

CENTENNIAL SCHOOL

Guidebook

for Students & Parents



2017-2018 SCHOOL YEAR

Admin Team: **Mr. Jon Bruneau, Principal**
Ms. Veronika Farnell, Vice Principal
Ms. Kelly Zimmer, Vice Principal

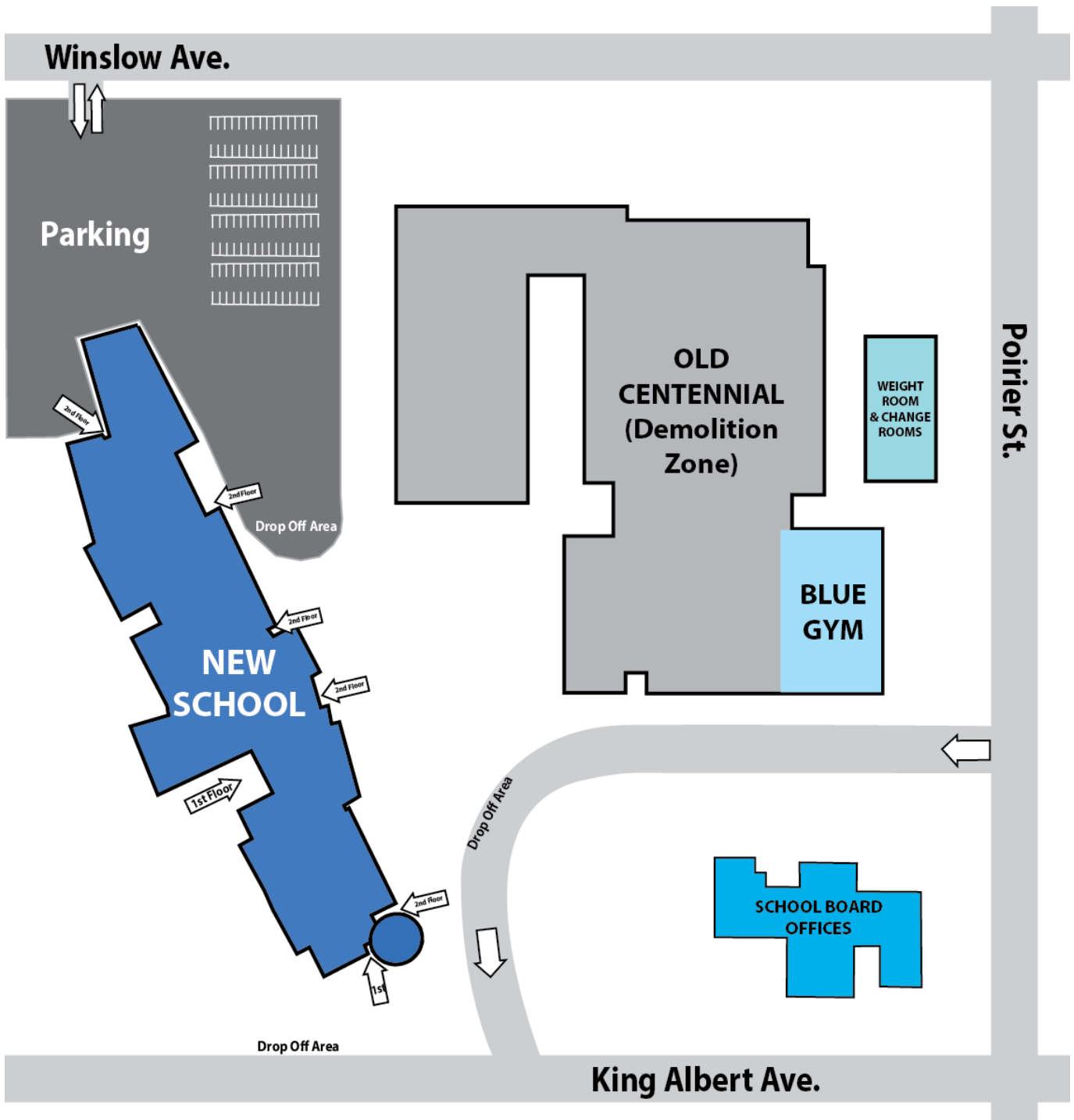
Address: **570 Poirier St., Coquitlam, British Columbia, V3J 6A8**
Telephone: **604-936-7205** Fax: **604-937-8051**
Attendance: **centennialattendance@sd43.bc.ca**
Email: **centennial@sd43.bc.ca**
Website: **www.sd43.bc.ca/school/centennial**
App: **honeygarlic.ca/download.php**
Twitter: **@centennial43**
Snapchat: **cent.snaps**

REVISED FEBRUARY 2017 for the 2017-2018 SCHOOL YEAR

Table of Contents

Basic Info	6
School Fees.....	8
Security.....	10
Student Involvement & Voice	12
Integrity.....	14
School Code Of Conduct	15
School District 43 Code of Conduct	24
Supports For Students.....	27
Post-Secondary Preparation	30
Student Evaluation	36
Academic Awards.....	37
Athletic Awards	38
Course Selection Process	39
Choosing Courses	40
Courses and Grad Requirements	41
Course Request Timeline	43
Math Pathways	44
Advanced Placement (AP).....	45
Leadership Class.....	46
Peer Tutoring Class.....	47
English as an Additional Language	48
ACE-IT Career Programs.....	49
Grade 9 Course Planning Info	51
Grade 10/11/12 Course Planning Info	53
BUSINESS ED & INFO TECH COURSES	59
ENGLISH COURSE AND ELL (<i>English Language Learning</i>)	62
HOME ECONOMICS COURSES.....	66
LANGUAGES COURSES	71
MATHEMATICS COURSES.....	74
PERFORMING ARTS COURSES	77
PHYSICAL EDUCATION COURSES.....	83
SCIENCE COURSES	87
SOCIAL STUDIES COURSES.....	92
TECHNOLOGY EDUCATION COURSES.....	95
VISUAL ARTS COURSES.....	102
MISCELLANEOUS COURSES	106

Area Map



***** How to Access to South Parking Lot close to King Albert Avenue:**

Take Haverley Ave, Eastbound from Schoolhouse. It leads to the parking lot next to Vanier Elementary School. This is our main overflow parking lot, just steps from the south entrance to the New School Building.

Welcome to Our School

Centennial School opened in the fall of 1966 to accommodate a growing student population in School District #43. Eleven hundred students trekked from Como Lake School to the new building named in recognition of the country's 100th year. The charter students also created the school's mascot, the Centennial Centaur—a creature from Greek mythology with the body of a horse and the head, arms and torso of a human. Recently, Centennial's population has ranged between 1300 and 1400 students with a teaching staff numbering approximately seventy-five. The school day contains four periods beginning at 8:35 a.m. and ending at 3:10 p.m.

Centennial is renowned for its high academic standards, top-ranking sports teams and award-winning automotive, music, drama, art and journalism programs. Innovative programming at Centennial includes a successful hockey academy, experiential studies, wildlife ecology, accelerated math, online math, AP courses, and a wide range of electives including writing, media arts, psychology, law and economics.

In its 50+ years, Centennial has become a landmark institution in Coquitlam with a tradition of excellence that inspires pride in students, staff and its many thousands of alumni.



Centennial for another 50 years

Our long-term vision for Centennial is to maintain an educational institution second to none in the areas of academics, fine arts, applied skills, athletics and career programs. There is no one definitive descriptor, we are a multi-faceted school full of all kinds of experiences and opportunities.

Academics

Our graduates have been accepted into all the major institutions in BC and beyond. In order to have such a successful grad rate and acceptance rate into PSI's, we offer all the courses needed to enter the undergraduate programs at UBC, SFU, Douglas and other institutions. Our focus has always been to maintain our very high graduation rate, but also to inspire students to reach their full potential in even the most difficult courses.

Our new school building contains a state-of-the-art **super-lab** for science experimentation and instruction. Along with our Advanced Placement program opportunities, this allows us to serve our student community with learning opportunities that will directly benefit them in their post-secondary careers. It also makes for a very exciting place to learn and conduct our own research into the phenomena of the scientific world, right from the start of Grade 9.

Applied Skills

Whether it is Automotive, Woodwork, Electronics, Power Mechanics, Metalwork, Drafting, or Computer Design, we pride ourselves on our outstanding offerings in each of the tech ed disciplines. With our tech ed pathways, students can prepare for a wide range of post-secondary trades, or just enjoy learning a skill that helps with life as a citizen of Coquitlam. Along with hosting the Ace-It Program for Culinary Arts, we also prepare students for life by offering home economics disciplines including foods, textiles, family studies, and



Fine Arts

Another centerpiece of our school is a world-class fine arts program, including music, visual arts and theatre. At Centennial, we have a long-standing tradition of providing top quality drama, film, and musical theatre programs, as well as displaying our art in and around the school.

Athletics

Our mascot is the Centaur, the mythical creature that symbolizes strength and perseverance. Our athletics program has a proud tradition dating back 50 years to the founding of the school. We have won, and continue to win, championship banners in various sports. Visit our Blue Gym to see the history. In the last 10 years, we have been champions in AAA Football, Field Lacrosse, and other sports. In addition, we continue to compete in all the other inter-school sports. In addition to our athletics program, we provide a host of physical education experiences to both satisfy grad requirements and inspire learners to be healthy and participate in sports.

Basic Info

Arriving at the school each day

Please help us help the environment by encouraging your child to walk, take the bus or carpool to school.

DROPOFF AREAS

Parents who drive their children to Centennial are encouraged to use the following dropoff areas:

- Winslow Street, across from the Dogwood.
- King Albert Street, across from Vanier Elementary



STUDENT PARKING & VEHICLE REGISTRATION

For safety and security reasons, students who drive motor vehicles to school will need to display a valid decal. Students can register their vehicles and obtain a decal in the office during the month of September or when they are able to bring a car to school.

Dogwood Centre parking is not open to Centennial students, except for the western lot near the hedges. A parking pass must be displayed at all times. Improper parking, or misconduct around the lot could result in the revoking of the parking pass by Centennial admin.

Starting The Year

- Last Thursday in August (subject to change) – Grade 9 & New Student Orientation – 10am
- The day after Labour Day Monday – registration day for all students – see website for times.
- Two days after Labour Day – Semester 1 begins.

Homerooms

- Students are assigned to a homeroom number, homeroom teacher, and homeroom location. These are posted on the windows near the main entrance doors.
- Returning students may find that their homeroom has changed. We are re-aligning our homeroom system.
- During the first week of school, we hold a minimum of three homeroom sessions to verify your presence in the school, your registration in classes, and give info on how to pay your student fees ONLINE or in-person. Our website has a button to pay online.
- Please bring any overdue fees and lost textbook charges from the previous school year at Centennial to your first homeroom, along with the fees for the upcoming school year. Thank you.

Semesterized Courses and Year-Long Courses

The school year is split into two semesters, running from September to January and February to June. Most courses require one semester to complete, and have classes every day of the semester. Certain courses run all year. These include Band, Choir, Leadership, Journalism and Musical Theatre. They run from September to June, following a so-called linear schedule with classes every other day.

Daily Schedule (“Bell Schedule”)

Each year, we review our Bell Schedule to ensure it meets the needs of the school. In the event that we change our start and finish time for the school day (even by a minute!), parents and students will be given ample notice so that they can adjust their plans for getting to and from Centennial.

During the 2016-2017 School Year, our Bell Schedule was as follows:

Mon to Fri (except Wed)			Wednesdays		
Period	Start	End	Period	Start	End
AM	7:19 a.m.	8:35 a.m.	AM	7:19 a.m.	8:35 a.m.
1	8:35 a.m.	9:55 a.m.	Tutorial	8:35 a.m.	9:40 a.m.
2	10:00 a.m.	11:20 p.m.	1	9:45 a.m.	10:45 a.m.
Lunch	11:20 p.m.	12:20 p.m.	2	10:50 a.m.	11:50 p.m.
3	12:25 p.m.	1:45 p.m.	Lunch	11:50 p.m.	12:50 p.m.
4	1:50 p.m.	3:10 p.m.	3	12:55 p.m.	1:55 p.m.
			4	2:00 p.m.	3:00 p.m.

Communication is integral to student success. The staff at Centennial is interested in the wellbeing of each student. Communication between parents and the school is a keystone to student success. If at any time you have a question, a concern or information that will help us to work more successfully with your child, please don't hesitate to contact us. Our goal is to work with you to provide a safe, caring, productive environment for all of our students.

PUBLIC WEBSITE

Centennial's website has important links and postings that apply to both students and parents concerning policies and procedures, exam information, graduation information etc. It is regularly updated with announcements, information and term newsletters. In addition, an up-to-the minute calendar containing school closures and events is available. Please be sure to add the website to your list of “favourites” and check it regularly at:

www.sd43.bc.ca/secondary/centennial

CENTENNIAL'S PARENT ADVISORY COUNCIL (PAC)

The purpose of the PAC is to facilitate communication between the parents, the students and the school on issues that will help us build a positive school culture and improve student achievement. Meetings are held approximately five times per year in the school's library and all parents and guardians of Centennial students are encouraged to attend and/or participate. There is also a PAC link on Centennial's website.



CENTENNIAL NEWSLETTERS

The “Centennial Today” is our daily newsletter. How's that for up-to-the-minute information about what's happening at your child's school? A more in-depth newsletter is available six times per year at each reporting period. The newsletter is posted to Centennial's website and there are copies available at Centennial's office. If parents have provided an e-mail address, a newsletter is sent by e-mail (please contact the school if you would like to have your e-mail included on the mailing list).

School Fees

A district may not charge a fee for “any materials or activities that are required for students to successfully complete a course leading to graduation”.

This applies to electives as well as required courses. This ruling applies only to fees that are directly related to curriculum. It does not apply to extracurricular activities. General information regarding requirements, options and related costs is provided below.



MATERIALS REQUIRED TO COMPLETE BASIC ASSIGNMENTS

Schools will provide materials required to complete basic projects in order to meet learning outcomes in all courses. For example, lumber will be provided for woodworking and/or fabric will be provided for textiles. Students have the option of bringing their own material from home or purchasing material from the school, if they wish to do an upgraded project and use a different or better quality material.

BASIC SCHOOL SUPPLIES

Students are required to continue to provide their own basic supplies and equipment for their own personal use at school. This includes supplies such as paper, writing tools, calculators, notebooks, computer file storage tools and gym strip.

WORKBOOKS

Many modern language courses and other electives have a workbook that complements the textbook. Schools now lend these workbooks to students who will need to return them undamaged and unmarked, similar to textbooks. If students would prefer to complete assignments directly in the workbook, they have the option of purchasing them.

PERMISSIBLE FEES

Fees for trades programs and special academies are permissible. Students participating in a music class, course or program; or a fine arts class, course or program with a music component, will be charged fees for the purchase/rental of a musical instrument for the student’s personal use, or the student will be required to provide their own instrument.

FIELD TRIPS

Generally, field trips are considered to be enrichment activities that serve to enhance and add value to a student’s learning experience. Participation in such field trips is optional and there may be a charge to cover expenses.

However, where participation in the field trip is mandatory and necessary in order for the student to meet the learning outcomes or assessment requirements of a course, there will be no charge for field trip expenses. When arranging optional field trips, teachers must make alternative provisions for those students who choose not to participate. Our P.E. classes at Centennial include some exciting enrichment experiences that have a cost. Students may opt out of these experiences, but most do participate and pay the enrichment fee at the beginning of the school year as the ‘course enrichment fee’.



NON-CURRICULUM FEES

Fees not directly related to curriculum are not affected by the court ruling. Student activity fees will be charged for student agendas; student leadership activities, clubs, cultural performances, special events; and student activities organized by the school. In addition to this, and on a cost recovery basis, schools may continue to charge fees for yearbooks, athletics, extra-curricular activities, and travel and graduation activities.

CERTIFICATIONS AND OPTIONAL EXAMINATIONS

Some courses offer the opportunity for students to acquire certifications (such as First Aid, CPR, Fitness and Food Safe). These certifications are not a required part of the curriculum and participation is optional. Students who choose to gain certification can do so at the prescribed cost. Similarly, students participating in Advanced Placement courses have the option of choosing to write the examinations or not. Those who choose to write will be required to pay examination expenses.

A.P. EXAM FEES

Students who are enrolled at Centennial in the AP Psychology, Chem or Bio courses can choose to write the official College Board AP Exam, which we host at the school. We pass on a cost in Canadian Dollars for this exam. The cost fluctuates annually due the fact that we obtain the exam using US dollars.



LOST OR DAMAGED TEXTBOOKS

Students are assigned various textbooks with specific numbers. At the time of book collection we expect each student to be accountable for the books originally assigned. Students submitting books other than their own will be charged for lost books. Students returning damaged books will be charged for the damage.

FINANCIAL HARDSHIP

Principals will continue to ensure that there is a fair and confidential procedure for waiving a fee due to financial hardship. Parents are encouraged to contact the Principal/Vice Principal to discuss fee waivers.

The current Administrative Procedure 240 – Charges for Course Fees/Activities/Materials outlining course fee requirements is now updated to comply with the court order and new legislation. Coquitlam School District remains committed to providing rich and varied learning opportunities for all students within our available resources.

Security

LEAVING VALUABLES AT HOME

Students are advised and urged not to bring expensive electronics, large amounts of money, jewellery or other expensive articles to school. The school does not accept responsibility for any lost or stolen items. Students are advised to fill out a report at the office regarding lost or stolen items. Students and staff are encouraged to report information they may have about theft to an administrator.



LOCKERS

Lockers are assigned. You are permitted to use only the lock and locker assigned to you. Loss of the lock will result in a replacement cost. Keep your combination a secret. You may hang appropriate pictures or materials in your locker (with masking tape or magnets) but you may not write on or scratch surfaces. Lockers are the property of the school and the administration has the right to search a locker if they have reason to believe it contains inappropriate materials.

In the new building, there are far fewer lockers than students, as there remains one more building construction along with lockers before the full school is complete. With roughly 800 lockers, we will be assigning Grade 9's a locker if requested, and determining an appropriate way to divide up the rest of the lockers.

P.E. LOCKERS

Lockers are available in the gym change rooms for **temporary use during physical education classes**. Students will require a separate lock for change room use. Students are cautioned **not to bring** valuable items to the change rooms and to lock their more valuable belongings in a locker (such as a smart phone or jewelry). **The school does not assume responsibility for valuables stolen from the gym change rooms.** Please find an alternative way to safely store valuables that you cannot carry during PE class. This is the sole responsibility of the student.

LOST AND FOUND

The Lost and Found bin is located in the Youth Worker's area by the courtyard. If you lose something please check with the Youth Worker. Articles left in the Lost and Found for over a month may be sent to an appropriate charity or disposed.

Health and safety

MEDICAL ROOM/ILLNESS

The medical room is a temporary provision for students who become ill during the school day. Students must notify the office before going to the medical room. Students who wish to go home because of illness must check out through the office. A parent, guardian or alternate adult must be reached before a student can be sent home.

STUDENT DRESS

We recognize that clothing is an avenue of personal expression; however, students are asked not to wear articles of clothing which promote alcohol, drugs or which use inappropriate language. Schools are a place of work and students are expected to dress appropriately for a casual work setting. Students may be asked to replace or cover inappropriate attire. In the classroom, students are expected to follow teacher expectations regarding the wearing of hats.

VISITORS

To encourage a safe environment at Centennial, all visitors must sign in at the main office and will be issued a visitor's badge which must be worn while visiting the school. People who come with no valid purpose, however, will be asked to leave. Students are asked not to invite their friends to visit them while they are at school.

SKATEBOARDS, SCOOTERS, BIKES & ROLLER BLADES

The use of skateboards, scooters, bikes or roller blades is not allowed on the school grounds or in the school building. These items should be stored in student lockers or locked up.



EMERGENCY DRILLS

We practice Earthquake, Fire, and Hold & Secure drills up to 8 times per year.

Once every second year, the district practices a "Controlled Release" where parents/guardians practice picking up their child from school in a controlled fashion (with sign-out).

Student Involvement & Voice

This is your school! The more involved you are, the better you will feel about your school, which will reflect in your achievement. If you organize your time well, you can have fun while also making time for study. Try to stay on top of your assignments, and use TUTORIAL time to fill in the learning gaps.

Join teams and clubs, and participate in events rather than just watching from far away. You might not realize it, but you will find that engaging in those activities helps you do better in school.

Take the lead. You can demonstrate leadership and initiative in many ways at Centennial. Not only will you end up spending time with students who think the same way as you, but you might also discover pathways to your future that you didn't expect.

Be heard. Either through student council (VOX), or simply by expressing yourself to your teachers, counsellors, youth worker, or administrator, your opinion matters and you need to be part of the improvement of life at Centennial.

Extracurricular Activities

Students who are successful at school and enjoy a rich secondary school experience are those who become involved in all aspects of school life. With this in mind, a wide range of activities outside the regular school curriculum are available and include participation in theatre, athletic teams and/or individual sports, clubs and councils.

ATHLETICS

Centennial School is proud of a fine tradition of participation and excellence in athletics. From 1966 to the present, we have won 49 Provincial Championships. Our extracurricular athletic program includes a wide range of opportunities to compete in the following areas (subject to student interest and coaching availability):

<i>Aquatic (co-ed)</i>	<i>Badminton (co-ed): Jr. & Sr.</i>
<i>Basketball (girls): Gr. 9, Jr. & Sr.</i>	<i>Basketball (boys): Gr.9, Jr. & Sr.</i>
<i>Cross Country (co-ed)</i>	<i>Curling (boys and girls)</i>
<i>Field Hockey (girls): Jr. & Sr.</i>	<i>Football: Jr. & Sr.</i>
<i>Golf (co-ed): Jr. & Sr.</i>	<i>Wrestling (co-ed)</i>
<i>Rugby (girls): Jr. & Sr.</i>	<i>Rugby (boys): Jr. & Sr.</i>
<i>Soccer (girls): Jr. & Sr.</i>	<i>Soccer (boys): Senior</i>
<i>Tennis (co-ed)</i>	<i>Track & Field (co-ed)</i>
<i>Volleyball (girls): Gr. 9, Jr. & Sr.</i>	<i>Volleyball (boys): Gr. 9, Jr. & Sr.</i>

VOLUNTEERING

Students at Centennial are encouraged to donate their time to help the school. Our goals are to develop a sense of community and to maintain a fun, welcoming, and stimulating school environment. Starting in 2016-17, Centennial is creating significant year-end awards for those students who display the highest level of commitment to school service, or volunteering outside the school on behalf of a Centennial club or class. Key ways to begin your volunteering hours at the school include:

New Student & Grade 9 Orientation (September 1, 2016 at 10am): Gr 10/11/12 students help with tour groups, food, locker assignment and activities.

STUDENT COUNCIL

Centennial's Student Council is our key organization that develops student connection with the school. Throughout the year, Student Council organizes events that stimulate school spirit and help students connect with clubs and other organizations within the school community. Students wishing to join student council need to complete the nomination form, available early September. Activities organized by student council last year included; clubs day, winter dance, spirit assemblies, Remembrance Day, pep rallies, and the homecoming celebration.

From Student Council, a group of individuals can run for leadership positions. This leadership group will also help facilitate the greater student voice (see next section).

STUDENT VOICE

A healthy school is one in which students participate in how things are chosen. Although some processes are set, many others are open to collaboration between students and staff. This is where student voice is important. Through Student Council, all students can be heard, by sharing their ideas, accolades, and feedback... so that the staff can consider those ideas and adjust processes if needed. We work together to build an even better Centennial, where all students can learn to be outstanding communicators and citizens of Coquitlam.

GRAD COMMITTEE

Starting in 2016-17, Grad Committee is a group of dedicated Grade 12 students who are interested in organizing all the Grade 12 events during the year. They also create the 'Grad Wear' designs for the students to choose and purchase for their final year at Centennial.

LEADERSHIP

Along with Student Council and Grad Committee, we have a select group of students who are taking a class called "Leadership 11/12". These individuals will help manage the Volunteer system for Centennial, and engage in school wide and community wide projects that will help them develop their own leadership skills and improve our school.

MUSICAL THEATRE

Students taking musical theatre, a credit course set outside the regular school day, work to put on a major production in February. Students not taking the course can also get involved in the orchestra, stagecraft, making props or costumes, as backstage crew, or as technical help.

CLUBS

Clubs that were active in 2016-2017

Cancer Awareness Club / Program, Computer Programming Club, Debate Club, Drag Racing, Dragonboat, Eurotour (Spring Break Trip), Indian Umbrella, Kindler Society, LGBTQQ Club, Math Crew, Me to We, Metfest, Red Cross, Salmon Project, Science Club

ADDITIONAL CLUBS THAT HAVE BEEN ACTIVE AT LEAST ONCE IN LAST 5 YEARS

After School Friendship Group, After School Girls Group, Amnesty International, Art & Design, Book Club, Bubble Cents, Business Club, CGA – Centennial Geek Association, Cruelty-free Living, Film Club, French Club, Gavel Club, Leadership, Multicultural Club, Pete's Place, Photography Club, Public Speaking, Recycling Group, Skiers & Snowboarders, Swagga Dance Crew, World Vision, Writer's Society

Integrity

***Doing the right thing...
even when no one is looking.***

Integrity means doing the right thing, even if no one is watching you. Having integrity means you are true to yourself and would do nothing that demeans or dishonours you.

How to Have Everyday Integrity

- Keep your promises even if it takes extra effort.
- Do not gossip or talk badly about someone, including on social media.
- Return money that you noticed someone dropped without expecting a reward.
- Do not let someone else take the blame for something you did.

Integrity examples at Centennial

- Work when you are supposed to and save socializing, snacking, searching the Internet and personal phone calls for lunch block or class switch time.
- Turn in the extra change you found in the vending machine.
- Show empathy to a fellow student who might be having a bad day.
- Follow the rules in the Centennial Code of Conduct.
- Be responsible. Do what you say you will do.
- Don't let someone else in the project group do all the work. Pull your own weight!
- Take pride in your successes.
- Never cheat.
- When practicing shooting baskets, give the ball back to the person that just drained a great shot!
- If you are on a team, show up at every single practice, and give your best effort every time.
- Prevent unsafe situations damage to the building by reporting on suspicious behaviour.
- Be present at all your classes when you are healthy.
- Don't post anything online that you wouldn't be prepared to say face to face.



