

A.R. MacNeill Secondary School Program Planning Guide 2022 - 2023



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Program Planning Timeline

	Activity	Date	Details
1	Incentive Parent Information Meeting (A)	January 27 7:30 pm	Virtual Open House
2	Incentive Parent Information Meeting (B)	February 3 7:00 p	Virtual Open House
3	Grade 7 Program Planning, Webinar & Video Release	January 27 6:30 pm	Virtual Open House / Planning Process Information Posted; MyEdBC Open for Input.
4	ELL 1 & 2 Presentations	February 4 & 7	Counsellor present information to current ELL 1 & 2 students in 2 nd block ELL class
5	Grade 7 Visits	February 2	Counsellors to visit Grade 7 classes virtual 2 sessions to be offered: 9-10:15 & 1:15-2:30
6	Parent Info Session Current Grade 8's and 9's	February 7 7:00 – 8:30 pm	Teams Session including counsellor re Grade 11 and 12 course planning with PPT
7	Parent Info Session Current Grade 10's and 11's	February 8 7:00 – 8:30 pm	Teams Session including counsellor re Grade 11 and 12 course planning with PPT
8	Grade 10 & 11 Counsellor Presentation	February 9	Virtual Presentations into 1 st block class
9	Grade 8 > 9 Counsellor Presentation	February 10	Virtual presentations into 3 rd block classes
10	Grade 9 > 10	February 10	Virtual Presentations into 4 th block classes
11	Lab Sessions Grades 8 – 11	February 16, 17, 22 & 23	Classes invited to lab sessions to do course entry – MyEDBC with admin and counsellors
12	Incentive Interviews	Feb 15/16	Incentive candidate interviews conducted, virtual
13	Transfer/New Student Planning	TBA	Program planning for transfer/new students; Paper based planning

First Round Transfer Applications **Open Monday, February 7, 2022, Closed Friday, February 25, 2022** The application forms and information will be available for downloading at the SD38 district website.

First Round Transfer Letter sent to parents by **Monday, March 7, 2022.**

Second Round Transfer Applications **Open Saturday, February 26, 2022 and Close Friday, May 13, 2022.**

Second Round Transfer Letter sent to parents by **Friday, May 27, 2022.**

Late Transfer Applications **Open Saturday, May 14, 2022.**

About MacNeill Secondary

We are a relatively new secondary school in the Richmond School District, opening our doors in September 2003 with 300 students. The school began with grades 7 and 8 in the Fine Arts and Science Academies and the Incentive School with grades 8-10. A grade was added each year and we are now almost 750 students. The class of 2022 will be the nineteenth MacNeill graduating class.

The school was named after Allan Roy MacNeill, a distinguished educator. Mr. MacNeill moved from Ontario to Vancouver in 1910, where he completed his schooling at U.B.C. and began his career in education with the Richmond School District. His first teaching position was in 1925 at Bridgeport School, moving on to principal of Richmond High School in 1928. In 1959 he became Director of Secondary Instruction, where he remained until he retired in 1968. Mr. MacNeill played an integral part with the growth and changes in local education. He had an active interest in high school sports and he was instrumental in making school facilities available for students' extra-curricular activities.

In the spirit of Mr. MacNeill's dedication to involve students in all aspects of school, we at MacNeill expect students to participate in the many opportunities available. The enthusiasm and interests you have should be developed to their maximum. Take advantage of your school and share something you enjoy with others. Get involved and help continue to make MacNeill a great place to learn.

Principal's Message

A.R. MacNeill Secondary is proud to offer a wide variety of courses that will challenge and engage students in curricular areas. Sometimes when faced with a multitude of choices, it can be difficult to make a decision. While this resource provides an overview of graduation requirements and course selection options offered here at MacNeill Secondary, it is but one of the numerous resources students and parents should use. This is why I would like to encourage students to engage in discussions with their parents, teachers and counsellors regarding their strengths, interests and future goals.

Our timetable is created, and the staffing of this timetable is completed, based on the courses you select. It is very important that you choose courses and alternatives carefully, as course changes in September may not be possible.

With proper preparation, our school will provide you with excellent opportunities to fully develop your knowledge, skills, talents and self-confidence. Your success is a priority to us. I encourage you to ask questions and to speak to our dedicated counsellors and staff who are here to assist you in meeting your goals and achieving your dreams.

Sincerely,



Marcy Timmins Principal

Philosophy

The central goals of education are intellectual, social, and career development. MacNeill was founded on the guiding principles of effective practice, flexibility, and choice. We believe that positive relationships among students, teachers, and family coupled with a challenging academic core, are fundamental to student success. As part of a community of learners, we believe in extending learning beyond the walls of the school building. Students learn to set goals and formulate plans for healthy intellectual, physical, emotional, and social development.

We value:

1. Positive climate - Every student is known, appreciated, and included; staff and students participate in the school's decision-making process.
2. Dynamic teaching – Teachers explore and employ a large repertoire of instructional and learning strategies with their colleagues and students.
3. Engagement - Students engage in challenging inquiry with their teachers. Students work towards taking responsibility for their own learning.
4. Community experience – Student learning is extended and enriched within their community.
5. Technology - Technology is used as a tool to support students as thinkers, researchers, writers, and presenters.
6. Assessment - Teachers help students to set goals and to monitor, guide and assess their own thinking in mastering learning outcomes.
7. Professional development - Teachers as learners explore opportunities to enrich the MacNeill community.
8. Balance – We emphasize the need for balance in the lives of both our students and staff.

Our MacNeill learning community has



The school-wide expectations outlined in POWER were co-developed by the student community, parent community, and staff at MacNeill. These attributes guide students' actions and words, so they become positive, respectful, accountable, resilient, and empathetic citizens both within the school and in the community. As students internalize these qualities, they are demonstrating their proficiency in several Core Competencies that are embedded in every course and in every classroom. These include developing their personal responsibility to take ownership and be at their best, their social responsibility to be empathetic, understanding, and respectful of others, and their communicative and collaborative skills when working with others to create a positive community for all.

MACNEILL INCENTIVE OUTDOOR PROGRAM 2022 – 2023



INCENTIVE OUTDOOR PROGRAM PHILOSOPHY



The Incentive Outdoor Program attracts creative and motivated students with a passion for the outdoors. The fundamental goal of the program is to provide opportunities for students to develop critical thinking skills, creativity, innovative problem-solving and adaptability, both in the classroom and in the larger community. Incentive is an experiential program that develops competent, confident and caring people with strong leadership and outdoor education skills.

OUTDOOR EDUCATION

Incentive Outdoor Program offers a strong outdoor education component with a focus on environmental sustainability and stewardship. Students will develop skills in a variety of areas throughout the school year. These sessions culminate each year in an extended outdoor excursion (e.g. Strathcona Park Lodge) in late May. This outdoor programming is also integrated with students' academics, with opportunities for students to explore their relationship and responsibilities to their natural environment while learning outdoor skills.

Please Note: Outdoor Education 8-10 is based on the Outdoor Education PHE 11 & 12 Curriculum. As such, students who successfully complete our Outdoor Education 9 & 10 courses will be granted senior level credits which allow them to take more advanced academic courses in their senior high school years should they choose.

CURRICULAR AND PERSONAL DEVELOPMENT

Students in the Incentive Outdoor Program will develop an awareness of self, identifying areas of strength, as well as areas for self-improvement. Through the various curricular areas, students will develop the core competencies of Communication, Critical Thinking, Positive Personal and Cultural Identity, Personal Awareness and Responsibility and Social Responsibility. Students will engage in collaborative and independent inquiry-based learning, both at the school as well as within the community. Students will receive instruction in English, French, Mathematics, Science, Social Studies, Outdoor Education 11/12, and Physical and Health Education. Students will also develop skills through Independent Studies (Gr. 8/9) and Career Life Education (Gr. 10).



OVERVIEW

The Incentive Outdoor Program is primarily staffed by three full-time Incentive teachers and is part of A.R. MacNeill Secondary School. The program consists of three grades, Grade 8, 9 and 10 and employs a cohort model. This model involves students moving together through their courses, as well as engaging in a variety of outdoor activities together to create a special and lasting bond. The cohort model, coupled with a multi-grade environment, creates a supportive environment where students can grow, take risks, and develop their interpersonal and intrapersonal skills.

Examples of Outdoor Trips:

- Local trips to Richmond Nature Park, Garden City Park
- Camp Summit: All students engage in team building and climbing activities. As well, they participate in mountain biking, archery, and camping.
- Whistler: Downhill Skiing, Snowboarding
- Takaya: Indigenous Canoe Tours
- Strathcona Park Lodge: Students participate in a range of more challenging out-trips (ex: Wilderness Camping, Rock Climbing, Kayaking/Canoeing, Mountain Biking & more!)



ENTRY REQUIREMENTS

Students may enter the Incentive Outdoor Program in Grade 8, 9 or 10 and should:

- **have a strong desire to attend the Incentive Outdoor Program**
- **have a strong desire to develop outdoor skills**
- commit to actively participate in all the outdoor activities
- demonstrate resilience and a growth mindset
- have the ability to organize time and work independently
- enjoy working collaboratively
- demonstrate social responsibility and community involvement
- demonstrate ownership for their learning demonstrate strong academic proficiency in all subject areas (at the Grade 10 level, all students will be expected to complete Foundations of Math and Pre-Calculus 10)

Cost: Incentive students participate in many activities that have an associated cost. The total cost of all the trips and activities is estimated between \$700-1,500 (MAXIMUM). We are dedicated this year to keep the costs under \$1,500 to the best of our ability. It should be understood that these activities are an integral part of the program. Candidates and their families should apply with this understanding.

APPLICATION PROCESS

1. Submission of Completed Application Package – Friday, February 11, 2022 10:00 a.m.
2. Applicant participation in:
 - an interview
 - team/individual critical thinking challenges
 - written reflection on their participation of those challenges
3. Student's current teachers will be asked to provide feedback concerning candidate suitability.
4. Notification of acceptance into the Incentive program will be emailed Monday, February 28, 2022.

IMPORTANT DATES

Tuesday, November 30th 2021	7:00 pm	Incentive Parent Information Meeting/ (Virtual)
Thursday, January 27th 2022	7:30 p.m.	Incentive Parent Information Meeting (Virtual)
Thursday February 3rd 2022	7:00 p.m.	Incentive Parent Information Meeting (Virtual)

click the date to register & join the virtual meeting

Friday, February 11th , 2022 10:00 a.m. All application packages must be submitted prior to this time to Ms. Lai by email tlai@sd38.bc.ca. **Please do not drop off your application.**

Tuesday, February 15th , 2022 & Wednesday, February 16th , 2022 Candidate Virtual Interviews

Friday, February 25th, 2022 Letters will be emailed to parents of applicants to inform them whether or not their application was successful. *When required*, successful applicants will then proceed with registration at the Richmond School Board Office.

****Please contact Ms. Dauvery Macdonald (Vice-Principal)** if you have any questions regarding the Incentive Outdoor Program: damacdonald@sd38.bc.ca or 604-668-6212

All application communication should be directed to:

Ms. T. Lai: *MacNeill Incentive Outdoor Program*

EMAIL: tlai@sd38.bc.ca Website: www.incentiveoutdoorprogram.wordpress.com

About A.R. MacNeill Secondary School

Advisory:

Students have the opportunity to develop and sustain meaningful connections with staff and peers through our advisory program. This program allows each student to be part of a group with an ongoing connection to an individual teacher. Each group of students stays together with the same teacher for five years (gr. 8-12).

Athletics

The Athletics program is designed to offer students an opportunity to participate in a wide range of extra-curricular sports while representing their school. The Athletics program at MacNeill promotes sportsmanship, leadership, commitment, discipline, co-operation, and responsibility.

Research has shown that there is a strong correlation between one's physical fitness and academic performance. MacNeill Secondary has fielded teams in the following areas:

- cross-country running
- badminton
- girls field hockey
- basketball
- soccer
- table tennis
- tennis
- track and field
- Golf
- Volleyball
- Curling
- Swimming
- ultimate

Clubs

MacNeill offers clubs for students with a wide range of interests. There is something for everyone. Clubs at MacNeill promote diversity, tolerance, leadership, citizenship and global responsibility.

We, at MacNeill encourages students to participate in the many opportunities available. The enthusiasm and interest you have can be developed to their maximum by sharing something you enjoy with others

Some of the clubs MacNeill Secondary has run in the past are:

- Ski and Snowboard Club
- 30 Hour Famine
- Animal Rescue Club
- Anime/Japanese Cultural Club
- Big Brothers
- Black Feather Quill Creative Writing Club
- Green Team (environmental club)
- Raven Review (school newspaper)
- Business Club
- Buzz Art Club
- Chess Club
- First Responders
- ELL Book Club
- Raven Readers
- Students' Council
- Choir
- Gardening & Greenhouse Club
- Green Team
- Green Team
- Ultimate Club
- Grad Committee
- Unity Club
- Jazz Combo
- Library Monitors
- Project Legacy
- The Upper Room
- Yearbook
- Rainbow Club

Student Support and School Services

The goal of student services at MacNeill is to assist students to be successful in all aspects of their schooling. As a result of successful and meaningful experiences in school, we believe that students will be better prepared to meet the challenges after graduation.

Student services at MacNeill include the following: The Counselling Centre, Career Advising, Settlement Workers in Schools (SWIS), the Learning Centre, the school nurse, the school liaison program, the library and food services.

Counselling Services

MacNeill's counsellors are available to assist students, families and staff with many aspects of school life. The role of the school counsellor is to:

- promote personal and social development,
- foster individual responsibility and self-esteem,
- enhance educational achievement,
- enhance educational achievement,
- promote effective study habits,
- assist with problem-solving,
- provide appropriate interventions for school-related problems,
- refer students and families to appropriate resources, and
- facilitate the student's exploration of career choices and post-secondary education/training

Students may drop in to the Counselling Centre during any non-instructional time to talk with their counsellor or schedule an appointment. For purposes of course planning and progress toward graduation, students are assigned to a specific counsellor based on their last name. They can, however, choose to see the counsellor of their choice regarding personal or social concerns. Parents or guardians wishing to make an appointment to meet with their son/daughter's counsellor are invited to do so by calling the school.

For purposes of course planning and progress toward graduation, students are assigned to a specific counsellor based on their last name. They can, however, choose to see the counsellor of their choice regarding personal or social concerns.

Students are welcome to drop in to the Counselling Centre during nutrition break or lunch to talk with their counsellor or schedule an appointment. Student appointments (in person, virtual or phone) can also be booked on-line at armacneill.counsellorappointments.com, or by emailing the counsellor. We ask that parents or guardians wishing to make an appointment do so by calling the school.

Career Advising

Our Career Information Advisor is available 2.5 days a week to assist students with career and post-secondary program exploration. The Advisor provides important current information related to careers, district apprenticeship opportunities, post-secondary planning, financial aid, including scholarships, volunteer and enrichment opportunities, and other related topics. Students are encouraged to visit the Career Centre several times throughout their secondary school experience for assistance to be well prepared for the world beyond high school.

Learning Resource

The Learning Centre

The Learning Centre is an inclusive model of support that is accessible by all A.R. MacNeill students. It provides support in a variety of ways:

- a quiet place to work/study
- a distraction-free environment to write tests
- strategy development for better classroom success
- organization/task prioritization
- stress/anxiety management strategies
- assignment assistance/feedback

We have Resource Teachers in every block who are able to offer support in a variety of subjects from English and Socials Studies to Science and Math.

Our Learning Centre is a hybrid model, which means that students can decide to enroll to have regular classes in the Learning Centre, with credit given at the grade 11 and 12 levels, or drop by during their other classes for additional support with teacher permission.

School Nurse

Health promotion services are provided by a community health nurse from the Richmond Health Department. The nurse acts as a resource person to counsellors, staff and students on health issues.

School Liaison Program

MacNeill participates in the school police liaison program in conjunction with the Richmond RCMP detachment. The purpose of the program is to enhance the working relationship between the police force, school and community.

Library/Learning Commons

The library opens a world of information and pleasure reading to MacNeill students. With a wealth of print, video, and electronic resources, the MacNeill Library provides students with key information literacy skills as well as recreational fiction and research resources. The library staff is dedicated to fostering a love of reading and a familiarity with the library world. An extra-curricular Readers Club has students select and discuss books of the month, and library monitors earn service hours helping to keep the library running smoothly.

The library is a welcoming place for all students to come and read, research, or relax quietly. Outside of school hours, the library is open before school, during most lunch hours, and after school. The teacher-librarian, Ms. Mei and the library technician, are available to help students with school assignments or book selections during regular library hours.

Food Services

The Café is available in the lounge for students to purchase nutritious hot or cold breakfasts and lunches. Café service is also available during Nutrition Break.

In addition to café food services, there are vending machines to provide some items at times when the café is not open.

A.R. MacNeill Secondary School

Program Planning / Course Selection

While some courses are required for graduation, many others can be selected to meet your individual interests and goals. As you move into the latter years of your secondary schooling and your goals are clearer, these choices become even more important.

Once you have made your selections, we will design an individual timetable for you. Sometimes this timetable may not be exactly what you expected it to be because of class size limits or graduation requirements. For this reason, you should think carefully about the alternate course choices you make when you enter your courses into MyEdBC. It is quite possible you may end up taking one or more of these alternate courses.

You should also be aware that our timetable is driven by student requests. If insufficient numbers of students choose a particular course, it is necessary for us to drop it from the master timetable. What this means is that all courses listed in this book may not be offered each year. Sometimes due to staffing or other changes, there may be some modifications of course offerings and descriptions without prior notice.

