathematics 12 taken concurrently.*

This is an application-driven rather than a theory-driven course. The majority of the course will be Differential Calculus with emphasis on its applications in various areas. It will also include a small amount of Integral Calculus.

#### *Counselling Statement:*

*Students should consider AP Calculus AB 12 as an Honours Mathematics course and Calculus 12 as equivalent in difficulty to Principles of Mathematics 12. Only AP Calculus students may receive Advanced Placement and/or credit at the university level if they achieve scores of 4 or 5 on their AP examination.*



## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION 8, 9, 10 - Boys/Girls (PE 8, PE 9, PE 10) (PE 10, 4 credits)**

The aim of our physical education courses is to provide opportunities for students to acquire and develop the knowledge, skills, and attitudes necessary to incorporate physical activity into regular and leisure pursuits to live an active, healthy lifestyle.

#### **Major Learning Outcomes:**

It is expected that students will:

- demonstrate a personal functional level of physical fitness
- develop and apply activity-specific motor skills in a variety of game activities
- acquire, develop, and apply movement skills and concepts to a variety of individual and dual activities
- select and apply rules, routines, and procedures of safety in a variety of activities
- demonstrate etiquette and sportsmanship

### **PE 10 - BLENDED LEARNING (PE 10) (4 credits)**

PE 10 continues to build upon the objectives outlined for PE 8 and 9. Physical activity is a key requirement along with written reports based upon research and personal reflection. There will be opportunities for students to assess their own level of fitness through various exercises and personal written reflection. The class will meet for 2 hours per month, usually afterschool 3:00 pm - 5:00 pm. The dates will be determined by the teacher upon consultation with the students enrolled in the class.

### **PHYSICAL EDUCATION 11, 12 (PE 11, PE 12)(4 credits)**

PE 11, 12 are co-ed elective courses open to senior PE students. They provide opportunities for students to experience a wide variety of recreational pursuits, career interests, and activities that promote lifelong healthy living. Emphasis will be given to analyzing and improving physical competence, maintaining personal fitness, developing effective leadership and sports management skills, and career planning.

It is expected that students will:

- design and implement fitness and health plans
- plan and participate safely in a variety of activities and environments
- demonstrate a personal functional level of competence in a selection of activity-specific motor skills.
- do service hours as minor officials at school sports events

### **PHYSICAL EDUCATION 11, 12 - OUTDOOR EDUCATION (PE 11, PE 12) (4 credits)**

Outdoor Education is an alternative to traditional PE 11 and PE 12. The course is designed to introduce students to positive outdoor pursuits in a safe and non-threatening environment. Before embarking on any outing, students are taught about safety and proper technique. Some of the topics that will be covered in this course are wilderness first aid, water safety, orienteering and hiking/backpacking. Opportunities for day trips and overnight excursions will be possible. Therefore, an additional cost will occur. Before going on any outing, students must demonstrate a full understanding of expectations, risks, safety precautions and responsibility associated with all activities.

**PE 10 SUPER ACHIEVER  
(MPE - 10SA)**

This course is designed to allow students enrolled in the Super Achiever Program at Sentinel to complete PE 10 online and receive credit from Sentinel Secondary. The course is broken down as follows: Goal Setting 10%, Active Living 10%, Participation 50%, Movement 30%, Safety, Fair Play and Leadership 10%. Grading for this course will be based on your submitted written assignments and activity logs verified by your formal coach or coaches. Teacher may visit your activity sight to witness skill range and level of activity.

**PHYSICAL EDUCATION - WRESTLING Grades 8-12 Boys and Girls  
(PE 8, 9)**

**(PE 10, 11, 12) (4 credits)**

This new Wrestling Physical Education class is geared towards providing high level skill development for the student interested in the sport of wrestling. Wrestling provides opportunities for students to improve wrestling competence and overall personal physical fitness. Involvement and success in the sport of wrestling has many benefits for students, including scholarship opportunities. This course will include:

- Personalized instruction from high level coaches specializing in the sport of wrestling
- Training in a positive and encouraging environment
- Skill development for all levels
- Activities to improve overall physical fitness levels
- Knowledge and development of technical skills
- Development of a good work ethic, a positive attitude and overall commitment
- Development of mental training skills
- Development of leadership skills