Reference:

<http://examples.yourdictionary.com/examples-of-integrity.html>

School Code Of Conduct

INTRODUCTION

The following document is comprised of the guiding process utilized to create Centennial's Code of Conduct, and the expectations for all members of Centennial School's Community. The guidelines adhere to District, Ministry and School Act standards, and follow a process to reinforce standards and address new issues as they arise.

PROCESS

The Centennial Community is involved in a process whereby all stakeholders are given an opportunity to provide feedback and make recommendations to improve the Code of Conduct. Students are provided with a voice through VOX and student leadership, teachers are involved through staff meeting time, and parents have the opportunity to contribute through PAC and SPC.

COMMUNICATION

Centennial School's Code of Conduct outlines school expectations and acceptable student behaviour as directed by the School Act 85(2)(c). The Code of Conduct is reviewed annually to reflect the school's community needs, and to ensure that it is aligned with both district and provincial safety initiatives. The Code of Conduct is communicated to students, parents, school and district staff, coaches and visitors on a regular and ongoing basis. The Code of Conduct is:

- Posted on the school website and the community SharePoint site
- Included in the school planner that is provided to all students during the first week of September
- Provided to all new students who enroll throughout the year
- Posted on a bulletin board in the school's main hallway
- Sent home with students to be reviewed and discussed with their parents and/or guardians (both student and parent/guardian must sign the document to indicate their compliance with the school expectations as outlined in the Code of Conduct)
- Presented to students at grade assemblies which take place in September. The Code of Conduct is taught/reinforced at all subsequent school and grade assemblies throughout the school year
- Distributed to all staff at the beginning of the year, and provided to individuals who join the staff throughout the school year
- Communicated to parents through school newsletters, the school agenda, emails, and at Parent Advisory Council and School Planning Council meetings

IMPLEMENTATION

- Students are reminded of the school's Code of Conduct, their personal responsibility and citizenship throughout the year at grade wide assemblies.
- Staff members model the expectations of the Code of Conduct and guide students in decision making and problem solving.
- All school staff expects community members to adhere to the Code of Conduct everywhere on the school property. It is embedded in the classroom expectations and the lessons taught in each and every classroom.
- The tenets of the Code of Conduct are evident in sports activities, both at home and away, where a commitment to sportsmanship and fair play prevail.
- Students are encouraged to resolve conflicts through peaceful means such as mediation and to follow due process when resolving problems/challenges.
- Staff will bring issues relating to the School Code of Conduct to monthly department head meetings where they can be discussed and a plan/course of action may be implemented.

- Parent Advisory Council and School Planning Council will have a role in the review and any modifications made to the Code of Conduct.

MONITORING AND REVIEW

Student conduct and the school's Code of Conduct is monitored and discussed at:

- Weekly Summit meetings attended by the administration team, the counsellors, the student services department head and the youth care worker
- Administration meetings
- Department Head meetings
- School Based Team meetings
- Student based meetings such as VOX and Leadership
- Parent based meetings such as PAC and SPC (once annually)
- Informal meetings between administration, counsellors, teachers, students and/or parents

ALIGNMENT

The Centennial Code of Conduct is aligned with:

- District and Provincial policy
- Administrative procedures
- The Human Rights Act
- The School Act
- The Criminal Code Of Canada
- Elementary and Middle School Partners in the Centennial catchment

STATEMENT OF PURPOSE

Centennial's Code of Conduct is in place to:

- establish and maintain a safe, caring and orderly environment for purposeful learning activities
- encourage thoughtful and reflective citizenship
- maintain appropriate balances among individual and collective rights, freedoms and responsibilities
- delineate and clarify expectations for student behaviour while at school/a school related activity or in other circumstances where engaging in an activity will have an impact on the school environment

BEHAVIOURAL EXPECTATIONS

These expectations apply to behaviour at school, during school-organized or sponsored activities, and behaviour beyond the school day (including on-line behaviour) that negatively impacts the environment of the school, student learning and/or student safety/well-being

CONDUCT EXPECTATIONS

Acceptable conduct is demonstrated by:

- Respecting oneself, others, the school facility and the property of others
- Engaging in responsible behaviour in all learning and school activities
- Being on time and in regular attendance for all classes
- Being prepared for class
- Completing all assignments
- Using good manners and good common sense
- Using technology appropriately, both on and off campus
- Dressing appropriately for the school learning environment
- Helping to ensure the school environment is a safe and caring place for all to learn
- Informing an adult of an unsafe individual, behaviour or situation

- Modeling respectful and responsible behaviour at school, in the community, and while acting as a school ambassador
- Academic honesty
- Using technology in an appropriate, safe and respectful manner

The following is a list of behaviours that will result in discipline; however, the list of unacceptable behaviours is not restricted to the examples provided.

Unacceptable conduct is demonstrated by behaviours that:

- Interfere with and/or compromise the learning and teaching environment of any school member
- Demonstrate academic dishonesty (cheating, plagiarism etc.)
- Create an unsafe or dangerous learning environment
- Demonstrate a lack of caring for oneself, others and/or the school community
- Are discriminatory in nature
- Reflect unkind acts, unkind words or hurtful behaviours towards others
- Misuse any forms of technology or communication (cell phones, computers, iPods, gaming sites, Facebook, YouTube, ask.fm, etc.)
- Are physically violent or end in assault
- Tolerate physical acts of violence or harassment
- Act as retribution towards someone who reported unsafe or violent incidents
- Are illegal acts such as:
 - Assault
 - Possession or use of a weapon
 - Possession, use or trafficking of illegal chemicals, drugs, alcohol, or restricted substances
 - Theft or damage to school/other's property
 - Vandalism or graffiti to school or other's property
 - Smoking cigarettes, including electronic cigarettes, on school property
 - Gambling for money, goods and/or services (Note: playing card games or other activities, without gambling for money, goods or service etc, is acceptable.)

In ensuring Centennial is a safe, inclusive environment for all members, discrimination, intimidation, harassment and/or bullying will not be tolerated and should be reported.

Discrimination (B.C. Human Rights Code): is an intentional or unintentional act which adversely affects a person or group on the basis of prejudice:

- Discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.
- Discrimination in accommodation, service and facility. A person must not, without a bona fide and reasonable justification,
 - (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
 - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public

Intimidation (Ministry of Education – Developing and Reviewing Codes of Conduct, 2007): Intimidation is the act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- verbal threats: threatening phone calls, threats of violence against a person or property

- threats through email, text messaging or other electronic means/any new social networking technologies in the future
- physical threats: showing a weapon or replica, jostling, threatening to punch, stalking or following
- defacing or stealing victim’s property
- daring or coercing victim to do something dangerous or illegal
- extortion (demanding payment or goods for a victim’s safety)
- inciting hatred toward a victim
- setting up a victim to take the blame for an offence
- seeking retribution against a person who has reported incidents

Harassment (From Ministry of Education – Developing and Reviewing Codes of Conduct, 2007): any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment and are unacceptable:

- condescending treatment that undermines another’s self-respect, name-calling, teasing, disrespectful comments
- gossiping, spreading malicious rumours, “dirty” looks, social ridicule, public embarrassment
- social isolation (“freezing out” or rejecting others), exclusion from a group, threatening to withdraw friendship
- repeated unwanted communication; unwelcome jokes, innuendoes, insults, or put downs; taunts about a person’s body, disability, religion, attire, age, economic status, ethnic or national origin
- insulting graffiti directed at an individual or group
- unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient

Bullying Behaviour (Ministry of Education – Developing and Reviewing Codes of Conduct 2007): a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour, and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

There are three critical conditions that distinguish bullying from other forms of aggressive behaviour including:

- Power (involves a power imbalance): Individuals who bully acquire their power through physical size and strength, through status within the peer group, and/or by recruiting support of the peer group.
- Frequency (repeated over time): Bullying is characterized by frequent and repeated attacks. It is this factor that brings about the anticipatory terror in the mind of the person being bullied that can be so detrimental and can have the most debilitating long-term effects.
- Intent to harm (intended to hurt): Individuals who bully generally do so with the intent to either physically or emotionally harm the other person.

RISING EXPECTATIONS

Centennial School is organized and operated on the assumption that students in a grade 9 – 12 school are progressing from adolescence to adulthood, and attending with the desire to participate, learn and grow. As students move progressively through the grades, we have a rising expectation in terms of conduct. It is expected that students’ level of personal responsibility and self-discipline will increase, and consequences for unacceptable behaviour will reflect this expectation.

A student’s medical, cognitive, social-emotional and personal profile must be considered in the determination of appropriate intervention and/or consequences. Therefore, the application of the school’s code of conduct must take into account the student’s ability to meet behavioural expectations.

CONSEQUENCES

Administrators, teachers, and support staff work hard to ensure appropriate educational, rehabilitative and/or restorative measures are in place to assist students in learning from their mistakes and making appropriate changes in their lives. Consequences will be implemented based on the severity and frequency of the behaviour. Progressive discipline methods will be applied to alter the inappropriate and/or unsafe behavior.

The following are examples (not an exhaustive or complete list) of outcomes or measures that may be recommended:

- An interview with a teacher and/or an administrator
- Assignment(s) requiring reflection
- Participating in a meaningful consequence for unacceptable behaviour
- Detention
- Parent assistance
- Attendance contract
- Behavioural plan
- Conflict resolution strategies
- Referral to counselling (school or community)
- Referral to family doctor
- Referral to youth worker
- Peer/small group mediation
- Partial or adjusted program
- Referral to police and/or a judicial resolution system
- Recovery of costs
- Community service
- Drug and alcohol education/treatment
- Anger management
- Referral to a community agency
- In-school suspensions
- Formal suspension: District Code of Conduct: Suspension Process, Level I, II or III
- Placement in another school/alternate program

NOTIFICATION

Depending on the nature of the unacceptable behaviour, the school staff will contact the following people:

- Parents of the student offender(s)
- Parents of the student victim(s)
- Police and other agencies as required by law
- Coquitlam School Board officials as required by school district policy
- Staff and school community members as deemed appropriate by the school and/or district administration

CONDUCT ASSOCIATED WITH GRAD

The school and/or Parent Dry After Grad Committee hosts grad related events:

- Senior Sail
- Commencement Ceremony
- Grad Dinner/Dance
- Dry AfterGrad

Any other events such as ski trips or S-trip vacations are NOT school sponsored events.

Current Centennial students who are not graduating, but wish to attend the grad dinner/dance as the guest of a grad, need to ensure that their attendance and academic records are in good standing. Grade 9 students are not permitted to attend.

Guests who are not students of Centennial must be sponsored by a current graduating student who is in good standing. They must be in a significant relationship with the graduate, and must be under 21 years old.

Grad pranks/crimes are not condoned and may result in suspension and/or loss of privileges such as the ability to attend the commencement or the grad dinner/dance.

Electronics Policy

Unless explicitly used for supervised curricular activities or outcomes, electronic devices are not to be turned on or in use during class time, as they often create a distraction to learning. During class time, students will be asked to store any electronic device in their lockers or backpacks. Continued disruption will result in the device being safely stored for the student. Cell phones or electronic devices, which may include cameras with text or video capabilities, must be used appropriately at school and during school activities. Students may be subject to discipline for **on or off campus** misuse of technology that negatively impacts an individual or the school community.

POLICY

Our computers and computer network are an integral part of the educational activities at Centennial School. They provide a variety of essential services to students and staff. Access to files and information stored on our computers is granted to all students. Before gaining access to the system, a student must acknowledge this agreement, demonstrating an understanding of our expectations and a willingness to meet these expectations. Computer access is a privilege that can be revoked if the following obligations and responsibilities are not met.

- Computers are to be used only for course-related research and the completion of assignments. Any other use of computers must be in line with the parameters set by the teacher. Visits to internet sites must be in accordance with ethical, moral and legal utilization and should not be offensive to fellow students and staff.
- Using chat forums, playing computer games and sending instant computer messages is prohibited under most circumstances.
- Users are not to download, copy or install games or other software on school computers. Programs and files on the computers and the computer network are the possession of the school and are not to be tampered with or copied. Users are expected to work only with the software applications and within the directories for which they have “rights.” No hacking!
- User ID’s and passwords are for individual use during a semester and are not to be shared or transferred to other students. Files stored in student workspaces are personal property and access by others (copying, altering etc.) is theft or a violation of privacy and is strictly prohibited.
- No food or drink is permitted near computer workstations.
- With teacher permission, users are welcome to join other classes and use any available computer. Users must sign the logbook.

It is the user’s responsibility to notify the supervising teacher or network administrators of any defects, problems or inappropriate material so corrective action can be taken immediately.

APPROPRIATE USE GUIDELINES FOR THE INTERNET

DO

- Inform teachers or guardians when you come across questionable material.

- Make every effort to safeguard the security of your account by not sharing passwords or distributing private login information.
- Avoid plagiarism by citing sources and attributing material to its proper owner.
- Use downloaded software and files in the manner stated by the original owner or creator of the material.
- Use district telecommunications resources for educational and schoolwork related purposes.
- Always communicate in a manner that is responsible, ethical and polite.

DON'T

- Give out names, phone numbers, or addresses to on-line strangers.
- Respond to messages that are unkind or make you feel uncomfortable.
- Agree to meet with or to send a picture to a person you have met on-line without first checking with your teacher or parent.
- Send offensive messages or pictures.
- Use obscene or racist language in private or public messages.
- Harass, stalk, insult, or attack others.
- Damage computers, computer systems, computer networks, peripherals, or software—either mechanically or by using viruses.
- Violate copyright laws.
- Use another person's password.
- Trespass in another person's files or folders.
- Intentionally waste limited resources.
- Employ the network for commercial purposes.
- Use the network to access or distribute/store illegal, illicit or offensive material.
- Attempt to access information or system levels for which you are not authorized.

School District No. 43 (Coquitlam) provides network access to students in order that they may conduct research and to facilitate communication with others. The district reserves the right to inspect student files and folders to ensure that *Appropriate Use Guidelines* are being followed and to ensure system efficiency and integrity.

Learning Honesty Policy (Cheating/Plagiarism)

Centennial aspires to develop honest, ethical and accomplished students capable of being responsible citizens in Canadian society. Since educational achievement should reflect an individual student's honestly acquired skill, knowledge and ability, students who participate in any activities that undermine the integrity of educational achievement at Centennial are serving neither their own nor society's best interests. Any form of cheating or school learning dishonesty will not be tolerated at Centennial.

Cheating is defined as any attempt by a student to complete an examination, assignment, or assessment by unfair means. Unfair means may include any one or more of the following:

Plagiarism – the unacknowledged use of another person's work and the presentation of that work, in whole or in part, as one's own. This may include the submission of the same work to more than one teacher without the teacher's consent.

Obtaining or providing information concerning all or part of an examination prior to or during the examination, taking an exam for another student or arranging for another person to take an exam in one's place.

Altering or changing test answers after submission for grading, altering or changing grades after grades have been awarded, altering or changing other academic records, making any other attempt to alter grades using means that have not been or would not be approved by your teacher.

Using unauthorized materials including the use of unauthorized electronic devices or information during an exam or assignment.

Cheating could include a student getting editing ‘help’ which results in a finished product not reflective of the student’s ability to express himself/herself.

NOTE: If a student is not sure about the authenticity of an assignment, he/she should check with the teacher before submitting it for marking. This is definitely a place where it is “better to be safe than sorry.”

Progressive Discipline

When the school learning honesty policy is broken, the following actions will be taken:

- Teacher speaks with student. Teacher will use his/her discretion to decide consequences
- Teacher will phone home, after consultation with counsellor
- A referral will be made to the student’s counsellor
- Counsellor will meet with the student and put a note in student’s file
- If warranted, or if it is a second or subsequent referral, counsellor will refer to an administrator
- Possible consequences could include: no letter of reference/ recommendation to be written for the student for the current year, disqualification from all school awards (including honour roll) for the current year; re-doing of the assignment to demonstrate the learning outcomes (marks may or may not be awarded)

At the discretion of the teacher, the following may occur on a first or subsequent infraction.

- An obligatory final exam and/or additional assignments to assure the validity of the student’s achievement
- At the discretion of the administration, the following may occur on a first or subsequent infraction.
- Suspension
- Transfer, by administration, to an alternate learning institution
- Any other consequences administration deems fit

Attendance Policy

PURPOSE

The purpose of the attendance policy at Centennial School is to make students, parents and staff more responsible around student attendance. The staff at Centennial believes that this increased focus and responsibility will help students become more successful.

STUDENT ABSENCES

Students are expected to attend and be on time for every class. If a student is absent, the student must give a written note to the teachers and the office for any day(s) he or she is away. The written note should include.

1. Student’s name and student number
2. Reason for the absence
3. Date(s) of the absence
4. Parent or guardian signature

In order for the absence to show as an excused absence in the school records, the student must take the note, signed by all of the student’s teachers and submit it to the office. A parent/guardian can also call in excused absence, or use our Absence Reporting Email system: centennialattendance@sd43.bc.ca

If a student will be absent for an extended period of time, the student’s parent or guardian should contact the counsellor. The counsellor will contact the classroom teachers and inform the student of missed assignments and homework.

SIGNING OUT

If a student needs to leave earlier than the regular dismissal time on a given day, they are required to sign-out at the main office using our regular sign-out procedures.

ABSENCES OTHER THAN ILLNESS

While the school is not in a position to grant or deny permission to any student to miss school for an extended holiday period, credit cannot be given for work that is not done. When planning for an absence, parents and students should understand that teachers cannot possibly pre-teach or post-teach the lessons; therefore, students missing classes lose essential instruction. Consequently, an absence may lower the achievement mark for a course. If a parent determines that a student be away during school time, the student and/or the parents are asked to contact the school well in advance of an upcoming vacation. It is important that students plan and work ahead, in order to minimize the effect of an absence on their schooling. Every consideration will be provided to a student in the event of a compassionate leave. In order that students and parents not be misled and suffer possible disappointment, it must be clearly understood that:

1. A letter of request outlining the reasons for the absence, expected duration and departure date must be written to the school.
2. Students will obtain a “prior arrangement” form from their counsellor.
3. Students will have teachers complete the form and have the form signed by parents and their administrator and then returned to their counsellor.

ATTENDANCE SUPPORTS AND PROGRESSIVE DISCIPLINE

Positive Reinforcement

- Perfect attendance for a month; get name in for a draw for a prize such as a Centennial clothing item
- Perfect attendance for a semester – name in draw for a prize such as a free grad ticket or yearbook

Progressive Discipline for Chronic Absenteeism and Tardiness

- Teacher meets with student. An unexcused absence may result in the student making up the time at the beginning of the day, during lunch, after classes and/or during tutorials.
- Teacher makes confirmed contact with parent – either speaks to parent or receives email reply. Record is kept regarding parent contact - date and summary of conversation.
- Teacher begins collaboration with counsellor. Initial collaboration will include details of teacher’s conversations with the student and parents. Attendance plan is collaboratively developed and could include daily/weekly check-ins with counsellor, attendance monitoring duotang, involvement of Youth Worker and/or Drug and Alcohol Prevention Worker, making up missed time.
- Teacher(s) and counsellor begin collaboration with the administration, and all will be involved in support/disciplinary effort.
- After consultation, consequences may include but are not limited to: loss of lunch break, making up time and learning outcomes in an in-school suspension, altered schedule, mandatory tutorials or a behaviour/attendance contract. In addition, a parent/student meeting to discuss school placement may result.

PROTOCOL USED TO ADDRESS A CONCERN

If a student is experiencing difficulty, a parent should take the following steps to resolve an issue:

1. Discuss the issue with the classroom teacher
2. If unresolved, contact the student’s vice principal
3. If further intervention is required, contact the school principal
4. If resolution still has not been reached, contact the assistant superintendent,
Mr. Carey Chute (604) 939-9201.

School District 43 Code of Conduct

From: *School District No. 43 (Coquitlam) Policies and Administrative Procedures*

Complete copies of the following policies and administrative procedures are available for your viewing at the school office and on the district website: www.sd43.bc.ca/Board of Education/Policies

1. District Code of Conduct – Policy 17

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff and parents. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist the students in developing a sense of self-discipline and responsibility. Parents are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

- The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:
 - be aware of and obey all school rules;
 - attend classes punctually and regularly;
 - work cooperatively and diligently at their studies and with home assignments;
 - respect the rights of all persons within the school including peers, staff and parents;
 - respect the legitimate authority of the school staff;
 - respect the school's physical school facilities;
 - respect the ethnic diversity of our school community;
 - behave in a safe and responsible manner at all times; and
 - not threaten, harass, bully, intimidate or assault, in any way, any person within the school community
 - not be in possession or under the influence of drugs and/or alcohol

2. Violence, Intimidation and Possession of Weapons - Policy 18

The Board believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. Schools are characterized by sensitivity and respect for all individuals, an environment of non-violence, clear student behavioral expectations and disciplinary practices that are enforced consistently and fairly. The Board acknowledges its role in providing secure learning environments which are safe from threats, violence or intimidation.

3. Suspension of Students – AP (Administrative Procedure) 355

The effective management of student discipline is a necessity in establishing safe, caring and orderly school environments that foster student learning needs. When student misconduct occurs, the school and District must respond fairly, quickly, and effectively, imposing a disciplinary consequence that is appropriate to the circumstances and that reinforces for the student involved and students generally, appropriate standards of student behavior.

The Principal has overall responsibility for the maintenance of student discipline and school rules. Under the general supervision of the Superintendent and subject to administrative procedures, a Principal and/or Vice Principal has the authority to suspend or remove a suspension imposed on a student.

4. Race Relations – AP 205

School District 43 acknowledges the challenge of becoming responsive to the needs of a pluralistic society and affirms that the racial, ethno-cultural, linguistic and religious diversity of its students, staff, and community is a source of enrichment and strength for Canada.

As an educational institution, the District has a special responsibility to develop positive values, attitudes, knowledge and practices by developing a framework which will promote and support equity, justice and access to all.

5. Personal, Discriminatory, and Sexual Harassment – AP 165

The District recognizes the right of all students and staff members to learn and work in an environment free from personal, discriminatory or sexual harassment.

The District, all staff members, students and people within school communities shall have a responsibility to promote, monitor and maintain learning environments and workplaces that are free from harassment.

6. District-Wide Network and Internet Appropriate Use – AP 140.2

The District endorses the provision of district-wide network and internet services to support student learning. While there are many benefits, there is also potential for misuse. Students are not permitted to create, distribute or access any material which is not suitable for classroom learning. (See also our district brochures “Appropriate Use Guidelines for the Internet” and “Appropriate Use Guidelines for E-Mail”. These are on the district website at www.sd43.bc.ca under News & Events/Publications)

When using technology, District Electronic Mail (email) services, Social Networking, Collaboration, Blogging, Media sharing tools, in relation to their role, students and staff are expected to act as appropriate digital citizens as laid out in the procedures.

7. Tobacco Free Environment – AP 171

The Board declares that all buildings under its jurisdiction and all school grounds shall be designated “tobacco free”. This “no smoking” policy shall be followed by students, staff, parents and visitors at all times.

8. Closure of Schools for Extreme Weather Conditions – AP 132

In the case of extreme weather conditions, the Superintendent of Schools has authority on behalf of the Board, to temporarily close a school.

Procedures: As a general expectation, parents should be advised that schools are open. If parents believe the local conditions are unsafe, they should keep their child at home or arrange his/her early dismissal. If schools are to be closed before morning classes begin, an announcement will be made on local radio stations CKNW (980), CKWX (1130) and CBC (690) by 8:00 am if possible, and posted on the district website.

9. Resolution of Student or Parent School Concerns – AP 380

The District encourages students and/or parents to discuss their questions or concerns regarding the education of their children with school personnel as early and as directly as possible.

Procedures: Students or parents who disagree with or wish to question decisions or actions that are taken by teachers and/or administrators are expected to seek a resolution by pursuing the following steps:

A. *Teacher or Classroom Level Problem*

1. Discuss the matter directly with the teacher whose judgement or decision is being questioned.
2. If not resolved, discuss your concern with the Principal.
3. If still unsatisfied with the outcome, discuss your concern with the Assistant Superintendent (contact the Board office at 604-939-9201 or email information@sd43.bc.ca)
4. Unresolved matters may be referred to the Board.

B. *Principal or School Level Problem*

1. Discuss directly with the Principal the action, policy, procedure or practice being questioned.
2. If not resolved, refer to the Assistant Superintendent. (see contact information above)
3. If not resolved, refer to the Board as per Board Policy 13 it is expected that School District personnel will seek a resolution to the problem as quickly as possible.

Aboriginal Programs for students of Aboriginal ancestry are offered throughout the district. For information on these programs please contact your school, or the Aboriginal Education Department at 604 -945-7386.

Supports For Students

LEARNING CENTRE (LC)

The Learning Enrichment Centre provides support to any student who is experiencing difficulties in any subject area. Specialized topics such as study skills, test taking and test preparation strategies, as well as note taking hints are provided. Computer tutorials in English grammar and mechanics supported by a language lab are available on request. Individualized assistance is offered in paragraph and essay development. Support teachers are available for students who need extra help in math, science, English and/or social studies. Subject teachers and/or counsellors can assist students in accessing the LEC.

ACADEMIC ASSISTANCE

Students may need additional assistance at different times during the school year to meet the learning outcomes of the courses they are taking. Students requiring support should begin by meeting with their teacher during class time, or at a time agreed upon by the teacher. If a student is not meeting the outcomes of the course with this level of support, external tutoring or extra resource time may be required.

Some students may be offered the assistance of Peer Tutors, who are strong students able to assist other students with organisation and understanding of assignments. Peer Tutors will not do the work for the students who are struggling, but will help them successfully complete their own work. Some students may be assigned to the LEC for additional support with a learning support teacher.

LIBRARY

Instruction is provided to all students on a class or an individual basis (please come in and ask a librarian for an orientation). The student GO-CARD serves as ID and a library card.