Timetabling (the number of sections of each course) is based on the course requests made by students in February. Therefore, we urge you to choose courses and alternatives carefully, keeping in mind the following factors:

- **Courses will be offered only if there is sufficient enrollment to justify a class.** If a student selects a course for which there is insufficient enrollment, the student will be placed in the first available alternative course identified by the student.
- **Elective courses must be prioritized on the course selection sheets.** In case of a conflict between two courses, the student will be placed in the course with the highest priority and the first alternative.
- **Changing course requests is not always possible,** even before the beginning of classes. Changing courses after the initial course selection is difficult. Course changes are subject to space availability and scheduling constraints
- Many Canadian universities require students to complete a Modern Language to the grade 11 level.
- Language requirements for each post-secondary institute can be found on their websites or in their calendar available in the Career Centre.

Program planning for the following September begins in January of the current school year. Counsellors visit our elementary family of schools to assist the Grade 7s coming to MacNeill. They also visit classrooms to help students currently at MacNeill plan a program that meets program requirements, suits both their needs and interests, and supports their post-secondary plans. Additionally, counsellors host information evenings for parents. We encourage all parents to be actively involved with their son's or daughter's program planning.

English Language Learners (ELL)

Number of ELL blocks for students*

	Level 1	Level 2	Level 3	Level 4	Level 5
1	ELL 1A	ELL 2A	ELL 3A	ELL 4	No regular ELL class on schedule
2	ELL 1B	ELL 2B	ELL 3B	Math	
3	ELL 1C	ELL 2C	Math	Science	
4	Math	Math	Science	Social Studies 10/11 OR Humanities 8/9	
5		Science	Social Studies 10/11 OR Humanities 8/9	English OR Humanities 8/9	
6					
7					
8					

*Note that this may vary by grade.

ELL Levels 1 and 2: THREE blocks of ELL

ELL 1A (YESFL0A) / ELL 2A (YESFL1A)	ELL 1B (XLDCF09) / ELL 2B (XLDCF12)	ELL 1A (XLDCF10) / ELL 2C (XLDCG08)
English	Social Studies	Writing and Communication
<ul style="list-style-type: none"> •Basic speaking in pairs, groups about short stories, novels, poetry, videos, music, etc •Reading Comprehension •Writing: sentences, paragraphs, writing process, etc •Grammar 	<ul style="list-style-type: none"> •Basic speaking in pairs, groups about Canadian history, geography and politics, Canadian culture, holidays, etc •Reading Comprehension • Writing: sentences, paragraphs, writing process, etc •Grammar 	<ul style="list-style-type: none"> •Basic speaking in pairs, groups about themselves, their lives, etc •Silent Reading log, book talks •Reading Comprehension •Writing: sentences, short response, paragraphs, letter writing, resumes, projects, non-fiction writing, technology, etc. •Grammar

ELL Level 3: TWO blocks of ELL

ELL 3A: English (YESFL2A)	ELL 3B: Social Studies (XLDCG10)
<ul style="list-style-type: none">•Group and class discussion skills•Short stories, novels, poetry, non-fiction, etc.•Writing Skills: short response, paragraphs, multi-paragraph writing, writing process•Grammar	<ul style="list-style-type: none">•Group and class discussion skills•Canadian history and government•News Articles / Current Events / World History•Writing skills: short response, paragraphs, multi-paragraph writing, writing process•Grammar

ELL Level 4: ONE block of ELL

ELL 4: English (XLDCG11)
<p>Group and class discussion skills</p> <ul style="list-style-type: none">•Short stories, novels, poetry, non-fiction, videos, etc.•Writing Skills: short response, paragraphs, multi-paragraph (essays), writing process•Grammar

ELL Level 5 (XAT-12ELL5): NO ELL Block

Level 5 students are working on polishing language skills necessary to be successful in all academic classes including, **Humanities 8/9, English 10/11/12, Social Studies 10/11, etc.** These students receive pull-out and/or before and after school. This will include individual and group sessions with the ELL Level 5 teacher. They do not receive a letter-grade, but will receive a comment on each report card based on feedback from their classroom teachers. May receive 2 years of Level 5 support.

Assessment:

ELL teachers assess students throughout the year on their speaking, listening, reading and writing skills to monitor language development. The school district requires students to complete the **Spring Census** to determine funding needs for the school. Teachers use the **Secondary ELL Speaking & Listening / Writing Can-do Matrix** to help determine levels. This includes a reading, writing and oral assessment. This is ONE of the ways that teachers decide the students' levels for the next year. Teachers will consider assessment in ELL and core courses before making a decision. Students generally complete **one level of ELL per year.**

Course Descriptions

Grade 8 Program

French 8 (MFR--08)

Workbooks (Approx. \$9) are available to purchase or borrow.

French 8 reviews and deepens the understanding of basic concepts presented in the elementary program. Through listening and viewing, students will develop confidence in French and learn how to express themselves both orally and written. Authentic tasks will help students to not only explore, communicate ideas, acquire new language and language structures, but to also view the world and other cultural communities from a new perspective.

Humanities 8A (English) (MEN--08HUA)

Humanities 8A (Social Studies) (MSS--08HUB)

Students will take two blocks of Humanities 8, an integration of the Language Arts' English and Social Studies curricula. This course builds upon the foundation laid in Grade 7 with a continued focus on the skills of reading comprehension, writing, speaking, listening, viewing, and representing. The course emphasizes the writing process and explores the pleasure and satisfaction that come with the ability to write with confidence. Students will read widely and respond both personally and critically to a variety of literature, including novels, short stories, drama, poetry, and non-fiction.

Students will develop research and inquiry skills to use a range of resources, make effective notes and determine main ideas and supporting details. Humanities 8 examines world history and the factors that contribute to development of civilizations, including indigenous civilizations from the 7th Century to 1750 C.E., the years that saw the formation of the modern western world. Within that historical context, students will learn about change and development in society and culture, politics, law, economy and technology and learn how exploration, contact, conflict, expansion and colonization had varying consequences for different groups.

Mathematics 8 (MMA--08)

This course builds on skills developed up to Grade 7 while introducing students to secondary mathematics. Areas covered in this program include Representing Data; Ratios, Rates and Proportional Reasoning; Pythagorean Relationship; Percent; Surface Area; Fraction Operations; Volume; Integers; Linear Relations and Equations; Probability; and Financial Literacy. Problem Solving will be related to real-life experiences to make the application of Math more meaningful, and will be integrated throughout the program. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

Physical & Health Education 8 (MPHE-08)

The goal of Physical and Health Education 8 is to provide students with foundational knowledge and skills required to maintain physical health throughout their lives. Our goal is to have students appreciate the importance of physical well-being and its relationship to physical, emotional, and social health. Students will actively participate in a wide variety of recreational physical activities and learn how to monitor their personal fitness level. In addition to active participation, some curricular time will be spent in the classroom developing a holistic understanding of personal health.

Science 8 (MSC--08)

The curriculum allows our students to develop their knowledge and learning skills through our science competencies. This course helps develop the positive attitudes, communication and skills that will help our students learn to be successful. The course will equip students with the necessary scientific skills and processes, encouraging critical thinking, and increasing scientific knowledge. Grade 8 units include: Life Science (defining life, cell theory, and immune system), Physical Science (atoms, light, and waves), and Earth Science (plate tectonics and geological events).

Fine Arts and Applied Skills Elective Wheel

Grade 8 students at MacNeill have the opportunity to explore six elective offerings through our Fine Arts and Applied Skills Elective Wheel. Students will take three wheel electives each semester, enabling them to sample a variety of courses in each field. The courses offered as part of the Elective Wheel are:

Drama/Dance 8 (MDR--08)

This is a brief and fun introduction to dance and drama required by all Grade 8 students as part of their Fine Arts rotation. Half our time will be designated to Drama and half to Dance. Skill development in Dance and Drama supports and enhances other academic subjects. This course helps students to interact comfortably and confidently with others in class. Topics include: team building, concentration/focus during performance, proper stretching and warm-up techniques, choreography development, movement, voice, improvisation, and characterization.

Early Morning Band 8 (AM Band 8) (MMU--08)

Continuing to build student skills, knowledge, and performance abilities to make future music courses accessible. Students are able to join this course with any level of experience. Repertoire is chosen based on student skill levels and interests. Band 8 students are expected to take part in performances and trips throughout the year. Many opportunities for community performance experience and stage presence skill building make this course an exciting growth opportunity for everyone. All instruments including strings and piano are welcome, students are also able to change instruments if desired. Band 8 is integral for developing the skills and knowledge needed to succeed in future music courses.

****Please note that this course will be offered every second day BEFORE school at 7:30am on a rotating schedule that lasts all year.**

Foods 8 (MADFS08)

This exploratory course introduces students to foods, and nutrition. Students learn about the basic principles of food preparation, cookery, and the nutritional value of a wide variety of products and simple meals. Recipes will be prepared for breakfast, lunch, snacks, dinner, and dessert. This is a one term course as part of the Grade 8 wheel rotation

Music Introduction 8 (Grade 8 Wheel) (XLDCD08)

This is a one term course as part of the Grade 8 elective wheel rotation. Students will have an opportunity to learn to play the guitar. The class has a campfire feeling where teacher and students play together. The course will highlight many popular songs so that students gain experience in understanding the meaning and intent behind the music they enjoy listening to. Modern music history and knowledge will be a focus alongside guitar skills.

****Please note that this course is only a single term and does not coincide with Band 8. Students who wish to participate in concerts and trips with the school band should also take Band 8.**

Passion Projects 8 ((XLDCE08)

“You are a genius and the world needs your contribution!”

In this course students choose a topic of inquiry based on a passion (e.g., something they are good at, excited about, love to do or want to learn more about). They work through the inquiry process of: pitching their idea to refine their project focus, developing an action plan to guide their research, documenting their research and learning, creating or designing a product or solution to share with others, and reflecting on the process. Creativity, inquisitiveness, risk-taking, and persistence are developed through the exploration of their passion. This is part of the Grade 8 elective wheel rotation.

Technology Education 8 (MADGE08)

This class is available to all grade 8 students as part of the Applied Skills rotation. Students will be introduced to the following disciplines:

- i) Technical drawing and design
- ii) Aerodynamics, the properties of basic mechanics and physics
- iii) The designing and building of “Mousetrap” powered cars or CO2 powered dragsters
- iv) Introduction to bike repair. The student will fully dismantle a bike and then re-assemble it for use

In this course, the students will learn to use woodworking tools as well as mechanics tools. This course is part of the Grade 8 elective wheel rotation

Visual Arts 8 (MVA--08)

Do you love making art? Or, would love to learn some great new art skills? This course provides a foundation in art media, methods and appreciation. Students will sample both two and three-dimensional art experiences in drawing, painting and ceramics. Emphasis is placed on skill building, development of imagery and exploring new perspectives of expression. This runs as a part of the Grade 8 Wheel rotation, which is one of three courses in our semester schedule. Come and join the fun!

Course Descriptions

Grade 9 Program

Humanities 9 (English) (MEN--09)

Humanities 9 (Social Studies) (MSS--09HUB)

Students will take two blocks of Humanities 9, an integration of English Language Arts and Social Studies. Building on skills learned in Humanities 8, students will further develop strategies to read, view, speak and listen for specific purposes. With an emphasis on writing process, students will explore critical and creative writing in workshop settings. Students will continue to read widely in different genres, both for pleasure and to develop knowledge of plot structure and literary techniques. They will develop research skills to use a range of resources, make effective notes and determine main ideas and supporting details. Students study Canadian and world history from 1750 to 1919, with a focus on nation building, immigration, rebellions, Confederation, the development of the West, the history of the British Columbia economy, and World War One. Throughout their studies, students will consider the various conflicts between Canada's peoples (First Nations and first European immigrants) arising from this time period, and relate these to current issues facing these same groups of Canadians today. Students will also be introduced to the Canadian economy, and they will continue to learn about Canadian geography.

Mathematics 9 (MMA--09)

Mathematics 9 prepares students to use a variety of methods to solve real-life practical, technical, and theoretical problems. They will develop a sense of powers with integer exponents and variable and rational bases. Students will learn to solve problems involving rational numbers using algebraic and visual methods. They will learn to generalize, design, and justify mathematical procedures using appropriate patterns, models, and technology. Other topics include Linear Relations, Proportional Reasoning, Statistics, and Financial Literacy. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

Physical & Health Education 9 (MPHE-09)

Physical & Health Education 9 enhances the experiences of Physical Education 8. Students will delve deeper into the knowledge, understanding, and skills to maintain physical & emotional health throughout their lives. Students will build on their skills from the previous year and begin to develop their own ideas on how to achieve personal health and fitness goals. Students will actively participate in a wide variety of physical activities and learn to monitor their personal fitness level. Students will build healthy decision-making skills and being to learn how to analyze and evaluate strategies for monitoring one's emotional, physical, and relationship health.

Science 9 (MSC--09)

Science 9 Workbook (Approx. \$15) is available to purchase

Science 9 students will continue to develop the science competencies from the previous year, and begin to gain greater comfort and confidence in their learning. In this course, students will develop their scientific skills in a variety of competency areas, including: researching topics, demonstrating safety in the lab, preparing lab reports, solving problems, making/analyzing models & analogies, creating scientific visuals, and preparing for tests. Science 9 units include: Chemistry (atoms, elements & compounds), Biology (reproduction), Physics (electricity), and Earth Science (matter & energy flow).

Fine Arts & Applied Skills Electives –9

Students in grade 9 have the opportunity to explore several Fine Arts and Applied Arts classes. The following courses are those that may be offered:

Dance 9 (MDNC-09)

Dance is a course that focuses on body awareness, spatial awareness, and ability to hear and feel music, as well as develop cooperation and confidence. Students will have the opportunity to try a variety of dance disciplines such as Hip Hop, Jazz and Lyrical. Students will take part in a warm up, floor stretches, across the floor, center work, combinations and choreography. Proper dance attire and indoor shoes are mandatory.

Drama 9 (MDR--09)

The Drama 9 course continues to develop skills in team building, concentration and focus, movement, voice, and characterization. Drama provides opportunities to work under pressure, take risks, deal with constructive criticism, meet deadlines, and become more self-aware in order to build confidence and self-esteem. The skills they will learn through this course will be applicable to real life and far reaching.

Early Morning Band 9 (AM Band 9) (MMU—09CM-AM)

A band course that meets in the morning at 7:30am. Students who take this course will perform together on various instruments and work towards performances and tours. Students should expect to be challenged with an increasing difficulty of repertoire that stems from a wide array of musical styles. Any level of experience is welcome and students are allowed to change instruments if they wish.

Foods Studies Level 1 (Foods 9) (MADFS09)

This course will introduce you to the foundations of a nutritionally balanced diet. You will learn about safety in the kitchen, as well as how to prevent foodborne illness. Throughout the course you will plan and prepare simple, balanced meals while also focusing on food from various cultures. This course is perfect for any student that has an interest in learning more about the foods we eat and wants to increase their skills in the kitchen.

French 9 (MFR--09)

It is strongly recommended that students have completed French 8 or equivalent if they wish to take this course.

Workbooks (Approx. \$12) are available to purchase or borrow.

French 9 builds upon the key conceptual and grammatical components of French 8. Students will not only strengthen their understanding and acquisition of French, but to also extend their abilities to express themselves orally and written. Authentic tasks will facilitate the interpretation and sharing of knowledge, thought, and feelings. Students will learn to appreciate and value cultural diversity, explore the contributions of Francophones to society, and open doors to interacting with the Francophone world.

Instrumental Music Orchestra 9 (Band 9) (MMU-09)

This is an intermediate level band class that continues from Band 8, with repertoire chosen according to the ability levels of the musicians as well as their musical interests. Students who did not take Band 8 are still welcome to join this course. Skills will be addressed by working on scales, technique exercises, individual instrument study and varying repertoire. Students wanting to take part in trips, concerts, and events must be enrolled in a band course. All instruments including strings and piano are welcome.

** Please note that this course intends to run during regular school hours. If you wish to take part in Early Morning Band BEFORE school at 7:30am please select “**Early Morning Band 9 (MMUOR09—AM)**”

Japanese 9 (MJA--09)

Workbooks (Approx. \$55) are available to purchase or borrow.

This is an introductory course in Japanese with no previous experience necessary. By the end of the course students will know the writing conventions with the Japanese syllabic scripts, *hiragana*, *katakana*, and some *kanji* (Chinese characters as used in Japanese). Students will know common, high-frequency vocabulary, sentence structures, and expressions. Students will explore the B.C. curriculum’s Big Ideas for Japanese 9 including how listening and viewing support our language acquisition, how language learning allows us to explore our identity and culture from a new perspective, how conversing about things we care about can motivate our learning of a new language, how sharing experiences and viewpoints through stories and creative works allow us to experience culture and appreciate its diversity.

Media Design 10 (MMEDD10)

Open to students in grades 9 to 12.

This unique course provides students with a variety of experiences in the world of digital design. Students will develop knowledge and understanding of the Adobe software suite including: Photoshop, Illustrator, InDesign, and more. These programs are used by professionals around the world and will give students the opportunity to see what it takes to design digitally. Media & Design covers many subjects and aspects of design from: production processes, principles of layouts and designs, elements (colour, form, space, texture, etc.), Typography, Image Theory, Development Strategy, Copyright, Industry Careers, Editing, Client & Customer Relationships, and much more. Students should leave this course with a portfolio of work to outline their new skillsets.

This course is important to help students prepare for Graphic Production 11 & 12 where students design and create the A. R. MacNeill Yearbook.