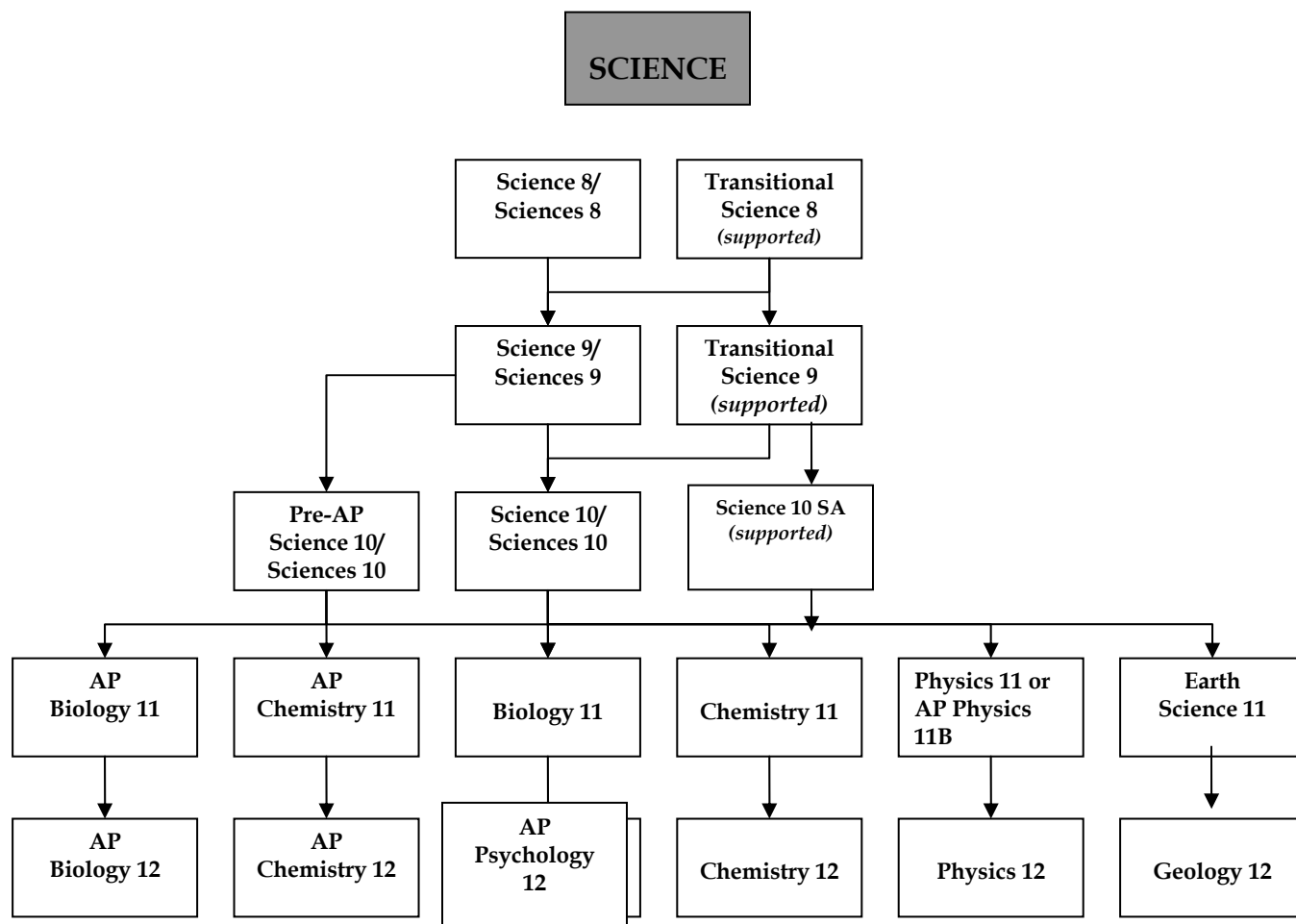
This new Wrestling PE course will take place off site, at the Hollyburn Country Club. Two high level coaches, along with the PE teacher, will be involved in the delivery of this year long course. A fee will be required.

For more information, contact Mrs. Diane Nelson, District Principal.

