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Principal's Message

Dear Students:

This Course Planning Guide reflects our school's course offerings for students in Grades 9 through 12. As you progress through school, the number of choices and the range of alternatives become wider. Your task is to use this guide as a resource to plan the direction you will take along the way.

This can be a daunting task and as such, shouldn't be attempted alone. Don't worry. Counsellors, administrators and teachers are here to assist you with your decision making. Use the guide as a basis for discussion. Talk to your teachers and use our counselling service to assist in setting your goals beyond secondary school. Don't forget to discuss your choices with your parents. If they would like to join you in a meeting with the counsellor, call the school and make an appointment.

In Grade 9, you may choose electives that have captured your interest. Please remember when selecting your electives not to be swayed too much by what your friends are doing because their interests and their ambitions may be quite different from yours. Selecting the same course on the basis of a friendship could lead to disappointment some months down the line if you find you don't care for the course itself.

Grade 10 will be the first year of your graduation program and students will be required to write provincial examinations in English 10, Science 10 and Mathematics 10. These examinations will count for twenty percent of your final grade. In Grade 11, all students are required to write the Socials Studies 11 provincial exam.

The senior years should bring a focus to your elective selections and hopefully, your choice of electives will be governed by your interests in a particular career. If you are wise, you will keep your options open for post-secondary training, at a college, BCIT or a university. If that is the case, the decisions you make as early as Grade 10 will affect your options. Please examine carefully the information in university and college calendars which specifically identify the requirements needed for entry. Making the right decisions now will save you a great deal of grief after you graduate. Also, please be aware of other education opportunities provided to Langley students. Dual Credit courses and the Apprenticeship Program are education options that should be considered and may position you well for post secondary and career placements.

Finally, your choices are vitally important to you and to us--make them wisely.

Mr. Rempel
Principal
Langley Fundamental Middle and Secondary School

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HELPFUL TIPS

Use this as a guide to make informed decisions and to plan the direction you will take in planning your future. Students in the Graduation Program need to plan their courses with career and/or post secondary programs in mind. If students are in doubt about future academic and/or career directions they should choose courses that allow them as many options as possible. As you go through the program planning process, there are a number of things we encourage you to think about. Please consider these points:

BUILD ON YOUR STRENGTHS

- Make sure you are doing the best that you can do in your current courses so that you build a strong foundation of knowledge and skills for future courses.
- Acknowledge your strengths and limitations. Choose courses that will allow you to accomplish your academic goals as well as develop your personal interests.

CHOOSE YOUR COURSES WISELY AND CAREFULLY

- Talk to your teachers, family, friends, and counsellor regarding courses you are interested in.
- Seriously think about where you want to be 2 – 3 years from now and make sure you have done your best to be prepared.
- Review post secondary program prerequisite requirements.

NOTE: There is very little chance, if any, to make changes in September. Late changes may not be possible due to a class already being full or in conflict with other courses. Again, now is the time of year when your TEACHERS, PRINCIPAL, VICE-PRINCIPAL, CAREER ADVISORY ASSISTANT and COUNSELLORS are available for guidance. Now is your best opportunity to plan, select, and receive the courses you need.

TRY SOMETHING NEW

- Choose an elective that might open up a whole new world to you.
- Use high school as an opportunity to expand your interests and build your potential as a well rounded person.
- Have balance in your life. You can't study all the time nor can you have fun all the time.

The student's best opportunity to be placed in the courses he or she wants or needs occurs in the spring at course planning time, prior to the timetable being created.

STUDENT SUPPORT SERVICES

The goal of student services at LFMSS is to assist students in being successful in all aspects of their schooling. As a result of successful and meaningful experiences in school, it is our belief that students will be better prepared to meet life challenges after graduation. Support services include Library, Counselling, Learning Resource Program, RCMP School Resource Program, Health Services, English as a Second Language, the International Students' Program, and the Aboriginal Support Program.

LIBRARY

Our Teacher Librarian and Library Technician are here to help you find information, evaluate resources, generate questions and ideas, learn strategies for being successful learners, and to encourage a love of reading and inquiry. The library is a place for students who wish to read, study, conduct research or do homework. The library is a place of purpose and a meaningful learning atmosphere is maintained at all times. Our collection contains over 8,500 books, magazines, videos, CDs and audio-books. We have 18 computer stations available for word processing, database searching, accessing online magazines/newspapers and the internet. The library website is available at www.lfmsslbrary.com and provides students with access to the library catalogue with all our resources, valuable internet resources for student learning, and lots of tips and help for students in terms of research skills. The website also provides numerous links to resources that students will need in their research process. Be sure to check out all the resources and tools that the library has to offer!

COUNSELLING

Counselling services include the following:

CAREER CENTRE

- Career Advisory Assistant available to meet individually with students.
- Advising students on career goals and assistance with establishing a plan.
- Checking for prerequisite courses and requirements for various occupations and post secondary institutions.

EDUCATIONAL

- Course planning leading to graduation, post-secondary education and employment.
- Arranging for assistance for students academically.
- Providing scholarship information and applications.
- Helping students with the registration process for some post secondary institutions.

PERSONAL

- Crisis counselling involving home or school issues and provide referrals to appropriate agencies.
- Resolution of problems arising from difficulties related to class or school policies and procedures.

Students may drop in to see a counsellor during school hours and before or after school. Parents are also welcome to phone counsellors or book an appointment if they have any questions or concerns regarding their child.



LEARNING ASSISTANCE

The Resource Program serves students who have learning differences in the academic areas. This service operates on an integrated model of support and intervention. Placement for learning support (i.e. Resource Block) will be based on the student's previous educational history as well as referrals from teachers, parents/guardians, administrators and counsellors. The primary goal is to help the student achieve greater success thereby building confidence and self-esteem. This is accomplished by focusing on organizational skills, assignment completion, study skills, project planning and developing beneficial learning strategies. Some students in this program may have an Individualized Education Plan (IEP) which provides them with individual support in their classrooms and further adaptations or modifications to their classroom assignments and tests.

RCMP SCHOOL RESOURCE PROGRAM

LFMSS participates in the RCMP School Police Resource Program. The purpose of the program is to enhance the working relationship between the police force, school and community. The School Resource Officer is available as a resource person for staff, students, and parents/guardians and can provide general information regarding police related matters.

HEALTH SERVICES

A community health nurse from the Langley Health Unit provides health promotion services. The nurse acts as a resource person to counsellors, staff, parents/guardians and students around different health issues.

ABORIGINAL SUPPORT PROGRAM

The Ministry of Education defines an Aboriginal student as one who is identified by his/her family as having Métis, Inuit or First Nations ancestry. It is not necessary to have "status" to be considered an Aboriginal student. The goal of this program is to offer all learners an opportunity to gain awareness of Aboriginal culture and history. An Aboriginal support worker is available to offer academic, cultural, and personal support to Aboriginal students, if requested.



ESL (English as a Second Language)

A student is eligible for ESL instruction/support if his/her use of English is sufficiently different from Standard English to prevent him/her from reaching his/her potential in high school. The goal of the LFMSS program is to enable students to achieve academic fluency and to support their integration into regular classes as soon as their language skills indicate a reasonable expectation for success. A second language learner who has achieved academic fluency is evaluated against the same learning outcomes as all students in integrated classes.

Students registering at LFMSS for the first time are tested to determine the level of their English reading, writing, speaking and listening skills before being assigned to classes. Students are enrolled in the ESL instructional blocks that best serve their needs. Some students may require only the services of a teaching assistant to monitor and support their progress in their integrated classes. Placement will be done in consultation with the International Student Program coordinator.

Level 1 Entry/Beginner	Level 2 Lower Intermediate	Level 3 Upper Intermediate	Level 4 Advanced/Exit
4 Blocks Language Support	3 Blocks Language Support	2-3 Blocks Language Support	1-2 Blocks Language Support
<u>Integration:</u> Some of: - Mathematics - Physical Education - Fine Arts - Applied Skills - Science	<u>Integration:</u> Adding..... - Science - Core English - Social Studies	<u>Integration:</u> Adding.... - Social Studies - Planning 10	<u>Integration:</u> Adding.... - English - Communications

At the end of the school year, the ESL Department determines placement based on student assessment. A positive attitude, perseverance and immersion into English speaking activities contribute to the overall success of the student's language acquisition. Board Authority Authorized Courses may be taken by ESL students and credits, earned upon successful completion, will count toward graduation.

INTERNATIONAL STUDENTS' PROGRAM (ISP)*

LFMSS welcomes International Students to its school. We offer small E.S.L. classes, teacher assistant support, after-school tutorials, and monthly special activities and field trips that often integrate our ISP students with Canadian, English-speaking students. An ISP School Coordinator is always available to help with home stay issues and study-visa requirements.

***Please refer to ISP Website: www.studyinlangley.com for further information or contact the School ISP Coordinator Rebecca Torgerson (rtorgerson@sd35.bc.ca) with any questions you may have.**



PERSONAL STUDENT PLANNING GUIDE*

Grade 9 Program Choose 3 Electives	Grade 10 Program Choose 2 Electives	Grade 11 Program Choose 4 Electives	Grade 12 Program Choose 7 Electives
English 9	English 10 <u>Provincial Exam</u>	English 11 or Communications 11	English 12 or Communications 12 <u>Provincial Exam</u>
Social Studies 9	Social Studies 10	Social Studies 11 <u>Provincial Exam</u>	Elective 12
Math 9	A Math 10 - Foundations - Apprenticeship and Workplace <u>Provincial Exam</u>	A Math 11	Elective 12
Science 9	Science 10 <u>Provincial Exam</u>	A Science 11 - Biology - Chemistry - Physics - Earth Science	Elective 12
P.E. 9	P.E. 10	Elective	Elective 12 (Recommended)
Elective (Fine Arts or Applied Skills)	Planning 10	Elective	Elective
Elective	Elective (Fine Arts or Applied Skills)	Elective	Elective
Elective	Elective	Elective	Elective
Alternates: 1. 2.	Alternates: 1. 2.	Alternates: 1. 2.	Alternates: 1. 2.

*** Electives should be carefully chosen keeping career and post secondary goals in mind.
For any students registered in a special program (E.S.L. or Learning Assistance)
adjustments will be made to accommodate academic needs.**

GRADUATION

Graduation is based on a total of 80 credits over a student's Grade 10, 11 and 12 years. One course is equivalent to 4 credits.

Students are required to write five Provincial Exams in Grades 10 – 12 to meet graduation requirements:

Grade 10 - English 10, Mathematics 10 and Science 10

Grade 11 - Social Studies 11

Grade 12 - English 12 or Communications 12

The Provincial Exams written in grade 10 and 11 will count for 20% of the student's final course standing. In grade 12, the Provincial Exams will count for 40% of the student's final course standing.

Students who are enrolled in grade 12 provincial examinable courses, other than English 12 or Communications 12, have the option of choosing to write the Provincial Exam component of the course. Students continuing in post secondary programs are encouraged to write the exam component for each course to gain experience in exam preparation & exposure as they work towards their academic goals. Equally important, students who write may be eligible to qualify for a provincial exam scholarship (see pg. 11).