As well as the continually updated and vast collection of fiction and non-fiction titles, the library also offers:

- Sixteen computer stations with access to the automated search system
- Special collections including reference, EAL, young adult fiction and current magazine titles
- Online resource access 24 hours through the school's website: www.sd43.bc.ca/secondary/centennial
- A coin operated photocopier

Individualized Learning Assistance

LEARNING CENTRE

Individual instruction and assistance and standardized educational testing are available to all students in the Learning Centre (LC). Learning assistance teachers monitor the progress of all students with identified learning needs. They meet with teachers, parents, and students to develop individual education plans (IEP's) which facilitate the full inclusion of students into regular classrooms. In some cases, students are assigned to the LC for a scheduled block of assistance; attendance is then compulsory.

SKILL DEVELOPMENT

The Skill Development Centre encourages and supports academic, social, and physical independence for students with special needs. Instruction is based on individual education plans (IEP's), which focus on each student's unique strengths and needs. Students work in the Skill Development classroom and in integrated classes with support from education assistants, peer tutors, and special needs teachers. Work experience and some community training are also a part of the Skill Development Program.

Counselling

<http://www.sd43.bc.ca/school/centennial/ProgramsServices/Counselling/Pages/default.aspx>

Counselling help is provided in the following areas:

- program and course selection, academic counselling & problem-solving, tutorials, study skills
- orientation to the school
- scholarships, post-secondary, vocational and career planning
- personal counselling and decision-making
- support in crises; referrals to community agencies

COUNSELLOR ASSIGNMENTS

All students are assigned to a counsellor who is responsible for both male and female students. However, students may go to any counsellor to discuss personal concerns. Students wishing to see a counsellor may go directly to the counsellor's office.

The Counselling Department offers many additional services to Centennial students:

- Help with program and course selection.
- Help solving academic difficulties and problems and, when necessary, arranging for tutorial assistance.
- Information and help with career and post-secondary planning (universities, regional colleges, vocational schools, apprenticeship programs) and registration.
- Discussion of personal problems and help in making personal decisions.
- Support in crisis situations and contact with community referral agencies (mental health, family planning, public health, social services).
- Information on other educational programs (summer school, on-line, distance education, continuing education, alternate programs).

A NOTE TO PARENTS FROM THE COUNSELLING DEPARTMENT

Although we make every effort to keep parents informed and will call when situations arise which require attention, we also encourage parents to contact counsellors whenever they have concerns about a student's progress. Please feel free to visit the school or telephone us at 604 936-7205. If you prefer to communicate via e-mail, please see the website or call the school to obtain a specific counsellor's e-mail

Youth Worker

Our Youth Worker is Liana Honeysett. Her office is located on Level 1, near the music rooms. The youth worker's role includes providing support to students who need to talk about emerging issues, along with many other roles.

Career Resource Centre

The Career Resource Centre, located adjacent to the counselling office, is our library of post-secondary educational information. We have current calendars for all B.C. post-secondary institutions and for most colleges and universities in the rest of Canada and the western U.S.

All students are encouraged to explore the wide variety of career exploration and job search materials which the Counselling Department maintains in the Career Resource Centre (Room 121).

The Counselling Department maintains a "Job Board" of available part-time employment and volunteer opportunities. Potential employers interested in hiring students should contact the Career Resource Facilitator in the Counselling Department by calling 604 936-7205.

- Current calendars
- Information about trades, technologies and apprenticeships
- PASBC - online application service to all universities in B.C. and many trade/technology and colleges as well
- Internet access to most universities/colleges, trade/technology and private training schools
- Career Employment
- Casual job referral service
- Resume writing and cover letters
- Career Cruising - Computer based career exploration
- Internet access to HRDC pages and links

Post-Secondary Preparation

SAT/PSAT INFORMATION

Students interested in attending college or university in the USA will need to write the Scholastic Aptitude Test (SAT I) and may also need the subject-based (SAT II) test. Registration information is available online.

Normally, students planning to write SAT tests also register to write the practice SAT (PSAT) in grade 11. The counselling department holds a sitting of the PSAT each October.

SCHOLARSHIPS & FINANCIAL AID

Information on scholarships, awards, and bursaries is available to all students through the Counselling Department and on Centennial 'Counselling' webpage. See the Scholarships and Financial Aid link under "Important Links" at the right side of the webpage as well as under "Information" located at the bottom of the webpage. Scholarship and Financial Aid Information sessions will be held in October and in the Spring. Students should check the daily bulletin and website for dates of these scholarship and financial aid sessions.

POST-SECONDARY INFORMATION

The Counselling Department sponsors a Post-Secondary Day in the fall. On this day, representatives from BC post-secondary institutes will be at Centennial School to provide information to grade 12 students and their parents. Representatives from Eastern Universities also make visits to Centennial throughout the month of November.

Counsellors will hold application workshops for colleges, BCIT and newer universities in October, and similar workshops for BC universities in November. Students should check the daily bulletin and website for dates and locations of these post-secondary sessions.

Current labour market information indicates that most jobs of the future will require education and training beyond grade 12. High school graduation from Centennial Secondary does not automatically guarantee entrance to a post secondary institution.

Students are responsible for determining the exact entrance requirements of the institution and program they wish to attend. Because these requirements change frequently, on-line calendars and institution web sites are the most up to date references available. Counsellors and the Career Resource Centre also have information and advice available, as do advisors in the institution(s) to which you are applying.

OPTIONS:

In British Columbia, students graduating from high school have a wide range of choices for post secondary training. These include:

- Technology and Trade Schools and Apprenticeship programs.
- Community Colleges
- Universities
- Specialized Universities/Institutes (e.g.: Emily Carr University and the Justice Institute of BC)
- Private Institutions

COLLEGES

Colleges offer **certificate programs** (1 year) and **diploma programs** (2 years). These programs are not usually transferable to a university but do often provide students with excellent job market skills. Some colleges have a few specialized **degree programs**. Most also offer **university transfer programs**.

Students pursuing a university degree may choose to enter university directly or they may take their first and/or second year of a university program at a college. If they obtain the required GPA and complete the appropriate, transferable courses, they may then transfer to second or third year university. There are both advantages and disadvantages to completing the first year or two at a local college.

Trades, technology, and vocational training in our area are concentrated at the British Columbia Institute of Technology (BCIT) and at Vancouver Community College (VCC). BCIT is now also degree granting in several programs.

Douglas College is the closest regional college. General admission to Douglas College requires high school graduation only, although some programs at Douglas do have specific course prerequisites or specify course and grade recommendations for priority registration or have limited, competitive entry. Some programs fill before the application deadlines, so apply early when possible.

UNIVERSITIES

There are various degree granting universities in BC. Among them are the traditional universities, such as:
 Simon Fraser University - Burnaby, Surrey, and Downtown campuses
 University of British Columbia (UBC) - *Vancouver & Okanagan campuses*
 University of Victoria
 University of Northern B.C.

There are also universities that offer a combination of career, trades, and technology programs as well as degree programs. These include:

Capilano University
 Kwantlen Polytechnic University
 Thompson Rivers University
 University of the Fraser Valley
 Vancouver Island University

Emily Carr University of Art & Design (ECUAD) specializes in undergraduate education in Art, Design, and Media.

UNIVERSITIES & COLLEGES IN OTHER PROVINCES & THE UNITED STATES

Students should consult specific post-secondary websites for admission details. American universities and colleges usually require a **SCHOLASTIC APTITUDE TEST (S.A.T.)** score. Students in grade 11 can arrange to write the practice S.A.T. (P.S.A.T.) at Centennial in October. Grade 12 students interested in attending a U.S. university visit the College Board website for more S.A.T. information. Online registration is the simplest and quickest way to register for the S.A.T. Go to <http://sat.collegeboard.org/home>. Country Code: 651
 High school code: 821065.

EAL STUDENTS

Many institutions require EAL (ESL) students to take a TOEFL/IELTS or other such test prior to admission. Some institutions might alternately require a minimum number of years of education in Canada. Check to see what applies to your situation.

PERSONAL PROFILES AND EXTRA-CURRICULAR DEVELOPMENT

Some programs (such as Business), some universities (such as UBC), and most scholarships require a personal profile or essay. Writing these requires time, contemplation, and editing. Start composing them early, save working drafts, and return to improve them several times before completion.

Increasingly, schools and employers are looking for more than just grade averages to assess student ability. They are looking for other indicators of your broader capacity to use information, analyse and solve problems, draw conclusions, work well in a group, participate in discussion, lead activities, motivate yourself, and think creatively. Ideally, your preparation for this started much earlier – even as early as grade 9 or 10, when you began to explore areas of interest, develop your talents, and serve your community. Volunteer work, team sports, art classes, workshops, contests, certificates, festivals, exhibits, employment, refereeing, tutoring, clubs, performance, public speaking, and personal projects will all help you find your passions, improve your skills, broaden your horizons, and increase your odds when you fill out those applications. These activities will also enlarge your network and may lead to other opportunities or provide you with further support.

Get a box and continually add awards, particularly good projects and essays, art, or other evidence of your achievements. Keep a current list with all the dates and details of your activities. Add new ones as they occur. This will serve as a reference and memory aid when you must fill in applications.

HOW TO SELECT A POST SECONDARY INSTITUTION

Many sources exist to help you choose your next school. Consult with your counsellor, check out web sites (see the attached list to get started), refer to the calendars, viewbooks, and brochures in the Career Resource Centre and talk to the Career Resource Facilitator. Come to information sessions at Centennial and other high schools, attend information and ‘tryout’ days offered by local institutions, and find books in the library on university selection. MacLean’s magazine and the Globe and Mail newspaper both put out different annual rankings and comparisons of Canadian universities.

Remember that the academic program a school offers is only one part of the experience you will have. Where you live, where the school is located, the kind of student life the school offers, the class sizes, and the sports and clubs available will all contribute to what you learn and how much you take from the experience. Even good schools have some stronger and some weaker departments. Sometimes a school with a smaller overall reputation has certain particularly outstanding programs.

CO-OPERATIVE EDUCATION

Co-op programs allow students to alternate study semesters with semesters spent working in their field of concentration. Participating in a co-op program provides a combination of academic preparation along with paid work experience in a business, industry, or branch of government. Co-op degree holders have a higher success rate of finding employment upon graduation and it helps pay for your studies. For detailed information, contact the co-op coordinator at the institution of your choice during your first year of university or college. Checking to

see if your program of choice offers a co-op option may also be part of your selection criteria as you decide where to apply to study.

INTERNATIONAL EXCHANGES

Most universities offer international educational exchange programs and/or international field studies. In many cases you pay local tuition fees while attending a school in another country. Contact the exchange office at the university or college of your choice.

HOW DO I APPLY?

Most institutions now require that you apply on-line. Some colleges still accept paper applications. Applications for post secondary institutions may begin as early as October or November of the year prior to your entry into a post-secondary institution. Check application deadlines carefully, as all schools are different. Appropriate application fees must accompany all applications. A Post Secondary Institutions (PSI) Selections Form must be completed on-line no later than April 30. It is prudent, however, to get it done earlier. Some institutions may request a student to self-report grades or may request an official paper transcript in addition. See your counsellor for an interim transcript.

POST-SECONDARY INSTITUTION INFORMATION

If you are proceeding to further education after graduation, you will need to check institution publications and calendars carefully. Admission requirements for institutions and programs are subject to constant revisions. More information is available through your counsellor, Career Resource Centre, the internet and the Registrars' offices at the institution of your choice. The following World Wide Web addresses have been provided to help you begin your research.

LINKS TO BC INSTITUTIONS

(This is a sample of some of the institutions and their websites within B.C.)

- Aboriginal Post Secondary at Nicola Valley www.nvit.ca
- British Columbia Institute of Technology www.bcit.ca
- Capilano University www.capilanou.ca
- Douglas College www.douglas.bc.ca
- Emily Carr University of Art and Design www.ecuad.ca
- Justice Institute of British Columbia www.jibc.ca
- Kwantlen University College www.kpu.ca
- Langara College www.langara.bc.ca
- Royal Roads University www.royalroads.ca
- Simon Fraser University www.sfu.ca
- Thompson Rivers University www.tru.ca
- Trinity Western University www.twu.ca
- University of the Fraser Valley www.ufv.ca
- University of British Columbia www.ubc.ca
- University of Northern British Columbia www.unbc.ca
- University of Victoria www.uvic.ca
- Vancouver Community College www.vcc.bc.ca
- Vancouver Island University www.viu.ca

OTHER USEFUL LINKS

- Aboriginal Youth and Training (Select English, then Education) www.aboriginalcanada.gc.ca
- Alberta Post Secondary Application www.applyalberta.ca
- Apprenticeship Information www.itabc.ca
- Association of Universities and Colleges of Canada www.aucc.ca
- B.C. Ministry of Education provincial exams information www.bced.gov.bc.ca/exams/
- B.C. Post Secondary Application System www.applyBC.ca
- B.C. Post Secondary Information www.educationplanner.ca
- B.C. Transfer Guide for Post Secondary Courses www.bctransferguide.ca
- Canadian Post Secondary Institutions, List & Information www.schoolfinder.com
- Career and Labour Market Information www.careerpathsonline.net
- Career and Occupation Exploration in B.C. www.workfutures.bc.ca
- Coquitlam On-line Course Information www.sd43.bc.ca/col
- Ontario University Application Site www.ouac.on.ca
- SAT Exam Information www.collegeboard.org/
- U.S. Colleges and Universities, List & Links www.utexas.edu/world/univ
- U.S. Colleges and Universities, Virtual Tours & Information www.campustours.com

Financial Assistance For Post-Secondary Education

Financial assistance for post-secondary education is available in the form of scholarships, awards, bursaries, and loans. Scholarships are awarded on the basis of academic excellence; awards are granted in recognition of outstanding extracurricular contributions to the school or community; bursaries are given to students who demonstrate financial need. Student loans are administered by the financial aid offices of post-secondary institutions and are available to students who meet specific qualifications. Links to a wide variety of financial aid resources, websites, and privately sponsored scholarships, bursaries and awards are available on the 'Counselling' section of the Centennial School website at:

<http://www.sd43.bc.ca/secondary/centennial/ProgramsServices/Counselling/Pages/default.aspx>

The major sources of financial aid for Centennial graduates are listed below. Information on scholarships, awards, and bursaries advertised and/or administered by Centennial is available to all students through the Counselling Department and on the 'Counselling' section of the Centennial School website.

GOVERNMENT-SPONSORED SCHOLARSHIPS

Provincial: The Provincial Scholarships program has been revised. Scholarships are awarded based on a student's best four provincial exam results.

A student will receive a \$1000 Examinations Scholarship if he or she:
meets eligibility requirements

ranks, based on percentage scores in their mandatory provincial exams, in the top 5,000 scholarship students in BC. A student must also achieve at least a "B" final, blended mark in English 12 or Communications 12.

Dogwood District Authority Award: To earn a \$1,000 **Dogwood District Authority Award**, a student must have demonstrated outstanding achievement in one of the following areas: FINE ARTS (Visual Arts, Dance, Drama,

Music), APPLIED SKILLS (Business Ed, Technology Ed, Home Economics), PHYSICAL ACTIVITY (or athletics), SECOND LANGUAGES, COMMUNITY SERVICE, or TECHNICAL AND TRADES TRAINING. Recipients of these scholarships usually have an average of 86 to 90% in 4 or 5 courses in any one of these specialty areas.

Students may qualify for *both* the Provincial Exams Scholarship and the District Scholarship.

BC ACHIEVEMENT SCHOLARSHIPS

BC Achievement Scholarships recognize the top 8000 graduates in the province. The Ministry will determine recipients based on achievement in Grades 10, 11, and 12 courses that satisfy 2004 Graduation Program requirements, including elective courses. Grad Transitions will not be included. A cumulative average percentage will be calculated and form the basis for determining winners, who receive a \$1250 scholarship voucher to use towards their post-secondary tuition. Students do not apply for this scholarship.

- Meet basic eligibility requirements
- Fulfil graduation requirements of the 2004 Graduation Program by August 31 of the student's graduating year
- Have at least a "B" (73% or above) in their Language Arts 12 course
- Write and pass a Language Arts 12 provincial examination
- Have no more than one Transfer Standing (TS) or Standing Granted (SG) indicator among course marks used for the calculation of winners, excluding Language Arts 12, which must have a percentage score

UNIVERSITY AND COLLEGE ENTRANCE SCHOLARSHIPS

All universities and colleges offer entrance scholarships. These scholarships are based on achievement of high marks and, in some cases, involvement in extracurricular activities. Scholarship information for specific universities and colleges is available through links on the 'Counselling' section of the school website, through Centennial counsellors, and on university and college calendars and websites.

FINANCIAL AID/SCHOLARSHIP PROGRAM

The Counselling Department conducts a comprehensive financial aid/scholarship program. Details are available on the financial aid website at

<http://www.sd43.bc.ca/secondary/centennial/ProgramsServices/Counselling/Pages/default.aspx>

Student Evaluation

Three formal report cards will be issued to each semester. Please see our website for exact dates. Centennial School follows the Ministry Guideline for grading.

Letter Grade	Percent	Achievement in Relation to Learning Outcomes
A	86 - 100	outstanding/excellent performance
B	73 - 85	very good performance
C+	67 - 72	good performance
C	60 - 66	satisfactory performance
C-	50 - 59	minimally acceptable performance
I or F	0 - 49	Is not meeting, or did not meet expectations

IN PROGRESS OR “I” REPORTS

Throughout the school year it is possible that parents will receive an “I” report for their son/daughter. The “I” indicates that a student is “in progress” and has not yet demonstrated acceptable mastery of the learning outcomes for that course. The “I” is a Ministry of Education requirement and must precede a student receiving a failing grade. The “I” report indicates what the student must do in order to eliminate the “I” standing and successfully complete the course. Teachers may provide a list of outstanding assignments, tests, or alternate assignments/tests so that student is able to demonstrate the learning outcomes. They will also indicate the timeline in which the work must be completed. Students with a grade of I (in-progress) at the end of semester may be required to come in to complete assignments during specific tutorial times.

The “I” must be changed to a mark for the final reporting period. Students who do not meet the requirements of the “I” report will receive a failing grade for that course and will have to repeat it or take an alternate course offering.

PROMOTING GOOD STUDY HABITS

As part of the learning process, students are expected to do homework regularly. Homework includes two types of home study:

- **Assigned Work** - This normally constitutes work started in class. The work not completed in class can be considered homework and should be completed as instructed by the teacher.
- **Review Work** - Each school night a student should spend some time on each subject reviewing course material, broadening learning possibilities and/or preparing for testing.
- Students are expected to take their school agendas to each class. If used correctly, they can help students effectively prioritize their school work and manage their time. It will serve as the homework record and as a reminder to get work completed and handed in on time.

Academic Awards

Students are recognized for their accomplishments in various ways at Centennial. Our formal awards presentations occur in June of each year. Our system includes awards for courses, as well as overall achievement. The results used for determining awards are obtained only from Centennial teachers. Courses taken elsewhere are not used in determining eligibility or in the calculation of academic averages. Students must take the minimum number of courses taught at Centennial to be eligible for academic awards.

ACADEMIC AWARDS

Award	Details	Date / Format Presented
SUBJECT AWARDS	Top students in each course.	Year-end awards presentations
SERVICE AWARDS	Gold, Silver, and Bronze level awards are given for service at Centennial. To qualify for service hours, please read the section on <i>Leadership and Volunteering</i> in this agenda book.	Year-end awards presentations
HONOUR ROLL	To qualify for Honour Roll, a student must be enrolled full-time at Centennial (minimum 8 courses all at our school), and have an average of at least 73.0%. The average is calculated based on the final percentage in all courses. Courses taken at other institutions do not count towards the minimum number of courses, nor the average.	Displayed twice: Just after the end of Semester 1, and just after the 2 nd report card of Semester 2 (around mid-May)
HONOUR ROLL WITH DISTINCTION (7 A's)	To qualify for Honour Roll with Distinction, a student must be enrolled full-time at Centennial (minimum 8 courses all at our school), and be on the Honour Roll, and have a minimum of 7 A's in courses taken at Centennial.	Displayed twice: Just after the end of Semester 1, and just after the 2 nd report card of Semester 2 (around mid-May)
GOLD SCHOLAR	At least 7 A's in Grade 12 year (not necessarily Grade 12 numbered courses)	Excellence in Education Banquet (Worn at Commencement)
PRINCIPAL'S LIST	The Principal's List recognizes grade 12 students who have achieved Gold Scholar status in each of the grade 10, 11 and 12 school years.	Year-end awards presentations

Award rules are subject to change at the beginning of the school year. Any changes will be posted on our website under "Publications" as a latest version of the School Awards System.

AWARD CEREMONIES

At the end of each school year, Centennial School honours outstanding student achievement and service in daytime and evening award ceremonies. Service awards and awards honouring high achievement (students in the top 2 to 3% in a subject) are presented in daytime assemblies and/or celebrations. Awards honouring our best athletes, the top students in each department, and grade 12 students receiving Gold Scholar cords are presented at evening ceremonies. Grade 12 students receiving Gold Scholar cords wear these at the convocation ceremony.

Athletic Awards

Student/Athlete of the Year selection criteria for male and female in grade 9, 10 and 11 are as follows:

1. Excelled in at least one high school sport at Centennial
2. Demonstrated leadership qualities both on and off field of play
3. Displayed an academically co-operative attitude in and around the school

The Doyle Award (top athlete in grade 12) selection criteria:

- Must be a grade 12 student successfully graduating in their graduation year
- Must have been registered for not less than two (2) complete years of instruction at Centennial (grades 11 and 12)
- Excelled in at least one major sport in Centennial's athletic program
- Demonstrated a high standard of morals
- Been an academically co-operative student
- Indicated a desire to help and to teach others
- Indicated to his or her coaches a desire to learn
- Displayed a high standard of sportsmanship both on the field of play and in his/her normal school activities

Award Ceremonies

At the end of each school year, Centennial School honours outstanding student achievement and service in daytime and evening award ceremonies. Service awards and awards honouring high achievement (students in the top 2 to 3% in a subject) are presented in daytime assemblies and/or celebrations. Awards honouring our best athletes, the top students in each department, and grade 12 students receiving Gold Scholar cords are presented at evening ceremonies. Grade 12 students receiving Gold Scholar cords wear these at the convocation ceremony.

Course Selection Process

MINIMUM NUMBER OF CLASSES – GRADE 9

Grade 9's take 8 courses plus any course taken at lunch, before or after school is EXTRA.

MINIMUM NUMBER OF CLASSES – GRADE 10-11-12

The policy is changing for the 2017/2018 school year. Students will take a minimum of 8 classes during the year. This year, more courses will count as part of at 8 than ever before. Basically, all but a few of our course offerings can count towards the 8 classes. The ones that don't count towards your 8 (and are called "9th" courses) are:

Course	Does it count towards your minimum 8?
Graduation Transitions	No
Leadership 11/12	
PE Leadership 12	
Musical Theatre	Count as 1 course, even if you take all of them.
Theatre Tech (various versions)	
Grade 10 Concert or Jazz Band	Yes
Choir/Vocal Jazz	Yes
Strength and Conditioning 10 (for Gr 10-12)	Yes
Journalism 11	Yes

Exception: EPIC STUDENTS Part-Time Students

An exception to the "full time only" rule at Centennial involves students who are accepted into the EPIC program, which is a way for student who receive the highest level of coaching in a particular sports or artistic discipline. For example, we have an athlete with 3 courses per semester at Centennial and the rest of day learning and training for their spot on the national Olympic team.

Exception: Cross-Enrolled Students

Students who are enrolled full-time at another SD43 school can apply to come to Centennial for 1 or more blocks in one of our specialty programs such as Ace-It. Also, full-time Encompass students are not required to follow our rule of Minimum 8 Classes.

Awards

Students who are not in 8 classes as described above are ineligible for school awards



Choosing Courses

How to choose

When choosing courses for **Grade 9**, there is a combination of 5 required courses and 3 electives. All of these courses are prerequisites for more advanced courses in the same subject areas in the later grades. We also have introductory courses in various electives at the Grade 10 and 11 level.

In **Grade 10, 11 and 12**, students select courses needed for graduation and post-secondary plans. From these requests, the school develops a master timetable and assigns students to their classes. We make every attempt to keep classes at a reasonable size and balanced throughout the school day.

Priorities

1. Courses required to graduate
2. Prerequisites for post-secondary institutions student is applying to
3. Student preference of subject area



Course Request Forms

Students are given a form to fill out as their way of indicating which courses they would like to take in the following year. The forms are delivered to Middle Schools for Grade 8's to use, and are handed out at school for our current students. This form is a very important document, and must be signed by a parent or guardian and returned by the deadline. Students in Grade 9-11 will meet with a counsellor to finalize their selections and discuss any complexities. You will be picking required courses, electives, and alternates (alternate electives).

Some Advice

Math Class: Refer to our Math Pathways page to make good decisions about which math class to take. Make informed choices, so you don't find yourself over your head when it might not even be required for graduation or future plans. If you struggled to pass a math class, there might be a less-intense pathway to graduation for you!

Alternates: Make sure that you choose alternates that you are genuinely willing to keep!

Day Length: Be careful when choosing more than 8 courses for Grade 10, 11 or 12. If you are adding an early-morning, late afternoon, or lunchtime class, the workload can increase. Consult with a counsellor to make sure it's a sustainable decision.

Online Courses: Online courses do not qualify as replacements for the 8 courses students take in our building. Students are welcome to take online courses, but we do not offer direct supervision of students for their assignments, work time, or test taking.

Courses and Grad Requirements

Centennial students are required to take a minimum of 8 courses from the list of courses, not including the exceptions listed below:

- GTP (Grad Transitions) – would be your 9th course
- Leadership 11/12 – would be your 9th course
- Musical theatre and supporting courses are all worth 1 course even if you are enrolled in all 3 types.

Students can choose to take more than 8 courses, but once the choice is made, you can't reduce your course load.