Power Technology 9 (MADGE09)

In this year-long course, students will learn how to design and produce everything from a machinist’s hammer to a Go-Cart or motorized scooter. This introductory course explores lathe and mill machine tools, sheet metal tools, welding and other related disciplines. Power mechanics (small engines) and explores alternate energy sources such as solar and electrical are explored. This second half of the course is devoted to project development.

Recreational Leadership 9-12 (Athletic Leadership)

Recreational Leadership 9-12 is a course designed to provide motivated students with an opportunity to enhance their leadership and organizational skills while working within the Athletics Program at MacNeill. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will receive training which will prepare them to assume roles as sport coaches, sport officials, and athletic trainers/managers for our school teams. Students will be expected to act as tournament coordinators, intramural coordinators, sport officials' coordinators, and team managers. This will require students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours will be required.

Robotics 9 (MADER09)

This is a full year two-part course. Part 1 – Basic Robotics

Students build a robotic arm that can pick up objects from a bolt to a can. Students learn about design, manufacturing, structure, and hydraulics.

Part 2 – Sumo Bots

Students design and build a mini sumo robot to do battle! Students learn about basic electronics, design, sheet metal, and basic machine work.

Theatre Company and Production 9 (Advanced Drama)

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production. If you wish to be part of the school theatre productions, please take this course.

Visual Arts 9 (MVA--09)

This course is designed for the student who loves to explore all methods of art making – perfect for experienced or new artists. This course builds upon the foundations laid in Art 8 with the emphasis on two and three-dimensional medias. Students will develop their understanding of the principles and elements of design through individual project work, as well as related historical/cultural/social significance and influence. Emphasis will also be placed on personal growth and exploring identity through conceptual explorations. Instruction will include basic techniques in drawing, painting, printmaking, and sculpture. This is a full-semester course packed with fun!

Program Planning Section

for:

Grades 10, 11, & 12

Dogwood Diploma - at a glance

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

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


Of these 80 credits:

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

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

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

The assessments are scored on the following proficiency scale:

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Graduation Program Requirements

**80 credits must be earned over grades 10, 11, and 12.
52 credits from required courses, 28 credits from electives.**

**GRADE 10	**GRADE 11	**GRADE 12
One (1) English 10 Option	One (1) English 11 Option	One (1) English 12 Option
One (1) Math 10 Option: <ul style="list-style-type: none"> ● Workplace Math 10 ● Foundations & Pre- Calculus Math 10 	One (1) Math 11 Option	Grade 12 elective
Science 10	One (1) Science 11 Option	Grade 12 elective
Social Studies 10	One (1) Social Studies 11 or 12 Option	Grade 12 elective
Physical and Health Education 10	Elective	Elective
	Elective	Elective
Elective (A Fine Art or Applied Skill)	Elective	Elective
Elective	Elective	Elective (or study)
Career Life Education 10-12	Career Life Connections 11 (2 credits) (non-enrolling)	Career Life Connections 12 (2 credits) (non-enrolling)
Choose 2 electives	Choose 4 electives	Choose 7 electives

NOTE:

****Please refer to Program Planning sheets and Course Descriptions for specific information.**
Students must select at least one Fine Arts course **or** one Applied Skills course at the grade 10, 11 or 12 level **prior** to graduation.

Students must **carefully** check post-secondary requirements when selecting courses.

Courses that meet graduation requirements but generally do **not** meet university admission requirements include:

- Apprenticeship & Workplace Math 11
- Science for Citizens 11

Grade 12 Study Block

In the interests of maintaining a positive school tone for staff and students to work during instructional hours, the notion of “study blocks” are restricted to one, per grade 12 student, who meets the criteria.

Only students who are successfully meeting all their graduation requirements will be considered. This is a non-credit, unsupervised time within the school day. While in the school, students will be expected to be independently studying or working on projects/assignments in designated area in the school. A study block is neither intended nor designed to be a “free block”. The study block is intended to provide an opportunity for responsible grade 12 students to assume responsibility for the use of unstructured learning time.

Advanced Placement Program

The Advanced Placement Program (AP) is a program of acceleration and enrichment which allows academically strong and motivated students to begin their college or university studies while still in secondary school. Upon successful completion of an Advanced Placement course, with an appropriate level of proficiency on a standardized exam, the student may apply to colleges and universities for advance standing, course credit, or both. The AP program helps students pursue intellectual activities of a challenging nature and to develop higher-level thinking skills.

MacNeill offers Advanced Placement courses in:

AP Biology 12 – see Science

AP Calculus 12 - see Math

AP Chemistry 12 – see Science

AP English Language and Composition 12 - see English

Students taking these courses may choose to write Advanced Placement examinations in May of each year. There is no course fee, however, there is a fee for writing the exam. As is the case for all courses offered at MacNeill, sufficient enrollment is required for courses to run.

In Canada, AP is growing rapidly in popularity. UBC, SFU, and UVIC recognize the Advanced Placement Program. Students admitted to these institutions who have completed AP subjects with high academic achievement may receive advanced placement and credit. AP is recognized and well- accepted in many eastern Canadian universities as well as all American colleges and universities.

Course Descriptions

--- ART ---

Arts Studio 10 (2D/3D Studio Arts combined) (MVA10)

This course is designed to continue to build upon both 2D & 3D art techniques and processes, focusing on the principles and elements of design. Emphasis will be on the development of students' individual artistic abilities, as well as through personal growth and exploring identity through conceptual explorations. Students are encouraged to develop their own: sources of inspiration for design, imagery and research skills - in the media or techniques chosen. Draw, paint, print and sculpt your ideas into existence. Learn about the role art can play in your life and discover the great career possibilities the arts can hold. This is a full year course that is dynamic and wildly exciting!

Art Studio 11 (Foundations 11) (MVA11)

In this course, students will experience a wide variety of techniques and processes. It involves both 2D and 3D art activities – with a focus on skill development, focusing on the elements and principals of design. Students will develop images, using various media and experimenting with techniques. Through direct study and observation, students will be able to develop an increased awareness of historical, social and cultural contexts. Also, students will be exposed to traditional and contemporary aboriginal worldviews, focusing on cross-cultural perspectives. They will develop an understanding and appreciate art forms from a variety of places, cultures, times and environments. Students will research, develop images and explore themes, while developing their own personal style. In this positive & collaborative environment, they will work individually and collaboratively, creating original pieces. Portfolio development for post- secondary requirements, leading to career options in the arts, will also be supported.

Studio Arts 3D 11 (Ceramics & Sculpture 11) (MVA11)

Whether new to sculpture or continuing on from an earlier class, this course promises to challenge you with new ideas, through interesting and engaging lessons. Students will learn to use a variety of tools and techniques, as they explore themes and materials. Students will focus on image development – seeing their 2D preparation translate into original 3D works. Emphasis will be on creativity, form and craftsmanship. Further, students will be exposed to traditional and contemporary aboriginal worldviews, focusing on cross-cultural perspectives. They will develop an understanding and appreciation of art from a variety of places, cultures, times and environments – and most importantly, have fun creating their original pieces!

Studio Arts 2D 11 (*Drawing & Painting 11*) (MVAD-11)

This 2D art course has a strong focus on designing, visual journaling, drawing, painting, collaging, mixed media, assemblage and printmaking. Students will learn techniques, strategies and skills in order to improve and enhance their artistic ability. Students will focus on: research, themes, image development and creative problem solving. Having a positive and collaborative learning environment, will help influence their artistic development and personal style. They will be exposed to both contemporary and traditional aboriginal works of art, as well as a wide variety of artists from around the world, focusing on their history and culture. Whether students want to build skills for a career in art, develop a portfolio, or exercise their artistic side, this course is well suited for you.

Art Studio 12 (*Foundations 12*) (MVA12)

This course is a continuation of Art Studio 11 – focusing on both 2D and 3D art forms. It will continue to focus on the development of personal images, skills, techniques and themes - focusing on the elements and principles of design. Students will continue to expand their knowledge of various historical, social and cultural contexts in art. They will build upon their previous skills - and explore a variety of techniques and media in more depth. Through collaboration and support, students will continue to develop their own artistic style. Portfolio development for post-secondary requirements, leading to career options in the arts, will also be supported.

Studio Arts 3D 12 (*Ceramics & Sculpture 12*) (MVAC-12)

This course will build on the skills and techniques learned in previous sculpture classes, while tempting you with new projects, materials and perspectives. The objective of this art course is to explore ideas through 3D medias, with a greater emphasis on the development of personal themes, images and styles. Although many specific themes, topics and techniques will be assigned, students will be expected to assert self-direction within their work. Their final portfolio will show depth in 3D explorations – and variety – in the materials and themes. Students will be expected to keep a visual journal, in order to focus on image development and explorations. Portfolio development for post-secondary requirements, leading to career options in the arts, will also be supported.

Studio Arts 2D 12 (*Drawing & Painting 12*) (MVAD-12)

The objective of this art course is to continue to build on skills learned in previous art classes - while continuing to build skills within: designing, visual journaling, drawing, painting, collaging, mixed media, assemblage and printmaking – as seen in Studio Arts 2D 11. Although many specific themes, topics and techniques will be assigned, students will be expected to assert self-direction within their work. Students will be challenged, using a variety of media to create personal 2D art works, inspired by concepts, both historically, socially and culturally. Their final portfolio will show depth in 2D explorations - and variety - in the materials and themes. Students will be expected to keep a visual journal as a record of their ideas, observations, image development and explorations. Portfolio development for post-secondary requirements, leading to career options in the arts, will also be supported.

Media Design 10 (MMEDD10)

Open to students in grades 9 to 12

This unique course provides students with a *variety* of experiences in the world of digital design. Students will develop knowledge and understanding of the Adobe software suite including: Photoshop, Illustrator, InDesign, and more. These programs are used by professionals around the world and will give students the opportunity to see what it takes to design digitally. Media & Design covers many subjects and aspects of design from: production processes, principles of layouts and designs, elements (colour, form, space, texture, etc.), Typography, Image Theory, Development Strategy, Copyright, Industry Careers, Editing, Client & Customer Relationships, and much more. Students should leave this course with a portfolio of work to outline their new skillsets.

This course is important to help students prepare for Graphic Production 11 & 12 where students design and create the A. R. MacNeill Yearbook.

ICT: Graphic Production 11 (Yearbook Journalism 11) (MGRPR11)

Graphic Production has a very important roll at MacNeill. This class is responsible for all aspects of the design and production of our school's yearbook. This unique course provides students with a variety of experiences in the desktop publishing field through the creation of the MacNeill Yearbook. Students will develop a yearbook theme and then plan and publish the finished book. Emphasis is placed on developing skills and knowledge in design, graphics, page layout, and the use of Josten's Yearbook online program, and/or Adobe photoshop. Students develop abilities in gathering information, writing copy and captions, understanding the components of quality photography, copy editing skills, and techniques of writing headlines. This course will also require a group of the students to take photos at various events that will be used for the yearbook. Students are encouraged to experiment with different techniques in photography.

Students who choose to participate in this class must show maturity and independence, as well as have the ability to work as a strong team member. Students will be expected to work under deadlines and commit time to this project after school whenever necessary.

It is expected that students have experience in Adobe: Photoshop, Illustrator, and InDesign. For those interested in creating digital media and art, taking Media Design 10 (MMEDD10) is recommended prior to this course. If you have any further questions, please speak with Mr. Warbinek.

ICT: Graphic Production 12 (Yearbook Journalism 12) (MGRPR12)

Graphic Production has a very important roll at MacNeill. This class is responsible for all aspects of the design and production of our school's yearbook. This unique course provides students with a variety of experiences in the desktop publishing field through the creation of the MacNeill Yearbook. Students will develop a yearbook theme and then plan and publish the finished book. Emphasis is placed on developing skills and knowledge in design, graphics, page layout, and the use of Josten's Yearbook online program, and/or Adobe photoshop. Students develop abilities in gathering information, writing copy and captions, understanding the components of quality photography, copy editing skills, and techniques of writing headlines. This course will also require a group of the students to take photos at various events that will be used for the yearbook. Students are encouraged to experiment with different techniques in photography.

Students who choose to participate in this class must show maturity and independence, as well as have the ability to work as a strong team member. Students will be expected to work under deadlines and commit time to this project after school whenever necessary.

It is expected that students have experience in Adobe: Photoshop, Illustrator, and InDesign. For those interested in creating digital media and art, taking Media Design 10 (MMEDD10) is recommended prior to this course. If you have any further questions, please speak with Mr. Warbinek

Photography 10 (MVAPH10)

This course is designed for the beginning photographer. Students will build a strong foundation in photography through theory and practice. Students will become familiar with functions of the camera, photographic processes, elements of composition, the art of printing photographs, toning and mounting. Students will also use Adobe Photoshop to accomplish certain digital effects. Major emphasis will be on digital photography. It is an advantage to the student to have access to a digital camera, preferably a single lens reflex camera which has f-stops, shutter speeds and focus control, as the school has a limited supply. Evaluation will be based on sketchbooks, assignments, projects and written and practical tests. Basic supplies will be provided to students in order to meet the learning outcomes of all courses. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

Requirements:

1. *SD Memory Card*
2. *Hard bound blank paged journal*

Photography 11 (MVAPH11)

Recommended: Photography 10

Photography 11 is designed for students to further refine the skills and techniques learned in Photography 10. Emphasis will be on learning new methods to create and communicate your ideas, thoughts, and themes to leave a lasting resonance with the viewer. Students will become more familiar with studio equipment, special printing techniques, and capturing and editing digital images. Students will also use Adobe Photoshop CS6 to accomplish certain digital effects. Evaluation will be based on assignments, projects, written/practical tests and a portfolio comprised of your best work. Basic supplies will be provided to students in order to meet the learning outcomes of all courses. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

Requirements:

1. *Access to a DSLR camera*
2. *SD Memory Card*
3. *Hard bound blank paged journal this can be the same one used in Level*

Photography 12 (MVAPH12)

Recommended: Photography 11 or Photo teacher permission

This very unique course will offer advanced creative photographic opportunities to students who wish to explore and manipulate traditional photography techniques and multimedia for creative, communicative purposes. Emphasis will be on personal, social, historical and political ways of expression through photographic process. Students will also use Adobe Photoshop to accomplish certain digital effects. This course provides excellent opportunity for students considering a career in the communication arts to help build a quality portfolio necessary for art school admission. Assignments will be self-directed under selected branch topics. At this level students are expected to be self-motivated and work independently to develop their own unique personal style. Evaluation will be based on assignments, projects, practical research and a final portfolio. Basic supplies will be provided to students in order to meet the learning outcomes of all courses. Should a student wish to use optional materials to enhance or elaborate upon the learning outcomes, then these may be purchased directly (and brought to the school) or through the school on a cost-recovery basis.

Requirements:

1. *Access to a DSLR camera*
2. *SD Memory Card*
3. *Hard bound blank paged journal - this can be the same one used in Level 2*

---BUSINESS EDUCATION ---

Entrepreneurship and Marketing 10 (MADEM10)

The emphasis of this course is to provide students with an overview of the following:

- entrepreneurship opportunities
- characteristics of entrepreneurs
- creative ways to add value to an existing idea or product
- ethics of cultural appropriation
- differences between invention and innovation
- barriers that diverse groups of entrepreneurs face and factors that can contribute to their success
- life cycle of product from invention/innovation to the marketplace
- ethical marketing strategies
- forms of marketing
- online marketing concepts
- customer needs, wants and demands

Accounting 11 (MAC--11)

Accounting 11 aims to provide students with an introduction of what the world of Accounting is all about. Students will be able to explore different career opportunities in the Accounting industry while learning important Accounting principles. During the course of the year, students will learn about the function and purpose of Accounting, how to create financial statements through analyzing and recording transactions and making required adjustments. Students will be given a chance to learn about the stock market and participate in daily trading with the Junior Achievement Investment Strategies Program.

Marketing and Promotion 11 – (Formerly Marketing 11) (MMAP-11)

Enter the world of Marketing and Promotion by understanding the mind of a consumer while balancing the goals and missions of a business. The Marketing and Promotion 11 class, formerly known as Marketing 11 aims to provide students hands-on experiences both inside and outside of the classroom to understand and learn the importance of the Product, Place, Price and Placement of all the products and services we see in the world around us. Students will experience what is required to launch a successful marketing campaign and understand the advantages and disadvantages of the different promotional strategies used.

Accounting 12 (MACC-12)

Recommended: Accounting 11

Accounting 12 is a second-year Accounting course that provides the students the opportunity to apply learned knowledge from Accounting 11 in projects and various case studies. It is strongly recommended that students take Accounting 11 prior to taking Accounting 12. In Merchandising, students will learn about the basic types of business operations and determining the Income Statement for a Merchandising company. Different inventory methods will be explored as well Payroll Accounting and Special Journal Systems. For preparation of the future, students will be given an opportunity to learn how to complete a simple income tax form and explore the stock market while participating in a real-life stock market simulation with Junior Achievement.

Entrepreneurship & E-Commerce 12 – (Formerly Entrepreneurship 12) (MENT-12)

Formerly Entrepreneurship 12, the purpose of the class is to provide students the foundation that is required to be a successful business owner. Students will be given the opportunity to create their own business while applying the concepts learned in class. Students will take part in exploring the traits required to be an Entrepreneur and the evaluation and identification of important business decisions. Several projects in this class will involve the community, outside of the classroom and students must be prepared to embrace the opportunities to seek advice and assistance from individuals in the community. Students will learn how to perform consumer analysis, products and service want the environment in order to develop a holistic business plan. With the vast amount of technology available nowadays, the power of the Internet has played a huge role in the creation, development and sustainability of a business. Students will be provided with the opportunity to witness and understand the importance of the Internet and its significance to the success of a business.