All students in Grade 10 must complete Planning 10. In grades 11 and 12, students must complete the following mandatory standards for their graduation transitions portfolio:

- ❖ 80 hours of physical activity
- ❖ A graduation transition plan that will help students set goals for post-secondary education or career pursuits.
- ❖ 30 hours of work experience or community service.



At the end of their Grade 12 year students are required to present their portfolios to a staff member or an adult/member of our community. For more information about Portfolio please refer to page 36.

The completion of the portfolio is mandatory for graduation.

Students may also earn credit towards their graduation by:

- **Equivalency ***
Example: A student has completed a course at another institution or in another province. The school will determine if the course is equivalent to a B.C. course.
- **External credit ***
Example: A student who has completed Royal Conservatory of Music Grade 7 and Rudiments 2 would receive credit for B.C. Conservatory of Music 11. Students must submit a copy of their certificate and mark to their counsellor to receive credits. * **Refer to page 10 for more information on External Credits.**
- **Challenge***
Example: A student who has first language in Korean can challenge the Korean 11/12 examination to obtain full credit for a second language. Students must apply in October and the exam is written in February the following year. Please see your counsellor to obtain more information.

For more information please look at the Ministry of Education website:

<http://www.bced.gov.bc.ca/graduation>

GRADUATION PROGRAM REQUIREMENTS

(Total of 80 Credits)

REQUIRED COURSES (TOTAL = 52 Credits)

These courses are mandated by the Ministry of Education

CREDITS

1.	Language Arts 10 (Provincial Exam)	4
2..	Language Arts 11	4
3.	Language Arts 12 (Provincial Exam)	4
4.	Social Studies 10	4
5.	Social Studies 11 (Provincial Exam)	4
6.	Science 10 (Provincial Exam)	4
7.	One Science 11 or 12 course	4
8.	Mathematics 10 (Provincial Exam)	4
9.	One Mathematics 11 or 12 course	4
10.	Physical Education 10	4
11.	One Fine Arts and/or Applied Skills 10, 11 or 12	4
12.	Planning 10	4
13.	Portfolio Assessment	4

ELECTIVE COURSES (TOTAL=A minimum of 28 Credits)

These courses are selected by students during Grades 10, 11 and 12. Following are some special notes:

- A minimum of 12 credits must be at the Grade 12 level.
- Other electives can be at the Grade 10, 11 or 12 level.
- All Ministry authorized and Board Authority Authorized (BAA) courses can be used towards graduation. BAA courses are those that have been locally developed by an individual School District or teacher and have been approved by the School District. These courses are distinguished by a “Y” in front of the course code. An unlimited number of credits from BAA may count toward graduation.
- Students may also earn credits towards graduation by recognizing other learning opportunities through external credits, equivalency or challenge (see page 10).
- Please be aware that a second language is not a graduation requirement but may be necessary if a student is planning on entering university directly following high school graduation.

EXTERNAL CREDITS

External credits are intended to recognize certain credentials at the Grade 10, 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system.

External Course

An external course is an organized set of learning activities that is developed or offered outside the regular school system. Students may earn graduation credit for successfully completing an External Course approved by the Ministry of Education. The Ministry has reviewed and declared as creditable certain credentials from institutions that include, but are not limited to:

- **Advanced Placement and International Baccalaureate** – Assists post-secondary transitions and advanced placement. Check specific university and college calendars.
- **Post Secondary** – Advanced Basic Education, America Sign Language, Asian Studies, Calculus, Fine Arts, First Nations Language/Linguistics/Studies, Horticulture, Business Statistics, Psychology, Sociology, Women’s Studies.
- **Music Programs** – BC Conservatory of Music, Conservatory Canada, Royal Conservatory of Music, Victoria Conservatory of Music, Trinity College: London.
- **Dance Programs** – Royal Academy of Dancing, Imperial Society of Teachers of Dancing, British Association of Teachers of Dancing.
- **Drama, Speech and Effective Communications**
- **Language Certificates that acknowledge completion of high school grades in other countries**
- **Sport Categories** – Athletic, Coach, Official
- **Youth Development Programs** – Cadets, 4-H, Guides, Scouts
- **Industrial and Occupational Programs** – Tourism, Woodlinks Products, Lifesaving, Water Safety, First Aid, Computer Certification, Driver Education, Flight Training.

Important Facts About External Courses:

1. Some meet Required Courses (Fine Arts or Applied Skills) while others meet the Elective Courses of the Graduation Program requirements.
2. At a Grade 12 level they count towards the eligible Grade 12 Graduation Program requirements.
3. The date the credential was earned can be earlier than the session date when the credit is reported (i.e. Age 14 or 15 credentials qualify).
4. Schools have a choice in assigning a percentage and letter grade or Transfer Standing (TS).
5. Students must provide documentation that the course has been successfully completed.

For more information about External Courses and others that may have been recently added, please take a look at the Ministry of Education web site:

<http://www.bced.gov.bc.ca/graduation>

SCHOLARSHIPS AND BURSARIES

There are many scholarships and bursaries available to students graduating and continuing in post-secondary education. The Provincial Government provides funds for students who excel in provincial exams and awards students directly based on their provincial examination marks. In addition, the Ministry of Education allots a few scholarships for those students who demonstrate expertise in the area of Fine Arts, Applied Skills, Physical Activity, Music or Technology Education. To be eligible for these **Provincial Scholarship Awards**, a student must be enrolled in Grade 12 in a program leading to graduation in the Spring, have a social insurance number, and be a Canadian Citizen or a landed immigrant.

In addition to funds available from the Provincial Government, businesses, unions, service clubs and philanthropic organizations, both with Langley and outside our community, donate scholarship money annually for deserving students. Post-secondary institutions also award some scholarships directly. All scholarships arriving at the school from various institutions/companies throughout the year will be advertised on the scholarship board located on the bulletin board in the west wing outside counselling office. Applications can be picked up from the counselling department. Students are encouraged to regularly review this information if they are interested in applying.

Many scholarship applications require supporting documentation and letters of reference. Students need to make sure that they start applying early so that they have time to gather all the necessary materials before published deadlines.

Key Websites

BC Ministry of Education	www.bced.gov.bc.ca/awards
Government of Canada Student Financial Resource	www.canlearn.ca
Student Aid BC	http://www.aved.gov.bc.ca/studentaidbc/welcome.htm
Scholarships Canada	http://www.scholarshipscanada.com/
	http://www.bcawardsonline.org/
	www.studentawards.com
	www.studentscholarship.org

Important Note for Students Entering Grade 11

Please remember that scholarship averages are often based upon achievement over both grade 11 and 12. Students who want to be considered for scholarships need to maintain a solid academic performance in both of their senior years. Also, many scholarships have a citizenship component. As a result, it is helpful if the student is able to identify a solid degree of involvement, both inside and outside of the school community, in a variety of volunteer/church/club/athletic activities.

PASSPORT TO EDUCATION

The Passport to Education Program recognizes and rewards student achievement in Grades 10 – 12 in a broad range of academic and non-academic areas according to the Ministry of Education guidelines. This program is designed to motivate all students to study consistently during the years leading to graduation and to encourage secondary students to pursue post-secondary or job-training education. Awards are used to further students' education and job training. The distribution of stamps is no longer based on the 30% allocation. Instead, a total of 9000 stamps per grade for Grades 10, 11 and 12 will be allocated provincially among eligible schools, based on their September enrolment.

The values of the stamps for 2008-2009 school year are:

Grade 10 - \$250
Grade 11 - \$250
Grade 12 - \$500

To be eligible for a Passport Award, a student must be a Canadian Citizen or permanent resident.

DISTRICT PROGRAMS



Secondary School Apprenticeship Program

Course Codes: SSA11A SSA11B SSA12A SSA12B

This program is intended to ease the transition to the workforce, specifically into the trades. It provides excellent opportunities for students to get paid workplace-based training in a wide range of apprentice able trades.

Students earn 4 high school credits for each 120 hours worked, to a maximum of 16 credits or 480 hours. The 480 hours become part of their first year apprenticeship once the student finishes high school. Students may work as an apprentice on weekends, holidays, or during the evenings. Some apprentices are able to arrange working hours into their school schedule. Students may sign up as an apprentice at any time during the school year. Secondary school apprentices are registered with the Industry Training Authority in the same manner as high school graduates.

Course Requirements:

- 15+ years of age & in grade 10, 11, or 12
- Students must be employed in an apprenticeable trade or would like to pursue a career in the trades and are able to find an employer to sponsor him/her.
- Students must complete a minimum of 480 hours of paid work by August of their grade 12 year.

A \$1,000 scholarship is available to apprentices who have a C+ average in their grade 12 subjects and who have registered 1100 hours with the Industry Training Authority by November 30th of their graduation year. This scholarship can be used towards tools, books, or tuition fees. Students are responsible for fully and accurately completing their application for this scholarship.

Students who already work with a certified tradesperson are encouraged to investigate the possibilities of starting an apprenticeship.

The Industry Training Authority website: (www.itabc.ca) has a list of apprentice able trades; there are currently over 100 in BC.

For further information or consideration for this program, please contact Mrs. Hopton or Ms. Mason in the Counselling Centre.

DUAL CREDIT PROGRAMS FOR 2011/12 SCHOOL YEAR

Currently the district is offering several dual credit programs either at a Langley High School or in conjunction with a Post Secondary Institution. **Applications are available in the Counselling Centre and the application deadline for all programs is April 21, 2011.**

LANGLEY'S DISTRICT DUAL CREDIT ACE-IT PROGRAMS *				
These programs are offered within Langley schools				
	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?	Program Start Date
Hairdressing Aldergrove Community Secondary 2 semesters	Skills and knowledge to become a certified hairdresser in BC <u>PROGRAM INFO SESSION</u> Tue, April 5 6:30-7:30 pm at ACSS (Salon)	<ul style="list-style-type: none"> • credit for 8 courses (32 credits) in hairdressing • CIABC registration as a trainee • 800 hours of credit towards CIABC Hairdressing training • ITA Registration 	<ul style="list-style-type: none"> • sincere interest in hairdressing • grade 10 completion plus Eng. 11 or Com. 11 • intention to graduate • fully proficient in English language • interest in working with people 	Feb. 2012 for grade 11 and 12 students
Plumbing / Piping Langley Secondary 2 semesters	Skills and knowledge to start working in the piping trades: plumbing, gas fitting, steam fitting and sprinkler fitting <u>PROGRAM INFO SESSION</u> Mon, April 11 7-8 pm at LSS (Rm. 95)	<ul style="list-style-type: none"> • credit for at least 4 high school courses (16 credits) and as many as 9 courses (36 credits) • Level I piping trades apprenticeship training • practical work experience in the field • credit leading to BCIT's ELTT Piping Trades Certificate • ITA Registration 	<ul style="list-style-type: none"> • grade 10 completion plus any Math 11 & Eng. 11 or Com. 11 • intention to graduate • genuine interest in piping/plumbing • commitment to learning the skills, knowledge and attitudes required to do well in the field 	Feb 2012 for grade 11 and 12 students
Carpentry Aldergrove Community Secondary 1 semester & July (Work Experience)	Skills and knowledge to start working in construction/carpentry. Level I carpentry trades skills. <u>PROGRAM INFO SESSION</u> Tue, April 5 (Shop) 6:30-7:30 pm at ACSS	<ul style="list-style-type: none"> • credit for 5 high school courses (20 credits) • Level I carpentry apprenticeship training • some practical work experience in the field • college credits leading to Kwantlen's Citation in ELTT Carpentry/Construction • ITA Registration 	<ul style="list-style-type: none"> • grade 10 completion plus any Math 11 & Eng. 11 or Comm. 11 • intention to graduate • genuine interest in construction • commitment to learning the skills, knowledge and attitudes required to do well in the field 	Feb 2012 for grade 11 and 12 students
Automotive Service Technician Aldergrove Community Secondary 1 semester & July (Work Experience)	Skills and knowledge to start working in automotive service. Level I auto service technician trades skills. <u>PROGRAM INFO SESSION</u> Tue, April 5 6:30-7:30 pm (Auto Shop)	<ul style="list-style-type: none"> • credit for 5 high school courses (20 credits) • Level I auto service tech. apprenticeship training • some practical work experience in the field • some Kwantlen College credits • ITA Registration 	<ul style="list-style-type: none"> • grade 10 completion plus any Math 11 and Eng. 11 or Comm. 11 • Automotive 11 or equivalent • intention to graduate • genuine interest in automotive service • commitment to learning the skills, knowledge and attitudes required to do well in the field 	Feb 2012 for grade 11 and 12 students