Some students may apply for a status that allows them to take fewer than 8 courses:

EPIC

- Elite Performers are students who receive 20+ hours of top-level coaching or training. The program is designed for athletes who compete at the national or provincial level in club sports.
- EPIC students may qualify to have a part-time schedule at Centennial, along with COL courses.
- Apply through the office by May 1, 2017, if you wish to have or renew EPIC status.

Special Requirements or Cross-Enrolled Students

- Some students have special requirements for fewer courses in the day. These circumstances are considered on a case-by-case basis, and are approved by administration.
- Cross-Enrolled Students are those who are registered at more than one school, and have organized programming in both places. For example, ACE-IT students have only 4 courses at Centennial.

GRADE 9 COURSE REQUIREMENTS

Students in grade 9 will complete at least eight (8) courses. Courses will include:

- English or Humanities or ELL (English-Language-Learner)
- Social Studies or ELL
- Math or Numeracy
- Science
- Physical Education
- Elective Choices: 3 choices. If you intend to apply to universities after Grade 12, consider taking a language elective (French, Spanish, or Japanese).

GRADE 10-11-12 COURSE REQUIREMENTS

Beginning in July of 2016, the Graduation Requirements are changing. Those students entering Grade 9 will be entirely under the new system. Other students will need to examine the changes that pertain to each grade. We assist students with the process of verifying that they are on the right track to graduate.

Grad requirements are clearly defined on the Ministry of Education website:

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

In order to graduate with a Dogwood, every student on the Graduation Program is required to pass certain basic courses. The list below is an overview of what is required for graduation under the old program, which will still apply to students graduating in June 2017 and also June 2018.

REQUIRED COURSES

- a Language Arts 10 (4 credits)
- a Language Arts 11 (4 credits)
- a Language Arts 12 (4 credits)
- a Mathematics 10 (4 credits)
- a Mathematics 11 (4 credits)
- Fine Art &/or Applied Skill 10, 11 or 12 (4 credits)
- Social Studies 10 (4 credits)
- a Social Studies 11 or 12 (4 credits)
- Science 10 (4 credits)
- a Science 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- Electives (28 credits minimum)
- Planning 10 (4 credits) & Grad Transitions (4 credits) (to be replaced by Career Planning A/B & Capstone)

***Of the 80 credits for graduation, at least 16 must be at the grade 12 level, including a grade 12 language arts course. Others may be required or elective courses.**

CHANGES TO GRAD REQUIREMENTS - 2017/2018

In 2016/2017 there will be changes to exams to align with the redesigned Kindergarten to Grade 12 curriculum, and in preparation for the new graduation requirements starting in 2017/2018.

This is what it means for students entering Grades 10-12 in the 2016/2017 school year:

Grade 10 students in 2017-2018 will:

- Follow most of the current Graduation Program requirements
- Take a Math 10, a Language Arts 10 and Science 10, with classroom assessments

Grade 11 students in 2017-2018 will:

- Have completed a Math 10, a Language Arts 10 and Science 10 or equivalent and written the provincial exams. If you didn't take the Grade 10 courses until the 2016-2017 year, you have no exams in those courses.
- Meet Social Studies graduation requirements with classroom assessments instead of a provincial exam
- Write a provincial literacy assessment before graduation
- Not write the new provincial math skills assessment

Grade 12 students in 2017-2018 will:

- Finish all the current Graduation Program requirements
- Have completed a Math 10, a Language Arts 10, Science 10 and Social Studies 11 (or equivalent) and have written provincial exams. If you didn't take the Grade 10 courses until the 2016-2017 year, you have no exams in those courses.
- Take Language Arts 12 (or equivalent) and write the associated provincial exam
- Not write the new provincial literacy or provincial math skills assessments
- Students who have completed courses associated with discontinued exams by June 30, 2016 will have until June 2017 to write or re-write exams
- Students taking summer school during July and August 2016 will not be required to write provincial exams in Math 10, Language Arts 10, Science 10 and Social Studies 11 (or equivalent)

Course Request Timeline

Current Grade 8's

Don't worry! This **Student Guide** probably seems long and complicated, but our job is to make choosing your Grade 9 program smooth and easy. We will come to your school, and guide you through the process. The timeline is January/February... we visit you for some informative talks. Meet our counselling team! They are the ones who take your course forms and enter them in, ensuring everything is as it should be.

For the rest of Grade 8, make sure you are showing excellent work habits all the way to the end of June. It's impossible to magically change into a great student in one summer. Start now. Work hard and don't (I repeat... DO NOT) engage in behaviours that cause drama. In Grade 9, the secret to success is a network of friends and family that help support your success in classes, a good attitude, and a focus on the goal, which is to keep as many doors open as possible to post-secondary (after high school) options.

A printout of your chosen courses will be handed to you in June, and/or emailed to your home email address.

Current Centennial Students

Course request forms will come out in February, and you have until the deadlines to hand it in. Once we receive the forms, we begin calling students into individual appointments with their counsellors to review their choices. That takes place throughout late March and April.

In early May, we will adjust our course offerings, by increasing or decreasing the number of sections of each class. Occasionally, your choice is not available, and we select from your list of alternates.

In June, you will be informed which courses you have on your timetable for each semester of the next grade. If you see problems with your timetable, you will have a chance to request a course change, but only during the very limited course change window.

Course Change Reasons

Students currently in Grade 9, 10, or 11... entering Grades 10, 11, or 12.... can change courses only if there is a compelling issue from the following list:

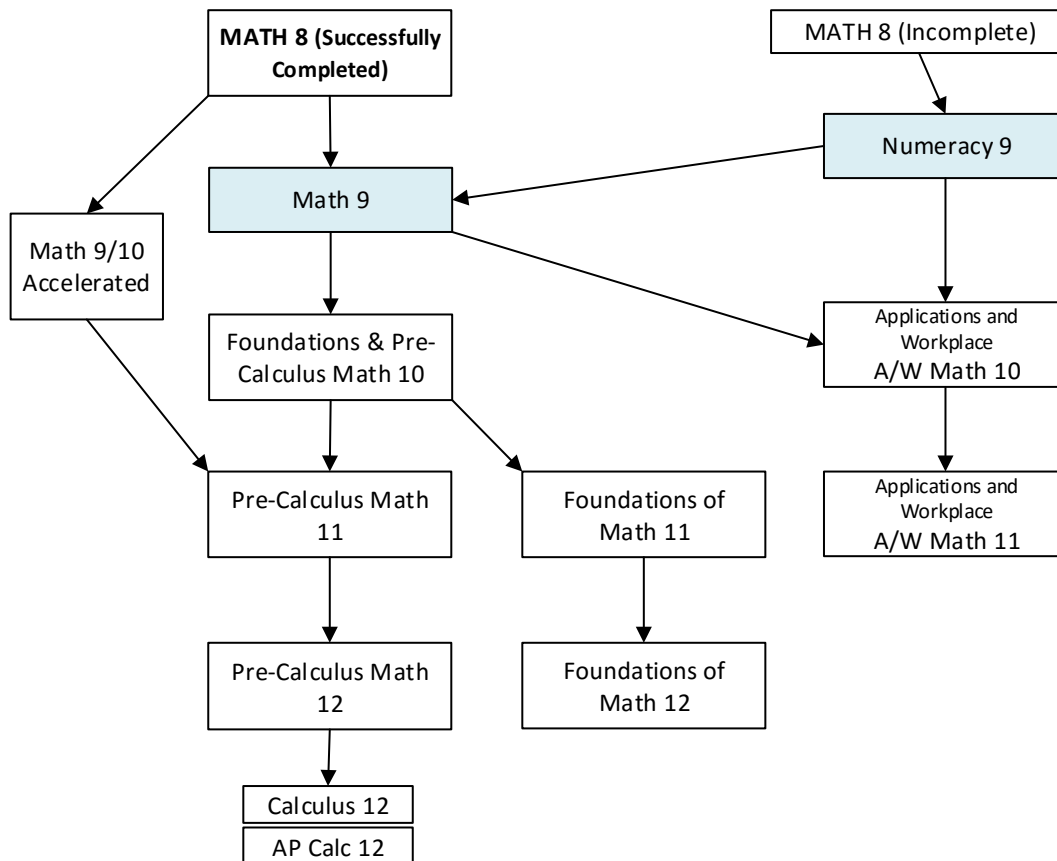
- Needed for a post-secondary program (please bring a printout from that program's site)
- Sudden change in plans for summer school or summer online learning.

Course Change Line-Up Times

A schedule for course changes will be communicated to all students. There will be an opportunity to change courses during the 3rd or 4th week of June, after school over two days. Grade 11's have top priority to change courses.

Math Pathways

Think ahead to the types of post-secondary opportunities you would like to pursue. Consider pathways that align with those opportunities. Also, decide if you are open to alternative ways of getting from Grade 12 to the end of a Bachelor's degree at an institution. In the end, it won't matter how you got there during high school. What really matters is that you choose a pathway that fits your learning style and ability, and re-think the pathway every year.



Notes on A/W Math 11:

AW Math 11 is a minimum math requirement for grad. If you check the university and college websites, you'll be able to see how many programs for which AW11 is the requirement.

Keep in mind that one of the most common routes to University is through College first: take a year at Douglas (A/W Math 11 is needed), and then apply to transfer over to a university if you wish. During your college year(s), you can take Math and upgrade so that you are prepared for University Math.

Advanced Placement (AP)

In Grade 11 or 12, you can take AP courses. We offer a number of these courses, as authorized by the College Board in the U.S. You can choose to take those courses if you meet the prerequisites, but some students apply to do accelerated math and sciences in Grade 9 as a way to prepare for the AP courses in grade 11 and 12.

Grade 9 Acceleration

GRADE 9 PRE - A.P.

Incoming grade 9 students interested in acceleration should consider the pre-AP program (see Science 9 Pre-AP in the course descriptions section of this calendar) or the accelerated math program (see Math 9/10 Accelerated in the course descriptions). Other students who wish to accelerate their program by taking courses in the second semester at the next grade level will need to obtain a written recommendation from the first semester teacher in the appropriate subject area, and then meet with a counsellor in late January. Acceleration requests will be granted only if there is room in classes after all students at the next grade level have been successfully programmed.

SCIENCE: This program allows academically strong grade 9 students to accelerate, thereby providing some additional preparation time for the Advanced Placement Science courses in grades 11 and 12. Grade 9 students in the pre-AP program work with a science teacher on Science 9 in semester one and Science 10 Honours in semester two. In grade 10, students will take one or more grade 11 level science courses followed by grade 12 level courses in grade 11. In their grade 12 year, students are eligible to choose from a variety of AP Seminar science courses (see AP courses below).

MATH: This program allows mathematically strong grade 9 students to participate in an accelerated program of study in mathematics. Qualifying applicants will be enrolled in Math 10 Foundations & Pre-Calculus (Honours) upon the successful completion and outcome on a challenge exam. These students will then be eligible to complete:

- Math 11 (Pre-Calculus OR Foundations) in grade 10
- Math 12 (Pre-Calculus OR Foundations) in grade 11
- Calculus 12 in semester one of grade 12, and the opportunity to write the Calculus AP exam in May/June
OR enroll in selected concurrent studies math courses through SFU or Douglas College during semester two. Please review course descriptions for more information.

Grade 11 or 12

In grade 12, students may be eligible to take courses such as Biology 12 AP, Chemistry 12 AP, Physics AP, Calculus 12 AP and Psychology 12 AP. AP courses can be used as part of the admission requirements to many post-secondary institutes – please check post-secondary calendars and websites for information and limitations. Successful completion of AP courses can lead to advanced credit or standing in first year university courses at selected post-secondary institutes. Students may also choose to participate in guided independent study, to prepare for AP exams in the subjects of their choice. Registration, information, and preview exam packages are available from the AP coordinator.

Leadership Class

Leadership 11/12

GRADE 11/12 ONLY

Leadership 11/12 is by application only. Students are not automatically admitted to the class without first qualifying and second completing the application process successfully. This class can be used as one of your 8 classes for Grade 11, but cannot be taken in the same year as a study block in Grade 12.

HOW TO QUALIFY

- Grade 11 or 12 student
- Be in good standing (no behaviour record, excellent attendance record)
- Be outgoing
- Be chosen by the selection committee

WHEN TO APPLY

Applications will be made available at the same time as the Course Request forms. Complete the application by the deadline on the form, and then you will be able to select it on your Course Request form as one of your courses.

Peer Tutoring Class

Peer Tutoring 11/12

GRADE 11/12 ONLY

Peer Tutoring 11/12 is by application or invitation only. Students are not automatically admitted to the class without first qualifying, and second completing the application process successfully. This class can be used as one of your regular classes.

WHAT IS INVOLVED

Read the Peer Tutoring course description for full details, but the fundamentals are that you will learn some basic tutoring (teaching) skills, record-keeping, and presentation skills. Also, you will directly assist students in their work, either in a classroom, in the LC, or in another location.

Students need to be open to the possibility that their first choice of teacher sponsor might not be the one they are paired with. Also, students may be assigned to the Learning Center (LC) when and if needed by the LC staff.

Students will be required to complete weekly assignments or journals, as part of their requirements for Peer Tutoring.

HOW TO QUALIFY

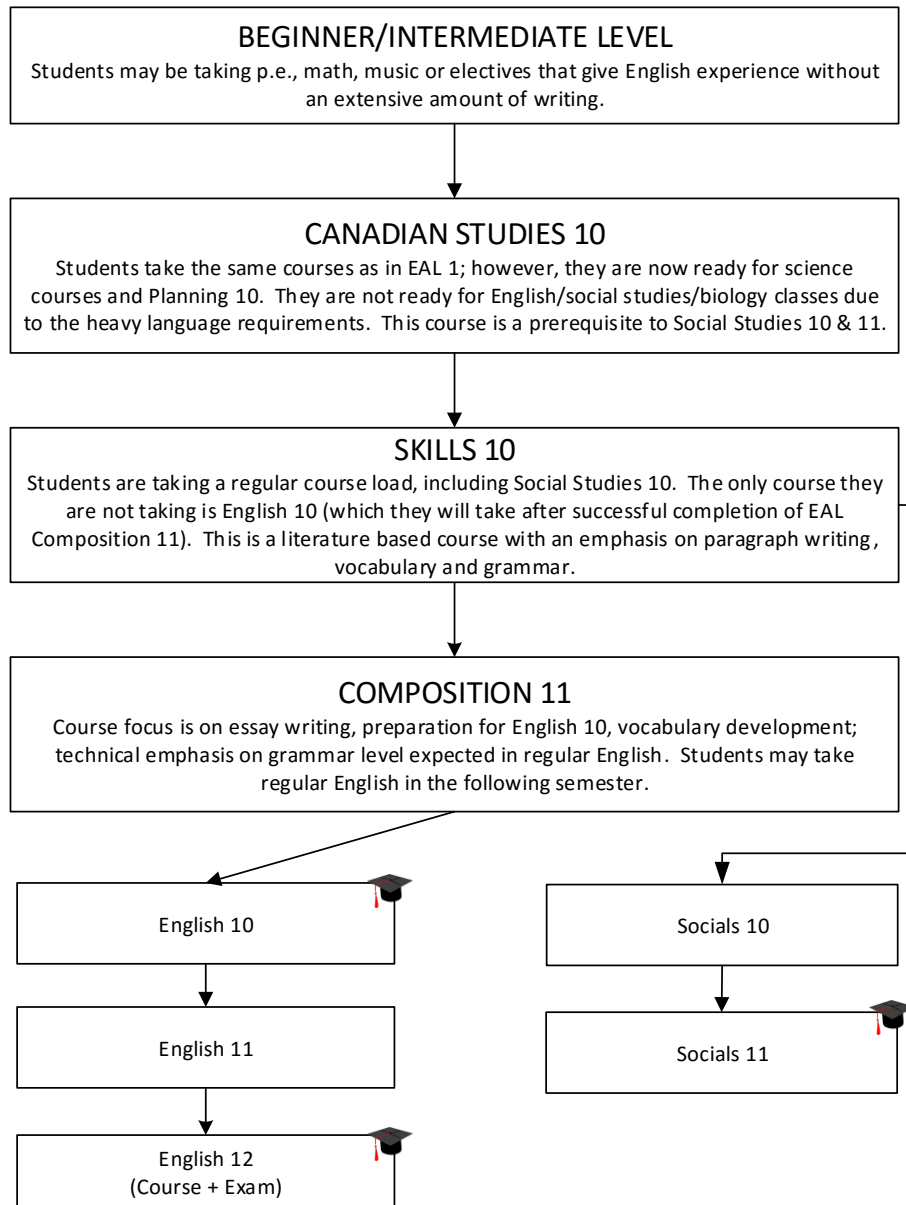
- Grade 11 or 12 student
- Be in good standing in the school (no behaviour record, excellent attendance record, honour roll)
- Be hard-working, and show excellence (A-standing) in the subject areas you would like to assist with

WHEN TO APPLY

Applications will be made available at the same time as the Course Request forms. Complete the application by the deadline on the form, and then you will be able to select it on your Course Request form as one of your courses.

English as an Additional Language

EAL (formerly ESL) assistance is provided for students new to Canada whose first language is not English, and to EAL students who need to continue to build their English language skills. The EAL program prepares students for regular classes. EAL instruction is available for as long as the student, teacher, and counsellor agree that it is required. For more information, look under the EAL section in this guide.



 = Grad Requirement

ACE-IT Career Programs

Trades Training Program	Program Details				Minimum Requirements
	Grade	Cost	Time	Location	
Automotive Service Technician	gr 12 (16 seats)	≅ \$400	Sem 2 All day	Centennial	<ul style="list-style-type: none"> Completion of Auto 11 <u>and</u> Auto 12 (C+) an English Lang Arts 12 Workplace Math 11 (C+) or any other Math 11 “L” driver’s license and good computer skills
Automotive Collision Repairer	gr 12 (1-2 seats)	≅ \$800	Sem 1 + 2 Mon – Thurs (all day)	VCC (Broadway campus)	<ul style="list-style-type: none"> Workplace Math 11 (C+) or any other Math 11 signed up for: English Language Arts 12 “online” Recommended: at least one Auto course
Automotive Refinishing Prep. Tech.	gr 12 (1-2 seats)	≅ \$800	Sem 2 Mon – Thurs (all day)	VCC (Broadway campus)	<ul style="list-style-type: none"> an English Language Arts 12 Workplace Math 11 (C+) or any other Math 11 “L” driver’s license Recommended: at least one Auto course
Baker	gr 12 (1 - 2 seats)	≅ \$1,200	Sem 1	VCC (downtown campus)	<ul style="list-style-type: none"> English Language Arts 11 Food Safe Level 1 Transportation to VCC (Skytrain + 8 min walk)
Bricklayer	gr 11 & 12 (16 seats)	≅ \$275	Sem 1 All day	Thomas Haney Sec. (Maple Ridge) * note: location subject to change	<ul style="list-style-type: none"> English Language Arts 12 Workplace Math 11 (C+) or any other Math 11 Physical ability to do the job
Carpenter	gr 11 & 12 (16 seats)	≅ \$275	Sem 2 All day	Terry Fox (Feb – May) KPU (June)	<ul style="list-style-type: none"> Carpentry 11 <u>and</u> at least Workplace Math 11 (C+) Strongly recommended – Drafting 11 Own transportation to KPU (Cloverdale Campus)
Cook	gr 11 & 12 (10 seats at each site)	≅ \$350	Sem 2 All day	Three site options: Gleneagle, Riverside or Centennial	<ul style="list-style-type: none"> Food Safe Level 1 Cook Training 11 and/or 12 or Foods & Nut. 11 and/or 12 (ideally two or three of them)
Electrician	gr 11 & 12 (18 seats)	≅ \$250	Two intakes: Sem 1 or Sem 2	Dr. Charles Best	<ul style="list-style-type: none"> Workplace Math 11 (B) or any other Math 11 Physics 11 Recommended – a Tech Ed 10 or 11 course

Hairstylist	gr 11 & 12 (16 seats)	≅ \$1,200	Sem 2, plus following Fall Sem 1 All Day	Gleneagle	<ul style="list-style-type: none"> ▪ Full completion of grade 10
Metal Fabricator	gr 12 (2-3 seats)	≅ \$350	Sem 2 All day	BCIT (Burnaby Campus)	<ul style="list-style-type: none"> ▪ Full completion of grade 11 <u>and</u> English Lang Arts 12 ▪ Workplace Math 11 (C+) or any other Math 11
Heavy Duty Mechanic	gr 12 (1-3 seats)	≅ \$900	36 weeks... 5 different intakes	VCC (Annacis Island, Delta)	<ul style="list-style-type: none"> ▪ Full completion of grade 11 ▪ Workplace Math 11 (B) or any other Math 11 ▪ Auto 11 (B) - and ideally Auto 12 (B)
Millwright	gr 12 (1 - 2 seats)	≅ \$1,200	Sem 2 All day	BCIT (Burnaby) <u>or</u> KPU (Cloverdale)	<ul style="list-style-type: none"> ▪ Full completion of grade 11 <u>and</u> English Lang Arts 12 ▪ Workplace Math 11 (B) or any other Math 11
Motorcycle Mechanic	gr 12 (1 - 2 seats)	≅ \$500	Sem 2 All day	BCIT (Burnaby Campus)	<ul style="list-style-type: none"> ▪ Full completion of grade 11 <u>and</u> English Lang Arts 12 ▪ Recommended – Automotive 11
(commercial) Painter	gr 11 & 12 (3 seats)	≅ \$0	Late June to early Aug	Finishing Trades Ins. (Surrey)	<ul style="list-style-type: none"> ▪ Full completion of grade 11 <u>and</u> English Lang Arts 12 ▪ Transportation to FTI (Skytrain + 20 min walk)
Plumber	gr 12 (6 seats)	≅ \$100	Late June to early Aug	Piping Indus. Coll. (Annacis Island, Delta)	<ul style="list-style-type: none"> ▪ Workplace Math 11 (B) or any other Math 11 ▪ Work Experience 12 – with a “plumbing’ placement ▪ Completing grade 12 in June
Exploring Perspectives	Exploring Perspectives is a survey course which provides an opportunity for students to engage in an investigation of various exceptionalities (disabilities) and current attitudes and societal/cultural perspectives that relate to the individuals who live with an array of disabilities. In addition to the classroom component, there is a 45-hour volunteer placement where students have an opportunity to apply classroom learning in a school and community-based setting.				

Grade 9 Course Planning Info

Did you know?

- ❖ Grade 9 students usually take 8 courses, but some students take a 9th or 10th course as well.
- ❖ Starting in Grade 10, your courses count for credits towards graduation. If you are involved in high-level sports or arts certifications (like ballet class), you might be eligible for course credits that count. If you take a Grade 10 course during Grade 9, it also counts towards graduation. Keep in mind that from Grade 10 to Grade 12, you will probably take 24 courses, and earn at least 96 credits, even though you need 80 credits to graduate.
- ❖ There's no school supply list for Grade 9. Instead, each teacher will let you know if you need something, but usually they say: a binder, section dividers and some filler paper, for starters.
- ❖ Our mascot is the Centaur – half person half horse. You'll see a "real" one at our spirit assemblies.

There's a lot to know about how things work at Centennial

- ❖ Visit the online PDF version of our student guide on the school website (published February 1, 2017)
- ❖ Install our free app into your smartphone (if you have one). www.honeygarlic.ca/download.php

Choosing Your Grade 9 Courses

- ❖ Grade 9 students take English, Social Studies, Science, Math, and PE, plus a selection of three elective courses. If a Grade 9 student takes an off-timetable course, it is on top of the 8 main courses.
- ❖ You need to choose elective courses that contain "Applied Skills" and "Fine Arts". Fortunately, most of our courses at Centennial have both of those components built in, so you are free to choose from the whole list of courses.
- ❖ Students who are following an English Language Learning (ELL) or Learning Assistance Centre (LAC) in Middle School may need to take certain courses in their list of eight. These choices are made by the counsellors at both Middle and Centennial Schools, in consultation with parents.
- ❖ Before you pick your electives, visit each elective classroom on Walkabout Day (January 27th) to see what you will be most interested in. Pick more than three electives in case your top three choices are full and we have to go with your alternate selections.
- ❖ The Grade 9 Program of Studies consists of a combination of required and elective courses (eight courses in total). All students must take English, Mathematics, Social Studies, Science, and Physical Education. In addition, students must choose three elective courses. When choosing courses, students should start considering longer term educational goals with respect to high school graduation, post-secondary institution requirements, and the world of work. Grade 9's should choose one Fine Arts and one Applied Skill elective, if possible.

Off-Timetable Classes (your 9th, 10th, etc. if you choose)

Most Grade 9 students have 8 classes (4 in each semester), along with a lunch block. If you choose to take an extra class such as Band, Choir, Jazz Band or Strength and Conditioning, you might have a class during the lunch block or before school (7:20 start time). By the time you pick your courses, you might not know for sure when these 'off-timetable' courses are scheduled.

- Junior grade 9/10 concert band
- Strength & conditioning 9/10
- Concert choir grades 9-12
- Junior grade 9/10 jazz band
- Vocal jazz ensemble grades 9-12
- Musical theatre (grades 10+ usually)

Grade 9 Course Planning Sheet – Student Copy

1. Read the descriptions of all required courses and elective courses that interest you.
2. Use all the resources available to help you choose electives: teachers, parents, counsellors, and other students.
3. Keep in mind your future plans: check what courses are required for the grade 10 program, graduation, and entry to post-secondary institutions.
4. Check off your required courses below.
5. Choose three elective courses and one alternate from the list.
6. Have your parent/guardian sign this form, and then submit it to your Grade 8 teacher or counsellor. If you are coming from outside district, please submit this form directly to Centennial.

Name _____ Middle School: _____ Student Number: _____

Address _____ Postal Code _____

Telephone _____ Birthdate _____ Sex: M F

Parent/Guardian Signature _____

Work Phone Numbers: Father _____ Mother _____ Cell _____

Career Goals _____

Post-Secondary Plans _____

Pick your required courses:

- English 9
 Social Studies 9
 Science 9
 Math 9
 Physical Education 9

Gr 8 Mark: _____ Gr 8 Mark: _____ Gr 8 Mark: _____ Gr 8 Mark: _____ Gr 8 Mark: _____

Request your elective courses:

Write the numbers 1 to 5 next in the box next to each elective you wish. We will try to get you your top 3 (no guarantees).