**PHYSICAL EDUCATION - SWIMMING - Grades 8 and 9, Boys and Girls  
(PE 8, 9)**

Sentinel is offering a PE block that would focus solely on swimming skill development training. This course is recommended for those students interested in improving their competitive swimming skills. The training sessions will be held at the Hollyburn Country Club and under the supervision of the Head Swim Coach, Jeff Grace. This course would be ideal for those students who have a passion for competitive swimming or are currently high level competitive swimmers. There will be a fee attached to this course.

For more information, please contact Mrs. Diane Nelson, District Principal, West Vancouver School District's Premier Sports Academy at [dnelson@sd45.bc.ca](mailto:dnelson@sd45.bc.ca).



## SCIENCE

### JUNIOR SCIENCE

All students are required to enroll in junior science courses. The purpose of junior science is to develop the knowledge, skills, processes, and thinking abilities required to be successful in the sciences. By the end of Grade 10, students will have been exposed to the fundamentals of Biology, Chemistry, Earth Science, and Physics.

### SCIENCE 8/SCIENCES 8

#### (SC 8 or SCF 8)

Students will have the opportunity to explore and discover scientific principles while formulating hypotheses based on their discoveries in each of the curricular areas.

Course content:

- Processes and skills of science.
- Life sciences (Biology) – cells and systems.
- Physical Science (Physics and Chemistry) – optics, fluids and dynamics.
- Earth and Space Science – water systems on the Earth.

### TRANSITIONAL SCIENCE 8 (*supported/adapted*)

#### TRANSITIONAL SCIENCE 9

#### (TRSC 8) (TRSC 9)

Core topics covered are consistent with regular Science 8 and Science 9.

Numerous hands-on experiments allow the inclusion of students at all language levels. Students learn the "Scientific Method", and they also learn how to make charts, graphs, and use the names of common science.

### SCIENCE 9/SCIENCES 9

#### (SC 9 or SCF 9)

Students will continue exploring and discovering scientific principles through the formulation of hypotheses based on discoveries in the curricular areas.

Course content:

- Life Sciences (Biology) – reproduction
- Physical Science (Physics and Chemistry) – elements, atoms, compounds, and electricity
- Earth and Space Science – the universe, solar system and stars

### SCIENCE 10

#### (SC 10 or SCF 10) (4 credits)

*Graduation programme examination course.*

*Mandatory Provincial Examination*

This is the final level of junior science. A variety of topics are covered, with an emphasis on lab skills and critical thinking.

Course content:

- Biology – sustainability of ecosystems.
- Physical Sciences – (Physics and Chemistry) - chemical reactions, radioactivity and motion.
- Earth and Space Science – plate tectonics, and energy transfer in natural systems.

## **SCIENCE 10** *(Supported/Adapted)*

### **(SC 10) (4 credits)**

*Graduation programme examination course.*

*Mandatory Provincial Examination*

Science 10SA covers the same topics and learning outcomes as Science 10 but makes adaptations for different language abilities. As well as covering all core content, students will focus on essential English and science-related vocabulary. (See Science 10/Sciences 10)

## **PRE-AP SCIENCE 10**

### **(SC 10 or SCF 10) (4 credits)**

*Graduation programme examination course.*

*Mandatory Provincial Examination*

*Recommendation: Excellent achievement in Science 9.*

This is an enriched course. All Science 10 topics will be covered, but in greater depth. There will also be a greater emphasis on critical thinking, data analysis, and lab skills. Students considering enrolling in AP Biology, AP Chemistry, and/or AP Physics in Grade 11 are strongly recommended to register for this course.

## **SCIENCES 10/PRE-AP SCIENCES 10**

### **(SCF 10) (4 credits)**

*Graduation programme examination course.*

*Mandatory Provincial Examination*

*Recommendation: Excellent achievement in Sciences 9.*

This is an enriched course. For French Immersion students this course meets the same learning outcomes as Science 10, taught in English. All Sciences 10 topics in Biology, Physics, Earth and Space Science, will be covered in greater depth. There will be a greater emphasis on critical thinking, data analysis and lab skills so that students considering enrolling in AP Biology and/or AP Chemistry in Grade 11 will be prepared to meet the learning outcomes of those courses.