***There will be a drop-in Open House for all of the programs offered above on Tuesday, April 29 from 1 – 3:30 pm at their school training facility. Students, staff and parents are all welcome to attend.**

Tuition for all dual credit programs is paid by the school district; however students must pay for their post-secondary books/supplies and/or toolkit which will range from \$500 - \$900 depending on the program. More details on these programs can be found on the Langley School District website at: www.sd35.bc.ca

DUAL CREDIT PROGRAMS WITH KWANTLEN POLYTECHNIC UNIVERSITY*

PROGRAMS SHARED BETWEEN LANGLEY, SURREY, DELTA & RICHMOND SCHOOL DISTRICTS

Kwantlen Polytechnic University	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?	Program Start Date (s)
Metal Fabrication Cloverdale Campus 1 semester	Skills and knowledge to work in the metal industry. Students will learn to use metal bending, shearing and rolling machines to form light and heavy gauge metal. Oxy-acetylene cutting and techniques in welding are also part of the program.	<ul style="list-style-type: none"> Dual credit at the Gr. 12 level (20 credits) Kwantlen University College Citation credential in Metal Fabrication Credit for Level 1 Metal Fabrication ITA registration as an apprentice 	<ul style="list-style-type: none"> Good attitude & work ethic Gr. 10 English & Math Mechanical aptitude An ability to learn through both "reading" and "doing" Physically able to do the work Grade 10 completion 	Aug 11 – Jan 12 grade 12s preferred
Horticulture Apprenticeship Langley Campus 1 semester 6 weeks of Level 1 training plus 13 weeks of paid work experience	Skills & knowledge to work in horticulture. Students will learn to use equipment, to conduct basic engine maintenance, to calibrate fertilizer spreaders, to make pruning cuts and to work as part of a horticulture maintenance team. PROGRAM INFO SESSION Feb 28 5-7pm at Kwantlen Langley Campus horticulture@kwantlen.ca	<ul style="list-style-type: none"> Dual credit at the Gr. 12 level Credit for Level 1 Horticulture Apprenticeship ITA registration as an apprentice 	<ul style="list-style-type: none"> Good attitude & genuine interest Ability to learn through both "reading" & "doing" Physically able to do work English 10 & Math 10 Grade 10 completion recommended Desire to work and attend school 	Feb 2012 for grade 11 and grade 12 students

*Kwantlen Cloverdale Campus hosts an Open House Monday evenings monthly from 4-7pm to tour the facility and learn more about their programs. For dates, check their website: www.kwantlen.ca

DUAL CREDIT PROGRAM WITH BRITISH COLUMBIA INSTITUTE of TECHNOLOGY (BCIT)

	What do you learn?	What do you leave with upon successful completion of the program?	What do you need to get into the program?	Program Start Date
Electrical BCIT's Satellite campus at DW Poppy 1 semester	Skills and knowledge to work in the electrical industry. Students will gain substantial industry exposure and hands-on experience through practical and theoretical work without travelling to BCIT in Burnaby. www.Bcit.ca/1760ttcert	<ul style="list-style-type: none"> 24 credits (8 courses) of secondary school graduation credit. first year of a 4 year apprenticeship completed credit for level 1 Electrical Apprenticeship ITA registration as an apprentice 	<ul style="list-style-type: none"> Completion of grade 11 courses Math 12, Physics, 11 and ability to complete EN 12 & Graduation/Transitions 12 on own time intention to graduate fully proficient in English language good attitude, good manual dexterity and able to interpret and follow complex instructions 	February 2012 for grade 12 students

Langley School District Dual Credit Programs

If you are interested in any of the programs listed above and want your name on a list to receive more information as soon as it is available, contact your counsellor or career advisory assistant.

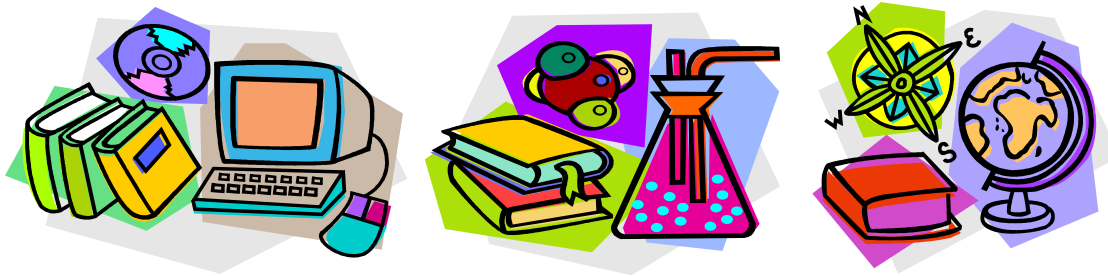
Application due APRIL 21, 2011

GRADES

9 – 12

COURSE

DESCRIPTIONS



APPLIED SKILLS

COMPUTERS

INFORMATION TECHNOLOGY 10 (INT 10)

This introductory course is open to grade 9 or 10 students interested in computers. Students will learn to use a variety of skills and computer applications, including; desktop publishing, Databases, Programming, Flash Animation, the history of technology, Video Editing and much more. Much of the course centers on using computers to enhance the ability to access and present information.

INFORMATION TECHNOLOGY 11: Modular Survey Course (ICTX 11)

The emphasis of the course is computer literacy, the effective use of the computer and the development of problem-solving techniques. The curriculum is divided into four main components: network planning, programming, electronic communications and presentation using multimedia tools. Among the major units will be the construction of an Internet web page using HTML and CSS programming. Other topics of study will include: graphic design using Adobe Photoshop and InDesign, animation and video game programming using Flash, 3d animation using SketchUp and Blender, and programming with JavaScript.

INFORMATION TECHNOLOGY 12: Modular Survey Course (ICTX 12)

Prerequisite: ICTX 11

This course will expand on the material covered in ICTX 11. The components of the course include:

1. Computer Programming
2. Digital Media Development
3. Applied Digital Communications
4. Computer Information Systems

Projects will include creating games using Macromedia Flash Actionscript, Microsoft Visual Basic, and the Blender 3D game engine. Students will also have the opportunity to develop professional web sites using HTML, CSS, Dreamweaver, Flash, and Fireworks. The Digital Media component will focus on Blender 3D and Flash animations.

Students may have the opportunity to create a major project in their area of preference.

DIGITAL MEDIA DEVELOPMENT 11 (ICTM 11)

An introduction to digital media concepts featuring digital media hardware and software tools and techniques, survey of digital media applications, and issues relating to the use of digital media. Students plan media-based projects using text, graphics, audio, video, animation, and interactivity and follow a development process to create projects.

Topics of study include; video production and editing using Adobe Premiere, document publishing and design using Adobe InDesign and Photoshop, web page creation in Dreamweaver, animation and 3 dimensional animation using SketchUp, Flash, and Blender.

DIGITAL MEDIA DEVELOPMENT 12 (ICTM 12)

Prerequisite: ICTM 11

This course builds on the learning outcomes introduced in Digital Media Development 11. The course covers the four main areas introduced in ICTM 11 in greater detail and a higher level of complexity.



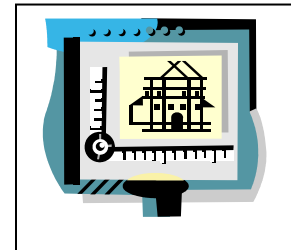
- Desktop Digital Video
 - Learn and use the processes of each stage of video production: pre-production, production and post-production to produce digital video using the computer.
- Graphic Design and Desktop Publishing
 - Use digital cameras, scanners and imaging tools such as Photoshop to produce complex documents featuring graphic design concepts and page layouts.
- Design and Animation
 - Plan, design and create animation content using a variety of animation tools and media elements.
- Web Publishing
 - Design web sites featuring interactive media using DreamWeaver MX and Flash MX.

INTRODUCTION TO DRAFTING AND DESIGN

If you are thinking about a career in Architecture, Engineering, Drafting, Interior design, Fashion Design, Urban Planning, or in any of the Skilled Trades, then you should consider these courses. Every product, from an iPod to an airplane, started out as an idea in someone's head. The field of Drafting and Design provides the means to communicate ideas to others, through technical drawings, 3D models, and animations.

DRAFTING AND DESIGN Level I (TED10)

This is an entry level course open to all grade 9 – 12 students and will begin with basic sketching procedures, but will primarily be focused on CADD, (Computer Assisted Drafting and Design). A variety of industry standard software will be used to produce practical, real-life 2-D and 3-D projects, models, and animations. Topics such as building construction standards and manufacturing techniques will also be covered.



DRAFTING AND DESIGN Level II (DDF11)

Prerequisite: TED10

This is a continuation of DRAFTING AND DESIGN Level I. More complex projects may include an actual working set of House Plans, and 3D “Walk-through” of a house. Topics such as building construction standards and manufacturing techniques will also be covered.

BUSINESS

BUSINESS EDUCATION 10: GENERAL (BEG 10)

Business Education 10 is an introductory course in the topics of communication, finance, economics, marketing and entrepreneurship through all business departments. Students will also be exposed to significant technology instruction (in the computer lab) as it applies to business education and will be taught practical business skills useful for the entry to the world of employment. Among these skills are resume preparation, the interview process, budgeting, sales and customer service. The various components of the business curriculum will be taught through practical applications such as the Stock Market Simulation and various enjoyable simulations of business and consumer situations. At the end of each unit students are given a realistic assignment where they are able to apply and incorporate all theory given.

MARKETING 11 (MK 11)

This course will introduce students to the basic concepts of Marketing. Students will learn why businesses conduct market research, describe ways in which businesses use data from marketing research, conduct marketing research using appropriate data sources and technologies, analyze marketing-research techniques for effectiveness, use marketing research to identify target markets for a variety of products and services. Students will be introduced to the Marketing Mix (**Product, Price, Promotion and Place**) and will learn to identify target audiences, branding, product and packaging, pricing strategies, sales promotion and advertising and product placement.