FOCUS ON FINE ARTS (with built-in Applied Skills)

	Art Foundations 9
	Beginner Guitar 10
	Drama 9
	French 9* [French 8]
	Japanese 9
	Music Composition and Technology 9
	Photography 10
	Spanish 9

(Band & Choir: See below)

FOCUS ON APPLIED SKILLS (with built-in Fine Arts)

	Business 9
	Drafting, Design and Animation 9
	Food Studies 9
	Hockey Academy – Hockey Skills 10
	Info and Communications Technology 9
	Journalism 11
	Power Technology 9
	Tech 9: Electronics/Power and Energy
	Tech 9: Metal/Wood
	Textile Arts and Crafts 9
	Textiles 9 (Sewing)

Extra courses (during lunch or in the early morning block). Tick any than apply to you.

- Band 9 (Early Morning)
 Choir 9 (Lunchtime)
 Strength and Training 9/10 (Early Morning)
- Jazz Band 9 (Lunchtime)
 Vocal Jazz 9 (Lunchtime)

Please indicate if you have applied to one of the following special programs

- Pre-AP Science (separate application form)
- Math 9/10 Accelerated (entrance exam required)

Please indicate if you were in any of these programs in Grade 8 (circle any that apply)

LAC ELL District-Challenge MAC EPIC Other: _____

Grade 10/11/12 Course Planning Info

Grad Planning

Planning for Grade 10 and 11 starts with understanding Graduation. There are slight differences in the system depending on which grade you are in during the 2017/2018 school year. See below for a comparison of how your credits add up under each system.

Graduating in June 2018?		Graduating June 2019?	
English 10	4	English 10 *	4
English 11	4	English 11 **	4
English 12	4	English 12	4
+ English 12 Prov Exam		+ Literacy Assessment Test	
Social Studies 10	4	Social Studies 10	4
Socials 11 or BC FN 12	4	Socials 11 or BC FN 12	4
Science 10		Science 10	
One of...	4	One of...	4
- Bio 11, Chem 11, Phys 11, Science/Tech 11, or Earth Sci 11		- Bio 11, Chem 11, Phys 11, Science/Tech 11, or Earth Sci 11	
An approved Math 10	4	An approved Math 10	4
+ Math 10 Prov Exam		+ Numeracy Assessment Test	
An approved Math 11	4	One of...	4
PE 10	4	- An approved Math 11	
Planning 10	4	PE 10	4
Grad Transitions (GTP)	4	Planning 10	4
One Fine Arts or Applied Skills 10/11/12	4	Grad Transitions (GTP)	4
		One Fine Arts or Applied Skills 10/11/12	4
Seven Elective Courses	28	Seven Elective Courses	28
	80 credits		80 credits
		<ul style="list-style-type: none"> En10 may be replaced by component courses, to be determined by the school. 	

- A minimum of 16 credits must be at the grade 12 level. This includes the 4 credits for English or Communications 12, but does not include the 4 credits for the Graduation Transition Program.
- Students are required to complete 4 credits of either Fine Arts or Applied Skills, or 2 credits of each, in grade 10, 11 or 12. In selecting a course to meet this requirement, students need to carefully review the chart on p.12.
- All students in grades 9 through 12 will be required to participate in, document and verify 150 minutes per week of physical activity in order to meet the Graduation Transition Program requirements. These requirements can be met both during school hours and in the community.

Fine Arts and Applied Skills Requirements

Centennial students in the **Graduation Program** can use the chart below to select courses to meet their Fine Arts and Applied Skills requirement. Students need to complete a 4 credit Fine Arts **or** Applied Skills course **or** a combined Applied Skills/Fine Arts course at the grade 10, 11 or 12 level.

Fine Arts 10

- Drama 10
- Music 10: Concert Band
- Music 10: Concert Choir

Fine Arts 11

- Art Foundations 11
- Digital Film Making 11 (Film & TV 11)
- Music 11: Concert Band
- Music 11: Concert Choir
- Music Composition & Technology 11
- Studio Art 11: Ceramics & Sculpture
- Studio Art 11: Drawing & Painting
- Theatre Performance 11: Acting
- Theatre Production 11

Combined Fine Arts/Applied Skills

- Fashion Merchandising 11
- Journalism 11
- Musical Theatre 11
- Textile Arts & Crafts 11
- Yearbook 11

Applied Skills 11 and 12

- Accounting 11
- Auto Maintenance 11
- Auto Technology 11
- Beginner Guitar 10
- Carpentry & Joinery 11 or 12
- Cook Training 11A

- Drafting & Design 11-Engineering and Architecture
- Design 11-Animation and Multimedia
- Economics 12
- Electronics 11
- Entrepreneurship 12
- Family Studies 11
- Food Studies 11
- Guitar 11 or 12
- Hockey Academy - Hockey Skills 10 or 11
- ICT 11: Applied Digital Communication
- ICT 11: Computer Programming
- Keyboarding 11
- Marketing 11
- Metal Fabrication & Machining 11
- Metal Fabrication & Machining 12: Welding
- Metal Fabrication & Machining 12: Advanced Fabrication
- Metal Fabrication & Machining 12: Metal Art/Jewellery
- Music Composition and Technology 11 or 12
- Peer Tutoring 11 or 12
- Technology 11A
- Technology 12A
- Textile Studies 11
- Work Experience 12

Provincial Exams & Awards

Provincial exams are no longer required following the 2015-2016 school year, with the exception of English 12 in 2016/2017 and 2017/2018. Math and English will then be assessed using the Provincial Literacy and Numeracy Assessments, yet to be released.

Students may access recent Provincial Government Examinations and information at

www.bced.gov.bc.ca/exams/search/exsection.htm

Parents are advised to contact the school prior to planning any vacation near the end of a semester, as graduation program exam dates cannot be changed to satisfy individual situations.

External Course Credits and Course Challenges

Students and parents should be aware that students may earn External Course graduation credits in grade 10, 11 or 12 for documented proficiency in advanced academics, languages, music, dance, athletics, community youth development programs, and industrial and occupational courses.

The Ministry and the School District also have a program in place that allows students who have exceptional ability in languages to challenge courses by writing a formal challenge exam. More information about external course credit possibilities and challenge procedures are available from the Counselling Department.

Grade 10 Course Selection Guide

The Grade 10 Program of Studies consists of a combination of required and elective courses (8 courses in total). All students must take English, Mathematics, Social Studies, Science, Physical Education, and Planning. In addition, students must select two elective courses. Before choosing courses, prospective grade 10 students should familiarize themselves with the graduation requirements outlined in this book. Students should also begin to familiarize themselves with the post-secondary programs and entrance requirements outlined in this book.

Required Courses (6)

English 10 Science 10 Socials 10 Math 10 PE 10 Planning 10

Electives (2)

- Accounting 11
- Art Foundations 11
- Automotive Maintenance 11* [Power Technology 9]
- Carpentry & Joinery 11
- Design 11 Animation and Multimedia
- Drafting & Design 11 Engineering and Architecture
- Drama 10
- Electronics 11
- Experiential Studies 10 (application required)
- Family Studies 10
- Family Studies 11
- Fashion Merchandising 11
- Food Studies 11
- French 10* [French 9]
- Beginner Guitar 10
- Intermediate Guitar 11/12
- Hockey Academy – Hockey Skills 10
- Hockey Academy – Hockey Skills 11* [Hockey Skills 10]
- ICT 11: Applied Digital Communications
- ICT 11: Computer Programming
- Japanese 10* [Japanese 9]
- Journalism 11
- Keyboarding 11
- Leadership 11
- Marketing 11
- Digital Film Making 11
- Digital Film Making 12
- Metal Fabrication & Machining 11
- Metal Fabrication & Machining 12: Art Metal/Jewellery
- Music 10: Concert Band
- Music 10: Concert Choir
- Music Composition & Technology 11
- Musical Theatre 11
- Photography 10
- Physical Education 11 Basketball
- Spanish 10* [Spanish 9]
- Strength and Training 9/10
- Studio Art 11: Ceramics & Sculpture
- Studio Art 11: Drawing & Painting
- Technology 11A* [Power Technology 9]
- Textile Arts & Crafts 11
- Textile Studies 11 (Sewing)
- Theatre Performance 11: Acting
- Theatre Production 11
- Yearbook 11

Notes

- Students who are studying **English as an Additional Language** may be required to take some EAL courses in place of regular English or Social Studies courses.
- Students who require academic assistance may be scheduled for blocks of **learning assistance (LEC)** in place of some of their electives.

Grade 10 Course Planning Sheet – Student Copy

INSTRUCTIONS...

1. Look at the Graduation Requirements, Fine Arts and Applied Skills, and study the Grade 10 Program of Studies.
2. Read the descriptions of all required courses and of the elective courses that interest you.
3. Use all the resources available to help you choose electives: teachers, parents, counsellors, and other students.
4. Keep in mind your future plans: check what courses are required for entry to post-secondary institutions.
5. Grade 10 students must take a total of 8 courses. English 10, Socials 10, one Math 10 course, Science 10, Physical Education 10, and Planning 10 are compulsory for all students in grade 10.
6. List courses completed in grade 9 in the left hand column. List courses requested for grade 10 in the right hand column. (Students who completed Science 10 and/or Math 10 in grade 9 will replace these courses with grade 11 level courses).
7. Choose two elective courses and one alternate from the list.
8. Copy the information from this page onto the **School Copy** of this Planning Sheet, and then return it to the school **as soon as possible. Remember that a parent signature is required.**

Name _____

Address _____ Postal Code _____

Telephone _____ Birthdate _____ Sex M† F†

Parent/Guardian _____ Home email: _____

Work Phone Numbers: Father _____ Mother _____ Cell _____

Career Goals _____

Post-Secondary Plans _____

COURSES TAKEN IN GRADE 9

Mark

Mark

English 9 <input type="checkbox"/>		Science 9 <input type="checkbox"/>	
Math 9 <input type="checkbox"/>		Elective 1:	
Social Studies 9 <input type="checkbox"/>		Elective 2:	
Physical Education 9 <input type="checkbox"/>		Elective 3:	

COURSES PLANNED FOR GRADE 10

Required Courses	1. English 10 <input type="checkbox"/>	
	2. Math 10 (Choose one) Apprenticeship and Workplace Math 10 <input type="checkbox"/> or Foundations of Math and Pre-Calculus 10 <input type="checkbox"/>	
	3. Physical Education 10 (Choose one) Boys only <input type="checkbox"/> or Girls only <input type="checkbox"/> or Co-ed <input type="checkbox"/> or <input type="checkbox"/> Experiential Studies 10	
	4. Science 10 <input type="checkbox"/>	
	5. Social Studies 10 <input type="checkbox"/> <i>counsellor</i>	
	6. Planning 10 ("Career Life 10") <input type="checkbox"/> <i>for application form for this program.</i>	
Elective Courses	7.	8.
Alternate Electives	9.	10.
Leadership	I am applying for Leadership 11 ___ (tick here)	

Grade 11 Course Planning Sheet – Student Copy

1. Study the Graduation Requirements on page 9, the Fine Arts 11 & Applied Skills 11 requirements on page 10, and the Course Listings on pages 16 and 17.
2. Read the descriptions of all required courses and of the elective courses that interest you.
3. Use all the resources available to help you choose electives: teachers, parents, counsellors, and other students.
4. Keep in mind your future plans: check what courses are required for entry to post-secondary institutions.
5. English 11, Social Studies 11, a grade 11 Math course, and a grade 11 Science course are compulsory for all students.
6. List courses completed in grade 10 in the left column and courses requested for Grade 11 in the centre column. List courses planned for grade 12 in the right hand column. **Make sure you have met all graduation requirements.**
7. Copy the information from this page onto the **School Copy** of this Planning Sheet, **get a parent signature**, and then make an appointment to see your counsellor, who will check your program and submit your course requests. **Please try to see your counsellor as soon as possible.**

Name _____

Address _____ Postal Code _____

Telephone _____ Birthdate _____ Sex M† F†

Parent/Guardian _____

Work Phone Numbers: Father _____ Mother _____ Cell _____

Career Goals _____

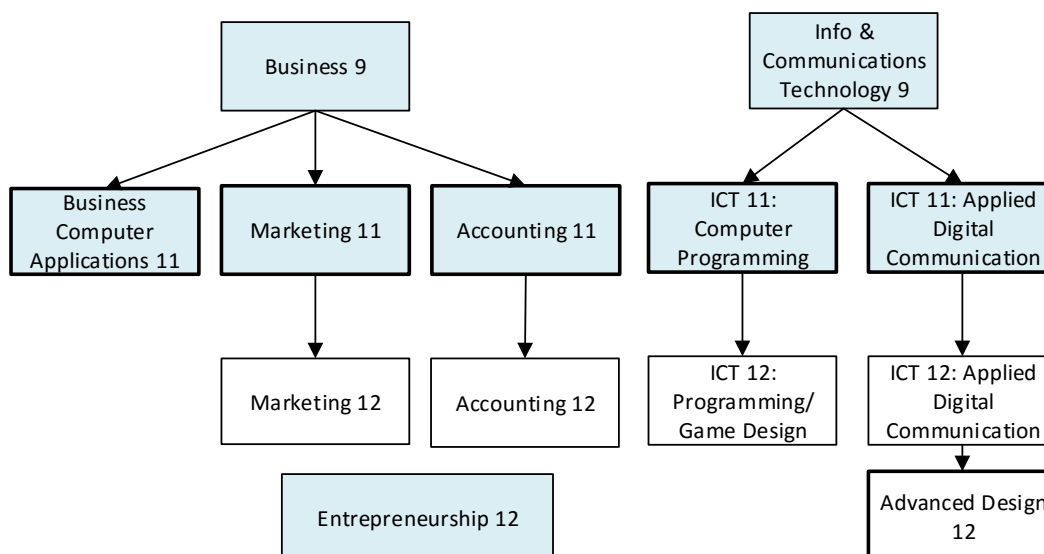
Post-Secondary Plans _____

<u>Courses Completed Grade 10</u>	<u>Credit</u>	<u>Courses Requested for Grade 11</u>	<u>Credit</u>	<u>Courses Planned for Grade 12</u>	
1. English 10 †	4	1. English 11 †	4	1. English 12 †	4
2. Social Studies 10 †	4	2. Social Studies 11 †	4	2. _____	4
3. Math 10 course _____	4	3. Math 11 course _____	4	3. _____	4
4. Science 10 †	4	4. Science 11 course _____	4	4. _____	4
5. Planning 10 †	4	5. _____	4	5. _____	4
6. PE 10	4	6. _____	4	6. _____	4
7. _____	4	7. _____	4	7. _____	4
8. _____	4	8. _____	4	8. _____	4
		For Music, Musical Theatre, or Journalism students		Grad Transitions	4
		9. _____	4		
		Alternate Elective			

		(Must choose an alternate)			
	Credits _____				

BUSINESS ED & INFO TECH COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Business 9 ❖ Business Computer Applications 11 ❖ Accounting 11 ❖ Accounting 12 ❖ Economics 12 ❖ Entrepreneurship 12 ❖ Information & Communications Technology 9 ❖ ICT 11: Applied Digital Communication ❖ ICT 12: Applied Digital Communication ❖ ICT 11: Computer Programming ❖ ICT 12: Programming - Game Design (AS) ❖ Marketing 11 	<p>Changing for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Keyboarding 11 has changed into Business Computer Applications 11. ❖ Business 9 has been added as a foundation course for Accounting 11, Marketing 11 and Entrepreneurship 12. <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Douglas, SFU and UBC business faculties are very popular choices for Grads from Coquitlam. ❖ ICT 11/12 include learning all about coding. This is sometimes called the #1 skill people need for the next 25 years!
--	---



Business Education 9

This brand new introductory course includes many of the basic concepts needed to understand how the small business world works. Preview concepts that lead to Marketing, Accounting, Entrepreneurship, and Business Computer Applications. Project work includes designing a small business concept and virtually marketing it. A great start for those who might one day wish to pursue a post-secondary career in the Faculty of Commerce at one of our local institutions.

Information & Communications Technology 9

This “hands-on” course provides an opportunity for students to develop skills need to help power the internet, using basic coding techniques, html coding & scripting, and flash animation. In addition, basic application coding is introduced through the use of Scratch and other software. Project work will also expose students to the world of basic photo editing, spreadsheet design, presentation software, word processing and web page design.

Accounting 11

This is course is an excellent foundation for students who intend to get jobs in the business world, become self-employed, or take post-secondary business courses. As an introduction to bookkeeping procedures and accounting concepts, this course allows students to be aware of and capable of completing the basic accounting cycle and financial statements for a small business.

Foundation: None

Open to: Open to students in grades 10, 11, and 12.

Accounting 12

This course provides a general review of introductory accounting practices and then proceeds to work with more complex concepts and principles. Excel spreadsheets and Simply Accounting software will be used extensively throughout the course. This course provides students with additional skills for employment and gives them a strong head start for future business studies at college or university.

Foundation: Accounting 11.

Economics 12

This course is an introduction to the fundamentals of economic theory. Students will investigate such topics as economic systems, the structure of business, employment and inflation, money, stabilizing the economy, and international trade. It is of special interest to those who may do further study in law, business management, political science, economics or commerce, or those entering directly into the business world. Students may take this course in their grade 11 year.

Foundation: Social Studies 11.

Entrepreneurship 12

Do you plan to run your own business? Entrepreneurship 12 provides a practical, “hands-on” opportunity to develop the entrepreneurial spirit required for starting and operating a business. During the semester, students will identify and evaluate business opportunities, assess business ideas, and develop and implement a business plan for a new venture. This course provides students with timely experiences needed for the business world.

Foundation: Any grade 11 business course.

ICT 11: Applied Digital Communication

This is a ‘hands-on’ course introducing students to industry-standard computer applications such as Adobe Design Premium CS3. Have fun using Photoshop Professional; create web pages using HTML and Dreamweaver; polish up your Internet research skills and present your results in PowerPoint; create Excel charts and Access relational databases; and make your own animated movies in Flash 9. This course is a ‘must’ for improving personal technology skills, meeting workplace requirements, and reaching a level of skill for optimal performance at college or university.

Open to: Open to students in grades 10, 11, and 12.

ICT 12: Applied Digital Communication

This course extends the skills learned in ICT 11. Students will be challenged to develop high levels of skill in the areas of media development, information processing, and digital communications. 'Hands-on' project work will include advanced photo-editing techniques, relational database design, advanced print media design, and animated web page creation. Software used will include Adobe Creative Suite 2 (Photoshop, InDesign, Illustrator, Adobe Bridge), Macromedia Studio 8 (Dreamweaver, Flash, Fireworks), and MS-Office Professional.

Foundation: ICT 11: Applied Digital Communications or ICT 11: Computer Programming

ICT 11: Computer Programming

This course is designed to prepare students for university level computer science. Students will learn to design programming algorithms, think logically about programming problems, and utilize modern high level programming tools to solve real world computer problems. Students will also learn common issues and strategies for database and Internet programming.

Foundation: Math 10 recommended.

Open to: Open to students in grades 10, 11, and 12.

ICT 12: Programming - Game Design (AS)

Do you have a great idea for a video game? Try Computer Programming 12: Game Design. This advanced course is designed to develop programming skills through the exciting process of video game design. Vancouver offers exciting career opportunities in this area and this course can give students the head start needed for post-secondary education. Modern game design involves a high level of programming and animation skills, thus some background in both of these areas is beneficial for students wanting to attempt any game programming. The course will consist primarily of a large scale project using Python and PyGame to create a working video game.

Foundation: ICT 11 Programming; one of either ICT 11 Applied Digital Communications or Drafting & Design 11: AM.

Open to: Open to students in grades 11 and 12.

Business Computer Applications 11

Based on the old course Keyboarding 11, this course will help students develop keyboarding proficiency both as a personal life skill and as a foundation for career development. Students will learn to touch key to industry acceptable standards as well as create personal, school, and business documents using word processing software. This course is designed for the beginner as well as for those who wish to increase their speed and accuracy and learn more advanced word processing skills. Learn how to create reports, letters, tables, and other useful documents; and some advanced word processing and desktop publishing skills by the end of the course.

Open to: Open to students in grades 9, 10, 11 and 12.

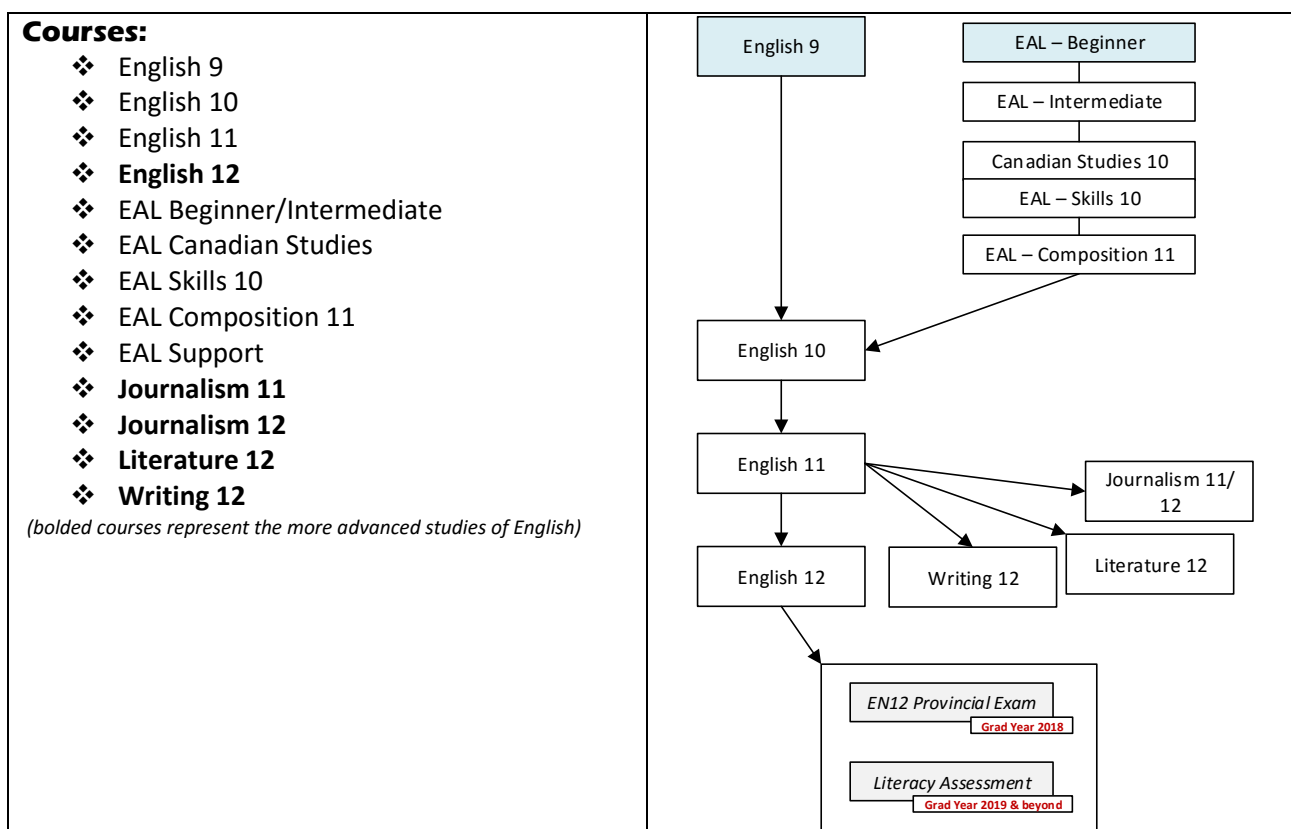
Marketing 11

Have you ever wondered why some products in the marketplace are so popular while others are complete flops? In Marketing 11, students will develop an understanding of marketing strategies that are used to successfully bring goods and services to consumers. Specifically, students will learn about consumer behaviour, the business environment, marketing research, retailing, advertising and promotion, pricing, and distribution. Students will prepare a hypothetical marketing/ business plan for a business of their choice. This is an excellent course for students interested in being involved in business but unsure of where to start.

Foundation: None

Open to: Open to students in grades 10, 11 and 12.

ENGLISH COURSE AND ELL (*English Language Learning*)



English 9

English 9 students pick up where middle school left off, as they develop skills in six areas, which are further grouped in two areas of competence: 1. comprehend and connect (reading, listening, and viewing skills), and 2. create and communicate (writing, speaking, representing skills). This course introduces students to the formal study of various literary genres: poetry, short stories, the novel, and drama. Students will develop skills and strategies that enable them to anticipate and confirm meaning while reading and listening. They will also study and apply the conventions of language to writing—with particular emphasis on coherent paragraph development.

English 10

English 10 offers students the chance to continue skill development in six areas, which are grouped together in two curricular competencies: 1. comprehend and connect (reading, listening, viewing), and 2. create and communicate (writing, speaking, representing). English 10, of course, picks up where English 9 left off, as students work with diverse materials that are more challenging than the ones in the previous year, and strive to create and communicate in ways that show increasingly sophisticated understanding of the language. They do so through Focused Literary Studies (examining the traditional genres of fiction, drama, poetry, and non-fiction); however, students are provided with a classroom-created combination of four different options via which they can demonstrate their understanding. The four options available to students and their teachers are Composition, Creative Writing, New Media, and Spoken Language. Student choice is of paramount importance in English 10, as are the First Peoples Principles of Learning, which are based on the concepts of community, shared learning, and trust; therefore, both choice and the principles of learning are embedded in English 10.

Foundation: English 9

English 11

This course places emphasis on appreciation of literature and development of language skills. The course deals with a variety of topical themes drawn mainly from Canadian literature. Selections from newspapers and magazines, film, videotapes, and supplementary literary works are used to enrich the core curriculum and stimulate the intellectual and creative growth of the student. There will be a particular emphasis on improving writing skills, which may include an individualized language skill program based on student needs.