--- INFORMATION COMPUTER TECHNOLOGY ---

Computer Studies 10 (MCSTU10)

This is the entry-level course of Computer Studies. Students will be introduced to different programming languages. They will learn about different domain and web hosting options. Students will also learn about digital citizenship – copyright, creative commons, and fair use protocols for media and content. Students will explore career options in web development and the interpersonal skills necessary for success in this field. Computer hardware and preventive maintenance of hardware and software computer security risks is also covered in this course.

Digital Communications 11 (MDCOM11)

It is strongly recommended that students have taken Computer Studies 10

Students will use digital tools to communicate and solicit information, and study the impacts of social media in global communications, impacts on language, use of online technology and issues in digital communication/risk. Students will use technology to support collaboration and interaction with others while creating strategies for developing a digital dossier to further understand career opportunities in digital communications.

Computer Information Systems 11 (MCINF11)

It is strongly recommended that students have taken Computer Studies 10

Students will learn about the evolution of computer technology, including hardware, software, networks, and the Internet. Topics will include; internal and external components of the computer systems, including peripheral devices, computer troubleshooting, research and diagnostics.

Computer assembly and disassembly, preventive maintenance, including data security and online/offline backup solutions will also be explored. Installation and configuration of operating systems and network planning, setup, and diagnostics will also be addressed. Students will be exposed to career options in information and communication technology (ICT), including the roles and responsibilities of ICT professionals.

Computer Programming 11 (MCMPR11)

It is strongly recommended that students have taken Computer Studies 10

Students will learn several programming languages through complex projects that are normally open-ended problems, in contemporary times. These projects may involve solving a problem in other subject areas while working in collaboration when others. All projects will include manipulating graphics, animation, robotics, and games.

Computer Information Systems 12 (MCINF12)

It is strongly recommended that students have taken Computer Information Systems 11

Students will learn about the evolution of computer technology, including hardware, software, networks, and the Internet. Topics will include; internal and external components of computer systems, including peripheral device, computer troubleshooting, research and diagnostics. Computer assembly and disassembly, preventive maintenance, including data security and online/offline backup solutions will also be explored. Installation and configuration of operating systems and network planning, setup, and diagnostics will also be addressed. Student will be exposed to career options in information and communication technology (ICT), including roles and responsibilities of ICT professionals.

Computer Programming 12 (MCMPR12)

It is strongly recommended that students have taken Computer Programming 11

Students will further develop their understanding of computer programming through complex projects that are normally open-ended problems. Students will learn to break problems down and develop solutions for each element. These projects may involve solving a problem in other subject areas, while working in collaboration with others. All projects will include manipulating graphics, animation, robotics, and games. Students will also look at implementing feature requests from users.

Drafting 10 (MTDRF10)

This course is an introduction in drawing, and animation, which allows students the opportunity to explore creatively the power of the computer in the areas of design and graphics. Students will learn and practice a variety of techniques and styles exploring the diverse capabilities of the computer as required in occupations ranging from engineering, architectural, interior decorating, fashion design, and especially the new fields of 3D animation, special effects, and video games creation. Software used in this program include: the industry standard Engineering software AutoCAD, the animation program 3D Studio MAX, Adobe Creative Suite CC, Adobe Premiere CC, and Adobe After Effects CC, which will be used in this course to create exciting and interesting drawings and animated videos. This course will also provide an opportunity to learn about computer set up, maintenance, and configuration as well as photographic enhancement and video production.

Requirements: USB Drive

Drafting 11 (MTDRF11)

Recommended Completed Courses: Drafting 10

This level 2 course is designed for students to further refine the skills and techniques learned in Drafting 10. Students will learn and practice a variety of techniques and styles exploring the diverse capabilities of the computer as required in occupations ranging from engineering, architectural, interior decorating, fashion design, and especially the new fields of 3D animation, special effects, and video games creation. Software used in this program include: the industry standard Engineering software AutoCAD, the animation program 3D Studio MAX, Adobe Creative Suite CC, Adobe Premiere CC, and Adobe After Effects CC, which will all be used in this course to create exciting and interesting drawings and videos. This course will also provide an opportunity to learn about computer set up, maintenance, and configuration as well as photographic enhancement and video production.

Drafting 12 (MTDRF12)

Recommended Completed Courses: Drafting 11

Drafting provides students with the knowledge and skills that can result in a lifetime interest and ability. These skills can serve as the gateway to many careers. This is an advanced course suitable for those students interested in a career in animation, engineering, architecture, drafting, or related fields.

--- ENGLISH ---

English 10

During their grade 10 year, students take TWO modular courses in English which continue to develop their reading, writing, speaking, and listening skills while focusing on content and modes of expression that align with their personal interests. Students may choose from the following paired courses.

Literary Studies 10 (MLTST10) and Creative Writing 10 (MCTWR10)

Literary Studies 10 is a course designed for students who are interested in exploring literature of a particular place, era, or theme, and delving into it deeply. Students will explore a range of literary topics to allow them to follow their passions and develop their literacy skills and broaden their understanding of themselves and the world. Creative Writing 10 is designed for students who have an interest in creative expression through language and will provide them in-depth opportunities to become better writers through experimentation and the exploration of personal and cultural identities. Students will explore stories in a wide range of genres by collaborating and developing their skills through writing and design processes.

Literary Studies 10 (MLTST10) and New Media 10 (MNMD-10)

Literary Studies 10 is a course designed for students who are interested in exploring literature of a particular place, era, or theme, and delving into it deeply. Students will explore a range of literary topics to allow them to follow their passions and develop their literacy skills and broaden their understanding of themselves and the world. New Media 10 is a course designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. Students will develop the skills needed to be successful in an increasingly complex digital world by demonstrating their understanding and communicating their ideas through a variety of digital and print media.

Literary Studies 11 (MLTST11)

Literary Studies 11 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature and multi-media in general. The course allows students to delve more deeply into literature (fiction and non-fiction) as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time develop their literacy skills, broaden their reading, writing, and speaking skills, and extend their understanding of themselves and the world. **There will be a strong emphasis on developing composition skills in this course.**

New Media 11 (MNMD-11)

New Media 11 is a course designed to reflect the changing role of technology today and the increasing importance of digital media in communicating and exchanging ideas. It recognizes that digital literacy is an essential characteristic of the educated citizen. The course is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Areas of study may include media and film studies, journalism and publishing, and digital communication in many forms. **There will be a strong emphasis on developing composition skills in this course.**

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Literary Studies 11 (AP Prep) (MLTST11-AP)

This is a grade 11 course intended as preliminary preparation for the college-level course, Grade 12 AP® English Language and Composition. Students will earn credit for Literary Studies 11 upon successful completion of this AP prep course. All students are invited to enroll in this course; however, academic rigor should be expected. In addition to the Literary Studies 11 curriculum, students will read challenging material, including classics, modern literature, and non-fiction and will develop high-level analysis skills that will enable them to read and think critically, and write effectively in a range of styles and for a variety of purposes in order to achieve success in college and university courses. Literary Studies 11 (AP Prep) will introduce concepts and assessment methods to prepare students for the demands of an enriched curriculum. **There will be a strong emphasis on developing analytical and composition skills in this course.**

Spoken Language 11 (MSPLG11)

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 11 provides opportunities for students to, with increasing independence, study, create, write, and present original and authentic pieces for a range of purposes and real-world audiences. They will expand their reading, writing, and speaking skills through processes of drafting, reflecting, and revising to build a body of work that demonstrates expanding breadth, depth, and evidence of spoken language genres for a range of situations. They will develop confidence in their abilities as they strengthen and apply their spoken language skills to performance, knowledge of oral traditions, and professional context. **There will be a strong emphasis on developing composition skills in this course.**

English First Peoples 12 (MENFP12)

EFP 12 builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. The course is grounded in the First Peoples Principles of Learning. It is designed for all students, Aboriginal and non-Aboriginal, who are interested in delving deeply into First Peoples oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. A key feature of the course is its focus on authentic First Peoples voices. This course may be taken in place of English Studies 12 to meet graduation requirements.

English Studies 12 (MENST12)

English Studies 12 is a required course for students and extends their previous learning experiences in the ELA 10 and 11 courses. The course is designed for all students and will provide opportunities to refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals. Students will think critically and creatively about the uses of language, and explore texts from a variety of sources, in multiple modes, and which reflect diverse worldviews. They will deepen their understanding of themselves and a changing world, and gain insight into the diverse factors that shape identity. Topics of study will include self-representation through text, Reconciliation and the knowledge and perspectives of First Peoples, and what it means to be an educated Canadian and global citizen.

AP® English Language & Composition 12 (AEN--12)

Recommended: Literary Studies 11 (AP Prep)

English Studies 12 AP English Language and Composition is an introductory college-level course in rhetoric and writing that prepares students to develop analytical and argumentative essays. Students evaluate, synthesize and cite research to support their arguments. Throughout the course, students develop a personal style through writing choices. As well, students analyze rhetorical elements and their effect in texts (non-fiction and fiction) from many disciplines and historical periods. At the conclusion of the course, students have the option of writing the AP Language and Composition examination. A sufficiently high score will give students credit for a 100-level course in college or university.

AP English Language and Composition 12 is taught concurrently with English Studies 12. Students in the English 12 AP Language and Composition course will earn credit for both English 12 and English 12 AP (Language) and prepare for the AP Language and Composition exam.

Creative Writing 12 (MWR--12)

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. The course provides students with opportunities to specialize and publish in real-world contexts. Students engage in the exploration of personal and cultural identities, memories, and stories, in a wide range of genres. Within a supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes. This course is intentionally grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

New Media 12 (MNMD-12)

New Media 12 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. The course recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Topics of study include media and film, journalism and publishing, and digital communication.

Literary Studies 11 (MCMPS11-SEM) / English Studies 12 Semestered (MENST12-SEM)

The Literary Studies 11/English Studies 12 semestered course is intended for students in grade 12 who have an ELL background and wish to participate in a concentrated English program. Students will take both Literary Studies 11 and English Studies 12 during the year in a semester-style format. Students will have a block of English on both Day one and Day two, with Literary Studies 11 being offered for the first part of the year and English Studies 12 for the remainder of the year. Please see the previous descriptions of both the Literary Studies 11 and English Studies 12 courses.

--- HOME ECONOMICS ---

Foods Studies Level 2 (Foods 10) (MFOOD10)

Recommended Completed Course: Foods Studies Level 2

Open to Grade 10-12 students

This second level foods course will build off concepts you learned in Foods and Nutrition level 1, while also introducing you to more advanced food preparation skills and techniques. If you have an interest in the science behind food, (E.g. How sugar from your pop or bubble tea is digested in your body..) this will provide a gradual introduction into food science concepts. Throughout the class you will make a variety of sweet and savoury dishes that focus on food trends around the world. This course is perfect for someone who has a passion for not only cooking, but also learning what the food does once it's in our bodies.

Foods Studies Level 3 (Foods 11) (MFOOD11)

Recommended Completed Course: Foods Studies Level 3

Open to Grade 11-12 students

Foods and Nutrition Level 3 is an advanced foods course that builds off concepts from both Foods and Nutrition level 1 and 2, while going into greater depth about the functions of nutrients in the body. This course will help prepare students who plan to go into post-secondary programs related to nutrition. The course is also perfect for students who are interested in health and fitness, as nutrition plays a key role in maintaining a healthy lifestyle. Throughout the course you will have the freedom and creativity to choose recipes that interest you, while also re-making commercial foods to make them more nutritious.

Foods Studies Level 4 (Foods 12) (MFOOD12)

Recommended Completed Course: Foods Studies Level 3 (or Baking/Pastry Arts)

Open to Grade 12 students

This course is catered to people who love to show their creativity through foods. It will build off the practical skills and knowledge that you have learned from previous foods courses, but will provide you the freedom and power to begin making your own recipes. You will have the opportunity to choose which area of interest you would like to focus on (Example: The impact of nutrition on fitness, food and culture, gourmet cuisine, food science, etc.). This course will help to prepare students who are interested in post-secondary programs related to foods, the food industry, or a general passion for foods.

Baking/Pastry Arts Level 1 (11) (YHEC-1A)

Baking/Pastry Arts Level 2 (12) (YHEC-2A)

Recommended Completed Course: Foods Studies Level 1 (Foods 10)

Open to Grade 11-12 students

Baking/Pastry Arts 11/12 is a course designed for those bakers who like to work with their hands and create edible works of art. This course will prepare students for careers or post-secondary programs related to the baking and pastry culinary business and industry. The student will apply the knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products based on industry standards. Students will develop skills in basic bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts. The attention to detail and artistic flair are key skills that begin to develop during this class.

RVS Foods Studies Level 3 (Foods 12) (XAT-12RVSFOODLEVEL3)

Recommended Completed Courses: Foods Studies Level 2 or Baking/Pastry Arts

Open to Grade 11-12 students

This food course builds off concepts from both Foods and Nutrition Level 1 and 2, while going into greater depth about the functions of nutrients in the body. Foods Level 3 is also perfect for students who are interested in health and fitness, as nutrition plays a key role in maintaining a healthy lifestyle. There is a specific focus on Food Trends around the world. Throughout the course you will have the freedom and creativity to choose recipes that interests you, while also re-making commercial foods to make them more nutritious.

RVS Foods Studies Level 4 (Foods 12+) (XAT-12RVSFOODLEVEL4)

Recommended Completed Courses: Foods & Nutrition Level 3 or Baking/Pastry Arts

Open to Grade 12 students

This course is an advanced foods course catered to people who love to show their creativity through foods. It will build off the practical skills and knowledge that you have learned from previous foods courses, but will provide you the freedom and power to begin making your own recipes. You will have the opportunity to choose which area of interest you would like to focus on (Example: The impact of nutrition on fitness, food and culture, gourmet cuisine, food science, etc.). This course will help to prepare students who are interested in post-secondary programs related to foods, the food industry, or a general passion for foods.

Interpersonal and Family Relationships 11 (Family Studies 11) (MIAFR11)

This course relates to aspects of interpersonal relationships (including families), organized conceptually to address:

- forming and ending relationships
- legislation related to personal relationships
- healthy and unhealthy relationships
- community and cultural influences
- focus includes local and global perspectives on interpersonal relationships

Housing and Living Environments 12 (Family Studies 12) (MHALE12)

The focus of this course is related to housing in a variety of contexts, organized conceptually to address:

- regulations regarding shelter and housing
- policies regarding land use, building and renovation of housing
- financial considerations
- exterior and interior design
- housing options
- focus includes local and global perspectives on housing

--- HUMAN SERVICES & CAREER EDUCATION ---

Recreational Leadership 9-12 (Athletic Leadership) (YLRA-1A & YLRA-2A)

Recreational Leadership 9-12 is a course designed to provide motivated students with an opportunity to enhance their leadership and organizational skills while working within the Athletics Program at MacNeill. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will receive training which will prepare them to assume roles as sport coaches, sport officials, and athletic trainers/managers for our school teams. Students will be expected to act as tournament coordinators, intramural coordinators, sport officials' coordinators, and team managers. This will require students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours will be required.

Career-Life Education 10 (MCLE-10)

Career-Life Education (CLE) is a mandatory 4-credit course required for Graduation. It focuses on building self-awareness of interests and strengths and using this knowledge to explore future career-life choices. *Students may take this course in Grade 10, 11 or 12.*

The aim of Career-Life Education is to prepare students to be able to adapt to on-going change in many aspects of their life—education, work, and life.

Through self-assessments, individual investigation, collaborative projects, guest speakers, and experiential learning activities students will:

- develop personal learning goals and plans;
- explore and refine plans for post-secondary education/training;
- learn work-related skills such as work place safety and behavior, resume building and interview skills;
- build relevant networks and supportive relationships for future endeavors;
- understand the importance of balancing personal and work-life;
- apply proactive strategies to promote well-being and healthy choices in various lifeareas— social, physical, mental, spiritual, and environmental.

This course is designed to prepare students to successfully complete Career-Life Connections.

Career Life Connections 12 (MCLCA12 + MCLCB12)

Students in Grade 11 and 12 are required to complete this 4-credit course for Graduation. This is a mandatory but non-enrolling course which is spread out over two years (2 credits in Grade 11 and 2 credits in Grade 12). Although some time will be allocated during Advisory to work on aspects of the course, students are responsible for completing the requirements **outside of school hours**.

Career Life Facilitators will work with Grade 11 and 12 Advisory teachers and students to: introduce the assignments; monitor evaluate, and report on student progress, and provide support, as needed.

There are four main components of the course:

Career-Life Development:

Students examine, assess, reflect, and engage in personal career-life development and planning. Topics such as personal well-being, networking and mentoring, personal/professional online presence, and transferable skills form the basis of four assignments that address the big ideas of the course.

Community Connections:

Students complete 30 hours of work or volunteer experience. To prove they have met this requirement, they must provide evidence of their hours, have their performance assessed by a supervisor, and reflect on their experiences and contributions.

Career-Life Planning:

Students complete a comprehensive plan outlining what they will do in their first year after high school (e.g., further their education, work or travel). The plan outlines the 5W's + H questions (who, what, where, when, why, how) and includes specific evidence that demonstrates students are working towards their choice and preparing for a successful transition to post-secondary career and life.