## **SENIOR SCIENCE**

### **BIOLOGY 11**

#### **(BI 11)(4 credits)**

The Biology 11 course emphasizes the applications of science to everyday living and the basic skills needed in the further study of science through the study of a great variety of organisms, organized into the three themes: Unity and Diversity, Evolution, and Ecological Relationships.

Course Content:

- the process of natural selection and taxonomy
- the basic structure of viruses
- an ecological survey and characteristics of the monera, protista, fungi, plantae, and animalia kingdoms
- factors that limit and control population growth

### **ADVANCED PLACEMENT BIOLOGY 11**

#### **(BI 11)(4 credits)**

*Recommended prerequisite: excellent achievement in Science 10 as well as a strong foundation in the English language.*

This course is designed to present a challenge to students interested in Biology and wanting to study beyond the regular curriculum. The basis for this course is the Advanced Placement curriculum as provided by the American College Board.

The course covers the regular B.C. Ministry of Education curriculum. Successful completion of AP BI 11 AP BIO 12 and the AP Biology exam may result in credit for a first year university course and/or placement into a second year Biology course.

Some topics of study include Plant and Animal Anatomy, Genetics, Cell Ultrastructure and Ultrafunction, Diversity in Organisms, Plant and Animal Physiology; Organisms and Populations. The purchase of a textbook is strongly recommended.

## **BIOLOGY 12**

### **(BI 12) (4 credits)**

*Provincially examinable course.*

*Recommended prerequisite: Successful completion of Biology 11.*

Exceptional students who have achieved an "A" standing in both Chemistry 11 and Physics 11 may request permission from the Biology Teacher and the Principal to register in Biology 12 without having taken Biology 11.

This course focuses on Human Biology and Biochemistry, allowing students to develop an interest in and understanding of science by looking at themselves. The three curricular organizers are Cell Biology, Cell Processes and Applications, and Human Biology.

## **ADVANCED PLACEMENT BIOLOGY 12**

### **(APBIO 12) (4 Credits) (Bio 12) (4 credits)**

*Provincially examinable course.*

*As this course is a continuation of the AP Biology 11 preparatory course, entry is limited to those students who have successfully completed the prerequisite or to students who have their Biology 11 teacher's recommendation.*

Course studies include extensive lab studies as well as curriculum covering: Biochemistry, Cellular Biology, DNA technology, Genetics, Cellular Respiration/Photosynthesis, and Human Physiology.

The AP Biology laboratory is emphasized as an important aspect of learning biology. In an effort to provide students with a rich learning experience, not unlike what they would experience in university, the laboratory component of this course will often take place after school. During this time students will have the opportunity to investigate topics such as: Transpiration, Osmosis, Enzymatic Activity, Cellular Respiration, Photosynthesis, Animal Behaviour, Dissections, Productivity and Genetics. In addition, students may have the opportunity to do field work at the Bamfield Marine Station and may be able to attend a biotechnology lab where they will work with DNA technology.

This choice will allow the students to be prepared to write the College Board Advanced Placement exam in May, 2011 as well as the optional Biology 12 Provincial Exam. Four credits will be given for Biology 12 and four additional credits for AP Biology 12.

There is a fee associated with this course. There will be a fee of \$135.00 for the Advanced Placement examination.

## **CHEMISTRY 11**

### **(CH 11)(4 credits)**

*Recommended co-requisite: Principles of Mathematics 11*

This course will focus on chemical principles in science and analyze many of them mathematically. Students will investigate various topics in Chemistry and develop their lab skills.

Course content:

- methods of scientific investigation and analysis
- the "Mole" theory as a unit of measure
- chemical reactions and calculations
- the periodic table and bonding
- naming components / chemical formulas
- solution chemistry
- organic chemistry

## **ADVANCED PLACEMENT CHEMISTRY 11**

### **(CH 11)(4 credits)**

*Recommended prerequisites: Excellent achievement in Science 10 and Principles of Mathematics 10 as well as a strong foundation in the English language.*

This course is a more challenging investigation into chemistry and is designed for students looking for a more thorough study of the regular chemistry curriculum. The curriculum covers the regular B.C. Ministry of Education requirements in addition to topics based on the Advanced Placement curriculum provided by the College Board. Successful completion of AP Chemistry 11 and AP Chemistry 12 with satisfactory results on the Advanced Placement Chemistry exam may result in credit for an introductory university chemistry course. A more rigorous laboratory component is done in AP Chemistry 11.