Foundation: English 10

English 12

This course is designed to provide each student with the opportunity to develop intensive critical skills. The course stresses critical analysis of a variety of forms of literature and communication, including short stories, poetry, essays, novels, drama, and films. Students are expected to become competent communicators and judges of form and content in these literary areas.

Foundation: English 11

Journalism 11

This course, offered on alternate days over both semesters, introduces students to the craft of writing for the newspaper. Students learn fundamental news reporting skills, features, sports and opinion writing, how to conduct a poll and news photography. They also learn to use imagination and initiative in gathering news and reporting it in a professional manner while adhering to the standards of the Canadian Press. Students will be involved in writing and reporting for The Catalyst. The course also includes a unit on writing for broadcast and new media. This course provides a basic background for a journalism career and a better understanding of mass media techniques.

Open to: Open to students in grades 9, 10, 11, and 12.

Journalism 12

This is an advanced course in newspaper journalism. Students carry out the major responsibilities for regular production of the school newspaper, The Catalyst. Students are responsible for overseeing key sections of the paper including news, sports, opinion, and feature and focus sections. Students will learn advanced layout and production skills including the use of computer graphics and digital photography. These students will have the opportunity to mentor students in the introductory journalism class as they work cooperatively on the production of The Catalyst.

Foundation: Journalism 11

Literature 12

Throughout our lives we constantly use stories to develop answers to the questions that shape how we understand ourselves, others, and the world around us. The goal of English Literature 12 is to enhance students' literacy through the study of a body of work that represents the literary heritage of English-speaking peoples. English Literature 12 offers senior students opportunities to examine and appreciate this rich heritage. The textbook *Adventures in English Literature* is a guide for students as they navigate through great works of literature from Old English days (around 600 AD) into the 20th century.

Foundation: English 11

Writing 12

Stories shape how we see ourselves and the world around us. Writing 12 gives students the opportunity to consider stories from the perspective of the creator and to try their hand at creation. Students explore the structure, strengths and weaknesses of various genres: poetry, short story, drama, screenplay, and internet fiction. Special attention is given to how various media shape the nature and values of both the stories told and the society in which they are told. Those selecting this course should already have a good command of basic writing skills and be ready to develop advanced writing techniques.

Open to: Open to grade 11 and 12 students.

EAL Beginner/Intermediate (non-credit)

This course is designed for students who are beginning learners of English or are experiencing difficulty in the areas of listening, speaking, reading, and writing. It is designed for level 1 & 2 EAL learners. Students attend for 75 minutes each day, for one semester.

EAL Canadian Studies (credit)

This course emphasizes reading and writing skills, as well as vocabulary development and oral language. Before commencing this course, students should be able to write simple sentences, know basic verb tenses, and be successful with guided paragraph writing. The goal is to equip EAL students with the skills, content knowledge, and language necessary to achieve good results in the regular Social Studies program. Emphasis is on Canadian geography, history, government, and current and cultural events. It is designed for level 3 EAL learners. Students attend for 75 minutes each day, for one semester.

Foundation: Completion of EAL Intermediate or equivalent.

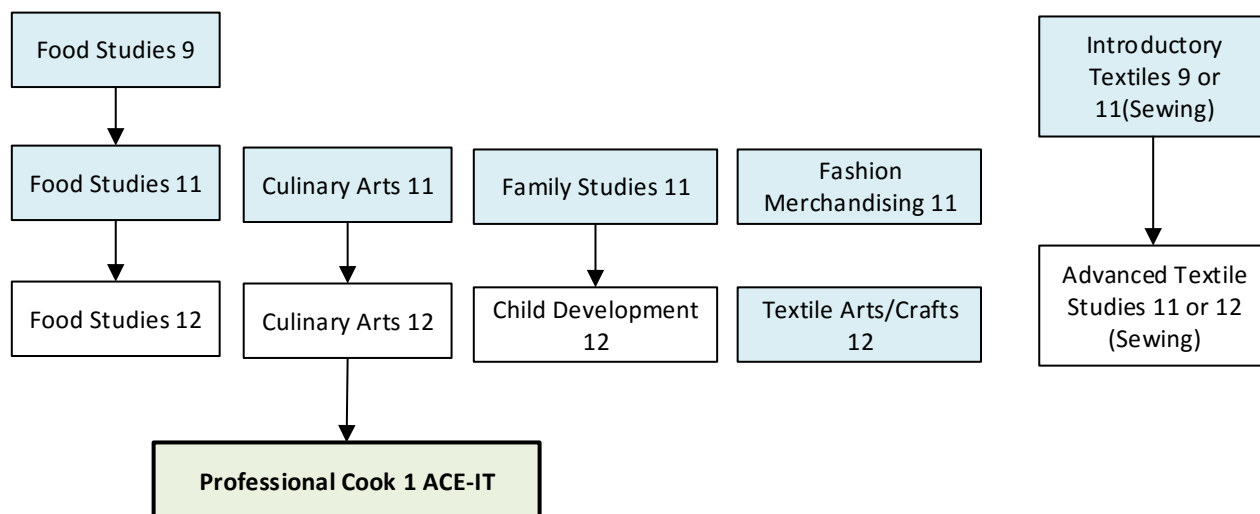
EAL Composition 11 (credit)

This course is intended to prepare the advanced EAL student to enter the regular English program. Students in this course should be able to develop ideas in a paragraph, as well as write compound and complex sentences. Skills in reading proficiency, inference and responding to various forms of literature will be stressed. Students will be taught to write narrative, expository, persuasive, and descriptive paragraphs and essays. Literature studied will include short stories, novels, poetry, articles and essays. The course is designed for level 4 EAL learners. Students attend for 75 minutes each day, for one semester.

Foundation: Completion of EAL Skills 10 or equivalent.

HOME ECONOMICS COURSES

<p>Courses:</p> <p>Foods:</p> <ul style="list-style-type: none"> ❖ Food Studies 9/10 ❖ Food Studies 11/12 ❖ Culinary Arts 11/12 ❖ Cook/Chef Training Apprenticeship (ACE-IT) <p>Fashion, Textiles, Family Studies:</p> <ul style="list-style-type: none"> ❖ Family Studies 11 ❖ Child Development 12 ❖ Fashion Merchandising 11 ❖ Food Studies 12 ❖ Textiles 9/11/12 (Sewing) ❖ Textile Arts & Crafts 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Child Development 12 (the popular 'baby' course) has been created. ❖ Culinary Arts replaces Caf Training (if you liked it before, you will love it now) <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Be the next 'MasterChef Canada' ❖ Build skills we all need in life. ❖ Fashion industry ❖ Food industry
--	---



Food Studies 9/10/11 (Beginners)

LEARN THE BASICS! In this course you will learn to cook for yourself and your family. Food Studies 9/10 focuses on building confidence and creativity, basic food preparation skills and safe food practices. Main units will include: baking, breakfast, lunch and dinner. You will leave this class able to cook foods from all four food groups. Come prepared to tempt your taste buds with your creations!

Foundation: None

Open to: Open to students in grades 9 or 10 (Grade 10's... only if it's your first time taking Foods in high school)

*** First-time Food Studies students can take Foods 9 or 10, and second-time students can take Foods 11 or 12.

Food Studies 11/12 (Intermediate)

FOOD SURVIVAL 101. Take this course to learn the skills you need to create easy and affordable meals – not just for now, but for when you are living on your own. Recipes will focus on practical meals and desserts and

putting a twist on quick and easy foods to make them more nutritious and tasty. You will practice your new skills not only in the Foods lab, but also cooking at home.

Foundation: Successfully completed Foods 9/10

Open to: Open to students in grades 11 and 12.

Food Studies 12 (Advanced)

WHAT INTERESTS YOU ABOUT FOOD? This course will be built around student interest, such as: baking, international foods, sports nutrition, farm to table, food trucks, etc. There will be many opportunities to create more complex foods and expand your taste buds.

Foundation: Students encouraged to have successfully completed Foods 10, Foods 11 courses before taking this course.

Open to: Open to students in grades 11 and 12.

Family Studies 11 (Interpersonal and Family Relationships 11)

IT'S ALL ABOUT YOU & US! Family Studies 11 offers you an opportunity to understand yourself and others better. This course explores personal growth, self-concept, relationships, sexuality, lifestyle choices, and communication. We will be discussing many sensitive topics, ones that you may not have the opportunity to discuss with other adults. WE work hard on forming a safe community within our classroom so students feel comfortable asking those difficult questions. Participation in class discussions, reflective journal writing, Community Give Back projects and guest speakers are key to helping you become a happier, healthier and successful individual.

Foundation: Family Studies 10 or Child Development and Caregiving 12

Open to: Open to grade 11 and 12 students

Family Studies 12 (Child Development and Caregiving)

BABIES, BOTTLES, DIAPERS, PINS, THIS IS WHERE THE FUN BEGINS! Everything you wanted to know about where babies come from! Child Development and Caregiving takes an in-depth look at parenthood, and the stages of development from conception to 12 years of age. This course provides opportunity for hands - on projects and interactions with young children, with the possibility of volunteer hours. Students will also take care of the "Real Care Baby" (parenting simulation with computerized baby) in which they experience parenthood first hand. Other caregiving roles will also be explored.

Foundation Course: Family Studies 11

Open to: Grade 11 and 12 students

Fashion Merchandising 11

DIVE INTO THE WORLD OF FASHION! Learn about the clothing industry – from design to production, retailing and marketing. Study fashion designers from around the world and uncover their secrets to success. Topics include the history and psychology of fashion, an introduction to illustration, careers, and the fashion industry. We will learn how to stay ahead of the trends, meet with real fashion designers, design our own lines (both fashion and costume), and chat with guest speakers and visit businesses in Vancouver who are leading the way in fashion. This course would be valuable for students seeking employment in the fashion industry, those applying to post-secondary fashion programs, as well as those who have a general interest in fashion. No sewing or drawing skills required, just an open mind.

Foundation: None

Open to: Open to students in grades 11 and 12.

Textile Arts & Crafts 9

TAC 9 is a hands-on course where you can learn to make decorative items for yourself or to give as gifts. Students will learn about many crafting techniques and supplies. Projects include hand – sewing / embroidery, polymer clay, beading, scrapbooking, soap making, and holiday projects and decorations. Evaluation is based on completed project work, as well as project management.

Foundation: None

Textile Arts & Crafts 11

If you enjoy crafting and making gifts, TAC 11 is the class for you. Seasonal celebrations like Halloween, Christmas, Valentine’s Day, Easter and Mother’s Day provide inspiration for crafting. Projects may include hand-sewing, appliqué, decoupage, loom knitting hats and scarves, candle making, latch-hook rug making and seasonal decorations. Evaluation is based on completed project work as well as project management.

Foundation: None

Open to: Open to students in grades 10, 11 and 12.

Textile Arts & Crafts 12

TAC 12 builds on the knowledge , skills, and techniques learned in TAC 9 and 11. Students will complete more advanced and more complex projects. New fibre crafts such as needle-punch, felting and quilting will be explored. Students can demonstrate their creativity by work independently on projects of their own choosing. Evaluation is based on completed project work and project management, Some projects may require machine sewing, but no experience is necessary.

Foundation: TAC 11

Open to: Open to students in grade 11 or 12.

Textiles 9/10 (Sewing)

Learn to Sew! Textiles 9/10 is designed to help you learn the basics, the practical sewing skills needed to create clothing that you will be proud to wear. In this course you will make 3 garments (a shirt/hoodies, pant/skirt and a choice project) along with several smaller projects (accessories, home décor) based on time and student interest. We will learn how to choose fabric, how to work with a commercial patterns and make simple alterations. We will explore the process of upcycling and consider the environmental and ethical impacts of our clothing choices This is a perfect course for beginners, no experience needed.

Foundation: None

Open to: Open to students in grades 9 and 10

*** First-time Textiles students can take Textiles 9 or 11, and second-time students can take Textiles 11 or 12.

Textile Studies 11/12 (Sewing)

Textiles 11/12 is designed to build on the skills taught in Textiles 9/10. Students will continue to develop their skills by working with more challenging fabrics, learning to modify patterns to fit their body type and working with a serger. We will explore ways to repurpose textiles items, how fashion is marketed, and the ethical issues behind producing textile items. Three to four clothing items will be made, based on student experience and skill level. Beginners welcome.

Foundation: Students encourage to have taken Textiles 9 or Textiles 10

Open to: Open to students in grades 10, 11 and 12.

Culinary Arts 11

In Culinary Arts 11, students will develop the basic skills required to prepare meals from scratch. Students will be given the opportunity to work in a variety of different culinary stations in an industrial kitchen, under the direction of a Red Seal Teaching Chef. This course offers skill training for operating industrial food equipment and provides students with general knowledge of food safety and work safe procedures in a kitchen workplace. Customer service and team building skills are the focus as students prepare and serve a wide range of daily menu items to a population of over 1200 students. Students will also be given the opportunity to complete the Food Safe Level I training program during this course.

Course Fees: (recommended but not mandatory)

Food Safe Level 1 \$45.00,

Chef jacket & apron \$45.00

Foundation Courses: Foods & Nutrition 9/10

Open to grades 10-12

Culinary Arts 12

Culinary Arts 12 allows students to further explore learning opportunities in the culinary kitchen. Students will develop leadership and communication skills by mentoring Culinary Arts 11 students in the kitchen. Students will also develop kitchen management skills, and contribute ideas to recipe and menu development. Students will have opportunities to compete in culinary competitions, develop promotional advertising for menus, conduct food science experiments and contribute original ideas to help manage and improve the school cafeteria business. Students will be given another opportunity to take Food Safe Level 1, if they have not completed this in Culinary Arts 11.

Course Fees: (recommended but not mandatory)

Food Safe Level 1 \$45.00

Chef jacket & apron \$45.00

Foundation Courses: Culinary Arts 11, Foods & Nutrition 11, Foods & Nutrition 12, Food Safe Level 1

Professional Cook 1 (PC 1) ACE-IT (Accelerated Credit Enrolment in Industry Training)

Professional Cook level 1 is a tuition free trades training program that provides dual credit for high school courses and a level 1 certificate towards an Inter-provincial Red Seal in Professional Cooking. This post-secondary training opportunity is a partnership between the Industry Training Authority (ITA) and the Coquitlam School District's ACE- IT program. This PC1 ACE-IT program is offered at Centennial during the second semester and requires four blocks of classes, which include three practical training blocks and one block of theory training each day. Training in this program will prepare students to handle the day to day demands of working in the culinary industry. Areas of study for PC1 include applications in the preparation and presentation of vegetables, soups, sauces, meats, fish and poultry, cold kitchen items; desserts, baking and pastries. This program will also include basic menu planning/costing as well as advanced study in safety, and sanitation procedures. Students will learn classical French cooking methods mixed with modern international cooking techniques, under the direction of a Red Seal Teaching Chef. Students can register for Professional Cook Level 1 upon completion of grade 10 or equivalent literacy and numeracy skills courses.

Course Fees: \$300.00 mandatory fee for textbooks, learning guides and uniform.

Foundation Courses: Culinary Arts 11, Culinary Arts 12, Foods & Nutrition 12. Food Safe Level 1

Culinary Arts 12 / Baking (Early Morning Class)

Culinary Arts 12 (Baking AM) is designed with a focus on baking and pastry arts. In this course, students will learn how to bake a variety of different yeast breads, pies, custards, tarts, cookies, cakes and frozen desserts. In

this practical hands on course, students will study the principles of baking and learn how to operate bakeshop equipment. Students will work collaboratively and apply their creative designs to daily dessert features. Students will also be given the opportunity to complete the Food Safe Level I training program during this course. This course will be offered outside of the regular timetable during the AM block.

Course Fees: (recommended but not mandatory)

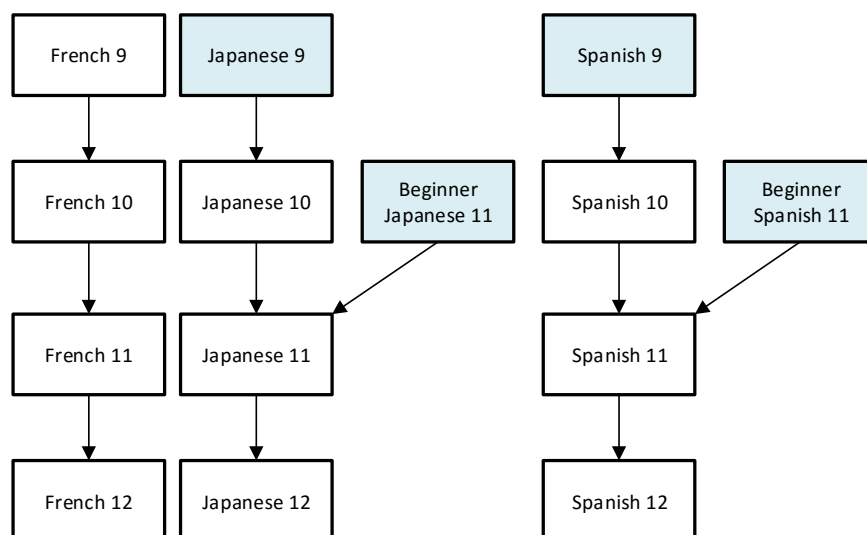
Food Safe Level 1 \$45.00

Chef jacket & apron \$45.00

Foundation Courses: Foods & Nutrition 9/10, Foods & Nutrition 11, Culinary Arts 11

LANGUAGES COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ French 9, 10, 11, 12 ❖ Japanese 9, 10, 11, 12 ❖ Japanese 11 (Introductory) ❖ Spanish 9, 10, 11, 12 ❖ Spanish 11 (Introductory) 	<p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ A regular (not beginner) language 11 course is required for entrance to UVic, SFU, and UBC.
---	---



French 9

French 9 builds on skills in French 8, and encourages students' active participation in acquiring a basic functional level of both spoken and written French. By the end of French 9, students should be able to begin to identify tenses and to use appropriate French expressions for a variety of oral and written tasks.

Foundation: French 8

French 10

French 10 teaches students to build on previous knowledge. Students will learn to communicate needs, desires, and emotions, and describe events and experiences in logical progression. They will develop a range of language-learning strategies to assist in comprehension and expression. Aspects of francophone culture will be introduced. The emphasis will be on communication, both written and spoken.

Foundation: French 9

French 11

The goal of this course is to teach students to communicate in French. Through practice in French communication, students will also gain insight into the culture in the francophone world. Students will be actively engaged in the practical use of language through conversation, writing, and media. Grammar will be taught to clarify and enhance communication skills. Evaluation will be based on reading, writing, listening, and speaking.

Foundation: French 10

French 12

This course offers an excellent opportunity to develop a feeling for the idiom of the language in all aspects: conversation, literature, grammar, and writing. There is an emphasis on French and French Canadian cultural expression and the satisfaction derived from an advanced appreciation of a second language.

Foundation: French 11

Japanese 9

Japanese 9 is an introductory course. A multimedia approach (songs, games, video and audio tapes) will be used to bring Japanese culture into the classroom. Japanese 9 is a communications course, which will allow students to function in a variety of situations. Students will learn to read and write Hiragana as well as to converse in simple Japanese.

Foundation: None

Japanese 10

Japanese 10 is designed to enhance the student's ability to communicate in the Japanese language. Students will learn Katakana and Kanji. The emphasis will be on grammar and conversational Japanese.

Japanese 11 (Introductory)

In this course, students will learn Hiragana, Katakana, and Kanji. This intensive course introduces the elements of Japanese 9 and 10 in one semester. Students develop their communication skills in Japanese, in a variety of situations.

Foundation: None. This course is intended for students making a late (grade 11) entry into a second language program.

Japanese 11

Students will maintain and build on the previous courses with an emphasis towards conversational fluency. An increased number of Kanji will be introduced. Some exploration of culture will be included.

Foundation: Japanese 10 or Japanese 11 (Introductory).

Japanese 12

Japanese 12 is a demanding course that will continue to build on what students learned in Japanese 11, but with more emphasis on reading and writing. Japanese 12 provides challenging activities that will help students understand more about the Japanese language and culture.

Foundation: Japanese 11

Spanish 9

Spanish 9 is an introductory course that aims to develop speaking, reading, listening and writing skills needed to understand and communicate at a basic level. This course is also designed to make students aware of and appreciate various Hispanic cultures and customs.

Foundation: None

Spanish 10

Spanish 10 is a continuation of Spanish 9. This course aims to further develop speaking, reading, listening and writing skills to an intermediate level. The course continues to explore the customs and traditions of the Hispanic world.

Foundation: Spanish 9

Spanish 11 (Introductory)

This course provides practice in all four basic language skills: listening, speaking, reading, and writing. Each activity revolves around a theme - school, family, sports, shopping, travel, etc. The material presented on each theme is practical and useful. Students will be able to make use of the vocabulary and cultural information if travelling or living in a Spanish-speaking country.

Foundation: None. Course is intended for students making a late (grade 11) entry into a second language program.

Open to: Open to students in grades 11 and 12.

Spanish 11

This course extends the vocabulary and structures learned in Spanish 10 or Spanish 11 (Introductory). The majority of the activities in this course have a youth-related theme (e.g. hobbies, careers, relationships). Emphasis is on high-frequency words and expressions of contemporary spoken Spanish, supported by grammar to ensure students become accurately proficient. Hispanic culture will be studied and discussed during the course.

Foundation: Spanish 11 (Introductory) or Spanish 10

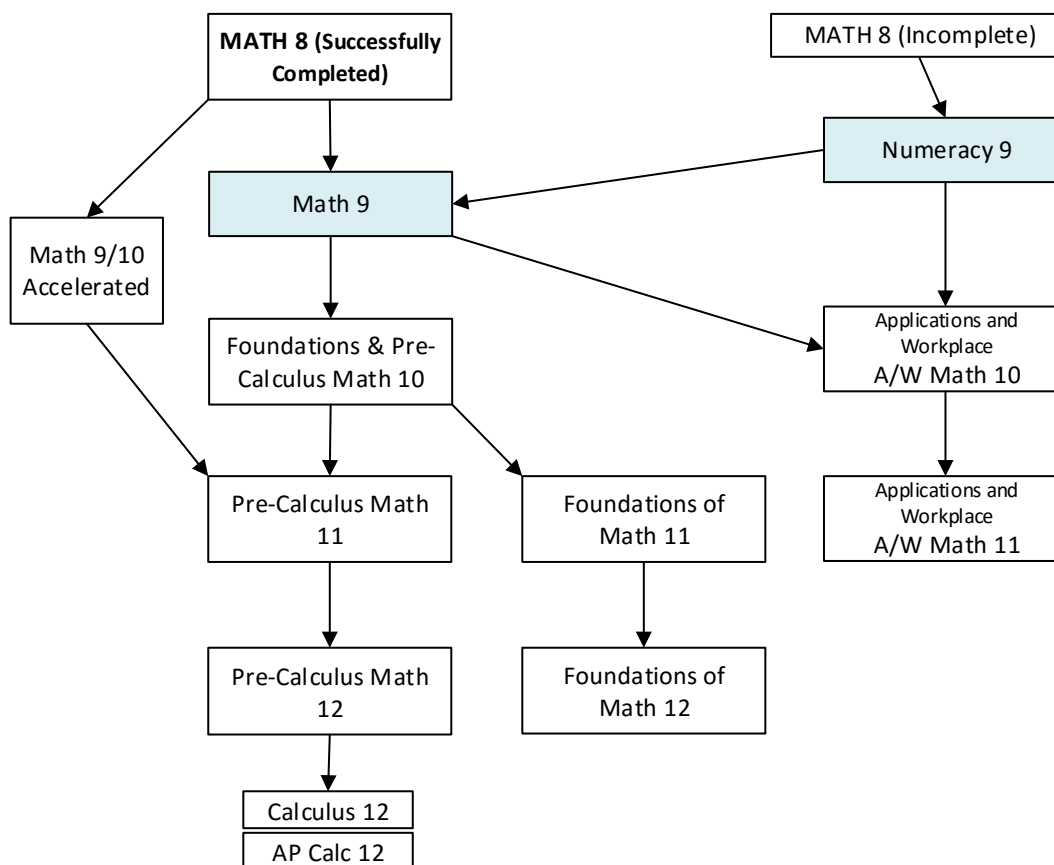
Spanish 12

This course enables students to appreciate more fully the richness of the Spanish language and culture through the use of a wide variety of learning activities (e.g., spontaneous conversation, original dialogue, group discussions, essay writing, and study of literature). Daily grammar and vocabulary exercises will enhance students' ability to successfully carry out learning activities. Hispanic culture will be an integral part of the course.

Foundation: Spanish 11

MATHEMATICS COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Calculus 12 ❖ Calculus 12 AP ❖ Math 9 ❖ Math 9/10 Accelerated ❖ Math 10 (Apprenticeship & Workplace) ❖ Math 10 (Foundations & Pre-Calculus) ❖ Math 11 (Apprenticeship & Workplace) ❖ Math 11 (Foundations) ❖ Math 11 (Pre-Calculus) ❖ Math 12 (Apprenticeship & Workplace) ❖ Math 12 (Foundations) ❖ Math 12 (Pre-Calculus) 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Calculus 12 and Math 12 might be offered concurrently. <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Foundations math 11/12 is now well known as a very usable prerequisite for many post-secondary programs. ❖ Calc 12 is highly recommended if you intend to enter Sciences, since you'll have to take it in first year university. What better way to prepare?
---	---



Math 9

This course is designed to consolidate and extend topics introduced in the middle school years. Topics include operations with rational numbers, square roots and exponents, polynomials and algebra, linear relations, geometry and statistics. At the end of this course, students will be prepared for Foundations of Mathematics and Pre-Calculus 10 OR Apprenticeship & Workplace Mathematics 10. An alternative & modified Math 9 called "Numeracy 9" exists in our school. This is Math for students who have been identified by their teachers as

needing support with middle school mathematics and are not yet prepared to begin regular Math 9. From Numeracy 9 a student can continue to Math 10 apprenticeship and workplace OR choose to work through math 9 to become ready for math 10 Foundations and Pre-Calculus.