Capstone Project:

A capstone project is a culminating project (worth 30% of students' CLC mark) that allows students to reflect on and demonstrate their personal growth over the Graduation Program, using an area(s) of interest or passion as the basis for the project. Students design, assemble, and present their project to an audience of peers, teachers, parents and community members, to demonstrate personal learning and achievement (in and out of school), growth in the Core Competencies (thinking, communication, and personal and social responsibility), and connections to their future life and career. The presentations take place at a **Capstone Celebration** in late June.

Citizenship Leadership 10 (YCPA-0A)

Citizenship Leadership 11 (YCPA-1A)

Citizenship Leadership 12 (YCPA-2A)

“Leadership is a choice, not a position.” ~ Stephen Covey

This course is designed for those students who wish to discover and develop their own leadership skills, values, and attitudes. Students will apply their learning to plan, implement, and reflect on school-based activities and participate in community-focused service. Through self-assessment, collaborative projects, and experiential learning activities students will become more self-aware and learn to take risks, collaborate more effectively with others, and take increasing initiative to positively impact the school community. Over the course of the year, students are expected to complete 20 hours of service.

Topics include:

- Qualities and attitudes of an effective leader and citizen
- Personal discovery and self-improvement
- Event planning
- Motivation
- Communication Skills
- Relationship Building Skills
- Goal setting
- Team building
- Problem solving and decision making
- Designing and carrying out an independent service project that will make a positive difference to a community of their choice (family, school, neighbourhood)

A written application is required. Please see your counsellor for an application form.

Work Experience

WEX 12A and 12B are each worth four credits toward graduation and include in-school time spent on specific workplace orientation, safety instruction, and ministry curricula. However, **students must spend most of the course time in authentic work experience placements.**

WEX 12 A and 12B give students the opportunity to participate in, observe, and learn about the tasks and responsibilities related to an occupation or career. In conjunction with **Career-Life Education** and **Career-Life Connections**, work experience helps prepare students for the transition from secondary school to the world of work, for further education and training, or for other post- graduation opportunities. In WEX 12A and 12B, students learn about and experience the workplace and are provided with a frame of reference within which to review or revise their career-life development goals. (Please note that WEX 12A is a pre-requisite for WEX 12B.)

WEX courses provide students with an opportunity to apply classroom learning in a context outside school and to bring back to the classroom new perspectives about their learning. The courses also provide students with the chance to gain new skills that can be used in future work opportunities. Completion of a four-credit WEX course meets the Applied Design, Skills, and Technologies graduation requirement. A student's work experience hours accrued during a ministry-authorized WEX placement may be used toward fulfilling the substantive experiential learning (30 hours or more) of career-life exploration required for graduation as outlined in **Career-Life Connections** (CLC), provided that at the time of enrolment in CLC the placement is relevant to the student's post-secondary planning.

Goals of WEX

The primary goal of the WEX program is to help students personalize their learning and prepare them for life after secondary school completion. Through WEX, students have the opportunity to observe and practise generic employability skills, as well as skills specific to occupations, industries, or careers. Other goals of WEX include helping students to:



Possible Areas of Focus:

- Health & Human Services
- Business & Applied Business
- Fitness & Recreation
- Liberal Arts & Humanities
- Science & Applied Skills
- Tourism, Hospitality & Foods
- Trades & Technology

--- MATHEMATICS ---

Workplace Math 10 (MWPM-10)

This course is designed to provide students with the mathematical understanding and critical- thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, two- and three-dimensional geometry, trigonometry, measurement, and income.

Foundations and Pre-Calculus Math 10 (MFMP-10)

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into most post-secondary programs, both those that require Calculus and those that do not. Students taking this course will decide whether to pursue Foundations of Math 11, Pre-Calculus 11, or Enriched Pre-Calculus 11 next year. Topics include Rational and Irrational Numbers, Exponents, Polynomials, Linear Functions, Trigonometry, and Financial Literacy. On top of this Content, students will be expected to show learning and growth through the Core Competencies of Communication, Thinking, and Personal and Social Responsibility.

Workplace Math 11 (MWPM-11)

This course is designed for students who have passed Workplace Math 10. It focuses on topics in mathematics that will be most applicable in jobs that do not require University level training, including financial mathematics, geometry, volume and surface area, data representation, trigonometry, and mathematical puzzles and games. Apprenticeship and Workplace Math 11 satisfies Ministry of Education graduation requirements, but may not be sufficient for entry into some post-secondary programs. Please check with individual institutions for details.

Computer Science 11 (New BC Curriculum Course) (MMACS11)

This course focuses on forging connections between numeracy and digital literacy by understanding Math concepts through logistical thinking and programming methodologies. The student will attempt to visualize Math questions, dissecting the problem into simple steps and devises universal instructions for the computer to solve any questions of the same kind, as well as modularize the instructions to be used for other math problems. Math topics to be covered include probability, sequence-series, system of linear equations, exponential growth, polynomial equation, statistical analysis, greatest common factor, least common multiples. This course also gives students a strong foundation towards Foundations of Math 11/Pre-Calculus 11 and Programming 11. Computer Science 11 satisfies Math 11 graduation requirements (or be counted as elective credits).

Foundations of Math 11 (MFOM-11)

This course is designed for students who have passed Foundations and Pre-Calculus Math 10. It focuses on topics in mathematics that will be most applicable for College and University programs that do not require Calculus, including the Humanities and Social Sciences, and Fine Arts. It is the appropriate course selection for most students intending to pursue post-secondary education as it covers a much wider range of topics than the Pre-Calculus 11 course, which only focuses on a narrow branch of mathematics. Topics will include Euclidean Geometry including Proofs, Logical Reasoning, Systems of Equations, Quadratic Functions, the History of Mathematics, and Statistics. It satisfies the Ministry of Education graduation requirements, but may not be sufficient for entry into some post- secondary programs. Please check with individual institutions for details.

Pre-Calculus 11 (MPREC11)

Recommended: B in Foundations and Pre-Calculus Math 10

This course is designed for students who have passed Foundations and Pre-Calculus Math 10. It focuses on topics in mathematics that will be most applicable for University programs that require Calculus, including Science, Math, and Engineering. Students not intending on pursuing a career in these fields should take Foundations of Math 11 as it offers a broader range of mathematical topics. Topics in Pre-Calculus 11 are limited to those required for Calculus, including Absolute Value, Radicals, Quadratic and Rational Functions and Inequalities, Polynomials, and Trigonometric. Functions. Of the three grade eleven courses, this course is the most abstract and has the least applications to most careers as it is a theoretical mathematics course. It satisfies the Ministry of Education graduation requirements, but may not be sufficient for entry into some post- secondary programs. Please check with individual institutions for details.

Enriched Pre-Calculus 11 (MPREC11AP)

Recommended: A in Foundations and Pre-Calculus 10

This course is intended for strong math students that would otherwise be registered in Pre-Calculus 11 and are planning on taking AP Calculus in their Grade 12 year. It covers the entire Pre-Calculus 11 curriculum and part of the Pre-Calculus 12 curriculum. See above and below for details on each course. Students will be introduced to AP® style exam questions and should accept the challenge of a faster pace and be ready to conceptualize the mathematics covered rather than memorize it.

Apprenticeship Math 12 (MAPPR12)

This is the final course in the Apprenticeship and Workplace Pathway. It is an appropriate choice for students who are interested in pursuing an apprenticeship program at the post-secondary level or who do not plan on pursuing post-secondary studies. Topics include Financial Mathematics, Geometry, Probability, Logical Reasoning, and Precision, Accuracy and Uncertainty of Measurements.

Foundations of Mathematics 12 (MFOM-12)

This course is designed for students taking non-science and math programs at the university or college level. Many of these programs do not require Foundations of Math 12, so it can be considered an elective course. Students should check the entrance requirements of their post- secondary program of choice when selecting a grade twelve math course. Topics include Logical Reasoning, Financial Mathematics, Probability and Combinatorics, and Polynomial, Sinusoidal and Logarithmic Functions.

Geometry 12 (MGMT-12)

Recommended: Foundations and Pre-Calculus Math 10

This course explores geometry in more depth than students would see in either the Foundations or Pre-Calculus pathway. Topics include Geometric Constructions, Circle Geometry, 2D Transformations, Perspective, Projections, and other non-Euclidean Geometries. This course is recommended for students interested in taking Mathematical Sciences, Engineering, or Physics in University. Note that this course counts as a Math 11 or 12 math course for graduation.

Pre-Calculus 12 (MPREC12)

This course is designed for students who intend to continue their study of mathematics at the university or college level. It is a requirement for many post-secondary math, science, engineering, and business programs. Note that some non-math-based programs specifically require Foundations of Math 12 and not Pre-Calculus 12, so students should check the entrance requirements of their post-secondary program of choice when selecting a grade twelve math course. Topics include Transformations of Functions, Exponential and Logarithmic Functions, Polynomial Functions, Radian Trigonometry, Trigonometric Proofs, Geometric Sequences and Series, Combinatorics, and Rational and Radical Functions.

Pre-Calculus 12 On-Line (RVS) (XAT-12PREC)

This course is designed for MacNeill students who want to work at their own pace and it is taught by a MacNeill teacher. The content covered will be identical to the Pre-Calculus 12 course offered at the school. It will be a combination of online activities and face-to-face meetings, and students will complete most assignments online but write tests in a classroom. Face-to-face and online help are available from the teacher if needed.

Enriched Pre-Calculus 12 (MPREC12AP)

Recommended: Minimum 70% in Enriched Pre-Calculus 11

This course is designed for Grade 12 students who will be taking this class concurrently with AP Calculus or for Grade 11 students who wish to take AP Calculus in their Grade 12 year. It is highly recommended that students who take this course, take Enriched Pre-Calculus 11 in Grade 11. The course will cover the Pre-Calculus 12 curriculum as required, but with a focus on topics required for AP Calculus. AP-style questions will be adapted for this Math 12 class to prepare students for the language commonly used in AP Calculus. Please see the course description for Pre-Calculus 12 for further details.

AP[®]Calculus (Advanced Placement) 12 (ACAL-12)

NOTE: students signing up for this course must also sign up for Enriched Pre-Calculus 12

This is a University-level course designed for motivated students who are planning on taking further mathematics at a post-secondary institution. It uses a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations are also important. The students have an opportunity to write the Advanced Placement Exam in May. If they receive a sufficiently high score, they could earn post-secondary credits (from certain institutions) for mathematics and be exempt from taking certain first-year mathematics courses.

--- MODERN LANGUAGES ---

French 8 (MFR--08)

Workbooks (Approx. \$9) are available to purchase or borrow.

French 8 reviews and deepens the understanding of basic concepts presented in the elementary program. Through listening and viewing, students will develop confidence in French and learn how to express themselves both orally and written. Authentic tasks will help students to not only explore, communicate ideas, acquire new language and language structures, but to also view the world and other cultural communities from a new perspective.

French 9 (MFR--09)

It is strongly recommended that students have completed French 8 or equivalent if they wish to take this course.

Workbooks (Approx. \$9) are available to purchase or borrow.

French 9 builds upon the key conceptual and grammatical components of French 8. Students will not only strengthen their understanding and acquisition of French, but also extend their abilities to express themselves orally and written. Authentic tasks will facilitate the interpretation and sharing of knowledge, thoughts, and feelings. Students will learn to appreciate and value cultural diversity, explore the contributions of Francophones to society, and open doors to interacting with the Francophone world.

Japanese 9 (MJA--09)

Workbooks (Approx. \$55) are available to purchase or borrow.

This is an introductory course in Japanese with no previous experience necessary. By the end of the course students will know the writing conventions with the Japanese syllabic scripts, *hiragana*, *katakana*, and some *kanji* (Chinese characters as used in Japanese). Students will know common, high-frequency vocabulary, sentence structures, and expressions. Students will explore the B.C. curriculum's Big Ideas for Japanese 9 including how listening and viewing support our language acquisition, how language learning allows us to explore our identity and culture from a new perspective, how conversing about things we care about can motivate our learning of a new language, how sharing experiences and viewpoints through stories and creative works allow us to experience culture and appreciate its diversity.

French 10 (MFR--10)

It is strongly recommended that students have completed French 9 or equivalent if they wish to take this course.

Workbooks (Approx. \$9) are available to purchase or borrow.

French 10 reinforces vocabulary and grammatical structures learned in French 8 and French 9, so that students may communicate written and oral language with greater confidence and ease. Students will learn new grammar structures in order to share past and future events. Through stories and authentic tasks, students will continue exploring contributions of Francophones to society and be given opportunities to explore their own cultural identity from a new perspective.

French 11 (MFR--11)

It is strongly recommended that students have completed French 10 or equivalent if they wish to take this course.

Workbook (Approx. \$30) is available to purchase or borrow.

The French 11 curriculum provides students with opportunities to refine their communication skills by responding and reacting to topics of interest, real-life situations, and personal experiences in the past, present, and future. Students will continue to experience and acquire varied authentic resources and appreciate cultural diversity. Throughout the course, students will examine the global contributions of Francophones and demonstrate an understanding of similarities and differences between Francophone cultures and their own. Students will continue to summarize acquired information and show understanding in oral, visual, and written forms.

French 12 (MFR--12)

It is strongly recommended that students have completed French 11 or equivalent if they wish to take this course.

Workbook (Approx. \$30) is available to purchase or borrow.

The French 12 curriculum provides students with opportunities to use their communication skills and strategies to express intentions, exchange ideas and explain reasoned thoughts in order to respond to both common and unexpected real-life situations. In all forms of communication, students are expected to implement a wide range of vocabulary, idioms, complexity of expression and structure in the past, present and future. Throughout the course, students will retrieve, analyze, and respond to varied authentic resources, discuss contemporary issues in the Francophone world and appreciate cultural diversity. Students will be expected to summarize and synthesize acquired information in oral, visual, and written forms.

Japanese 10 (MJA--10)

It is strongly recommended that students have completed Japanese 9 or equivalent if they wish to take this course.

Workbooks (Approx. \$55) are available to purchase or borrow.

Japanese 10 continues on concepts covered in Japanese 9 including the Big Ideas from the province's Japanese 10 curriculum that include listening & viewing helps us acquire a new language, verbal and non-verbal cues are part of language, learning everyday words and phrases help us communicate in Japanese, exploring our identities in Japanese, and the way that stories and cultural traditions and celebrations help us learn languages. Students in Japanese 10 will master the *Hiragana* and *Katakana* syllabic scripts as well as continue to learn *Kanji* characters as they are used in Japanese. By the end of the course students will be able to derive meaning from speech and a variety of texts, exchange ideas and information, as well as common, high-frequency vocabulary, sentence structures, and expressions.

Beginner's Japanese 11 (MBJA-11)

Workbooks (Approx. \$55) are available to purchase or borrow.

This is for students who are studying Japanese for the first time. It is an accelerated course for grade 10, 11, and 12 students that covers Japanese 9 and 10 in one year. No previous experience is necessary. Students will be introduced to the three Japanese scripts (*hiragana*, *katakana*, and *kanji*) and will be provided with opportunities to write, read and communicate in Japanese. Upon completion of this course, the student should be able to understand basic Japanese and communicate in a limited number of situations. The course will be based on dialogues dealing with familiar settings of home, school, and the community. Japanese culture will be emphasized and students will be exposed to the culture through picture studies, films, discussions, and field trips where possible. The language, culture, and history of Japan will be studied in a Canadian and International context. Beginner Japanese 11 OR Japanese 10 is strongly recommended for students wanting to take Japanese 11.

Japanese 11(Regular) (MJA--11)

Completion of Japanese 10 or Beginner's Japanese 11 is strongly recommended for students wanting to take Japanese 11(Regular).

Workbooks (Approx. \$55) are available to purchase or borrow.

Regular Japanese 11 is a continuation of B.C. Modern Language curriculum's exploration of Big Ideas including how listening and viewing with intent supports our learning of a new language, how language and culture are interconnected and shape our perspective, identity, and voice, how context determines how we express ourselves, how exploring cultural expression helps us understand our own cultural identity, and how learning a new language gives us unique opportunities for careers, travel, personal growth, and study abroad. Students will know an increasing range of *kanji*, complex questions, sequence of events, explanation and justification of opinions/points of view. Past, present, and future time frames, language formality and etiquette oral histories, identity, and place including First People's perspectives. Completion of Japanese 11 is strongly recommended for students wanting to take Japanese 12.

Japanese 12 (MJA--12)

Completion of Regular Japanese 11 is strongly recommended for students wanting to take Japanese 12
Workbooks (Approx. \$55) are available to purchase or borrow.

Japanese 12 is the culmination of 3 years of Japanese language study at the secondary level. Students will have met the Curricular Competencies set by the B.C. Ministry of Education that include an increasing range of complex vocabulary, sentence structures, and expressions. Students will be introduced to an increasing range of *kanji* (Chinese characters as used in Japanese), time frames in the past, present, future, language formality and etiquette. First Peoples perspectives connecting language and culture, distinguishing features of major Japanese dialects, works of art, histories and worldviews of the indigenous peoples of Japan, Japanese-related resources and services, contributions of Japanese-Canadians to society, and the ethics of cultural appropriation and plagiarism.

Mandarin 12 Online (Richmond Virtual School) (MMAN-12D)

It is strongly recommended that students earn a B or higher in Mandarin 11 or Mandarin 11 Challenge Exam if they wish to take this course

*****NOTE: Enrollment is limited*****

This Distributed Learning course will help you improve your skills in reading, writing, vocabulary building, speaking, and comprehending Beijing standard Mandarin. Literature will be introduced through the study of poetry, prose, fables, and idioms while we will also look at Chinese culture through a variety of activities. Because this is an online course, much of the learning will be done online with regular face-to-face meetings scheduled after school at MacNeill Secondary School.