The purchase of a textbook is strongly recommended.

## **CHEMISTRY 12**

### **(CH 12)(4 credits)**

*Provincially examinable course.*

*Recommended prerequisite: Principles of Mathematics 11, Physics 11 and Principles of Mathematics 12 taken concurrently.*

This course builds on the foundation of Chemistry 11 and covers reaction kinetics, equilibrium, acid base chemistry, and electrochemistry. Lab work is an important part of this course. A strong foundation in mathematics and chemistry is essential for success in Chemistry 12. It is recommended that students wishing to take Chemistry 12 have at least a C standing in both Chemistry 11 and Principles of Mathematics 11.

## **ADVANCED PLACEMENT CHEMISTRY 12**

### **(APCHE 12)(4 credits)**

*Recommended prerequisites: AP Chemistry 11 (or excellent achievement in Chemistry 11) and Principles of Mathematics 12 taken concurrently.*

AP Chemistry 12 is a continuation of AP Chemistry 11. In this course, students will investigate chemical principles and how they relate to the world around us. The curriculum covers the regular B.C. Ministry of Education requirements as well as additional topics as prescribed by the College Board. This course focuses on developing a good understanding of chemical reactions and developing strong laboratory skills. Students are expected to spend additional time outside of classes to complete some experiments.

The purchase of a textbook is strongly recommended.

There is a fee of \$135.00 for the Advanced Placement Examination.

## **EARTH SCIENCE 11**

### **(ESC 11) (4 credits)**

*Prerequisite: Science 10*

Earth Science 11 is a course designed to introduce students to the diverse aspects of earth and space science through field and laboratory activities.

Course Content:

- Earth and its Environment
- Atmospheric Science
- Astronomical Science
- Geological Science
- Oceanographic Science
- Earth's History
- Earth Science 11 provides a strong foundation for further study in either Geology 12 (Science) or Geography 12 (Social Studies)

## **GEOLOGY 12**

### **(GEOL 12)(4 credits)**

*Provincially examinable course.*

*Recommended Prerequisite: C+ or higher in any Science 11 course (Earth Science 11 preferred)*

Geology 12 is a course designed to introduce students to geological history, Earth structures, and the processes that shape our planet through field and laboratory activities.

Course Content:

- Earth Materials (Rocks and Minerals)
- Time and the Fossil Record
- Internal Processes and Structures (Plate Tectonics and Earthquakes)
- Surficial Processes (Processes that shape the Earth's Surface)
- Planetology

## **PHYSICS 11**

### **(PH 11)(4 credits)**

*Recommended co-requisite: Principles of Mathematics 11*

Physics 11 is an introductory course that focuses on understanding the principles and theories of physics through investigations and/or practical applications.

Course Content:

- Physics - introduction
- Wave motion and geometrical optics
- Kinematics
- Dynamics in one dimension
- Energy
- Special relativity
- Nuclear fission and fusion

## **AP PHYSICS 11B**

### **(PH 11) (4 credits)**

*and*

## **AP PHYSICS 12B**

### **APPHY 12 (4 credits)**

Taught consecutively, AP Physics 11B and AP Physics 12B include topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course. The basic ideas of calculus may be introduced in connection with some physical concepts. Understanding of the basic principles involved in Physics, and the ability to apply these principles in the solution of problems, is the major goal of the course. The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills.

AP Physics B provides instruction in each of the following five content areas:

Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics.

## **PHYSICS 12**

### **(PH 12)(4 credits)**

*Provincially examinable course.*

*Recommended prerequisite: Physics 11.*

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills.