MARKETING 12 (MK 12)

This course introduces national and international marketing strategies with an emphasis on Global Trade on various BC and multinational companies. The course begins with a study of basic marketing principles. Topics covered include market planning and forecasting, market research analyzing the influence of cultural, social and demographic bias on how organizations collect and interpret marketing data, and how businesses make decisions on the Marketing Mix – Product, Price, Promotion, Place. Detailed Marketing and Promotional methods, models and strategies are studied and analyzed. Visits to large businesses with marketing departments are organized.

HOSPITALITY AND TOURISM

Tourism is a growth industry! One in eight people employed in British Columbia works in the hospitality and tourism sectors. Hospitality and tourism provides students with opportunities to attain knowledge, skills and attitudes needed to function in the tourism industry.

TOURISM 11 (TRM 11) Grade 10/11

TOURISM 12 (TRM 12) Grade 11/12



Learn about the business of tourism in BC, tourism operations and travel planning. There may also be an opportunity to get tourism industry experience. Explore the fastest growing industry of Canada. Learn about tourism in B.C., Canada and the world through guest speakers, Internet research and classroom activities. Earn a SuperHost Fundamental and CATT certificates to “WOW: your future employers. Evaluation is based on completion of assignments and tasks using Emerit on-line course, class participation and evidence of employability skills.

CROSS CURRICULAR

DIGITAL PHOTOGRAPHY 11 (YDPH 11)

Level I - Digital Photography 11 combines the artistic elements of traditional photography with the modern elements of the digital darkroom. Digital imaging, design, graphic arts, photography, and publishing are some of the fastest growing sectors in our economy today.

Students will learn the theory behind quality photography, and the use of digital SLR cameras to apply theory in practical applications. Students will gain skills in processing their photographs and creating layouts using the following computer programs: Adobe Photoshop, InDesign and Illustrator.

DIGITAL PHOTOGRAPHY 12 (YDPH 12)

Level II - Digital Photography 12 explores the continued development of photographic vision within the medium of digital photography and digital darkroom. Students will refine their technical abilities building on skill previously learned in the Level I Digital Photography 11 course. There will be a greater focus on photographic history, more challenging assignments and the creation of a strong final portfolio submission. A personal DSLR camera would be an asset but not mandatory.

LEADERSHIP 11 (YLEAD 11)

This elective course is designed for students who are motivated and enthusiastic about fostering a positive school environment and encouraging others to become active participants. Students will learn how to identify, plan, implement and assess the needs of the school community. Possible events are organizing intramurals, initiating school-wide activities, connecting with schools throughout the District, and introducing local / global initiatives. Students will be given the opportunity to develop self-confidence, identify individual strengths, collaborate with fellow student leaders within the school and the District, meet with leaders within the school and community, and be active participants in decision-making opportunities.

“Leadership is not a position of popularity but a position of responsibility” (author unknown).
It is both a vital and challenging role. **Are you up for it?**

Note – Classes will be held on Tuesday mornings from 7:05-8:10 AM and Thursday afternoons from 2:50-4:00 PM.

PSYCHOLOGY 12 (YPSY 12)

There are no pre-requisites for this locally developed course. **Any student in grade 11 or 12 is may take this course.** This is an introductory psychology course. It is designed to develop a curiosity and understanding about human behaviour. The methods devised to reach this goal are readings, lectures, discussions, films, , journal reflection, projects and essay assignments. Topics studied are as follows:

Introduction to Psychology & her History
The Brain
Developmental Psychology
Motivation Theories
Perception
Consciousness, Sleep, Dreams
Learning
Psychological Disorders & Therapy



VIDEO PRODUCTION 11/12 (MVAMT11/12)

The Video Production course will provide students with a basic understanding of the technology behind video as an information medium, and some of the ways in which it is created to achieve its desired effect on an audience. Upon completion, students should be able to demonstrate a variety of production skills and techniques as it relates to producing a variety of video formats. Example formats include producing; School News Feature Stories, Sports Highlights, Short Film, Documentary Video, Biography Video, Music Video, Instructional Video, Advertising Commercials, and Public Service PSA Commercials. Students will learn skills in story design, script writing, video editing, lighting and sound, and studio production. In order to meet assignment deadlines and production schedules, students will need to rely on: good reading and writing skills, good time management, a positive attitude, and the ability to work in a team setting. There is the potential of attending the Gulf Islands Film School on Galiano Island for a 3 day media intensive course.



YEARBOOK PRODUCTION 10 (YYB 10)

This course is open to students in grade 10. Students will be responsible for creating the LFMSS Yearbook. In creating the book, students will learn computer graphic layout skills, photography skills, sales skills, and organizational skills. Students may be asked to attend a weekend workshop in September as part of their course work. **Note – this is an early morning class that will take place outside the student’s timetable on Thursday and Friday mornings at 7:30 am.**

YEARBOOK PRODUCTION 11 (YYB 11)

(Note – Yearbook 10 is NOT a prerequisite)

This course is open to students in grades 11 and 12. Students will be responsible for creating the LFMSS Yearbook. In creating the book, students will learn computer graphic layout skills, photography skills, sales skills, and organizational skills. Students may be asked to attend a weekend workshop in September as part of their course work. **Note – this is an early morning class that will take place outside the student’s timetable on Thursday and Friday mornings at 7:30 am.**

YEARBOOK PRODUCTION 12 (YYB 12)

Prerequisite: Yearbook 11

Yearbook 12 students take on responsibility in assigned editorial leadership positions. Editors oversee the publication’s operation: make key decisions in all yearbook domains regarding them, design, articles, photographs, and communicating ideas to teacher/advisor, editorial staff and yearbook staff. Students learn the roles of editors, and become fluent with all areas of production; they learn how to assign tasks, and carry out assignments for deadlines and assist yearbook staff. The positions demand very responsible, dedicated and organized leaders. Students may be asked to attend a weekend workshop in September as part of their course work. **Note – this is an early morning class that will take place outside the student’s timetable on Thursday and Friday mornings at 7:30 am.**

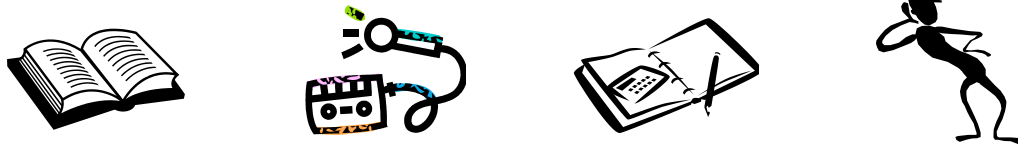
ENGLISH AS A SECOND LANGUAGE (ESL)

ESL LANGUAGE 1

This ESL support block is designed for students in their first few years in Canada who may not yet be integrated into many academic classes. Those in some academic classes will need expectations adapted. Focus will be on reading comprehension, building English vocabulary, expanding and improving writing skills, grammatical concepts, improving oral and aural skills. Strategies needed to read, research and write successfully in Standard English will also be introduced.

ENGLISH LANGUAGE DEVELOPMENT II

This ESL support block is designed for students, in grades 9 – 11, who have an imbalance between oral and written skills and are integrated into academic classes but may need adaptations to be successful. It is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and presenting. It focuses on expanding the strategies needed to read research and write successfully in Standard English for academic classes.



Board Authority Authorized Courses for ESL Students

In addition to ESL support, students have the opportunity to enrol in ESL courses to receive additional English instruction. Students will receive a percentage and letter grade for their work throughout the course and will be granted 4 credits upon successful completion.

BEGINNER COURSES:

BASIC COMMUNICATION SKILLS FOR ESL LEARNERS (YESFLOA)

This course is designed for students who have limited English and are not usually able to integrate into academic classes or will need expectations adapted. It introduces ESL students to the four main language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It introduces and develops strategies needed to read research and write successfully in standard English.

STRATEGIES FOR ACADEMIC SUCCESS FOR ESL LEARNERS (YESFLOB)

This course is designed for the student who has an imbalance between oral and written skills and requires support for academic success. It is designed to extend student's ability to use various strategies independently in order to meet the learning outcomes and be successful in content based courses such as English, Social Studies, Science and/or Mathematics. Emphasis will be on the comprehension of important concepts, linking new information to prior knowledge and application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

Board Authority Authorized Courses for ESL Students (Continued...)

LOW INTERMEDIATE COURSES:

INTRODUCTION TO ACADEMIC LANGUAGE 10 (YESLIOC)

This course is designed for the student who is able to integrate more fully into academic classes but needs support and additional time to complete assignments. It is designed to allow the ESL student to expand and gain competence and confidence in using English language skills in order to be successful in the areas of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on developing and increasing independence in using strategies needed to read research and write successfully in standard English for academic success. Students will be introduced to a variety of learning skills and Canadian assessment techniques.

ENGLISH LANGUAGE DEVELOPMENT 10 (YESFLOD)

This course is designed for the student who has an imbalance between oral and written skills and is integrated into some academic classes but may need some adaptations to be successful. It is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. The focus is on expanding the strategies needed to read, research and write successfully in standard English for academic success.



HIGH INTERMEDIATE COURSES:

ENGLISH LANGUAGE DEVELOPMENT 11 (YESFL1A)

This is a four credit course designed for ESL students who are enrolled in senior academic courses. It is designed to improve their knowledge and skills as they become bilingual. To achieve communicative competence, a continued balance will be maintained between the four language areas of listening, speaking, reading and writing. Emphasis will be on the use of strategies and the comprehension of important concepts in English, Social Studies, Science and/or Mathematics needed for ESL students to be successful in academic courses.

ADVANCED COURSES:

ESL WRITING 11 (YESFL1B)

This course is designed to assist ESL students who have lingering writing deficiencies. Writing is the strand on which students are most heavily evaluated in high school English. This course emphasizes writing strategies and theory that will increase student understanding of the writing process thereby facilitating success in the graduation program. The student will be guided through a series of steps to produce well-organized, and adequately developed paragraphs and essays.

ENGLISH

English is a required course for all students in each grade. All English courses at Langley Fundamental Middle Secondary School offer instruction in the skills of listening, speaking, reading and writing, and knowledge of language and literature.

Remediation and Enrichment

Teachers of English classes offer individualized assistance beyond classroom instruction on a regular basis to students who express a desire to improve their skills. Basic remediation is available to students through the individualized programs and the tutorial groups conducted within the Learning Assistance branch of the Student Services Department. Enrichment and acceleration opportunities are detailed in the appropriate course descriptions.

ENGLISH 9 (EN 9)

In this course, students continue to improve basic language skills such as effective sentencings, paragraph structuring, and vocabulary. Emphasis will be placed on literature as a source of knowledge and enjoyment. Students will study different forms of literary expression such as fiction, poetry and drama, as well as non-fiction.

ENGLISH 10 (EN 10)

This is a provincially examinable course. This course introduces the student to increasingly sophisticated literature including, among others, Shakespearean drama. It also extends the range of composition forms through which students express themselves. Building a strong vocabulary, structuring clear sentences, and organizing effective paragraphs are important parts of the course.

The final grade for English 10 is derived from two sources: Course Work 80% and Provincial Exam 20%

COMMUNICATIONS 11 (COM 11)

This course is designed for students who have completed English 10, but have not achieved a high level of success. Communications 11 is not a prerequisite for English 12 (please see Communications 12 for further details). Communications 11 will develop practical English skills and an appreciation of fiction and non-fiction, through reading, writing, speaking, listening, viewing and representing. This basic, required course will provide a focus on the mastery of those essentials of reading and writing that will serve the student after graduation.