- A qualification exam will be given during the first meeting.
- Regular face-to-face meetings once a week after school with a minimum of one hour and a maximum of three hours.
- All oral work and testing will be done alternative weeks at meetings. Students must be at the meetings on time and on the assigned days.
- All assignments must be handed in on time otherwise there may be a penalty.
- Punctuality and attendance are important.

--- MUSIC ---

Instrumental Music Orchestra 10 (Band 10) (MMUOR10—2)

An intermediate level course that extends on knowledge and ability learned from previous years, with repertoire chosen according to the ability levels of the musicians as well as their musical interests. Students who did not take Band 9 are still welcome to join this course. Skills will be addressed by working on scales, technique exercises, individual instrument study and varying repertoire. Students wanting to take part in trips, concerts, and events must be enrolled in a band course. All instruments including strings and piano are welcome.

** Please note that this course intends to run during regular school hours. If you wish to take part in Early Morning Band BEFORE school at 7:30am please select “**Early Morning Band 10 (MMUOR10—AM)**”

Early Morning Band 10 (AM Band 10) (MMUOR10AM)

A band course that meets in the morning at 7:30am. Students who take this course will perform together on various instruments and work towards performances and tours. Students should expect to be challenged with an increasing difficulty of repertoire that stems from a wide array of musical styles. Any level of experience is welcome and students are allowed to change instruments if they wish.

Instrumental Music Orchestra 11 (Band 11) (MMUOR11-2)

An intermediate level course that extends on knowledge and ability learned from previous years, with repertoire chosen according to the ability levels of the musicians as well as their musical interests. Students who did not take Band 10 are still welcome to join this course. Skills will be addressed by working on scales, technique exercises, individual instrument study and varying repertoire. Students wanting to take part in trips, concerts, and events must be enrolled in a band course. All instruments including strings and piano are welcome.

** Please note that this course intends to run during regular school hours. If you wish to take part in Early Morning Band BEFORE school at 7:30am please select “**Early Morning Band 11 (MMUOR11—AM)**”

Early Morning Band 11 (AM Band 11) (MMUOR11-AM)

A band course that meets in the morning at 7:30am. Students who take this course will perform together on various instruments and work towards performances and tours. Students should expect to be challenged with an increasing difficulty of repertoire that stems from a wide array of musical styles. Any level of experience is welcome and students are allowed to change instruments if they wish.

Composition & Production 11 (MMUCP11)

This is a course for students that are interested in the production of music/sound/audio. This course will have students working independently on many varying projects that work with music production in TV, Film, Radio, Commercials, as well as writing their own music if they desire. Students are expected to quickly grasp new computer programs as well as be very independent and forward thinking in how they approach projects. This course is for those who want to work with music and sound but are not interested in performing. Students in this course will also be expected to produce and run sound/lighting for school concerts and other events. Learning how to use complex sound boards/equipment/software will give students the ability to take those skills into a future career. Examples of careers that can stem from this field are: recording engineer, sound tech, sound/music composer (movies/tv).

All students are welcome with preference given to those with previous music course experience or who can prove they have an understanding of music production software and/or hardware.

Instrumental Music Orchestra 12 (Band 12) (MMUOR12-2)

An intermediate level course that extends on knowledge and ability learned from previous years, with repertoire chosen according to the ability levels of the musicians as well as their musical interests. Students who did not take Band 11 are still welcome to join this course. Skills will be addressed by working on scales, technique exercises, individual instrument study and varying repertoire. Students wanting to take part in trips, concerts, and events must be enrolled in a band course. All instruments including strings and piano are welcome.

** Please note that this course intends to run during regular school hours. If you wish to take part in Early Morning Band BEFORE school at 7:30am please select “**Early Morning Band 12 (MMUOR12—AM)**”

Early Morning Band 12 (AM Band 12) (MMUOR12-AM)

A band course that meets in the morning at 7:30am. Students who take this course will perform together on various instruments and work towards performances and tours. Students should expect to be challenged with an increasing difficulty of repertoire that stems from a wide array of musical styles. Any level of experience is welcome and students are allowed to change instruments if they wish.

Composition & Production 12 (MMUCP12)

This is a course for students that are interested in the production of music/sound/audio. This course will have students working independently on many varying projects that work with music production in TV, Film, Radio, Commercials, as well as writing their own music if they desire. Students are expected to quickly grasp new computer programs as well as be very independent and forward thinking in how they approach projects. This course is for those who want to work with music and sound but are not interested in performing. Students in this course will also be expected to produce and run sound/lighting for school concerts and other events. Learning how to use complex sound boards/equipment/software will give students the ability to take those skills into a future career. Examples of careers that can stem from this field are: recording engineer, sound tech, sound/music composer (movies/tv).

All students are welcome with preference given to those with previous music course experience or who can prove they have an understanding of music production software and/or hardware.

--- PERFORMING ARTS ---

Drama 10 (MDRM-10)

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

Theatre Company and Production 10 (Advanced Drama) (MDRD-10)

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production. If you wish to be part of the school theatre productions, please take this course.

Drama 11 (MDRM-11)

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

Directing and Script Development 11 (MDRDS11)

If you enjoy exploring your creative side and love plays, but aren't so keen on the acting, or if you've done the theatre production thing and are ready to take on more of a leadership role, then this one's for you. Learn to manage different group dynamics, problem solve, and get in touch with your inner voice. But most importantly, use the art of storytelling to share your ideas with our community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production.

If you wish to be part of the school production as a director or script writer, please take this course.

Theatre Company and Production 11 (Advanced Drama) (MDRTP11)

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production. If you wish to be part of the school theatre productions, please take this course.

Drama 12 (MDRM-12)

A creative and collaborative course that focuses on the exploration of the human condition and all its many facets. Learn to take risks, communicate ideas, influence those around you and, just perhaps, inspire change.

Directing and Script Development 12 (MDRDS12)

If you enjoy exploring your creative side and love plays, but aren't so keen on the acting, or if you've done the theatre production thing and are ready to take on more of a leadership role, then this one's for you. Learn to manage different group dynamics, problem solve, and get in touch with your inner voice. But most importantly, use the art of storytelling to share your ideas with our community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production.

If you wish to be part of the school production as a director or script writer, please take this course.

Theatre Company and Production 12 (Advanced Drama) (MDRTP12)

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind the scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive and fun community.

Important Note: This is an *off-timetable* course that will run on *Tuesdays and Thursdays from 3:15-5 pm from September until March*. There will be a show in early December and another before spring break, and extra rehearsal hours are required in the weeks leading up to production. If you wish to be part of the school theatre productions, please take this course.

Dance 10 (MDCF-10)

A course designed to get you in touch with your body as an instrument of artistic expression. Build dance literacy and composition skills through various exercises that work to explore and communicate one's sense of belonging and connection. Not only does this course focus on the specific skills required for performance but all aspects involved, from development, to exchanging of ideas, to perseverance and resilience.

Dance 11 (MDCF-11)

A course designed to get you in touch with your body as an instrument of artistic expression. Build dance literacy and composition skills through various exercises that work to explore and communicate one's sense of belonging and connection. Not only does this course focus on the specific skills required for performance but all aspects involved, from development, to exchanging of ideas, to perseverance and resilience.

Dance 12 (MDCF-12)

A course designed to get you in touch with your body as an instrument of artistic expression. Build dance literacy and composition skills through various exercises that work to explore and communicate one's sense of belonging and connection. Not only does this course focus on the specific skills required for performance but all aspects involved, from development, to exchanging of ideas, to perseverance and resilience.

--- PHYSICAL EDUCATION---

Physical & Health Education 8 (MPHED08)

The goal of Physical and Health Education 8 is to provide students with foundational knowledge and physical literacy skills to be physical active and healthy outside of class. We strive to have students appreciate the importance of physical well-being and its relationship to physical, emotional, and social health. Students will actively participate in a wide variety of recreational physical activities and learn how to monitor their personal health and fitness. In addition to active participation, some curricular time will be spent in the classroom developing a holistic understanding of personal health.

Physical & Health Education 9 (MPHED09)

Physical & Health Education 9 enhances the experiences of Physical Education 8. Students will delve deeper into the knowledge, understanding, and physical literacy skills to maintain physical & emotional health. Students will build on their physical literacy skills from the previous year and begin to develop their own ideas on how to achieve personal health and fitness goals. Students will actively participate in a wide variety of physical activities and learn to monitor their personal health and fitness. Students will build healthy decision-making skills and being to learn how to analyze and evaluate strategies for monitoring one's emotional, physical, and relationship health.

Recreational Leadership 9-12 (Athletic Leadership) (YLRA-)

Recreational Leadership 9-12 is a course designed to provide motivated students with an opportunity to enhance their leadership and organizational skills while working within the Athletics Program at MacNeill. Students will explore leadership skills and strategies in a collaborative setting and they will be given practical opportunities to develop, apply and enhance these skills. Students will receive training which will prepare them to assume roles as sport coaches, sport officials, and athletic trainers/managers for our school teams. Students will be expected to act as tournament coordinators, intramural coordinators, sport officials' coordinators, and team managers. This will require students to have a high degree of self-motivation as a great deal of the course work will be in self-directed activities. Volunteer hours will be required.

Physical & Health Education 10 (MPHED10)

PHE 10 is a continuation of the Physical Education 9 with more advanced knowledge, understanding, and physical literacy skills to maintain physical & emotional health. Active participation is still the key component of this course. This year students will begin to develop more independence in personal health and fitness decisions as they look towards senior years in high school. Students continue to build healthy decision-making skills and build more strategies to analyze and evaluate personal health decisions. Towards the end of the year students will be asked to reflect on a healthy living plan and explore the variety of physical activity options for their senior years at MacNeill.

Active Living 11 (Physical Education 11) (MACLV11)

Active living 11 will be a combination of grade 11 and 12 students. Come destress and have fun! Take a break from the rigors of being a senior student and enjoy a break from the academics. Come participate in a variety of individual/team activities and the pursuit of lifetime leisure activities. In addition to active participation, a greater emphasis will be placed on leadership skill development and health promotion. Students will have greater choice in the selection of activities and the development of personal health plans to develop a positive attitude towards physical activity and health.

Fit for Life Health Education 11 & 12 (Previously Girls- Fit for Life Health Education 11 & 12) (MFTCD11 & MFTCD12)

This course is designed with a focus on female health and fitness. This course will include physical activity, health education, and field trips to community leisure facilities. Our goal is to create an atmosphere to promote and empower females to pursue physical activity through the active participation of fitness classes, various games/activities, and dance. **Potential** activities include team and individual games, yoga, Pilates, weight training, cycling, water aerobics, rock climbing, golf, bowling, hiking, as well as classroom lessons on topics such as nutrition, stress, female health, and current trends in health and fitness.

Active Living 12 (Physical Education 12) (MACLV12)

Active living 12 will be a combination of grade 11 and 12 students. Come destress and have fun! Take a break from the rigors of being a senior student and enjoy a break from the academics. Come participate in a variety of individual/team activities and the pursuit of lifetime leisure activities. In addition to active participation, a greater emphasis will be placed on leadership skill development and health promotion. Students will have greater choice in the selection of activities and the development of personal health plans to develop a positive attitude towards physical activity and health.

Health Science 11 & 12 (YHRA-1B & YHRA-2B)

This course is available to both Grade 11 and 12 students and will be run as a combined course. If you are interested in pursuing a career in the health industry this is the course for you! This course will be a great preview of post-secondary programs in the health and fitness industry such as food & nutrition, human kinetics, nursing, medicine, etc.

Come explore how the human body is built, how it functions and how the body is the most unique and spectacular object alive! Health Science 11 & 12 will introduce the anatomy and physiology of various body systems with applications to health. This course involves practical labs and offer the opportunity to experience real life science in a non-threatening way. Topics typically include: the cardiovascular system, respiratory system, digestion, musculoskeletal system, exercise prescription and management, injury prevention, rehabilitation, and nutrition.

Fitness, Health and Conditioning 11 & 12

Welcome to MacNeill's "Training Facility!" The focus of the course is on individual fitness where students will develop a variety of skills and knowledge required to maintain whole body health and fitness. Students will actively participate in various fitness classes using a variety of training methods such as circuit training, weight training, and energy system development. Health and fitness is a life-long learning process and our goal by the conclusion of grade 12 is for students to feel confident in developing a personal health and fitness plan.

Typical skills and topics include:

- Participating in various training techniques with and without the use of equipment
- Goal setting for personal health & fitness
- Developing personal and group fitness plans
- Understanding and applying the components of fitness
- Assessing and applying current trends in health, fitness, and nutrition

Field trip opportunities are available to enhance and extend the learning outcomes of the course. Activities may include hiking, snow tubing, yoga, spin class, rock climbing, beach archery tag and cycling to name a few. This course is highly recommended for students looking to make positive changes in their lifestyle and motivates them to improve their health and fitness levels.

--- SCIENCE---

Health Science 11 and Health Science 12 can be found in the Physical Education Section

Science 10 (MSC--10)

Science 10 Workbook (Approx. \$15) is available to purchase

Students in Science 10 will continue to develop their abilities with our science competencies and these skills will help prepare them for their senior science years at MacNeill. The Science 10 course will be centered on these major topics: Chemistry (changes during reactions), Biology (genetics and evolution), and Physics (transformation of potential and kinetic energy). Students will investigate these topics through laboratory investigation, demonstrations, and class discussions.

Life Sciences 11 (MLFSC11)

Optional Life Sciences 11 Workbook (Approx. \$15) is available to purchase or borrow.

Life Sciences 11 examines how life on earth is grouped together based on common characteristics, the evolutionary process that leads to variation at the population level, as well as the molecular and cellular level interactions that allow life to exist. Students will learn through hands-on investigative labs, problem solving, and other strategies. This course also offers the opportunity to explore biology with living organisms through a field trip, possibly to the Vancouver Aquarium.

Life Sciences 11 (Advanced Placement Preparation – “AP Prep”) (MLFSC11-AP)

Recommended: Chemistry 11 be taken concurrently; 80% or higher in Science 10

Optional Life Sciences 11 Workbook (Approx. \$15) is available to purchase or borrow.

Content in this course is examinable on the AP Biology exam in grade 12. In addition to the provincial Life Sciences 11 curriculum, students will gain the lab and higher order processing skill sets in preparation for AP Biology 12, a university credit course. This course is designed to help students study biology in greater depth and assume the responsibility of reasoning, analyzing, and understanding for themselves. In addition to the course being theory intensive, it will also involve numerous lab activities that will help students gain the skills and the confidence that will be beneficial in higher-level biology.

Anatomy & Physiology 12 (Previously Biology 12) (MATPH12)

Recommended: Chemistry 12 be taken concurrently; C+ standing or higher in Life Sciences 11

Optional Anatomy & Physiology 12 Workbook (Approx. \$15) is available to purchase or borrow.

Anatomy & Physiology 12 concentrates on the human body and includes the study of the basic molecules of life, cell structure & cell processes (gene expression, metabolism and enzymes), and human physiology which focuses on digestive, respiratory, cardiovascular, nervous, urinary, and reproductive systems. Students will continue to develop the lab skills from Life Sciences 11 for various investigations and laboratory experiments.

AP® Biology 12 (ABIO-12)

****NOTE: Students signing up for this course must also sign up for Anatomy & Physiology 12 AP partner concurrently or the previous year. Anatomy & Physiology 12 is not an equivalent substitute.**

Recommended: Chemistry 12 be taken concurrently

This is a University level course designed for students who are planning on taking further biology courses or enrolling in the biological science at a post-secondary institution. This course is taken in conjunction with Anatomy & Physiology 12 and is not a substitute. The course, in addition to being theory intensive, also involves several university level lab activities. The students have an opportunity to write the Advanced Placement Exam in May. If they achieve a sufficiently high score, they will earn post-secondary credits for biology and be exempt from taking certain first year biology courses.

Chemistry 11 (MCH--11)

Recommended: C standing or higher in Science 10 & Math 10

Chemistry 11 Workbook (Approx. \$15) is available to purchase or borrow.

Chemistry is the study of matter and consists of the examination of a variety of topics. It is a lab-based course relating chemical properties & reactions of elements and compounds to the periodic table. We will explore various mathematical approaches and predictions with respect to chemical reactions. The labs in the course range from creating pineapple smelling organic compounds to producing crystals by recycling aluminum coke cans. Additional topics may include a unit of transition metal chemistry that provides a variety of interesting experiments that are normally done in university only. Evaluation of student work includes science competencies, labs, quizzes, and unit tests.

Chemistry 11 (Advanced Placement Preparation – “AP Prep”) (MCH--11AP)

Recommended: 80% or higher in Science 10 & Pre-Calculus 11 taken concurrently

This course is recommended for students who are planning to take AP Chemistry in grade 12. In addition to the Chemistry 11 curriculum, students will gain the lab and higher order processing skill sets in preparation for AP Chemistry 12, a university credit course. This course is setup to help students study chemistry in greater depth and detail and assume the responsibility of reasoning, analyzing, and understanding for themselves. In addition to the course being theory intensive, it will also involve numerous lab activities that will help students gain the skills and the confidence that will be beneficial in higher-level chemistry.

Chemistry 12 (MCH-12)

Recommended: C+ or higher in Math 11 & Chemistry 11

Chemistry 12 Workbook (Approx. \$15) is available to purchase or borrow.