Math 9/10 Accelerated

This is a course designed for middle school students who have demonstrated the ability and desire to participate in an accelerated program of studies in Mathematics. Qualifying applicants will be enrolled in Math 10 Foundations & Pre-Calculus (Honors) upon the successful completion and outcome on a challenge exam.

Foundation: Math 8 and satisfactory standing on math entrance exam.

Math 10 (Apprenticeship & Workplace)

This option is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include understanding and applying the metric and imperial systems to the measurement of 2-D and 3-D objects, geometry and trigonometry, and the fundamentals of income, spending and debt. All topics are taught within a framework of problem-solving. This course has a mandatory graduation program exam. At the end of this course, students are prepared for Apprenticeship & Workplace Math 11.

Foundation: Math 9 or Numeracy 9

Math 10 (Foundations & Pre- Calculus)

This option is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary academic studies at colleges and universities. Topics include surface area and volume of 3-D objects, applying trigonometric ratios to right triangles, irrational numbers, powers involving integral and rational exponents, polynomials, and coordinate geometry with linear relations, systems of linear equations, and function notation. At the end of the course, students are prepared for either A&W Math 11, Foundations of Mathematics 11 OR Pre-Calculus 11.

Foundation: Math 9

Math 11 (Apprenticeship & Workplace)

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

Foundation: Either Apprenticeship & Workplace Math 10 or Foundations & Pre-Calculus Math 10

Math 11 (Foundations)

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. This might include the Humanities, Fine Arts, some Trades and Technical programs. The course will include such topics as measurement, relations and functions, geometry, statistics and logical reasoning.

Foundation: Foundations & Pre-Calc. Math 10

Math 11 (Pre-Calculus)

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. This might include Mathematics, Sciences, Engineering and Commerce. The course will include absolute value, radical and rational equations, quadratic functions, arithmetic and geometric sequences and series and trigonometry.

Foundation: Foundations & Pre-Calculus Math 10

Math 11H (Pre-Calculus Honours)

NEW! We are pleased to offer an honours Math 11 Pre-Calculus course for students interested in exploring mathematics with a wider scope and depth. Acceptance into this section involves an application process.

Foundation: Foundations & Pre-Calculus Math 10

Math 12 (Foundations)

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. This might include the Humanities, Fine Arts, some Trades and Technical programs. Topics include financial mathematics, logic with numbers, set theory, probability, combinatorics, relations and functions.

Foundation: Foundations of Math 11 or Pre-Calculus 11.

Math 12 (Pre-Calculus)

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. This might include Mathematics, Sciences, Engineering and Commerce. Topics include trigonometry, relations and functions (exponential & logarithmic, polynomial, radical, rational, and transformations) and combinatorics.

Foundation: Pre-Calculus 11

Calculus 12

This course is very useful to students with strong mathematical ability who will be taking calculus in their first year at a post-secondary institution. The main topics are functions, limits, continuity, derivative rules, curve sketching, related-rates problems, maximum-minimum problems, integrals, areas, and volumes by integration. This course is strongly recommended for all students planning to study Sciences, Applied Science, or Business at university.

Foundation: Pre-Calculus 12

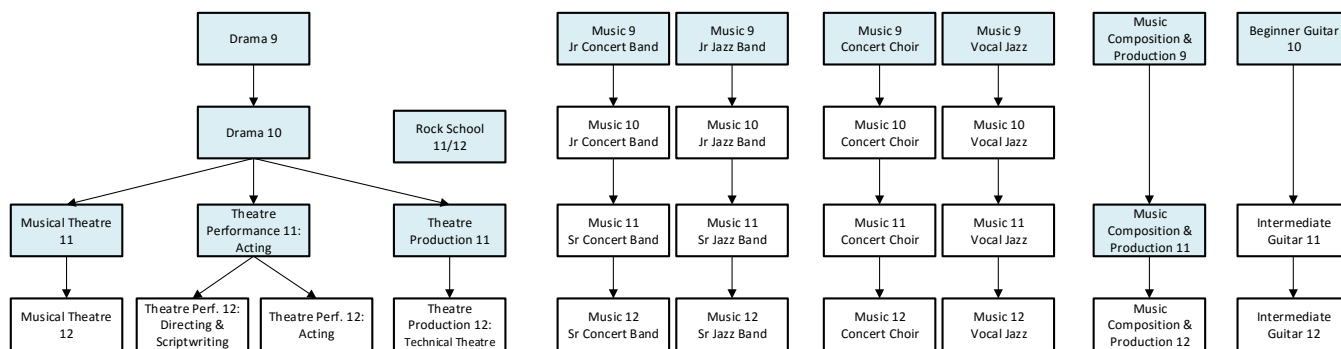
Calculus 12 AP

The major component of this course is a complete first year university calculus. Students will review and extend their knowledge of algebra, geometry, trigonometry, calculus, and other areas as appropriate for contest preparation. Students may choose to write the AP exam in May. Students study differentiation, integration, and other calculus topics.

Foundation: Calculus 12

PERFORMING ARTS COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Drama 9 ❖ Drama 10 ❖ Beginner Guitar 10 ❖ Intermediate Guitar 11/12 ❖ Music 9/10/11/12: Concert Band ❖ Music 9/10/11/12: Concert Choir ❖ Music 9/10/11/12: Jazz Band ❖ Music 9/10/11/12: Vocal Jazz ❖ Music Composition & Production 9/11/12 ❖ Musical Theatre 11/12 ❖ Rock School 11/12 ❖ Theatre Performance 11/12: Acting ❖ Theatre Performance 12: Directing & Script Writing ❖ Theatre Production 11/12: Technical Theatre 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Jazz Band classes will run in the early morning blocks, while Concert Band classes will run at lunch hour (alternating days). ❖ Choir and Vocal Jazz will continue to run at lunch on alternating days. <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ A life-long love of music is always a goal, but in addition some of our students perform in musical or acting following their high school experience.
---	---



Drama 9

This introductory course helps students develop theatre & communication skills, creativity, and get them comfortable performing on stage. Students explore activities/topics including movement, improvisation, theatre games, short skits, scene acting and scene building.

Drama 10

Drama 10 provides students an opportunity to explore and create dramatic scenes and characters and to learn and practice the interpersonal skills encompassing the work of the actor. Through the exploration of dramatic scripts, students will learn and practice acting techniques. Student imagination and creativity will also be developed through improvisation and theatre games. The course will prepare students to perform for a film or theatre based audience.

Beginner Guitar 10

If you are new to guitar or you have some experience with guitar, this course will give you the basics and more. Beginner guitar will teach you to play open position chords, strumming patterns, finger style guitar, barre

chords, riffs and notation reading (chord boxes, tablature and music notation). The course would cover a wide variety of songs with the emphasis on collecting a repertoire of songs that students can play.

Intermediate Guitar 11/12

This would pick up where the beginner course left off. If you have completed beginner guitar, or you have been playing guitar for a few years, this is the guitar class for you. Some of the topics covered would be scales for improvising and developing solos. Creating parts for 2 guitar players, learning to use alternate tunings and exploring common guitar styles i.e. r and b, blues, funk, and pop guitar. Song form would be studied and students would compose some original music for guitar.

Foundation: Beginner Guitar 10 or guitar experience.

Music 9: Concert Band

Whether you are new to band or already play an instrument, this course is a great choice. Develop your instrumental skills and have fun by being part of a strong group. Band 9 students work to become better musicians by performing and touring. Some of the events and activities music students will participate in throughout the school year will include performances at school and in the community, a music camp and a spring performance tour. Band 9 is an alternate day course running all year. Students are expected to attend all Band activities as part of the requirements of this course. Please contact the music director if you have questions.

Foundation: None

Music 9: Concert Choir

Whether you are new to choir or have sung in choirs before, this course is a great choice. Develop your vocal skills and have fun by being part of a strong group. Choir 9 students become better musicians by performing and touring. Some of the events and activities music student will participate in throughout the year will include performances at school and in the community, a music camp and a spring performance tour. Choir 9 is an alternate day course running all year. Students are expected to attend all Choir activities as part of the requirements of this course. Please contact the music directors if you have questions.

Foundation: None

Music 9: Jazz Band

If you like swing, funk, Latin and rock, this is the place for you! This course will run in conjunction with Band, fitting easily into your timetable as an extra course in the same block. Students who wish to be included must also register for Music 9: Concert Band. Jazz Band is an opportunity to take your skills to the next level. Those who take Jazz Band also have the opportunity to learn trumpet, trombone, saxophone or any of the rhythm section instruments.

Music 9: Vocal Jazz

This course will provide experience in the exciting field of vocal jazz! Develop style, microphone technique, and staging awareness while performing exciting and fun music. This course will run in conjunction with Music 9: Concert Choir, fitting easily into your timetable as an extra course in the same block. Interested students must be enrolled in the corresponding level of Concert Choir.

Music 10: Concert Band

Keep building your skills as a musician in Band 10. Students will explore concepts in music through various listening, creative and performing activities using a concert band instrument. Quality performance is stressed with our busy but fun schedule of concerts, district events and festivals. Previous experience on a concert band instrument is expected. Band 10 is an alternate day course running all year. Students are expected to attend all Band activities as part of the requirements of this course.

Foundation: Music 9 Concert Band or permission of the director

Music 10: Concert Choir

Join the tradition of fine music making at Centennial! Students will learn about music while participating in activities that improve their confidence and vocal skills. With steady effort, they will increase their ability to read music and expand their range. Both beginning and experienced students are welcome. Choir 10 is an alternate day course running all year. Students are expected to attend all Choir activities as part of the requirements of this course. This is an alternate day course running all year.

Music 10: Jazz Band

If you like swing, funk, Latin and rock, this is the place for you! This course will run in conjunction with Band, fitting easily into your timetable as an extra course in the same block. Students who wish to be included must also register for Music 10: Concert Band. Those who play another instrument in Band are welcome to learn trumpet, trombone, saxophone or any of the rhythm section instruments in this course.

Music 10: Vocal Jazz

This course will provide experience in the exciting field of vocal jazz! Develop style, microphone technique, and staging awareness while performing exciting and fun music. This course is open by audition only and will run in conjunction with Choir 10, fitting easily into your timetable as an extra course in the same block. Interested students must be enrolled in the corresponding level of Concert Choir.

Music 11: Concert Band

Continue your musical development while exploring concepts in music through various listening, creating, and performing activities. Quality performance is stressed with our busy but fun schedule of concerts, district events, and festivals. This alternate day course runs all year.

Foundation: Music 10: Concert Band or permission of the director.

Music 11: Concert Choir

Continue the tradition of fine music making at Centennial. Students will learn about music while participating in activities that improve confidence and vocal skills. Quality performance is stressed with a busy but fun schedule of concerts, district events, and festivals. Students are expected to attend all Choir activities as part of the requirements of this course. This alternate day course runs all year.

Foundation: Music 10: Concert Choir or permission of the director.

Music 11: Jazz Band

This course will run in conjunction with Music 11: Concert Band, fitting easily into student timetables as an extra course in the same block. Students who wish to be included must register for Music 11: Concert Band.

Music 11: Vocal Jazz

This course will explore the exciting genre of Vocal Jazz. Develop the vocal jazz style, microphone technique, and staging awareness while performing challenging jazz harmonies. It will run in conjunction with Music 11: Concert Choir, fitting easily into student timetables as an extra course in the same block. Enrollment is by audition only. Interested students must be enrolled in the corresponding level of Concert Choir.

Music 12: Concert Band

Continue your musical development while taking on an increased leadership role in the Music Department. There will be more emphasis on solo playing and acting as section leaders. Students are expected to attend all Band activities as part of the requirements of this course. This alternate day course runs all year.

Foundation: Music 11: Concert Band or permission of the director

Music 12: Concert Choir

Be a leader in this refined vocal ensemble at Centennial. Students will continue to learn about music while participating in activities that improve confidence and vocal skills. Quality performance is stressed with our busy but fun schedule of concerts, district events, and festivals. Students are expected to attend all Choir activities as part of the requirements of this course. This alternate day course runs all year.

Foundation: Music 11: Concert Choir or permission of the director.

Music 12: Jazz Band

This course will run in conjunction with Music 12: Concert Band, fitting easily into student timetables as an extra course in the same block. Students who wish to be included must register for Music 12: Concert Band.

Music 12: Vocal Jazz

This course will explore the exciting genre of Vocal Jazz. Develop the vocal jazz style, microphone technique, and staging awareness while performing challenging jazz harmonies. More emphasis will be placed on soloing and improvisation. It will run in conjunction with Music 12: Concert Choir, fitting easily into student timetables as an extra course in the same block. Enrollment is by audition only. Auditions will take place in January. Interested students must be enrolled in the corresponding level of Choir.

Music Composition & Production 9

No previous training in music is required. This course starts with any skills students already have with computers or with music (including voice) and develops their ability to compose music and improve their knowledge of computers and audio recording equipment. Using both traditional methods and contemporary audio/digital equipment, students will have opportunities to design, create and record music. In addition, students will learn about song form and how to compose with a guitar. A variety of guitar genres will be covered (folk, pop, rock etc.)

Foundation: None

Open to: Open to all grade 9 students.

Music Composition & Production 11

This course starts with any skills students may have with computers or with music (including voice) and develops their ability to compose music and improve their knowledge of computers and audio recording equipment. Using both traditional methods and contemporary audio/digital equipment, students will have opportunities to design, create and record music that reflects their individuality. In addition, students will learn about and/or further enhance their knowledge of song form and how to compose with a guitar. A variety of guitar genres will be covered (folk, pop, rock etc.)

Foundation: None

Open to: Open to students in grades 10, 11 and 12.

Music Composition & Production 12

This course starts where students finished in Music Composition and Technology 11. As well as dealing with the curricular work, students will have more individual time to produce works that demonstrate their skill as a composer, performer and/or technician. In addition, students will enhance their understanding and knowledge of song form and guitar composition by exploring a variety of genres.

Foundation: Music Comp. & Technology 11

Open to: Open to grade 11 and 12 students only.

Musical Theatre 11

Through participation in the rehearsal, production, and performance of a Broadway musical, students will practice and polish singing, acting, and dancing skills. Centennial has a long history of producing quality musicals for the school and community. Through Musical Theatre 11, students will gain extensive performance experience. This course is designed for the serious actor, singer, or instrumentalist with a passion for the Broadway genre and involves after school rehearsal in addition to in-class work.

Foundation: None for grade 11 and 12 students; permission of the instructors for grade 9 and 10 students.

Open to: Open to Grades 10-12, 9 on special permission.

Musical Theatre 12

In this course, students continue to build on and enhance the skills needed for musical theatre (see write up for Musical Theatre 11). **Foundation:** Musical Theatre 11

Rock School 11/12

This course is designed to provide the skills and prepare you for pursuing music either professionally or as a musician arranging music within a group context. This innovative course provides instruction on how to play in a range of groups: modern pop, rock, rap etc. It is for ALL MUSICIANS who already know how to play or sing but need help in putting it all together. The course covers rehearsal techniques, professional behaviours, and how to develop repertoire as a group. It includes how to organize and perform at concerts and dances, as well as how to work and prepare for recording digital audio formats. There will be extensive instruction on marketing yourself in the real world of music and/or related fields: i.e., promotion; making contacts; understanding contracts, royalties and dealing with agents; professionalism; how to create a 'gig' as well as professional networking. This is a 'must-take' course should you want to pursue music as a professional or amateur musician.

Theatre Performance 11: Acting

This course is designed to develop formal acting skills and to provide extensive experience in presenting scripted material, including award winning plays. Students develop creativity and communication skills through theatre games; script and character analysis; and creating, coaching, and rehearsing with presentations. Through the exploration of various dramatic scripts, students will learn and practice the techniques of the actor, and understand the psychology of the characters they play. The focus is on living truthfully in imaginary circumstance. Students with an interest in performing for theatre or film are strongly encouraged to take this course.

Theatre Performance 12: Acting

Building on the knowledge and experience gained in Theatre Performance 11, this advanced theatre course is for the highly motivated acting student interested in publicly performing for theatre or film. Through work on dramatic scripts, including award winning plays, students engage in script analysis and learn to both develop physical and behavioural interpretations of characters and to find and play themselves in characters' situations. Students with a keen interest in theatre/film/TV acting and/or performing plays/musicals are strongly encouraged to take this course.

Foundation: Theatre Performance 11: Acting

Theatre Performance 12: Directing & Script Writing

Students with a creative flair and keen interest in theatre, combined with above average writing skills will enjoy this writing and directing course. Writing plays for the stage and then directing them is a major focus of this course. After-hours time is required. Students are admitted with the teacher's permission.

Foundation: Theatre Performance 11 or by teacher permission

Theatre Production 11

This course will appeal to those students who have an interest in learning set building skills for theatre or film. It offers training in the technical craft of effective presentation of theatre, focusing primarily on construction of scenery sets and some props. Students are required to put in time beyond class hours and to crew our major Musical Theatre production, moving and managing the sets during rehearsals and performances, coordinating with the actors and stage management.

Foundation: None

Open to: Open to students in grades 10, 11 and 12.

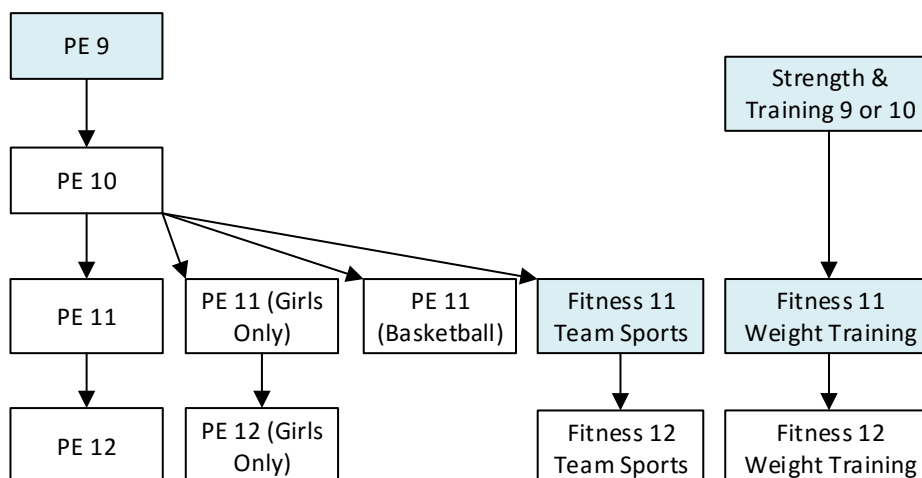
Theatre Production 12: Technical Theatre

This course will continue to build on the skills learned in Theatre Production 11, and will appeal to those students who have an interest in learning set building skills for theatre or film. It offers training in the technical craft of effective presentation of theatre, focusing primarily on construction of scenery sets and some props. Students are required to put in time beyond class hours and to crew our major Musical Theatre production, moving and managing the sets during rehearsals and performances, coordinating with the actors and stage management.

Foundation: Theatre Production 11 or permission of the instructor.

PHYSICAL EDUCATION COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Physical Education 9 ❖ Physical Education 10 ❖ Fitness 11 - Team Sports ❖ Fitness 11 - Weight Training ❖ Fitness 12 - Team Sports ❖ Fitness 12 - Weight Training ❖ Physical Education 11 Basketball ❖ Physical Education 11 General ❖ Physical Education 11 Girls Only ❖ Physical Education 12 General ❖ Physical Education 12 Girls Only ❖ Strength and Training 9/10 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Grade 9 and 10 PE classes are all Co-Ed, meaning boys and girls mixed in the same classes. ❖ No “Experiential Studies” program for the 2017/2018 school year. Possibly the year after. <hr/> <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Kinesiology ❖ Trying for college sports programs ❖ Fitness programs
--	--



Physical Education 9

The goal of PE 9 is to expand and enhance the learner's athletic skills and knowledge through a variety of team sports and individual and dual activities. The development and maintenance of the learner's fitness level is emphasized throughout the semester. A course enrichment fee will be charged to cover the cost of curricular offerings such as swimming, skating and bowling. PE 9 is taught in a coeducational setting.

Physical Education 10

The goal of the PE program is to expand upon the learner's athletic proficiency and leadership through a variety of team sports and individual and dual activities. The development and maintenance of the learner's fitness level is emphasized throughout the semester. In addition, students will participate a Self Defense unit as well as the St. John's Ambulance CPR A First Aid course. A course enrichment fee will be charged to cover the cost of curricular offerings such as Self Defense, CPR certification, skating and bowling. PE 10 is taught in a coeducational setting.

Foundation: PE 9

Fitness 11 - Team Sports

This course is for those students interested in the opportunity to further enhance their expertise in team sports. The emphasis will be on advanced skill development, game play, team strategies and fitness. This course does not offer any field trips as all activities are done in-school; therefore, there is no course fee attached to this class.

Foundation: PE 10

Open to: Open to students in grades 11 and 12 only.

Fitness 11 - Weight Training

Fit your weight training routine into your daily schedule and get credit for it. This course is for beginners and experienced weight-trainers, and is a great opportunity to improve your overall fitness level through weight training. You will learn about muscle physiology and anatomy, as well as do a broad range of programs working on muscular endurance and strength. This is a good opportunity to use class time to improve your body for the activities in your life.

Foundation: PE 10

Open to: Open to students in grades 11 and 12 only.

Fitness 12 - Team Sports

This course is for those students interested in the opportunity to further enhance their expertise in team sports. The emphasis will be on advanced skill development, game play, team strategies and fitness. This course does not offer any field trips as all activities are done in-school; therefore, there is no course fee attached to this class.

Foundation: Any PE 11

Fitness 12 - Weight Training

This course is intended to expand on the principles and techniques taught in Weight Training 11. This is a great opportunity to fit your weight workout into your school schedule. A high level of fitness or weight training experience is not required; students need only a desire to participate and to improve. The emphasis is on developing a personal fitness program while focusing on safety, warm-ups, basic procedures, nutrition and advanced training programs and principles. Students who have successfully completed Weight Training 11 may take this course.

Foundation: PE 11 Weight Training

Physical Education 11 Basketball

This course is for those students interested in the opportunity to further enhance their expertise in basketball. The emphasis will be on advanced skill development, game play, team strategies, and strength and conditioning. This course will be offered in the mornings before period one. It will run four days per week (no class on Wednesdays) from the beginning of September until the end of November and starting up again through April-May-June.

Foundation: PE 10

Open to: This course is open to students in grades 10, 11 and 12 only.

Physical Education 11 General

This course offers students the chance to participate in a wide variety of physical and leisure activities offered in an enjoyable and co-educational atmosphere. Activities are selected from the following: badminton, volleyball, basketball, minor games (archery, lacrosse, handball, pickleball), outdoor field games (soccer, rugby, flag football), bowling, golf, curling, skating, softball, swimming, and weight training. Students will have the opportunity to enhance and learn skills in selected activities. Field trips are an important part of the course; a course enrichment fee will be charged for these trips which typically include a selection of Rock Climbing, Go-Karts, Trampoline Park, Bowling, Skating, Lazer Tag among others.

Foundation: PE 10

Physical Education 12 General

This course offers students the opportunity to further their expertise in the activities offered in Physical Education 11. Emphasis is on the development of recreational activities and lifetime skills. Additional activities may include bowling, curling, golf, and outdoor education (including rock climbing, canoeing, kayaking). This course would be an asset to students interested in a career in recreation or physical education, but would also be of interest to students who like a variety of activities and are interested in personal fitness. Field-trips are an important part of the course; a course enrichment fee will be charged for these trips which typically include a selection of Rock Climbing, Go-Karts, Trampoline Park, Bowling, Skating, Lazer Tag among others.

Physical Education 11 Girls Only

This course is for girls in grade 11 who are interested in increasing their personal fitness and athletic skills through a variety of lifestyle activities. The development and maintenance of the girls' fitness and personal well-being will be enhanced through a variety of aerobics, yoga, water aerobics, rock climbing, dragon boating, kickboxing, power walking, hiking, weight training, snow sports, dance and a variety of individual and team sports. Field trips are an important part of the course; a course fee will be charged for these trips.

Foundation: PE 10

Open to: Open to girls in grades 11 and 12 only.

Physical Education 12 Girls Only

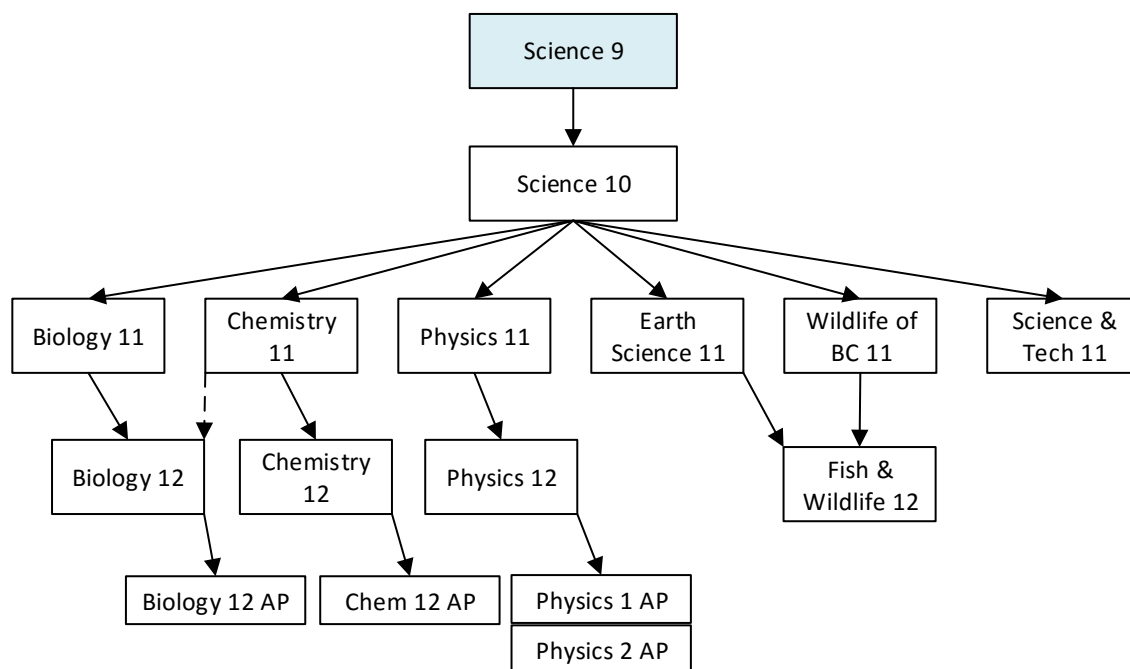
This course is for girls in Grade 12 who are interested in increasing their personal fitness and athletic skills through a variety of lifestyle activities. The development and maintenance of girls' fitness and personal well-being will be enhanced through a variety of aerobics, yoga, water aerobics, rock climbing, dragon boating, kickboxing, power walking, hiking, weight training, snow sports, dance and a variety of individual and team sports. Field trips are an important part of the course; a course enrichment fee will be charged for these trips.