ENGLISH 11 (EN 11)

A minimum grade of C in English 10 is recommended. This course is intended to prepare students for English 12 as well as for post secondary studies. English 11 is an academic course, which expands basic language skills: vocabulary, sentence structure and paragraph writing - to create multi-paragraph compositions. This course also focuses on exploring various forms of presenting information in an increasingly technological world. Literary studies involve analytical examination of the novel, drama, poetry, the short story and non-fictional prose.



COMMUNICATIONS 12 (COM 12)

Prerequisite EN11 or COM11

This is a provincially examinable course. This course is for students who have not achieved a high level of success in English and who will have difficulty successfully completing English 12. Students will continue to work toward mastery of those skills in language and literature that will assist them in obtaining and maintaining employment, and in becoming an aware and responsible citizen. Communications 12 is not acceptable for admission to university; however, it is acceptable for entry in to many college programs. Students considering this course must check prerequisites for post secondary training programs. The final grade for Communications 12 is derived from two sources: Course Work 60% and Provincial Examination 40%.

ENGLISH 12 (EN 12)

Prerequisite: EN11 - A minimum C standing in English 11 is recommended

This is a provincially examinable course. English 12 is an academic course intended for all students who enjoy English, particularly those preparing to pursue academic post-secondary studies. It focuses on developing critical thinking skills and reflective writing. Students will learn to express themselves formally in a variety of expository forms. Literature studies offer opportunities for mature and thoughtful response and analysis and consist of fictional and non-fictional prose, poetry and drama, including Shakespeare. Writing assignments, unit tests and the government final examination determine standing in the course. The final grade for English 12 is derived from two sources: Course Work 60% and Provincial Examination 40%.

CREATIVE WRITING 11/12 (YCWR 11/12)

Prerequisite: EN 10

In a relaxed and flexible environment, Creative Writing gives students an opportunity to explore their ideas through a variety of writing activities. Significant emphasis is placed on fiction writing. Students will learn techniques for improving their narration by learning to develop realistic characters, write dialogue, portray setting and layer their writing. Students will be given opportunities for writing effective poetry and they will learn the basics of journalism such as how to structure and develop newspaper article and travel articles. The course also encourages self-reflection and introduces students to creative journaling.

ENGLISH LITERATURE (LIT 12)

Prerequisite: EN11 with a mark of C+ or higher.

This is a provincially examinable course. This course is for students who enjoy and appreciate literature. It is recommended for those who plan to continue with college or university education, particularly those students who are considering majoring in the Arts/Humanities area. English Literature 12 surveys the major writers of English literature from Anglo-Saxon times to the modern era. Students acquire knowledge of a body of significant works, and develop skills in oral and written expression, critical reading, using literary terms and techniques, and forming personal responses to a wide range of literature. An optional provincial exam may be written in this course which would count as 40% of the final course mark.

FINE ARTS

DRAMA

DRAMA/THEATRE



DRAMA 9: GENERAL (DRG 9)

This course is designed as an extension of Drama 8. Concepts studied in Drama 8 will be used as a basis for work in mime, improvisation and role-play, as well as script and character analysis, script work, voice and movement.

DRAMA 10: GENERAL (DRG 10)

Recommended: Drama 9

Students will continue to develop skills in movement, mime, improvisation and play-building. Ensemble performance and scene work will be introduced. Evaluation will be based on involvement and participation.

FINE ARTS

ART

ART

VISUAL ARTS 9: GENERAL (VAG 9)

This is an introductory course designed for students with an interest in Art. The emphasis is on exploring a variety of areas including drawing, printmaking, art history, painting and three-dimensional projects using clay. Students will be expected to maintain a sketchbook.



VISUAL ARTS 10: GENERAL (VAG 10)

It is recommended, but not necessary, that students should have Visual & Performing Arts 8 and/or Art 09 before enrolling in VAG10. All students will review or be introduced to developing original imagery, the elements and principles of design, historical and contemporary art movements and reasoned criticism. Instruction will be given in a variety of media including drawing, design, painting, printmaking, art history and 3-D projects using clay. Students will be expected to maintain a sketchbook.

ART FOUNDATIONS 11 (AF 11)

Recommended: Any previous secondary art class

This is a comprehensive course designed to facilitate a broad range of experiences in 2-D and 3-D visual arts. Students will create personally meaningful images and develop critical thinking skills. They will increase their level of sophistication, complexity and independence as they explore a wide range of art forms. Instruction will be given in a variety of media including drawing design, painting, printmaking, art history and 3-D projects such as clay, casting and sculpture. Students will be expected to maintain a sketchbook.

ART FOUNDATIONS 12 (AF 12)

Recommended: Art Foundations 11

This course will build on the skills acquired in Art Foundations 11. This is a comprehensive course designed to facilitate a broad range of experiences in 2-D and 3-D visual arts. Students will create personally meaningful images and will increase their level of sophistication, complexity and independence as they explore a wide range of art forms and develop critical thinking skills. Instruction will be given in a variety of media including drawing design, painting, printmaking, art history and 3-D projects such as clay and casting.

STUDIO ARTS: CERAMICS AND SCULPTURE 11 (SACS 11)

This course is designed to introduce the students to the creation of three-dimensional art pieces. They will incorporate the elements and principles of design using a variety of materials which may include: clay, metal, papier maché, collage and assemblage.

STUDIO ARTS: CERAMIC AND SCULPTURE 12 (SACS 12)

Recommended: SACS 11

This course explores in greater depth the concepts and skills introduced in Studio Arts: Ceramics and Sculpture 11. Students will incorporate the elements and principles of design using a variety of materials which may include: clay, metal, papier maché, collage and assemblage.

STUDIO ARTS: PRINTMAKING AND GRAPHIC DESIGN 11 (SAPG 11)

Recommended: Students have some art skills prior to this course

This course is designed for the student who wishes to explore skills necessary for a career in the graphic arts. Students will incorporate the elements and principles of design in their study of advertising layout and calligraphy; design logos for business cards and stationary; design original packaging; and create original fashion designs. Instruction in printmaking will be given in a variety of styles which may include silkscreen, linoleum, collographs and dry point.

STUDIO ARTS: PRINTMAKING AND GRAPHIC DESIGN 12 (SAPG 12)

Recommended: SAPG 11

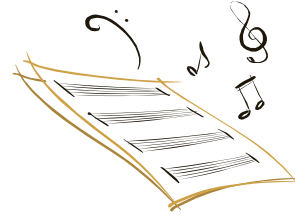
This course explores in greater depth the concepts and skills introduced in Studio Arts: Printmaking and Graphic Design 11. Students will be working on more advanced projects for their portfolio. Projects such as “personal stationary”, “restaurant, home or hotel design”, and “book cover design”, will allow students to incorporate printmaking in a variety of styles. Styles may include silkscreen, linoleum and other block prints.



FINE ARTS

MUSIC

MUSIC



Building on the strength of the Elementary music training, the Langley Fundamental Music Department offers a full program of instrumental and choral music from Grade 7 onwards. Following Band 7 we encourage students to continue their instrument or try the more exotic instruments available in the concert bands such as oboe, bassoon, bass clarinet, baritone sax, French horn and low brass. Some courses are offered outside of the timetable, before or after school, but students are marked and receive credits and a report card as with any course. Being involved in a course outside of the regular timetable allows students to take a well-rounded program of band, choir and jazz courses. Extended day courses may be in addition to a full load, that is, students may take 9 or 10 courses rather than the normal 8 in a year. Please check out our music website: www.titansmusic.com

Performing Ensembles

All bands and choirs are performing ensembles which take part in a number of concerts and festivals during the school year. Students can also expect to take part in a yearly concert tour where they have the opportunity to travel and perform for audiences from outside their local community. Emphasis is on developing both group and individual performing skills to a high calibre while teaching students to become competent, independent and creative musicians in the future. Concert and festival participation are considered to be part of the commitment to this group.

INSTRUMENTAL MUSIC: CONCERT BAND (MCB 09 or BA 10 – see note)

Intermediate Concert Band continues to build on the areas of instrumental development, musical elements and concepts, attitudes and disciplines introduced in Junior Concert Band (8). This course is an important bridge to the very challenging music of the Senior Band. Students will be involved in developing skills and performance disciplines on their instrument as well as doing music theory, listening, history and ear training. See note re: performing ensembles.

Note: Students in Grade 10 who need more skill development or missed Band in Grade 8 or 9 should consider the Intermediate Band before entering the Senior Band.

INSTRUMENTAL MUSIC: CONCERT BAND (BA 10, BA 11 BA 12)

Recommended: A previous grade level of Concert Band or permission of the teacher

Senior Concert Band continues to build on the areas of instrumental development, musical elements and concepts, attitudes and disciplines developed in Grade 8 Band. Concert Band concentrates on the performance of Concert Band repertoire ranging from traditional repertoire to pop music. Students will be involved in developing skills and performance disciplines on their instrument as well as doing music theory, listening, history and ear training. See note re: performing ensembles.



INSTRUMENTAL MUSIC: JAZZ BAND (MJB 08, MJB 09)

Recommended: A previous grade level of band or permission of the teacher

Junior Jazz Band and **Intermediate Jazz Band** are extended day credit courses scheduled on Tuesday afterschool 2:45pm – 4:30pm and Thursday mornings 7am – 8:15am. All students enrolled in this course must be enrolled in one of the Concert Band courses. Junior Jazz Band and Intermediate Jazz Band concentrates on the performance of jazz repertoire (swing, Latin, blues, rock, funk, fusion styles, etc.) and jazz improvisation skills. Students will direct their efforts in developing the skills and disciplines for performance in this idiom.

See note re: performing ensembles.

INSTRUMENTAL MUSIC: JAZZ BAND (MJB 10, IMJB 11, IMJB 12)

Recommended: A previous grade level of Jazz Band or permission of the teacher



Senior Jazz Band is an extended day credit course scheduled on Tuesday mornings 7am – 8:15am and Thursday afterschool 2:45pm - 4:30pm. All students enrolled in this course must be enrolled in one of the Concert Band courses. Senior Jazz Band concentrates on the performance of jazz repertoire (swing, Latin, blues, rock, funk, fusion styles, etc.) and jazz improvisation skills introduced in Junior Jazz Band. Students will direct their efforts in developing the skills and disciplines for performance in this idiom. See note re: performing ensembles.

CHORAL MUSIC: CONCERT CHOIR (MCC 8, MCC 9, MCC 10, MCC 11, MCC 12)

Concert Choir is a course offered out of the regular timetable that focuses on the development of a student's understanding of musical elements and concepts, attitudes and disciplines through participation in a vocal performing group. The repertoire will range from traditional choral literature through pop and show music. Students will be involved in developing skills and performance disciplines as a singer as well as learning music theory, listening, history and ear training. The Concert Choir performs and rehearses separately as Junior (8-9), Senior (10-12) and also together as a larger choir (8-12) See note re: performing ensembles. This course is scheduled on Monday afterschool 2:45pm – 4:30 pm and on Wednesday mornings 7am – 8:15am.