Chemistry 12 is an academic science course that prepares students for university-level studies in the field of chemistry. Students will build on their experiences in Chemistry 11 by investigating further into chemical processes through experimentation, concept questions, and discussion. There is a great emphasis on laboratory work and problem solving. Topics to be studied include rates of chemical reactions and reaction equilibria, acid/base reactions, electrochemistry, and analytical problem solving as it applies to chemistry.

AP® Chemistry 12 (ACHE-12)

Recommended: Pre-Calculus 11 completed or taken concurrently

****NOTE: students signing up for this course must also sign up for Chemistry 12 AP partner.**

This is a university level course designed for students who are planning on taking further chemistry courses or enrolling in the Faculty of Science at a post-secondary institution. This course is taken in conjunction with Chemistry 12 and is not a substitute. The course, in addition to being theory intensive, involves several university level lab activities. The students have an opportunity to write the Advanced Placement Exam in May. If they achieve a sufficiently high score, they will earn post-secondary credits for chemistry and be exempt from taking certain first year chemistry courses.

Physics 11 (MPH--11)

Recommended: C+ standing in Foundations and Pre-calculus Math 10 or better. Optional Physics 11 Workbook (Approx. \$15) is available to purchase or borrow.

The purpose of this course is to introduce students to the world of Physics. The course will be centered on these major topics: Kinematics (the study of motion and gravity), Dynamics (the study of forces and Newton's 3 Laws of Motion), Energy, and Waves. Students will investigate these topics through laboratory activities, demonstrations, and class discussions. Students will also investigate practical applications of physics in everyday life through field trips. (Possible destinations include the amusement park and to the curling rink).

Physics 12 (MPH--12)

Recommended: C+ standing or better in Physics 11 and Pre-calculus 11

The treatment of topics is more mathematically rigorous and demanding than Physics 11. Consequently, Pre-calculus 12 should be taken concurrently (or before) with Physics 12. Course content includes Special Relativity, Vector Dynamics, Mechanical Energy and Vector Momentum, Equilibrium, Circular Motion, Gravitation, Electrostatics, and Electromagnetism. The course will also explore First Peoples knowledge and applications of forces in traditional technologies.

Science for Citizens 11/12 (MSCCT11 & MSCCT12)

This course will help students achieve a science credit for graduation, but may not meet post-secondary admission requirements. Students should check admission requirements for the post-secondary institutions of their choice. Students will learn how scientific processes and knowledge inform our decisions and impact our daily lives, and how scientific understanding enables humans to respond and adapt to changes locally and globally. Students will also learn how scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment. These topics will be studied through a hands-on, lab-based approach whenever possible.

--- SOCIAL STUDIES---

Social Studies 10 (MSS--10)

The Social Studies 10 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. Students will be asked to reflect on varied resources, to consider multiple perspectives, and to make reasoned judgments in order to further develop their critical inquiry skills. Throughout the course, they will become familiar with the rights, responsibilities and practices of active Canadian citizenship and issues relating to Canada's ever-evolving identity. Their study of history will focus on issues and events which occurred in Canada and the world from 1919 to the present. Furthermore, students will develop an appreciation of democracy, human equality, and cultural diversity.

Explorations of Social Studies 11 (MEPSS11)

Explorations of Social Studies 11 provides for an introduction to and sets students up for success in their grade 12 elective courses. The course explores themes and topics such as history, the study of cultures, Canadian law, geography, First Peoples' perspectives, and social justice. Students will investigate Canadian and global events and topics that have helped to shape the contemporary era. They will consider historical, political, and geographical perspectives while thinking critically about contentious issues and controversial people and making connections with the past in order to consider the future. They will continue to develop key Social Studies competencies while developing an appreciation for democracy, human equality, and cultural diversity in order to prepare themselves to go into the world as responsible Canadian citizens and members of the international community.

Asian Studies 12 (MASIA12)

Recommended prerequisite: Explorations of Social Studies 11

Asian Studies 12 looks at the history of Asia from 1850 to the present. Students will appreciate how the breadth and diversity of Asia's physical and human resources have contributed to the development of distinct and disparate political, cultural, and economic regions. They will examine how colonialism, imperialism, and resource disparity have been primary reasons for conflict and the movement of people. They will consider how ethnic, regional, and national identities are shaped in part by geography and migration. They will also study the ways in which rapid industrialization, urbanization, and economic growth have created complex environmental challenges.

Comparative Cultures 12 (MCMCL12)

Recommended prerequisite: Explorations of Social Studies 11

Comparative Cultures 12 deals with the history of cultures. The aim of this course is to enable students to enrich their understanding of diversity through the comparative study of various cultures. Students will learn that understanding the complexity of one culture enhances our understanding of others. They will investigate how environmental factors and belief and value systems influence aspects of culture such as power, authority, agriculture and trade. The course emphasizes cultural rather than political history and in it, students will also study the painting, sculpture, architecture, music, and dance of various cultures.

Law Studies 12 (MLST-12)

Recommended prerequisite: Explorations of Social Studies 11

Law 12 is designed to give students an understanding of how law affects daily life in Canada. Topics covered include Canada's legal system (including the Canadian Charter of Rights and Freedoms), criminal law, civil law (including torts, marriage, divorce, children, contracts and wills), and motor vehicle law. This course will include visits to the courts, mock trials, and guest speakers. Students considering Law Studies 12 should have strong writing and reading comprehension skills.

Physical Geography 12 (MPGEO12)

Recommended prerequisite: Explorations of Social Studies 11 Workbook (Approx. \$32) is available to purchase or borrow.

Physical Geography 12 is an interdisciplinary course that provides students with opportunities to address both the physical and human-created systems of the world through the study of people, places, and environments. Students will interpret landscapes and understand the interconnectedness between one's actions and the earth's physical systems. Throughout the course, students will become familiar with acquiring and accessing databases, analyzing and interpreting data and representing their reasoned findings in order to understand the critical interplay between people and the environment and to make informed decisions about the sustainability of the earth's resources and the future of the planet.

Contemporary Indigenous Studies 12 (MINST12)

Recommended prerequisite: Explorations of Social Studies 11

This course focuses on the diversity, depth, and integrity of the cultures of British Columbia's Aboriginal peoples. Students will learn how the identities, worldviews, and languages of indigenous people are renewed, sustained, and transformed through their connection to the land. The lingering effects of colonialism and the movement towards reconciliation and self-determination will be key themes. The course provides an opportunity for BC students to acquire knowledge and understanding of the traditions, history, and present realities of BC's Aboriginal peoples, as well as a chance to consider future challenges and opportunities.

20th Century World History 12 (MWH--12)

Recommended prerequisite: Explorations of Social Studies 11

20th Century World History 12 provides students with an opportunity to learn about major events, personalities, and ideas that have shaped the 20th Century and will continue to have a lasting impact on the future. Fields of inquiry include research skills, document analysis, the legacy of the 19th Century and World War I, the peacemaking process, economic cycles of the 1920s and 1930s, the rise and fall of Fascism, World War II, the Cold War, the rise and fall of Communism, the United Nations, Decolonization, the development and growth of Democracy, economic development and human rights in developing nations, and the removal of international trade restrictions and globalization.

Social Justice 12 (MSJ--12)

Recommended prerequisite: Explorations of Social Studies 11

Social Justice is the assurance that the basic human rights of all people are upheld. Social Justice 12 promotes the pursuit of social justice and encourages students to develop the commitment and ability to work toward a more just society. They will examine how basic human rights and social values are upheld in Canada and the world. Students will learn to recognize and understand the causes of injustice and apply critical thinking and ethical reasoning skills to a wide range of issues such as racism, poverty, sexism, discrimination, homophobia, and globalization. Students will have the opportunity to understand how to behave in a socially responsible manner and become agents of change by exploring solutions to these issues by studying others who have attempted to or were successful in creating change in the past. This course is project and research based.

--- TECHNOLOGY EDUCATION---

Power Technology 10 (MTPOW10)

Students will design, develop, and build a small one-man vehicle powered by an alternate source of power; in this case electricity/solar power. A significant portion of the course will be “hands on” where students learn about electricity and electric power, welding and structural fabrication, sheet metal fabrication, and basic machine shop procedures using the lathe and milling machine. The theory portion of the course will address environmental issues and problems concerning today’s transportation. In addition, students will learn about basic design considerations, frame design, steering, weight distribution, aerodynamics, gear reduction, and more. We hope to be able to enter in a local competition.

Metalwork/Power Technology 11 (MTMET11)

Of interest to the student who has a passion for cars and custom fabrication, this course teaches students how to safely and accurately operate lathes, milling machines, shapers, surface grinders, drill presses, and bandsaws. They will also learn how to use measuring tools (micrometers), welding theory (mig, tig, oxy-acetylene), machine shop basics (lathe), sheet metal forming (rolling, beading), fastener science, basic fabrication skills and layout, and stress strain calculations. All machine operations will be associated with projects. The course also allows students to become proficient in arc and oxy- acetylene welding and cutting. Students will complete two welding projects.

Metalwork/Power Technology 12 (MTMET12)

A beginner’s automotive fabrication element is incorporated in this course. This course goes beyond MFM 11. Students’ skills may develop to a higher level and projects will be elaborate. The following machines will be used: lathes, grinders, milling machine, drill press, and welder. Automotive fabrication expands to a higher level as students fabricate everything from frames to engine parts.

Course Fee Information

Costs Associated with Courses

- Basic supplies required to fulfill learning outcomes in all courses will be provided to students free of charge.
- Students will be asked to pay costs in connection with optional field trips.
- Numerous courses have workbooks that students have the option of purchasing

Provision of Musical Instruments

- Music students will be provided an instrument at no cost.
- The school has a limited collection of instruments and hence may not be able to supply a student's first choice.
- Students using school instruments will share them with other students. Arrangements can be made to practice at school or to borrow the instrument according to a schedule that will be arranged with the other student(s) using the instrument.
- Students may bring their own musical instruments.



RICHMOND VIRTUAL SCHOOL



Courses Offered by RVS

20th Century World History 12
Accounting 11
AP Psychology 12
Biology 11, 12
Calculus 12
Career Life 10-12
Chemistry 11, 12
Computer Programming 11
Cybersecurity 11, 12
Dance 10-12
Economics 12
English 10, 11, 12
Foods and Nutrition
Foundations and Pre-Calculus 10
Foundations of Math 11, 12
French 10, 11, 12
Geography 12
Mandarin 11, 12
Outdoor Education 11, 12
PHE and Active Living 10-12
Physics 11, 12
Pre-Calculus Math 11, 12
Science 10
Social Studies 10, 11
Young Entrepreneur Leadership

The **Richmond Virtual School (RVS)** is a Distributed Learning secondary school that uses a blended model of online and face-to-face interaction to deliver high quality and dynamic learning opportunities to Richmond students. We have one of the highest success rates in BC.

Our blended Learning approach provides more choices for students, teachers, and schools. RVS students have the flexibility to learn the course content at a time that works for them. As independent learners, students will also benefit from developing life-long learning skills that will prove useful in other online learning opportunities.

We provide free academic and elective courses in grades 10 to 12. Students can take one or more courses through RVS and still be registered in their home school. We also offer a personalized project-based learning program for grade 11 and 12 students called **SKY**. We have extended the **SKY** program to include grade 8, 9 and 10 students in our new **RAIL** program. See our website for more information on the **SKY** and **RAIL** programs as well as our online courses.



Register at

RichmondVirtualSchool.ca

Contact us: rvs@sd38.bc.ca

604-668-6371





CAREER PROGRAMS

SCHOOL DISTRICT NO. 38 (RICHMOND)

A Future Without Limits



SD38 CAREER PROGRAM OFFERINGS



careerprograms.sd38.bc.ca



@sd38careers

RICHMOND
SCHOOL DISTRICT NO. 38

APPLYING for an SD38 Youth TRAIN in Trades (YTIT) Program

WHY:

- FREE TUITION*** (paid by Richmond School District #38; savings of \$2500 - \$4000)
- Start post-secondary** while in high school; beat their wait-lists
- Register** as an apprentice-in-training with the Industry Training Authority (ITA)
- Earn **TRIPLE CREDITS** for
 - High School ... 20-28 elective credits (Grade 12 courses that count toward GPA)
 - College/University ... credits/certificate with partner post-secondary school
 - Industry Training Authority ... Level 1 technical training + work hours toward apprenticeship
- Acquire **job-ready skills** during program and **earning potential** immediately upon graduation

**Students are responsible for all other associated program fees, books, equipment, tools and consumable items.
These are outlined in the Youth Train in Trades application form.*

WHO:

- Keen interest in the trade for which student is applying
- Prior or current related Gr. 10-11 coursework an asset (comfortable using trade-related tools)
- Demonstrated level of maturity suitable to a post-secondary environment where students may be in class with adults
- Strong English language skills to communicate and interpret information and technical language
- Strong Math and Science skills for solving problems and making decisions
- Driver's license is an asset (a must in some trades)
- Will not achieve Ministry of Education graduation prior to program start (graduates may be considered in exceptional circumstances for programs held within SD38 schools)

HOW:

- Complete Youth Train in Trades application (get from black **Career Programs display board in/near your counselling area** OR download from the District Career Programs Office website)
- Include all required documents prior to submitting (use checklist found in application)
- Submit completed application to the Career Programs Office (Cambie Secondary - Learning Services)
- Those who qualify will be invited for an interview (April-June)
- NOTE: Quality of applications will be assessed based on the following criteria: academic achievement, related course work, work habits, attendance/punctuality, overall behavior and attitude

WHEN:

- APPLY EARLY, as there are limited seats for these programs**
- APPLICATION **DUE DATE(S)** are found on front page of the form (must apply by end of February for Baking and by end of second deadline for all other programs)

QUESTIONS? Contact the Career Programs Office (see back page)

PARTICIPATE in the Youth WORK in Trades (YWIT) Program

WHY:

- Earn up to **16 high school credits** (four courses) for paid work
- Be **registered as an apprentice** with the ITA while in high school
- Work hours go toward **Level 1 trade certification**
- Student is **sponsored** by employer
- SD38 Career Programs **support provided** for apprentice, employer and ITA
- May qualify to **earn a \$1000** Ministry of Education award

WHO:

- Working in a recognized trade**, either full or part-time (See qualifying trades at www.itabc.ca)
- Are **PAID** (cannot be under the table)
- Are between **15-19 years old**
- Have a **certified supervisor** (Certificate of Qualification, Red Seal, or Journey person)

Other District Partnership Programs

Applications available through your Career Advisor, School Counsellor or the SD38 Career Programs Office
(Also found on your school's *Career Programs (CPO) display board or on the CPO website*).

Program and Application Due Dates (Approximate)	Overview of Program
<p>*NEW* RICHMOND RCMP Youth Academy</p> <p>Application Due Date: Early November</p>	<p>Description: For those interested in a career in policing or law enforcement, this is an intense 4½ day career simulation opportunity that takes place in SD38. Students participate in theory and practical sessions, through role-play and various team work activities, including drill practice. Run by Richmond RCMP staff, the Academy challenges students, both mentally and physically, giving them confidence and practical skills that will last a lifetime.</p> <p>Program Timeline: Thursday, Feb. 17th – Monday, Feb. 21st, 2022 + Grad Night Tues. Feb 22nd</p> <p>Who Can Apply: SD38 students in Grades 10-12 (Preference given to those in grades 11/12)</p>
<p>*NEW* Exploration in MANUFACTURING AND ENGINEERING</p> <p>Application Due Date: Before Spring Break</p>	<p>Description: This new SD38 program introduces students to concepts in machining, manufacturing, fabricating and engineering. Using manual and computer numerical control (CNC) technology, students will learn and apply concepts of design, manufacture and repair of components from a variety of metals and other engineered materials. Students will learn to transform raw materials into finished manufactured products. They will acquire an industry certificate through the BC Alliance for Manufacturing and Northwest Skills Institute.</p> <p>Program Cost: TBD</p> <p>Program Timeline: Second semester – afternoons @ Burnett (a.m. at home school)</p> <p>Who Can Apply: SD38 students in Grades 11-12</p>
<p>LinK38 (Learning in Kwantlen)</p> <p>Application Due Date: Middle of May</p>	<p>Description: Apply to take a Kwantlen Polytechnic University (KPU) evening course at the Richmond Campus. Course MUST directly correspond to student's post-secondary career transition pathway. LinK38 course offerings vary each year and are determined by SD38 Career Programs Office staff. Transferable course counts for post-secondary and high school credit (4 credits). MUST apply directly through the SD38 Career Programs Office, not KPU.</p> <p>Program Cost: SD38 covers tuition cost of course; Students purchase course books</p> <p>Program Timeline: One-night per week from September – December (usually 4-7pm). Day of week is dependent on course taken.</p> <p>Who Can Apply: Only Grade 11 students entering Grade 12 in the next school year</p>

YOUTH TRAIN IN TRADES (ITA) 2022-2023 PROGRAMS OFFERED

Application Deadlines

1st Deadline – End of February

(Baking Program applicants must meet 1st deadline)

2nd Deadline – End of April

****If all schools operate on the semester system in 2022-2023, Plumbing and Professional Cook 1 will be held during second semester.**

Program Prerequisites = courses that must be successfully earned prior to program start date.

PLUMBING

****Day 2's (September to June @ Palmer Secondary + 4 weeks at Piping Industry College)**

In this ITA Foundation Program, students will apply their knowledge by learning how to plan, design, and install piping systems, as well as interpret drawings, use the plumbing code, and math/science. The program includes electrical and welding components. Students learn how to use industry-specific tools and machinery and will attend the UA Piping Industry College for four non-consecutive weeks during the program.