Course Content:

- Vector kinematics in two dimensions
- Vector dynamics
- Work, energy, and power
- Momentum
- Equilibrium



- Circular motion
- Gravitation
- Electrostatics
- Electric circuits
- Electromagnetism

## **ADVANCED PLACEMENT PSYCHOLOGY 12**

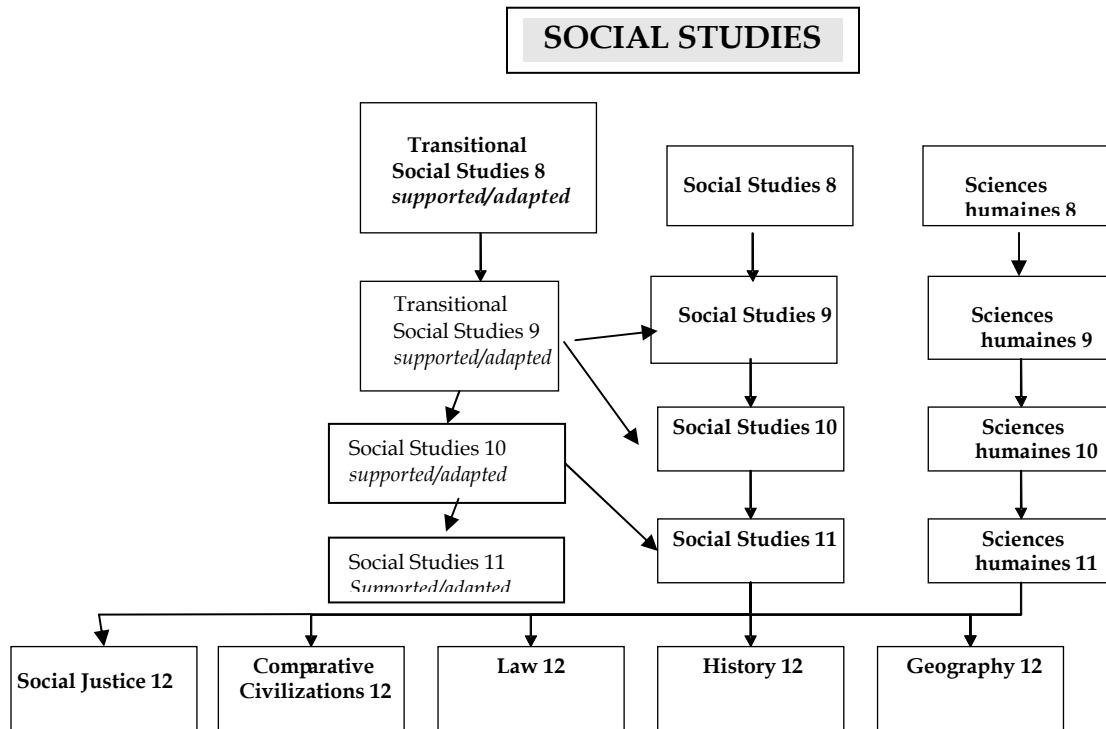
### **(APPSY 12)(4 credits)**

*Prerequisites: Students should have completed Social Studies 11 or Sciences humaines 11 and have demonstrated strong English skills.*

Advanced Placement Psychology is an elective course that covers a general introductory course equivalent to that of a university or community college. Psychology is the study of human and animal behaviour (normal and abnormal) and the psychological, social and biological processes related to behaviour. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

There is a fee associated with this course.

There will be a fee of \$135.00 for the Advanced Placement Examination.



## **SOCIAL STUDIES**

*“It is not enough to teach a man (sic) a specialty. Through it he may become a kind of useful machine, but not a harmoniously developed personality ... He must learn to understand the motives of human beings, their illusions and their sufferings, in order to acquire a proper relationship to individual fellow men and to the community.” (Albert Einstein)*

The Social Studies Department believes it is imperative for students today to develop habits of mind applicable to all disciplines. The primary goal of teaching Social Studies is to empower students to think critically, analyze, interpret and make connections with the world. Through taking Social Studies courses in their senior years, students will experience greater success in all of their subject areas and future endeavours. Social Studies will provide them with problem solving skills and a deeper understanding of human nature.

### **SOCIAL STUDIES 8/SCIENCES HUMAINES 8 (SS 8/SCH 8)**

This Social Studies course is designed to examine world civilizations and cultures from 500 – 1600 A.D. and their responses to a wide variety of influences. Course content studied will focus on the fall of Rome, the Middle Ages, World Religions, Exploration and the Discovery of North America, the Renaissance and Geography. The curriculum emphasizes developing understanding; making connections – past, present, future, global, personal and interdisciplinary; applying knowledge.