Other Music Courses:

We will be considering the possibility of offering other music courses in the future as the school population grows and the opportunity develops. Some courses we have considered are **Music Composition and Technology, Musical Theatre, Guitar** and **Jazz Choir**.

Those students interested in taking Jazz Choir Club 10 -12 must audition for Concert Choir. This course is scheduled outside the timetable and will take place on Mondays 4:30pm-5:30pm and Wednesday during lunch. Jazz Choir will only be offered as an option in years when interest, ability, and commitment is strong.



FRENCH

FRENCH 9 (FR 9)

Recommended: French 8

This course builds upon the knowledge and skills acquired in French 8. Through a variety of speaking, listening, reading and writing activities, the students will develop a range of language learning strategies to assist in comprehension and expression. Role plays, conversations, projects, games and grammatical activities will give students an opportunity to practice and improve French skills.

FRENCH 10 (FR 10)

Recommended: French 9

Students will further develop their written and oral skills in French. They will be expected to read, write, perform skits and ask and answer questions in French. They will be able to conjugate regular and irregular verbs in future and past tenses, and construct more complex sentences. Cultural activities and language development will be emphasized.

FRENCH 11 (FR 11)

Recommended: French 10

This course is designed to enhance students' French communication skills and develop the student's knowledge of French grammar and structure. Contemporary light literature and culture are also studied.

FRENCH 12 (FR 12)

Recommended: French 11

This is a Provincially Examinable course. French 12 is an academic course for those students who wish to develop their French communicative skills, knowledge of French grammar and literature and their understanding of the French culture. It is advisable for students wishing to continue on in French at post-secondary. The final grade for French 12 is derived from two sources: 60% Course work and 40% from an optional Provincial Examination.



Please be aware that a second language is not a graduation requirement but may be necessary if a student is planning on entering certain universities directly following high school graduation.

MATHEMATICS

MATHEMATICS 9 – FOUNDATIONS (MA9)

Recommended: MA8

The Math 9 Curriculum is an extension of the concepts started in Math 8. All grade 9 students are required to take this course. **The topics which will be covered are:**

Square Roots and Surface Area

Power and Exponent Laws

Rational Numbers

Linear Relations

Polynomials

Linear Equations and Inequalities

Similarity and Transformations

Circle Geometry

Probability and Statistics



The course will be taught with inclusion of problems solving throughout and will employ the use of mathematical modeling in the learning process.

MATHEMATICS 10

As students enter Math 10, they will need to decide which math pathway is appropriate for their future goals. Below is a list describing the 3 pathways:

APPRENTICESHIP AND WORKPLACE MATHEMATICS

(Courses at grade 10, 11, & 12)

This pathway is specifically 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 post-secondary.

MATHEMATICS - FOUNDATIONS AND PRE-CALCULUS MATHEMATICS

(Courses at grade 10, 11, & 12)

This pathway is designed for entry into post-secondary programs such as Arts or Humanities that do not require the study of theoretical calculus.

PRE-CALCULUS

(Courses at grade 11 & 12)

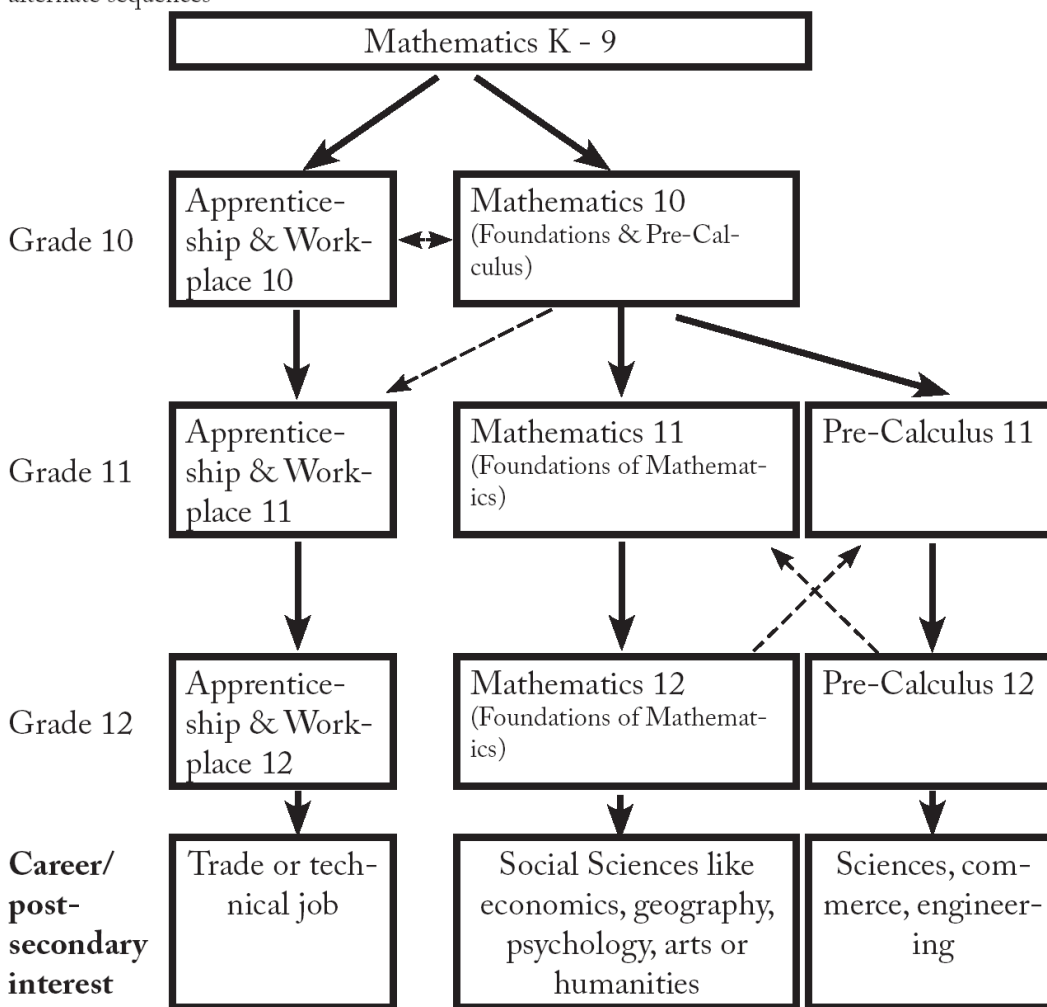
This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary programs such as Science or Engineering that require the study of theoretical calculus.

Post Secondary Expectations Regarding the New Mathematics Curriculum

It is important that a student research carefully the expectations held for a program of study for any given post secondary institution he/she may be interested in enrolling in. Be aware of the different requirements needed for the purpose of general admission and the entrance to a specific program of choice. Each institution will have their own sets of requirements regarding mathematics.

For Students taking a Grade 8, 9, 10 or 11 Math Course, the following chart describes the choices available to them in their high school years:

The solid lines represent the recommended sequences and the dashed lines represent possible alternate sequences



COURSE DESCRIPTIONS

APPRENTICESHIP AND WORKPLACE MATH 10 (AWM10)

This course is for students who have chosen the Apprenticeship and Workplace pathway. Course topics include Measurement, Spatial Geometry, Trigonometry, Finance and Formulas. **Please note that this is a provincially examinable course and the exam will count for 20% of the final mark.**

FOUNDATIONS AND PRE-CALCULUS MATH 10 (FMP10)

For Foundations of Mathematics and Pre-Calculus Pathways

This course is for students who are choosing either the Foundations pathway or the Pre-Calculus stream. Course topics include Measurement, Surface Area and Volume, Trigonometry, Algebra (factors, irrational numbers, exponents, polynomials, factoring), Functions, Linear Relations, and Graphing.

This is a provincially examinable course and the exam will count for 20% of the final mark.

APPRENTICESHIP AND WORKPLACE MATH 11 (AWM11)

Prerequisite: Apprenticeship and Workplace Mathematics 10

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

Content: topics in this course include:

Algebra and Number

- Proportional reasoning including unit analysis
- Formula manipulation and application
- Numerical puzzles and games

Financial Mathematics

- Personal budgets
- Compound interest
- Financial services including credit cards and loans

Geometry

- Two and three right triangle problems
- Scale
- Representation of 3-D objects
- Exploded views and component parts of 3-D objects

Measurement

- Surface area, volume and capacity in SI and Imperial

Relations and Functions

- Slope

Statistics

- Bar graphs, histograms, line graphs and circle graphs

Trigonometry

- Cosine Law and Sine Law excluding the ambiguous case

FOUNDATIONS OF MATH 11 (MOM11)

Prerequisite: Foundations and Pre-calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus like Economics, Geography, Arts or Humanities. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, and statistics and probability. Most students will choose this pathway. Topics include:

Algebra and Number

- Application of rates

Geometry

- Scale factors, areas, surface area, and volume
- Proofs for the properties of angles and triangles
- Spatial puzzles and games

Logic

- Inductive and deductive reasoning

Relations and Functions

- Systems of linear inequalities in two variables
- Quadratic functions

Mathematics Research

- Research on historical event or area of interest involving mathematics

Statistics

- Normal distribution, standard deviation, and z-scores
- Confidence intervals, confidence levels, and margin of error

PRE-CALCULUS 11 (PREC11)

Prerequisite: Foundations and Pre-calculus 10

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus like Sciences or Engineering. Topics include algebra and number, measurement, relations and functions, trigonometry, permutations, combinations and binomial theorem. A small number of students will choose this pathway because of the higher-level topics included in it. Topics include:

Algebra and Number

- Absolute value
- Radicals, radical expressions & equations
- Rational expressions and equations

Relations and Functions

- Polynomial factoring
- Absolute value functions
- Quadratic functions
- Linear-quadratic and quadratic-quadratic systems
- One-variable quadratic inequalities
- Two-variable Linear and quadratic inequalities
- Arithmetic sequences & series
- Geometric sequences & series
- Reciprocal functions

Trigonometry

- Angles and trigonometric ratios for angles from 0° to 360° in standard position
- Cosine law and sine law including ambiguous case

PRINCIPLES OF MATHEMATICS 12 (MMA--12)

Recommended: PMA11 with C+ or higher

This is a Provincially Examinable course. This is the third course in the principles of mathematics pathway (Principles of Mathematics 10, 11 and 12). This course gives students an introduction to higher level mathematics. It is a pre-requisite for post-secondary fields such as science, engineering, commerce, computing studies and economics. Any student interested in mathematical inquiry and study will also benefit from this course. As a result, the content covers a range of strands with mathematical application and synthesis being the ultimate goal. Topics include function transformations, exponents and logarithms, geometric sequences and series, trigonometry and probability.

Mathematics 12 is a provincially examinable subject and contains detailed curricular goals set by external committees. The final grade for PMA 12 is derived from two sources: grade from course work (60%) and an optional Provincial Examination (40%). If students opt not to write the Provincial Exam their final mark will be solely based upon their school mark, however this may preclude them from some post-secondary institutions. Please note that a graphing calculator is required for this course.

CALCULUS 12 (MCALC12)

Recommended: MA12 (80% or higher) or MA11 (85% or higher)

Calculus is an advanced course, offered to students whose mathematical ability in grade 11 is outstanding. Topics offered include the theory of limits, differentiation, integration of area and volumes of rotation, and practical problems involving these skills and techniques. Students who succeed will be very well prepared for any university level calculus course.