Upon successful completion of this program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 11; Physics 11 recommended
- Physically able (tight spaces, moving heavy equipment)
- Successful result on district math assessment
- Previous tech ed course(s) experience an asset

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion (Level 1 technical training) + 375 work-based training hours
- Receive 16 credits (4 courses) at Grade 12 level

PROFESSIONAL COOK 1

****Day 2's (September to June @ Richmond Secondary) + subsequent July @ VCC**

In this ITA Foundation Program students perform all phases of kitchen activities including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage, and customer relations. Students attend MANDATORY four weeks at VCC in July (where they take their practical and written ITA exams).

Students who are successful in this program, achieve the first of three levels towards Red Seal certification. Students will be encouraged to seek employment as apprentices during the program, earning hours as credit toward certification.



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 11
- Able to work in a fast-paced, multi-tasking environment
- Successful result on district math assessment
- FoodSafe Level 1 Certification (may complete in summer prior to program start) / Foods course experience an asset

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Qualification (Level 1 technical training) + 250 work-based training hours
- 16 credits (3 Cook courses + 1 WEX course) at Grade 12 level
- Hours worked in the trade are registered with the ITA and go toward PC1 Level 1 apprenticeship

AIRCRAFT MAINTENANCE ENGINEER – M

Full-time @ BCIT – Start date varies (see below**)

ONLY CURRENT GRADE 11 OR 12 STUDENTS MAY APPLY FOR THIS PROGRAM – May only start program in grade 12.

An Aircraft Maintenance Engineer (AME) is responsible for the release (certification) of an aircraft after maintenance, inspection, repair or modification. This is an occupation requiring a high degree of responsibility and skill. Some of the skills learned include certifying airworthiness of aircraft, troubleshooting mechanical/electrical systems and adjusting and repairing systems according to strict specifications.

The program requires a commitment to all 16 continuous months with short breaks between terms. SD38 covers tuition for the first term (4 months) ONLY and students are responsible for the tuition for terms 2, 3 and 4 (months 5-16). Students must achieve 70% in each course within every term.



BCIT

PROGRAM PREREQUISITES

- Any Math 11 (min 60%) AND a Language Arts 12 (min 67% or 50% for English course)
- Must have Physics 11 (SD38 requirement)
- Successful result - BCIT Mechanical Reasoning Trades pre-entry test
- Must have and Tech Ed 10/11 course and/or Auto Mechanics 11
- Good colour vision, and interest in mechanics
- Participation in Air Cadets a plus

CREDITS AND CERTIFICATION EARNED

- Receive credit for Term 1 (of 4) toward AME certification and 16 Grade 12 credits (4 courses)
- License will be granted by Transport Canada when required work experience is achieved and applicant reaches age 21. (Work experience may only begin at age 19.)
- ****Check with Career Programs Office for program start date** (likely early fall or late spring start date in grade 12)

AUTO COLLISION & REFINISHING TECHNICIAN

Full-time @ VCC (Broadway) – February – October

In this 35-week ITA Common Core Foundation Program, students engage in a wide range of learning opportunities in the classroom, shop and workplace settings, as related to both the auto collision and refinishing trades. VCC uses modern equipment and techniques to train students in a wide range of topics including, health and safety, environmental compliance, cutting, welding and heating processes, removal and install of metal/plastic vehicle components, surface preparation, topcoat application, as well as perform automotive detailing tasks that meet quality assurance standards

Students who are successful in this program, achieve Level 1 technical training credit for BOTH of the Auto Collision and the Auto Refinishing trades. Upon completion, students may then select which of these two trades to pursue at Level 2. Students will be encouraged to seek employment as apprentices during the program, earning hours as credit toward certification.



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 11
- Completion of senior level Tech Ed courses(s)
- Mechanical aptitude, interest and experience
- Successful result on district math assessment

CREDITS AND CERTIFICATION EARNED

- TWO Certificates of Completion (Level 1 Technical Training)
 - Auto Body & Collision Technician (and 625 work hours credit)
 - Automotive Refinishing Technician (and 450 work hours credit)
- 28 credits (7 courses) at Grade 12 level
- Must do 120 work experience hours – student arranges on own (may earn additional 4 credits with WEX)

AUTO SERVICE TECHNICIAN

Full-time @ BCIT (Burnaby) – July-Feb (before Gr 12) OR Feb-Dec (Gr 12)

(ONLY OPEN TO Gr. 11 APPLICANTS entering Gr. 12 next year.)

In this 30-week ITA Foundation Program, students develop mechanical skills as well as, electrical and computer diagnostic skills in the auto service industry. They will learn to disassemble, inspect and assemble engines and accessories, cooling systems, transmissions and clutches, drive lines, braking and suspension systems. Students will use logic and deductive reasoning in diagnosing and troubleshooting mechanical as well as electrical/electronic vehicle systems.

Students who are successful in this program, achieve the “completion” Level 1 technical training in this trade*. There are three levels towards Red Seal certification. Students will be encouraged to seek employment as apprentices during the program, earning hours as credit toward certification.



BCIT

PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 12 (LA before program start)
- Completion of senior level Tech Ed courses(s)
- Mechanical aptitude, interest and experience
- Physics 11 is strongly recommended
- Having a driver's license an asset (in order to move vehicles in shop)

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion* (Level 1 technical training) + 450 work-based training hours
- *If >70% achieved for in-school training, student will be eligible to write Level 1 Certificate of Qualification ITA exam
- 28 credits (7 courses) at Grade 12 level

View more program details and individual flyers at: <https://careerprograms.sd38.bc.ca>

ita | YOUTH TRAIN IN TRADES



BAKING AND PASTRY ARTS

*Full-time Semester 1 @ VCC (Pender) – July - December

***Must apply by first deadline (END OF FEBRUARY) – PROGRAM STARTS in JULY after Gr. 11**

Students are required by VCC to submit a detailed portfolio and questionnaire in April, as part of the application process.

In this 24-week ITA Foundation Program, students apply occupational skills, prepare doughs, batters and other ingredients leading to the production of breads, cakes, pies, cookies puff pastry and other baked goods. They are also trained in the assembly, icing and decoration of cakes, French pastries and petit fours. Interviews are the first week in May with the VCC baking department. Upon successful completion of this foundation program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.

Students who are successful in this program, achieve the first of three levels towards Red Seal certification. Students will be encouraged to seek employment as apprentices during the program, earning hours as credit toward certification.

PROGRAM PREREQUISITES

- Any Math 11 (minimum "C") AND a Language Arts 11
- VCC portfolio and questionnaire (due in April) + VCC interview (May)
- FoodSafe Level 1 Certification
- Strong attendance / punctuality record; able to stand for long time
- Completion of senior level Foods courses(s)

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion (Level 1 technical training) + 900 work-based training hours + VCC certificate
- 24 credits (6 courses) at Grade 12 level
- Must do 120 work experience hours – student arranges on own (may earn additional 4 credits with WEX)



CARPENTRY (FRAMING AND FORMING)

Full-time Semester 1 or 2 @ BCIT (Burnaby)

In this 23-week ITA Foundation Program, students will learn to assemble and erect falsework and forms for concrete, wood and metal frame construction. Program topics include site/shop safety, interpreting construction drawings and specifications, understanding building code and bylaws, working with trade tools, using rigging and hoisting equipment, surveying and leveling, site layout, doing concrete formwork, residential framing and understanding building science structures. Training prepares students for entry-level employment through basic classroom theory and hands-on shop practice.

Students who are successful in this program, achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices.

PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 12 (LA before program start)
- Must be able to work at heights and in adverse weather
- Relevant ADST (tech ed) course work an asset (e.g. woodwork)
- Successful result on math and reading assessments

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion (Level 1 Common Core technical training) + 450 work-based training hours
- 20 credits (5 courses) at Grade 12 level

BCIT

ELECTRICIAN, CONSTRUCTION

Full-time Semester 2 @ BCIT (Delta Secondary) – February – July

In this 24-week ITA Foundation Common Core Program, students will learn to plan, assemble, install, test, and repair electrical systems, and maintain electrical equipment. Electrical systems provide heating, lighting, power, alarm, security, communication and control in residential, commercial, institutional, industrial, transportation, marine and entertainment environments. The program emphasizes a hands-on approach to training, where experience gained in the workshop is focused on industry practice.

Students who are successful in this program, achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices. (This program requires 70% minimum in every unit.)

PROGRAM PREREQUISITES

- Any Math 11 (min 60%) AND a Language Arts 12 (LA before program start) AND Physics 11
- Relevant ADST (tech ed) course work an asset (e.g. electrical)
- Good hearing, eyesight and hand-eye coordination

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion (Level 1 technical training) + 350 work-based training hours
- Receive 20 credits (5 courses) at Grade 12 level

BCIT

INTERIOR SYSTEMS MECHANIC (LATHER)

6 weeks at FTI (Surrey) – Mid-June – July

In this 6-week ITA Foundation Program, students will learn to perform job layouts using blueprints, and install, handle, erect and Apply materials that are component parts in the construction of ceilings and walls. Program topics include safe work practices, reading blueprints, using ladders, scaffolding and aerial lifts, rigging/hoisting, using hand tools, and installing insulation, non-load bearing framing and gypsum wallboard products.

Upon successful completion of this program, students will achieve technical training credit for the first of three levels towards Red Seal certification and can seek employment as apprentices.



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 11
- In good physical condition and able to lift heavy objects
- Ability to stand for lengths of time and work at heights

CREDITS AND CERTIFICATION EARNED

- Pass ITA exam and course work to earn Level 1 technical training certification (Certificate of Completion) + credit for 300 work-based hours
- Receive 4 credits (1 course) at Grade 12 level

JOINER (CABINET MAKER)

Full-time Semester 2 @ BCIT (Burnaby) – February – August

In this 25-week ITA Foundation Program, students will learn to use manual and CAD layout or manual and CNC/CAM machines, to assemble, install and finish articles that are fabricated with wood, plastic and other materials, and are intended to be used as architectural woodwork, millwork and furniture. Program topics include shop safety, drafting practices, layout techniques, woodworking joints, structure/properties of wood, lumber production/grading/handling, identifying wood species, types of plywood, composition board, laminates, adhesives/sealants, hardware and use of basic hand tools, including power/table/band/scroll saws, drills, sanders, routers, a lathe, planer and more.

Upon successful completion of this program, students will achieve technical training credit for the first of four levels towards Red Seal certification and can seek employment as apprentices. (This program requires 70% minimum in every unit.)



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 12 (LA before program start)
- Proven mechanical aptitude, detail oriented; good physical shape
- Completion of ADST (tech ed); Woodwork course an asset
- Successful result on math and reading assessments

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion (Level 1 technical training) + 475 work-based training hours
- Receive 24 credits (6 courses) at Grade 12 level

WELDING

Full-time Semester 2 @ KPU (Cloverdale) – February – August

In this 28-week ITA Foundation Program, students will develop the necessary skills and knowledge to work safely and effectively using a variety of welding processes and procedures. This program prepares graduates for work with companies that manufacture structural steel and plate work, boilers, heavy machinery, and other ferrous and non-ferrous metal products. Program topics include oxy fuel and metal arc welding, air and plasma arc cutting, reading technical drawings, and basic metallurgy.

Upon successful completion of this program, students may* achieve technical training credit for both the first AND second levels (of three) towards Red Seal certification and can seek employment as apprentices. Students must commute daily to Kwantlen Polytechnic University Cloverdale campus and are encouraged to have their driver's license.



PROGRAM PREREQUISITES

- Any Math 11 AND a Language Arts 11
- Completion of ADST (tech ed) course
- Mathematical aptitude, detail-oriented and good hand-eye coordination
- Successful result on math assessment + KPU instructor interview

CREDITS AND CERTIFICATION EARNED

- ITA Certificate of Completion* (Level 1 AND Level 2 technical training) + 300 work-based training hours (*must be successful on ITA standardized written exam)
- Receive 24 credits (6 courses) at Grade 12 level

ADDITIONAL Youth Train in Trades Programs OFFERED:

- Sheet Metal (BCIT-Burnaby) – schedule TBD
- Metal Fabrication (BCIT-Burnaby) – schedule TBD
- Millwright (Industrial Mechanic) (KPU – Cloverdale) – January (31st) – July
- Painting and Decorating (Finishing Trades Institute – Surrey) – 6 weeks (mid-June to end of July)
- CNC Machinist (BCIT-Burnaby) (Gr 12 only) – January start – Needs 2-year program commitment

(All programs offered are full-time, and are taught face-to-face or using a hybrid learning model.)

See your Counsellor or Career Information Advisor for more info. See back page to contact Career Programs.

Career Programs Office Team

- **Terri Lockhart** (Coordinator – Career Programs)
- **Peter Thackwray** (Facilitator – Career Programs)
- **Grace Imperial-Prasad** (Administrative Assistant)

Questions for the Team?

- **EMAIL:** careerprograms@sd38.bc.ca
- **CALL:** 604-668-6000 ext 3766

For More Information...

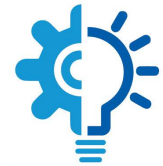
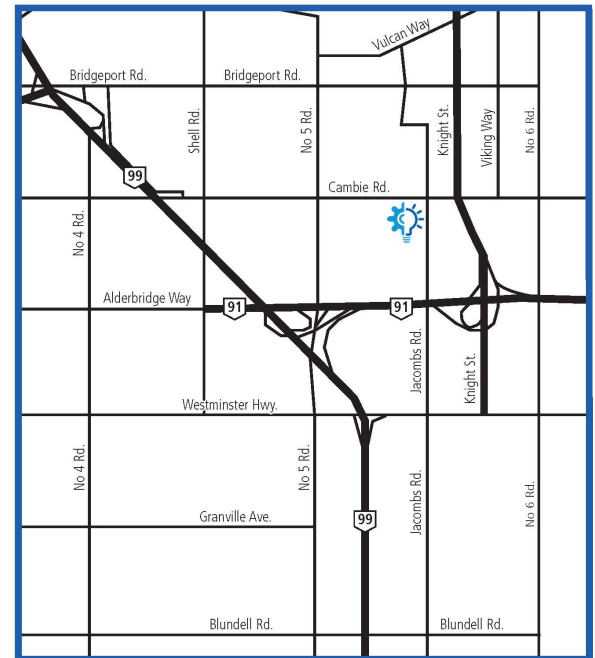
- Check the Career Programs website
- Arrange for a program site tour
- Check Career Programs display board (in/near each school's counselling area)

Secondary Parent Information Evenings

- Presented VIRTUALLY in the comfort of your own home!
- Meeting link details will be posted on our website and social media channels
- **CHOOSE** an evening that works for you (Time is 6:30-7:30pm)
 - Tuesday, November 9th OR
 - Wednesday, January 26th OR
 - Thursday, February 24th
- **LEARN** what our programs offer to students:
 - Post-secondary credits earned in high school
 - Free tuition – paid by SD38
 - Life-long employability skills acquisition
 - Apprenticeship certifications and more
- **HEAR FROM** Industry Guest Speakers

SD38 Career Programs Office

c/o Cambie Secondary School, 4151 Jacombs Road,
Richmond, BC V6V 1N7



**CAREER
PROGRAMS**
SCHOOL DISTRICT NO. 38 (RICHMOND)

RICHMOND
SCHOOL DISTRICT NO. 38



Ministry of
Education

careerprograms.sd38.bc.ca

PROGRAM OPTIONS FOR SD38 STUDENTS

(View our Program Brochure on the following pages. More details on our website under “Programs” Tab.)

Website: <https://careerprograms.sd38.bc.ca>

Students **earn high school credits** for all of the programs listed. All count toward a student’s GPA.

1. Youth Train in Trades – Grades 11/12 (sometimes Gr 10)

Pre-Apprenticeship Technical Training Program with the Industry Training Authority (ITA)



- Earn Foundation/Level 1 technical training in a trade
- Trained by a Red Seal certified journeyperson
- Choose from several programs offered
- Post-secondary **tuition covered** (a savings of \$2500-\$4500)
- Beat post-secondary waitlists
- Acquire skills to earn a competitive advantage for the workplace/further studies

2. Youth Work in Trades – Grades 10-12

Work-Based Apprenticeship Training (ITA), contributing to student’s Level 1 certification



- Students working (paid) in a trade can contribute those hours toward their Level 1 certification with the ITA.
- Must be working in an ITA-recognized trade (choose from >100)
- Red Seal journeyperson supervision
- Earn up to 16 high school credits while working
- Earn \$1000 Ministry of Education award

3. ***NEW*** Manufacturing and Engineering Centre (MEC) – Grades 11/12

Held afternoons at Burnett Secondary and open to all SD38 Grade 11/12 students



- Earn three high school courses = 12 credits (Grade 12 level)
- Earn a certificate through the BC Alliance for Manufacturing
- Choose from:
 - CNC Lathe Production Technician
 - Advance Manufacturing Technician
 - Composite Manufacturing & Repair Certificate
 - CNC Machining Centre Production Technician
 - Drafting and CAD Technician
 - Mechatronics & Industrial Automation Technician
- Engage in Work Experience in the manufacturing industry
- Applications due in Spring

4. Link38 – Gr. 11’s apply for Gr. 12

Take one academic course at Kwantlen (Richmond) through Career Programs



- Applications available on our website in April or May
- Must apply in Gr. 11 and take September of Gr. 12
- Only some courses offered (not all KPU courses available) – see our application

Find more information on the following pages and on our slat board (in/near your counselling area).

Email our office for more information: careerprograms@sd38.bc.ca