### **TRANSITIONAL SOCIAL STUDIES 8 (supported/adapted) TRANSITIONAL SOCIAL STUDIES 9 (TRSS 8) (TRSS 9)**

Students complete studies on the following topics:

1. First Nations Communities
2. Exploration and Discovery of Canada
3. Geography of Canada
4. Current Events

### **SOCIAL STUDIES 9/SCIENCES HUMAINES (SS 9/SCH 9)**

Using both Europe and North America as a foundation, students will examine the relationship between the Aboriginal people and Europeans throughout the years 1500 –1815 AD. Colonialism, Imperialism and Nationalism will be explored as well as revolutionary changes in both regions. This Social Studies curriculum will focus on developing understanding; making connections – past, present, future, global, personal and interdisciplinary; applying knowledge.

### **SOCIAL STUDIES 10/SCIENCES HUMAINES 10 (SS 10/SCH 10) (4 credits)**

This Social Studies course focuses on the development of Canada as a nation from 1815 to 1914, with emphasis on Western Canada. It examines the social, economic, and political structure of our nation; the immigration patterns; as well as the relationships with Great Britain and the United States. In addition, geographical skills will be further developed and incorporate Canadian regional geography, resource use, and environmental management.

This Social Studies curriculum provides opportunities to practice skills centered on identifying a problem or issue; gathering, interpreting, analyzing, and presenting information; making connections – past, present, and future.

### **LANGUAGE ADAPTED/SUPPORTED SOCIAL STUDIES 10 (SS 10) (4 credits)**

This course adapts the regular Social Studies 10 programme for ESL students. At the end of the year, students will take an adapted version of the Social Studies 10 final exam to determine their placement in either regular or supported/adapted Social Studies 11.

## **SOCIAL STUDIES 11/SCIENCES HUMAINES 11**

### **(SS 11/SCH 11) (4 credits)**

*Graduation programme examination course.*

*Mandatory Provincial Exam.*

The Social Studies 11 course, a required course for graduation, focuses on three topics of importance to students' understanding of Canadian society and of their roles as Canadian and global citizens: the Canadian identity; Canada in the World Community; and Canadian and Global Citizenship. This course concentrates on events throughout the 20<sup>th</sup> century while making connections between historical and current social, political, economic, and environmental issues. In addition, the curriculum provides opportunities to practice skills centered on interpreting, assessing, analyzing, and effectively communicating information; and practicing active citizenship.

## **LANGUAGE ADAPTED/SUPPORTED SOCIAL STUDIES 11**

### **(SS 11) (4 credits)**

*Graduation programme examination course.*

*Mandatory Provincial Exam*

This course adapts the regular Social Studies programme for ESL students to enable them to meet the learning outcomes of the regular Social Studies 11 programme through reading materials and activities appropriate to their level of English comprehension. Students will write the Social Studies 11 Provincial Exam upon completion of this course.

## **GEOGRAPHY 12**

### **(GEO 12)(4 credits)**

*Provincially examinable course.*

*Prerequisites: It is recommended that students have at least a C+ average in Social Studies 11 or Sciences humaines 11.*

Geography 12 will examine both physical and human geography through a variety of approaches. The Lithosphere, Hydrosphere, Atmosphere and Biosphere will provide the framework for the examination of human interactions with their landscape.

Course Content:

- the major geographic themes (location, place, human and physical interactions, movement and regions)
- the social, economic, cultural and political components of human systems
- tectonic and gradational processes engaged in making and shaping the lithosphere
- the principle factors of weather and climate
- resource sustainability and development
- the compatibility of human activities and nature's ability to sustain human demands
- use of topographic maps, aerial and satellite images, computers, photographs, charts,
- diagrams, graphs and tables to demonstrate an ability to access, interpret and present geographic information

## **HISTORY 12**

### **(HI 12)(4 credits)**

*Provincially examinable course.*

*Prerequisites: It is recommended that students have at least a C+ average in Social Studies 11 or Sciences humaines 11 and have demonstrated strong writing skills.*

History 12 provides a chronological and thematic approach to the study of major events, ideas and issues of the 20<sup>th</sup> Century from the First World War through to the end of the Cold War.