PHYSICAL EDUCATION

GENERAL INFORMATION

- Gym strip and equipment requirements:
 - T-shirt (has sleeves, is long enough, no scoop or low necklines, no tank tops)
 - Shorts (no denim, no belt loops) or sweat pants
 - Running shoes (that provide support) and are tied up – no skate shoes
 - Duo-tang suitable for inserts
- Clothing used in PE classes should not be worn to other classes.
- Medical excuses from a physician must be obtained for any medical absences from PE over 3 periods. A note from home is required for medical reasons less than 3 periods.
- Marks are based on the demonstration and application of the Prescribed Learning Outcomes (PLO) for the course. Meeting the PLO will depend upon levels of participation, attitude, effort and upon tests, fitness, and skill improvement.



PHYSICAL EDUCATION 09 (PE 9) Co-ed

Recommended: PE 8

Grade 9 PE is an extension of PE 8. Every student has opportunity to develop skills and knowledge in the following areas:

1. All activities and sports offered in the extracurricular program
2. Individual activities such as badminton and track and field.
3. Fitness is evaluated with 4-10 minute loop runs

The course offers team games such as volleyball, football, basketball, lacrosse, soccer and individual “non-team” sports such as dance, badminton, and track and field.

PHYSICAL EDUCATION 10 (PE 10) Co-ed

Recommended: PE 9

As PE 10 is the last year of compulsory Physical Education, the PE Staff expects the students to:

1. Develop anaerobic and aerobic fitness, skills and knowledge in the activities taught.
2. Develop an interest in and appreciation for physical fitness.
3. Develop leadership skills.

These expectations may be realized through participation in the following activities:

Badminton	Field Lacrosse	European Handball
Running	Golf	Volleyball
Skating	Softball	Dance
Basketball	Health	Flag Football
Circuit Training	Soccer	Track & Field
Rugby	Bowling	

Assessment of learning outcomes will be based on attitude, effort, participation, skills testing and quizzes.

PHYSICAL EDUCATION 11 (PE 11) Co-ed

Recommended: PE10

This course is structured in a different manner from PE 8, 9 and 10. The emphasis is on lifetime skills with organization and participatory skills stressed.

Course content of PE11 consists of the following:

- Individual and dual activities (archery, badminton, track & field, etc.)
- Team games (basketball, volleyball) and lifetime sports (bowling, golf)
- Curling
- Dance
- Fitness
- 15 hours of athletic department service hours
- Community PE field trips

PHYSICAL EDUCATION 11 – Healthy Living for Women (PE 11) *Girls only

Recommended: PE10

This elective course, meeting all learning outcomes for P.E. 11, is designed for girls only. The emphasis is on lifetime attitudes towards fitness and healthy living with participatory skills stressed. Part of the course will involve field trips to various community resource facilities and there is an option for students to choose to participate in these activities as there may be a cost to participate.

Course content of PE11(Healthy Living for Women) consists of the following:

- Individual and dual activities (gymnastics, bowling, racquet sports, etc.)
- Team games (basketball, volleyball, minor games, etc.)
- Intro to Pilates/yoga
- Dance
- Fitness for women - Aerobics
- 15 hours of athletic department service hours



PHYSICAL EDUCATION 11 – Healthy Living for Men (PE 11) *Boys only

Recommended: PE10

This elective course, meeting all learning outcomes for P.E. 11, is designed for boys only. The emphasis is on lifetime attitudes towards fitness and healthy living with participatory skills stressed. Part of the course will involve field trips to various community resource facilities and there is an option for students to choose to participate in these activities as there may be a cost to participate.

Course content of PE11(Healthy Living for Men) consists of the following:

- Individual and dual activities (archery, badminton, track & field, etc.)
- Team games (basketball, volleyball, soccer, rugby)
- Intro to Weight Training & Plyo-metrics
- Curling/Ice hockey/Broomball
- Racquet sports (racquetball, squash)
- Golf
- 15 hours of athletic department service hours



PHYSICAL EDUCATION 12 - Co-ed

Recommended: PE11 or permission of instructor

This is a physical education course, which is designed to develop leadership and group dynamics through participation and volunteer leadership activities. Students will also have a few field trips meant to introduce a student to a variety of recreational and leisure activities at facilities in the community. Students will take a unit on First Aid and take on at least one school project to organize and/or present to the class. Senior PE students are strongly advised to choose and commit to one of the school's athletic programs.

Each student is expected to participate in all activities of the class. PE strip must always be available. Students must also complete 15 hours of athletic department service hours for full credit in this course.

Course content of PE12 consists of the following:

- Individual and dual activities (gymnastics, badminton, track & field, etc.)
- Team games (basketball, volleyball, rugby, soccer) and lifetime sports (bowling, golf)
- Curling/skating
- Dance
- Fitness

COMMUNITY RECREATION P.E. 12 - Co-ed

Recommended: PE11 or permission of instructor

This course, meeting the P.E. 12 prescribed learning outcomes, has a focus on introducing recreational activities to students with the intention of developing positive attitudes towards maintaining an active and healthy lifestyle after high school. The course is largely based in community resource facilities, and will occur outside of the "normal" school schedule. There is an option for students to choose to participate in these activities as there may be a cost involved to participate (e.g. Vancouver Sun Run entry fee)

Students will be required to meet for a minimum of two hours per week, typically in the evening, for the duration of the course. There will also be 1 significant field trip each month of the 10 month course. Students will be required to participate in 6 of the trips during the school year.

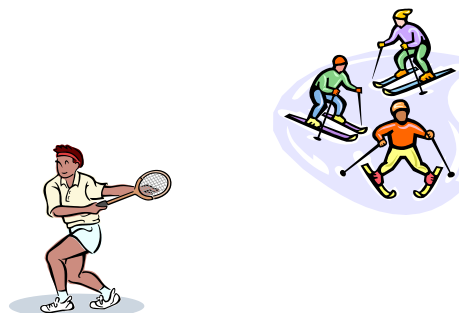
Each month the course will have a different focus in the community as we try to provide a broad spectrum of experiences. Each student is expected to participate in all activities of the class. Activity appropriate PE strip must be worn.

Course content of Community Recreation PE12 consists of the following:

- Tennis
- First Aid/Fitness
- Curling
- Ice Hockey
- Bowling/Billiards
- Team Games
- Racquet Sports (badminton, racquetball, squash)
- Golf
- Summer sports

Field Trips (including, but not limited to...)

- Hike up the Chief
- Dragon boat
- Cycling
- Ski trip
- Snowshoe trip
- Rappelling
- Vancouver Sun Run
- Golf
- Canoeing/Camping



PLANNING AND PORTFOLIO

PLANNING 10 (PLAN 10)

This is a four credit course required for graduation by students beginning Grade 10. Planning 10 includes four curriculum organizers:

1. **Graduation Program**
 - Understanding the requirements of the graduation program including Focus Areas and the Graduation Portfolio Assessment.
 - Planning for the successful completion of secondary school as the first step in making a successful transition to work or post-secondary education.
2. **Education and Careers**
 - Encouraging students to explore a wide variety of career and education options, to think about their prospects for success in those careers and to create a plan to pursue their chosen post-secondary goals and career paths.
3. **Health**
 - Students will develop skills to make informed decisions as they relate to health topics and issues as they take increasing responsibility for developing and maintaining a healthy lifestyle.
4. **Finances**
 - Understanding the foundations of basic personal financial management and financial planning as it relates to student transitions from secondary school.

GRADUATION TRANSITIONS 11& 12

Graduation Transitions 11 & 12 is a 4 credit Ministry mandated course that all students must complete to be eligible to graduate. The course is not taught as a regular, face to face class at LFMSS.

Students in grade 11, are expected to provide evidence of 100 hours of physical activity during their grade 11 year as part of the Personal Health component of the Grad Transitions program. They will complete a write up on Personal Health and will be encouraged to participate in and track physical activity on a weekly basis (150 minutes of physical activity a week) using www.learnnowbc.ca.

Students in Grade 12 are expected to complete a series of three write ups on **Personal Health, Community Connections & Career & Life** and one presentation that students complete on their own time with support from their Graduations Transitions Teacher. There are due dates and deadlines for this course, as with any other course. Students in grade 12 will be expected to provide evidence of 100 hours of physical activity during their grade 12 year as part of the Personal Health component. Grade12 students will need to complete 30 hours of paid work experience or voluntary work as part of the Community Connections component. Other evidence and documentation to be produced or provided may include the following:

- Resume and High School Transcript
- Work & voluntary experience details
- Reference Letters from community organizations attesting to student's involvement
- Description of the physical activity carried out and the physical activity log
- School assignments, projects, pieces of work, certificates, medals, trophies
- Transition plans, financial planning
- Information and targets on interested careers and/or further education courses

For more details, a Portfolio Handbook is included at the beginning of the LFMS student agenda.

A more extensive Portfolio Program Guide can be found on the Ministry of Education website:

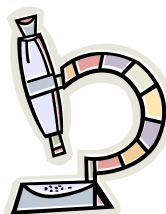
http://www.bced.gov.bc.ca/graduation/portfolio/moe_grad_portfolio_p1_p2.pdf

SCIENCE

1. The Science Program at LFMSS is designed to provide all students with basic scientific literacy and a positive attitude toward science as it relates to technology and society.
2. Evaluation:

a)	Year's work	80%
	Year's work is based on:	
	Tests and quizzes	50-80%
	Labs, notebooks, assignments	20-50%
b)	Final Exam	20%
3. Equipment:

A scientific calculator is essential for Senior Physics and Chemistry courses. It should be capable of handling exponential numbers, trigonometric functions and logarithms.



SCIENCE 9 (SC 9)

Recommended: Science 8

Science 9 curriculum provides students the opportunity to develop scientific knowledge, skills, and attitudes that will be relevant in their everyday lives and their future careers. In addition to introducing students to current concepts, findings, and processes in various scientific disciplines – biology, physics, chemistry, and astronomy– Science 9 encourages students to develop a positive attitude toward science and examine critically, the impact of science on the world around them.

The prescribed learning outcomes for Science 9 are grouped under the following curriculum organizers:

Processes of Science (Skills related to lab safety, scientific communication, scientific literacy, and understanding and using scientific technology), **Life Science** (Cell division and reproduction, mitosis, meiosis), **Physical Science** (Focus atoms, molecules and compounds as well as characteristics of electricity), **Earth Science** (Space exploration, solar system and universe).

SCIENCE 10 (SC10)

Recommended: Science 9

Please note that this is a **provincially examinable course** and the exam will count for 20% of the final mark.

Course content includes:

1. Chemistry – elements, the periodic table, ionic covalent theory, chemical reactions
2. Biology –ecology, biomes, energy and nutrient cycles, food webs
3. Earth Science – Thermal energy, weather patterns, plate tectonics
4. Physics – kinematics (study of motion)
5. Radioactivity – E-M waves, alpha, beta and gamma radiation, fusion and fission

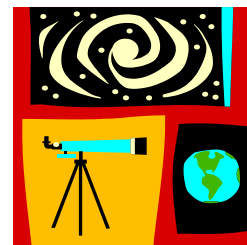
EARTH SCIENCE 11 (ESC 11)

Prerequisite: Science 10

Earth Science 11 is a survey course designed to introduce students to the diverse aspects of earth and space science, and offers applications to the real world. Through the investigation of geologic processes, students will become aware of their role as custodians of our planet and develop an appreciation of the impact of human activities on both local and global environments.

Course content includes:

- Earth and Its Environment: Introduction
- Geological Science: Earth materials; weathering and erosion; Tectonics and Volcanism; Tectonics and Earthquakes; Resources and Environment
- Oceanographic Science: Oceans
- Astronomical Science: Observing the Universe; Stars and Galaxies; the Sun and the Solar System; the Earth and Moon; Space Technologies
- Atmospheric Science: The Atmosphere; Pressure and Winds; Evaporation; Precipitation and Weather
- Earth's History: Geologic Time



BIOLOGY 11 (BI 11)

Recommended: Science 10

This is an introductory course intended to present basic biological principles and help students to develop necessary laboratory skills.

Course content includes:

1. Methods and principles of biology - classification and taxonomy, adaptation and evolution
2. Microbiology – viruses, bacteria, protists
3. The fungus kingdom
4. The plant kingdom – algae, moss, ferns, [gymnosperms, angiosperms]
5. The animal kingdom – invertebrate and vertebrate
6. Selected optional topics: parasitology [included in # 2 – 5 above], aquatic biology, bioethics, biological careers, wildlife biology, population ecology

BIOLOGY 12 (BI 12)

Recommended: Biology 11 (70% or higher)

It is not recommended that students take this course before Grade 12

Please note that this is a provincially examinable course and the optional exam will count for 40% of the final mark. Biology 12 is designed for those students with a keen interest in the life sciences and/or those students wishing to pursue biological studies at the post-secondary level. This course presents an intensive survey of human systems at the organ system, tissue, cellular, and molecular levels. Course content includes:

1. Methods and principles – experimental design, homeostasis
2. Biochemistry
3. Cell biology
4. Human biology – form, function and physiology of human systems



CHEMISTRY 11 (CH 11)

Recommended: Science 10 and Principles of Math 10 with a minimum C+ standing

Chemistry is the science that deals with the properties and reactions of materials. It is concerned with the identification, characterization, and transformations of matter, and with the energy changes accompanying these transformations. As such, it makes an important contribution to our ability to comprehend the natural environment and understand various other pure and applied sciences, as well as the nature of scientific inquiry.

Through participation in co-operative labs, independent research, and other classroom experiences, students acquire knowledge, skills, and attitudes that enable them to pursue further study and experience success in the workplace as informed decision makers and full participants.

The prescribed learning outcomes for Chemistry 11 are grouped under the following curriculum organizers: Skills and Processes of Chemistry, The Nature of Matter, Mole Concept, Chemical Reactions, Atomic Theory, Solution Chemistry, Organic Chemistry.



CHEMISTRY 12 (CH 12)

Recommended: Chemistry 11 with a minimum C+ standing and Math 11 with C+ standing

Please note that this is a provincially examinable course. Chemistry 12 has an optional Graduation Program examination, worth 40% of the final course mark for students who choose to write it. Although students are not required to take this exam to receive credit for the course, they should be advised that some post-secondary institutions require Grade 12 exams to meet entrance requirements, and that writing the Grade 12 exams also provides opportunities for provincial scholarships.

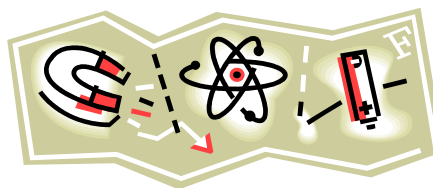
The prescribed learning outcomes for Chemistry 12 are grouped under the following curriculum organizers: Reaction Kinetics, Dynamic Equilibrium, Solubility Equilibria, Nature of Acids and Bases, Acids and Bases: Quantitative Problem Solving, Applications of Acid-Base Reactions, Oxidation-Reduction, Applications of Redox Reactions.

PHYSICS 11 (PH 11)

Recommended: Science 10 and Principles of Math 10, both with a minimum C+ standing and work habits of G or better

Course Content includes:

1. Behaviour of Waves
2. Wave Properties of Light
3. Kinematics and Dynamics
4. Forms of Energy
5. Theory of Special Relativity



PHYSICS 12 (PH 12)

Recommended: Physics 11 and Principles of Math 11, both with a minimum C+ and work habits of G or better

This course gives students an introduction to higher level Physics. It is a pre-requisite for post-secondary fields such as science, engineering and kinesiology. It is also a highly recommended University co requisite for other sciences such as chemistry, biology and mathematics. As a result, the content covers a range of strands with the ability to model physical phenomena being the ultimate goal. Topics include kinematics, dynamics, torque, momentum, energy, circular motion, gravitation, electricity and magnetism. **Physics 12 is a provincially examinable subject** and contains detailed curricular goals set by external committees. The final grade for PH 12 is derived from two sources: grade from course work (60%) and an optional Provincial Examination (40%). If students opt not to write the Provincial Exam their final mark will be solely based upon their school mark.

SOCIAL STUDIES

SOCIAL STUDIES 9 (SS 9)

Recommended: Social Studies 8

This course focuses on Europe and North America from 1500 – 1815. The following is a brief topic outline:

1. Society and Culture - Life in Aboriginal communities and in French and British colonies
2. Politics and Law - Canada's political and legal roots and the evolution of democracy in England, France, and America
 - Colonialism, imperialism, and nationalism
2. Economy and Technology - Fur trade and the Industrial Revolution
3. Environment - Geographic regions of North America

SOCIAL STUDIES 10 (SS 10)

Recommended: Social Studies 9

Social Studies 10 is a mandatory course that builds on the knowledge and skills of Social Studies 9. During the course we will examine the development of Canada as a country and a culture. The goal of the course is to provide students with the opportunity to reflect upon events and issues in the past in order to examine the present; to make connections with events in the past in order to consider the future.

The following is a brief topic outline:

1. Society and Culture - Interactions between Aboriginal people and Europeans
2. Politics and Law - Evolution of responsible government and federalism
 - Confederation and Nationhood
3. Economy and Technology - National Policy and the Building of the CPR
4. Environment - Canada's physiographic regions
 - Geographical factors in the development of Canada

SOCIAL STUDIES 11 (SS 11)

Recommended: Social Studies 10

This is a provincially examinable subject.

Course content includes:

1. Major social issues, for example the recognition of the Canadian identity and the forces that have united and divided Canadians during the 20th century
2. Cultural issues such as the role of Canadian pluralism in shaping Canadian identity
3. Political issues such as identifying the structure and operation of Canadian government
4. Legal issues such as assessing critical legal problems facing Canadians
5. Identifying and assessing economic issues facing Canadians
6. Explaining the environmental impact of economic activity, population growth, urbanization and standard of living in Canada, and in developing nations



Students must meet a number of essential learning outcomes. Their teachers at the beginning of the school year will discuss these with students. Evaluation of student performance will be based on these learning outcomes and it is necessary for a student to achieve all outcomes to pass this course.

GEOGRAPHY 12 (GEO 12)

Recommended: SS 11

It is recommended that students have at least a C+ standing in SS 11 and a reasonable understanding in junior Science courses prior to enrolment in Geography 12. There is some overlap with Earth Science 11



Geography is the study of the relationship between the physical and biological components of earth. Knowledge gained from previous Science and Social Studies courses is utilized as students make sense of the intricate network of forces and processes that define our planet.

Students learn about the ways in which the earth's surface is formed and how the planet is in a constant state of transformation. From this starting point, students are introduced to the rest of a delicately balanced web of processes within the realms of atmosphere and biosphere. Finally, the place of humanity in this web is considered in terms of our utilization of resources and impact on the planet. The main goal of this course is to equip students with the knowledge to see our world as a product of many integrated and dynamic processes in which our activities are both influenced and influential. It is hoped that the knowledge gained from this course will provide a basis for intelligent decision making--both on a personal level, and as a citizen faced with important social, political, economic and environmental issues.

HISTORY 12 (HI 12)

Recommended: SS 11 with a C+ standing

Please note that this is a provincially examinable course and the exam will count for 40% of the final mark. This course builds upon skills learned throughout the social studies curriculum and introduces students to a more detailed understanding of the discipline of historical studies. In regard to content, HI 12 offers students an inquiry into the forces which have shaped the 20th century. At the same time, HI 12 will also concentrate on developing critical thinking skills which will offer students an opportunity to debate numerous historical issues.

Course content will include the following:

1. The study of History
2. Conflict and Challenge: The World of 1919
3. Promise and Collapse: 1919 – 1933
4. Turmoil and Tragedy: 1933 – 1945
5. Transformation and Tension: 1945 – 1963
6. Progress and Uncertainty: 1963 – 1991



Students will be required to complete a major project. The format of the project is negotiable; however, students will be expected to complete research papers and essays throughout the course. In addition, students will be expected to complete daily activities, required readings and tests/quizzes. All of the preceding assignments/activities will help prepare those who are interested in pursuing College or University. The final grade for History 12 is derived from two sources: Course work 60% and the optional Provincial Exam 40%.

GLOBAL EDUCATION 12 (YGBE 12)

This course is designed to study the nature of the global community and the possible responses of LFMSS students to a variety of global issues and concerns. The course will introduce students to the ideas, concepts and issues of life in the 'global village' and LFMSS' potential role in that community. This course provides students with the foundation and necessary structural knowledge for a global world view. Students taking this course should expect an extra-curricular time committed focused around fundraising and volunteerism and potentially a trip to work in a third world country (trip would not be part of the required curriculum).

Units of Study:

1. Global Interdependence:
2. Geo-Economics:
3. Geo-Politics:
4. Sociology:
5. Demography:
6. Ecology:
7. Globalization of Culture:

Case Study #1: COMMUNITY AID: APPLICATION IN A LOCAL COMMUNITY.

Case Study #2: GLOBAL PRACTICAL PROJECT



REFERENCE GUIDE

Graduation Checklist

Student Name _____ Grade: _____ AG# _____

Grade 10 Required Courses

Credits

- English 10 (Exam) 4
- Social Studies 10 4
- Science 10 (Exam) 4
- a Math 10 (Exam) Principles/Applications/Essentials 4
- Physical Education 10 4
- Graduation Planning 10 4

Total Credits:

(Min. 24)

Grade 11 Required Courses

Credits

- English 11 or Communications 11 4
- Social Studies 11 (Exam) 4
- a Science 11: _____ 4
- a Math 11 Principles/Applications/Essentials 4

Total Credits:

(Min. 16)

Grade 12 Required Courses

Credits

- English 12 or Communications 12 (Exam) 4
- _____ 12 4
- _____ 12 4
- _____ 12 4
- _____ 12 4
- Graduation Portfolio 4

Total Credits:

(Min. 20)

Fine Arts &/or Applied Skills Required Course

Credits

- Fine Arts: _____ 10 / 11 / 12 4
- Or**
- Applied Skills: _____ 10 / 11 / 12 4

Total Credits:

(Min. 4)

Additional Courses – Electives

Credits

- _____ 12 4
- (Recommended)**
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4
- _____ 10 / 11 / 12 4

Total Credits:

(Min. 16)

OVERALL TOTAL CREDITS MUST = MINIMUM 80 CREDITS