Course Content:

- analysis of historical evidence to assess reliability, bias and point of view
- evaluation of the significance of nationalism and imperialism
- basic features of various political ideologies, growth of internationalism throughout the 20<sup>th</sup> Century
- the social, economic, political, and technological impact of war
- the nature of conflict and conflict resolution

## **COMPARATIVE CIVILIZATIONS 12**

### **(CCN 12) (4 credits)**

*Prerequisites: Social Studies 11 or Sciences humaines 11 – Socials 10 or Sciences humaines 10 (with an excellent standing)*

Comparative Civilizations is offered as an alternative to provincially examinable humanities courses. In this course, students develop an understanding of various societies by studying their art, culture and social systems. The course is designed to develop students' appreciation for their own culture, as well as the cultures of other civilizations.

Course Content:

- Study and compare various past and contemporary cultures.
- Examine elements of culture such as belief systems, daily life, gender roles and power structures.
- Extend critical thinking skills to analyze civilizations past and present.
- Acquire an appreciation for the arts.
- Develop an appreciation for other civilizations.

In Comparative Civilizations 12, the cultures studied include: Prehistoric society, The Ancient Near-East, Ancient Persia, Ancient Egypt, Ancient Greece and Rome, India, and 20<sup>th</sup> Century Pop Culture.

## **LAW 12**

### **(LAW 12) (4 credits)**

This relevant and topical subject area is designed to provide students with an understanding of Canada's legal system and make students aware of their individual rights and responsibilities as well as the rights and responsibilities of others.

The course is organized around the substantive and procedural aspects of Canadian Law and, as such, includes the creation of, and amendments to, a myriad of legal issues affecting our daily lives.

Course Content:

- the basis of the Canadian legal system
- legal decision making
- rights and freedoms
- Constitutional law
- the criminal justice system
- the law of torts
- contract law
- family law
- current legal issues
- International law

## **FIRST NATIONS STUDIES 12**

### **(MFNS 12) (4 credits)**

*Mandatory Provincial Exam*

This course is designed to meet the needs of all students who are interested in knowing the traditions, culture, and history of First Nations people. While this course focuses mainly on BC First Nations, it also has five interrelated curriculum organizers in skills and processes, language and relationship, contact, colonialism, and resistance. Cultural expressions, leadership and self-determination are also explored. This course satisfies a Grade 12 requirement. This course may be used to meet the Social Studies 11 Foundation Studies requirement for graduation. If it is used as the Social Studies 11 requirement, it cannot be used as one of the four (4) Grade 12 courses for graduation.

## **STUDENT LEADERSHIP**

### **BA PEER TUTORING 11/12 (YIPS 11A, YIPS 12A) (4 credits)**

Peer Tutoring 11 is a Board/authority authorized course. Helpers are usually trained during September and are assigned to work in classrooms or the Learning Centre during school hours or in the mornings, at lunch, or after school. The skills the students learn and practice will be useful in many educational and vocational situations following high school.

### **ACADEMIC TUTORIAL BLOCK (ATB - 0 credits)**

This class is designed to support senior level students and enhance their opportunities for academic success. This academic tutorial will have a teacher responsible for promoting positive study skills. Work habits will be assessed and regular attendance is expected. Students may have the opportunity to be supported in areas of their particular focus. This course is open to students in Grades 11 and 12.

### **STUDY BLOCKS**

Study Blocks are a privilege afforded to Grade 12 students that provide a period of time during their schedule to work on homework or prepare for upcoming tests – enhancing their opportunities for academic success.

#### **Criteria**

- Students in Grade 12 must be enrolled in a minimum of seven (7) blocks. Students may choose to have seven courses and a study block or six courses, one Academic Tutorial course and one study block. Depending on their programme of study, Grade 12 students may alternatively choose an eighth course instead of having a study block.
- Have developed a Graduation Plan that meets all graduation requirements and also addresses future educational and/or work requirements

#### **Expectations:**

Grade 12 students with Study blocks must:

- Use the time to work constructively on course material in the Cafeteria (or Library, with approval of the Librarian)
- Work at home during their study block if they have parental permission.
- Demonstrate behaviour consistent with Sentinel's Code of Conduct.
- It is important that students on a study block do not disrupt the learning environment of others – whether it is other students on a study or students in classrooms.