Strength and Training 9/10

The objective of this program will be to utilize a variety of fitness training methods to improve strength, agility, and coordination. Emphasis will be placed on demonstrating safe and appropriate training technique in the weight room and other training environments. Knowledge of nutrition and principles of training will also be other major areas of focus. No prior weight or strength training experience is required to be in this course.

SCIENCE COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Science 9 ❖ Science 9 Pre-AP ❖ Science 10 ❖ Science 10 Honours ❖ Science & Technology 11 ❖ Biology 11 ❖ Biology 12 ❖ Biology 12 AP ❖ Chemistry 11 ❖ Chemistry 12 ❖ AP Chemistry ❖ Earth Science 11 ❖ Physics 11 ❖ Physics 12 ❖ AP Physics AP 1, 2 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Fish and Wildlife course not available this year. <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Science programs in college or university ❖ Research careers
--	--



Science 9

The Science 9 course introduces students to individual and group discovery in a laboratory setting. This course is activity based with an emphasis on four areas of scientific discovery. In Chemistry, the major concepts of ionic compounds and patterns within the periodic table are explored. In Physics, the major emphasis is on static and current electricity. Students will explore topics in Biology related to sexual and asexual reproduction as well as cell division. Topics in Environmental Science will also be explored particularly related to the carbon cycle, energy flows, and human impacts on the environment. The course goals are to introduce students to scientific discovery and a wide range of scientific knowledge, and to teach them to work effectively in a group setting. Note: Students with a C- in science 8 are recommended to have an LEC support block concurrently when taking science 9. A course fee of \$15 is applied to cover the cost of field trips and other enhanced experiences that meet the suggested intentions of the new curriculum.

Science 9 Pre-AP

This program allows academically strong grade 9 students to accelerate, thereby providing some additional preparation time for the Advanced Placement science courses in their grade 12 year. Grade 9 students in the pre-AP program are enrolled in Science 9 Pre-AP in the fall semester. In the second semester of their grade 9 year, students then take Science 10 Honours. In grade 10, students would take one or more grade 11 level science courses followed by grade 12 level courses in grade 11. In their grade 12 year, students would be eligible to choose from a variety of AP Seminar science courses. Separate application form and recommendation from the Science 8 teacher and counsellor is required.

Science 10

The Science 10 course encourages students to work together in a laboratory setting to safely investigate a variety of topics in the four major science areas. There will be four big ideas that will be investigated: genes are the foundation for the diversity of living things, chemical processes require energy change as atoms are rearranged, energy is conserved and its transformation can affect living things and the environment, the formation of the universe can be explained by the big bang theory. The goals of the course are to increase scientific knowledge, to promote critical thinking skills and proper lab skills, and to instill appropriate attitudes about safety. This course is a mandatory graduation requirement.

Foundation: Science 9

Science 10 Honours

Science 10H covers the same topics as the regular Science 10 course, but with some enhancements, and at a slightly quicker pace. The course is meant for academically strong students who are interested in taking more than one specialty Science course at grade 11 and 12 levels. There will be four big ideas that will be investigated: genes are the foundation for the diversity of living things, chemical processes require energy change as atoms are rearranged, energy is conserved and its transformation can affect living things and the environment, the formation of the universe can be explained by the big bang theory. Interesting laboratory experiments and activities are part of the course. Typically, students are enrolled in Science 10 Honors after first completing Pre-AP Science 9; however, interested students may apply with a recommendation from a Science 9 teacher and a counsellor.

Foundation: Science 9 Pre-AP or Science 9 with a final grade of A

Science & Technology 11

This course will take a unique approach to science by looking at the practical applications of scientific principles and evaluating the positive and negative effects of technology on society and the environment. Advances in various areas such as communications, energy and resources, health, transportation, and manufacturing will be investigated. Problem solving will be emphasized and evaluation will involve a combination of classroom and project work. This course will fulfill the Science 11 requirement for graduation but not for university entrance.

Foundation: Science 10

Biology 11

Biology 11 is designed to introduce students to the diversity of living organisms and their adaption to their environment. The major Kingdoms are examined and topics covered include: taxonomy, evolution, microbiology, plant biology, animal biology, mycology and ecology. The theme of evolutionary change is carried out in all units of study. There is also a heavy emphasis on laboratory work which includes microscope work and dissections. There is a course fee of \$30, which is used to cover enhanced versions of certain labs such as animal dissections and live organisms. All course fees are optional, and if a student chooses not to pay, alternative, appropriate activities will be available to fully cover the curricular outcomes.

Foundation: Science 10

Biology 12

Biology 12 is a fast-paced, advanced, academic course that covers two major areas of study: cell biology and human physiology. Cellular biology covers biological molecules, cell structure, cell membrane transport, DNA, protein synthesis, and enzymatic activity. Human physiology covers the major body systems: digestive, respiratory, circulatory, excretory, nervous and reproductive. Biology 11 skills and concepts including microscope work, dissection work, evolutionary concepts are critical components of Biology 12. There is a course fee of , which is used to cover enhanced versions of certain labs including the fetal pig dissection, sheep heart dissection, and a sheep brain lab. All course fees are optional, and if a student chooses not to pay, alternative, appropriate activities will be available to fully cover the curricular outcomes.

Foundation: Biology 11. Chemistry 11 is strongly recommended for the Cell Biology component requires chemistry background.

AP Biology

This semester two course is for the highly motivated, scientifically-minded Biology student who wishes to study Biology 11 and 12 course content in greater depth and detail. This fast-paced course introduces the student to the rigors of university-level material and has an extensive inquiry-based laboratory component. The College Board AP curriculum is equivalent to a first-year Biology course at a college or university. Course content is structured around four big ideas: a) Evolution as the driving force of diversity and unity of life; b) The use of free energy in biological systems; c) Living systems; and d) Interaction of biological systems. There is an optional College Board AP Biology exam in May for students who wish to obtain advanced standing for credit at some universities. There is a \$25 specimen fee for dissections. All course fees are optional, and if a student chooses not to pay, alternative, appropriate activities will be available to fully cover the curricular outcomes. There is also a supplemental application form for this course; please see a counsellor.

Foundation: Biology 11, Biology 12, Chemistry 11, and Chemistry 12. Achievement in Biology 12 should be an "A" or "B". Chemistry 12 should be taken in semester one or concurrently in semester two. Strong science skills such as hypothesizing, designing experiments.

Chemistry 11

Chemistry 11 involves the study of atoms, molecules and matter, chemical reactions, solution chemistry, and organic chemistry. It introduces the concept of the mole, and how it applies to chemical reactions. Many interesting laboratory experiments are performed to help students understand the lecture concepts. This is a heavily math-based course, and a C+ or higher in Math 10 Foundations and Pre-Calculus is highly recommended*. Students, who enjoy writing chemical formulae and working through chemical reaction calculations, will enjoy this course. *Science 9/10 Pre-AP Honours students are exempt from this Math requirement, if they are taking this course in their grade 10 year.

Foundation: Science 10

Chemistry 12

Chemistry 12 builds on experiences in Chemistry 11. Students must have a good understanding of the Mole Concept, Stoichiometry and Solution Chemistry taught in Chemistry 11. Since there is a strong mathematical problem solving component involved in this course, it is advisable that students achieved a C+ (or higher) standing in Chemistry 11 and in Pre-Calculus Math 11/12. Many interesting lab experiments will re-enforce the understanding of rates of chemical reactions, chemical equilibrium, reactions in solution, acid-base chemistry, and electrochemistry. Students will gain an increased understanding of the importance of chemistry in the modern world.

Foundation: Chemistry 11 and Pre-Calculus Math 11/12 recommended

AP Chemistry

This course covers material equivalent to first year university chemistry. It is an excellent preview of university chemistry and will give students an advantage in post-secondary science programs. Labs will be done in class and virtually (via software). Course topics include: Unit 1 – Structure of Matter (atomic structure, chemical bonding, nuclear bonding); Unit II - States of Matter (gases, liquids and solids, solutions); Unit III – Reactions (types, stoichiometry, equilibrium, kinetics, thermodynamics); and Unit IV – Organic Chemistry. In May, the students have the option of writing the College Board Advanced Placement Chemistry exam which could give them university credit for the course.

Foundation: Chemistry 12

Earth Science 11

This course explores the Earth and its place in the solar system and involves a hands-on approach to studying rocks and minerals, plate tectonics, the hydrosphere and surface processes, geological time, and astronomy. These topics are covered through an integration of class work, labs, projects and limited field studies. This course fulfills the Science 11 requirement for graduation.

Foundation: Science 10

Physics 11

This is the first course in the secondary physics program, and is designed to introduce students to the study of Physical Science as a discipline. Since Physics 11 offers the opportunity to experience a structured scientific approach to the forces affecting the natural world, good mathematical problem solving skills are important. While the grade 11 course focuses on the motion of objects and the classical foundations of physics in preparation for grade 12, students also explore light, waves, optics, and nuclear energy. Students are encouraged to develop a scientific and positive attitude towards the understanding of physical science.

Foundation: Recommended C+ standing in both Science 10 and Math 10 – Foundations or Pre-Calculus

Physics 12

This is the second course in the secondary physics program, and is designed to prepare students for further study of physical science at a post-secondary level. The focus in grade 12 is on a structured mathematical foundation for applying physical laws to the two and three-dimensional world. Classical Newtonian mechanics, introduced in grade 11, are further explored for the first half of the course, while the second half provides students with a thorough grounding in electromagnetism. Students will have the opportunity to compete in local, national, and international physics competitions.

Foundation: Recommended C+ standing in Physics 11

Physics 1 AP

Advanced Placement Physics 1 offers students the opportunity to study most of the concepts of a first year college or university general physics course. Successful completion of the course and sufficient achievement on the Advanced Placement Exam in May will determine if college or university credit or advanced placement is granted. Topics of study include all of the material studied in Physics 11 and additional topics beyond the BC curriculum. Many of these topics are examined in greater detail and depth.

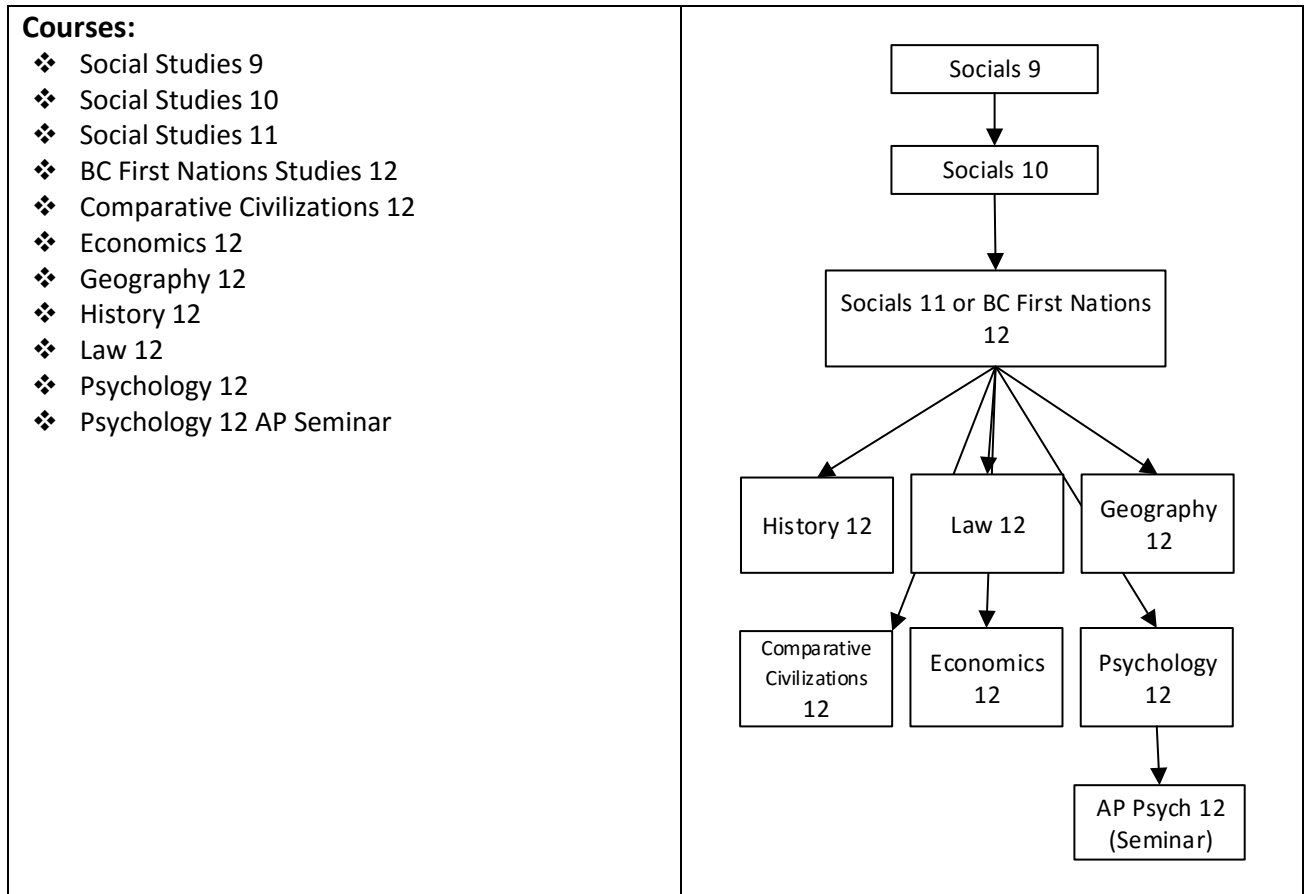
Foundation: Science 10 (Honours)

Physics 2 AP

Advanced Placement Physics 2 offers students the opportunity to study most of the concepts of a first year college or university general physics course. Successful completion of the course and sufficient achievement on the Advanced Placement Exam in May will determine if college or university credit or advanced placement is granted. Topics of study include all of the material studied in Physics 12 and additional topics beyond the BC curriculum. Many of these topics are examined in greater detail and depth.

Foundation: Physics AP 1

SOCIAL STUDIES COURSES



Social Studies 9

In Social Studies, it is our hope that students learn more about themselves, each other and the world we inhabit. In this course we hope student develop critical thinking skills and come to know how Canada has been influenced by ideas, environment, power and identity from 150-1919. Students will be successful in this course when they can demonstrate their capacity to interpret evidence, assess and defend positions, conduct inquiry related to our course topics. Students completing SS9 will be able to tell a fuller, more inclusive story about Canada and have a sense of their own place in Canada's past, present and future.

Social Studies 10

This course contributes to a greater understanding of Canada and its relationship to the rest of the world. Major topics include Canada's political and historical development since 1919; the present structure of Canada's government and legal system; and the world's changing population and the impact of continuing growth. A cumulative final may be given at the commencement of the course.

Foundation: Socials 9

Social Studies 11

This course contributes to a greater understanding of Canada and its relationship to the rest of the world. Major topics include Canada's political and historical development since 1914; the present structure of Canada's government and legal system; and the world's changing population and the impact of continuing growth on the livability of cities. Included is an examination of contemporary Canadian and world issues. A cumulative final may be given at the commencement of the course.

BC First Nations Studies 12

This course provides students with an opportunity to explore the traditions and art of First Nations cultures. Issues and themes involving provincial, national and international First Nations people will be discussed. The course is developed from a core curriculum including the management of natural resources, land use, self-government, and the impact of European settlement on First Nations societies. All students taking this course are required to write the examination in order to receive credit for the course. Note: This course meets the Social Studies 11 requirement; it can also be used to meet 12-level requirements.

Foundation: Socials 10

Comparative Civilizations 12

Comparative Civilizations 12 will examine at least two European and two non-European civilizations. Possible areas of investigation include early civilization (Egypt), the classical Greco-Roman period, early China, Meso-America, Islamic Civilization, feudal Japan, Europe, the Renaissance, 18th and 19th century Europe, and Asian interaction with the West from 1850. The course will be valuable to students interested in the humanities, fine arts, or international business.

Foundation: Socials 11

Open to: Open to students in grades 11 and 12.

Economics 12

This course is an introduction to the fundamentals of economic theory. Students will investigate such topics as economic systems, the structure of business, employment and inflation, money, stabilizing the economy, and international trade. It is of special interest to those who may do further study in law, business management, political science, economics or commerce, or those entering directly into the business world. Students may take this course in their grade 11 year.

Foundation: Socials 11

Geography 12

This course examines the physical features and environment of our planet. A detailed study of weather and biosphere is an important part of the course, as is the study of earthquakes, volcanoes, glaciers, and erosion. The following topics will also be discussed: Quality of Life (pollution, population, energy, food, and wildlife), Resources (types, exploration, development, and conservation).

Foundation: Socials 11

Open to: Open to students in grades 11 and 12.

History 12

History 12 focuses on the significant historical changes of the twentieth century. Students review the forces, events, and personalities which have shaped the modern world. Students will have the opportunity to apply critical thinking and problem solving skills to the two world wars, Communism, Fascism, Nazism, the Depression, and major post-World War II events. History provides students with the opportunity to better understand the present by examining the past.

Foundation: Socials 11

Open to: Open to students in grades 11 and 12

Law 12

Law 12 will examine criminal and civil law (primary focus on criminal law). Students will have the opportunity to study and research current legal issues. This course is designed to provide a challenge for students who wish to enroll in a post-secondary institution to obtain a degree in law or criminology, or a diploma in related fields in the legal system. A component of this course will be an exploration of career options through guest speakers and field trips to the law courts.

Foundation: Socials 11

Open to: Open to students in grades 11 and 12

Psychology 12

Are you interested in the brain and behaviour? Through the study of psychology, students will acquire an understanding of and an appreciation for human behaviour, behavioural interaction, and the development of the individual. Topics of study include sensation and perception, learning, human development, personality and psychological disorders.

Foundation: Socials 11

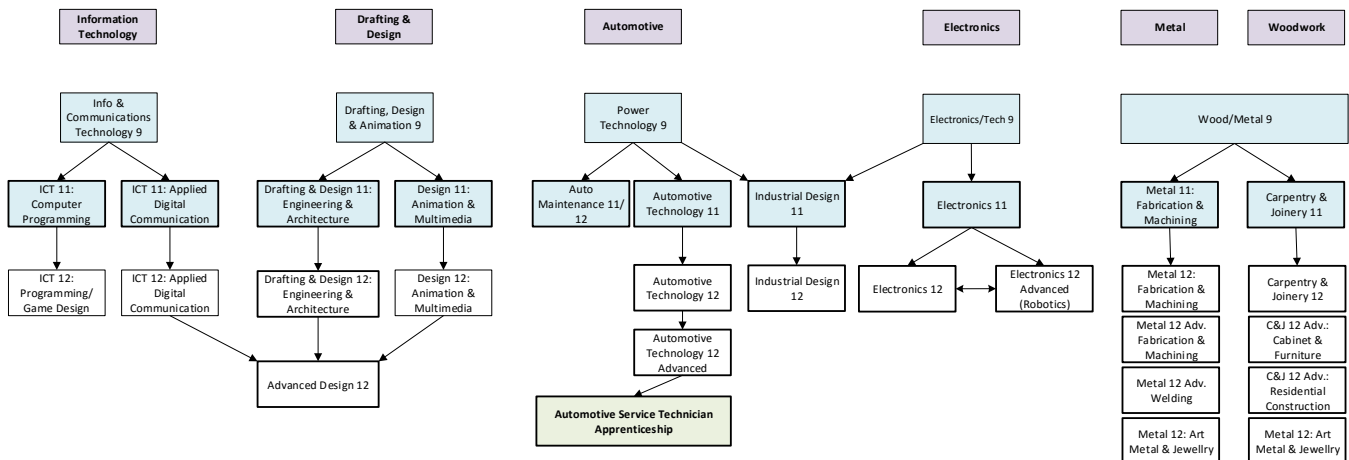
Psychology 12 AP Seminar

AP Psychology is designed to introduce students to the scientific study of human behaviour and mental processes. Students will be exposed to the psychological facts, principles, and phenomena associated with the topics of neuroscience, behaviour, sensation and perception, consciousness, learning, cognition, emotion, development, personality, disorders, and treatment. This course is a university-level Psychology preparation based course. In May, the students have the option of writing the College Board Advanced Placement Psychology exam which could give them 6 university credits for the course. Note: A fee is required for those writing the official College Board AP exam in May.

Foundation: Socials 11

TECHNOLOGY EDUCATION COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Power Technology 9 ❖ Technology 9: Electronics/Power and Energy ❖ Technology 9: Metal/Wood ❖ Drafting, Design & Animation 9 ❖ Automotive Maintenance 11 ❖ Automotive Service Technician Apprenticeship ❖ Automotive Technology 11, 12 ❖ Automotive Technology 12 Advanced ❖ Carpentry & Joinery 11, 12 ❖ Carpentry & Joinery 12 Advanced: Cabinet and Furniture Construction ❖ Carpentry & Joinery 12 Advanced: Residential Construction ❖ Design 11, 12: Animation & Multimedia ❖ Drafting & Design 11, 12: Engineering & Architecture ❖ Advanced Design 12 ❖ Electronics 11, 12 ❖ Electronics 12 Advanced (Robotics) ❖ Metal Fabrication and Machining 11/12 ❖ Metal Fabrication and Machining 12: Adv. Fabrication ❖ Metal Fabrication and Machining 12: Welding ❖ Metal Fabrication and Machining 12: Art Metal & Jewellery ❖ Technology 11A, 12A ❖ Science & Technology 11 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖ Fish and Wildlife course not available this year. <p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ ACE-IT ❖ BCIT trades programmes ❖
---	--



Automotive Maintenance 11

This 'Car Maintenance' course is designed to provide a hands-on experience for students who are new drivers, or who soon will be. Students who select this course will focus on purchasing, operating, and maintaining an automobile through a series of classroom sessions, demonstrations, and shop work. Practical experiences will include body and interior care, minor tune-up, lubrication, brake and cooling system service, tire and wheel care and safety inspection. Used car evaluation will also be covered. Students will learn the safe and proper use of tools and equipment and will become familiar with technical service information. A popular course for both male and female students, please note that this course does not meet the foundation course requirements for Automotive Technology 12.

Foundation: Power Technology 9 for grade 10 students; no foundation course for grade 11 and 12 students.

Automotive Technology 11

This course is designed to provide a basic education in areas related to automotive service and repair. Students will develop skills that will serve them well in terms of either general interest or as a possible career path. This course is a mixture of theoretical and practical experience, with emphasis on basic concepts and theory as well as a focus on the safe use of tools and equipment used in the automotive service industry. This is a hands-on course where students will work in a modern and well-equipped shop.

Foundation: None

Open to: Open to students in grades 11 and 12 only.

Automotive Technology 12

This senior level course can be taken alone or in conjunction with Automotive Technology 12 Advanced. Automotive Technology 12 builds on the basic groundwork laid out in Automotive Technology 11. Theory is taught on an ongoing basis and complements the emphasis on practical experience, attitude, and employability skills. During the practical portion of the course, students will work on live jobs in a well-equipped, up-to-date shop.

Foundation: Automotive Technology 11

Automotive Technology 12 Advanced

This course is to be taken in conjunction with Automotive Technology 12 as a double block. Students will have the opportunity to further their practical skills and will enjoy the emphasis on daily shop experience. Safety, participation and attitude are stressed in this industrial setting. This course is open to any student enrolled in Automotive Technology 12.

Carpentry & Joinery 11

This introductory level course will provide students with the opportunity to develop their skills and produce projects using a variety of woodworking processes including the use of hand, power and CNC tools and equipment. This course is valuable for students interested in continuing to higher-level Carpentry and Joinery courses, as well as those seeking to gain some practical experience to enhance hobbyist or homeowner skills. Students will select and plan project work which will challenge them and provide a satisfying experience. This course provides an excellent opportunity to work in a well-equipped woodshop. Safety and the proper use of tools and equipment will be emphasized.

Open to: Open to students in grades 10, 11 and 12.

Carpentry & Joinery 12

This senior level course will build on skills learned in Carpentry and Joinery 11. General in nature, this course will provide instruction and practical experience in furniture construction, cabinetmaking and residential construction. Students enrolling in Carpentry and Joinery 12 can expect to produce high quality project work using up-to-date tools and equipment. Students will be encouraged to develop employability skills in addition to practical skills. Safety and proper use of tools and equipment will continue to be emphasized.

Foundation: Carpentry & Joinery 11 recommended.

Open to: Open to all students in grades 11 and 12.

Carpentry & Joinery 12 Advanced: Cabinet and Furniture Construction

This advanced course will provide instruction and practical experience focusing on cabinetmaking and furniture construction. A good foundation for students considering cabinetmaking or furniture construction as a career, this course would also appeal to students with a keen interest in woodworking as a hobby. Project work will allow students to develop their skills in both design and construction processes. An emphasis on advanced woodworking processes, quality and accuracy will complement continued instruction on safety and employability skills.

Foundation: Carpentry & Joinery 11; Carpentry & Joinery 12 recommended.

Carpentry & Joinery 12 Advanced: Residential Construction

This advanced course will provide instruction and practical experience focusing on wood frame building construction. Students planning to pursue a career in the construction industry would benefit from the skills developed in this course. Practical work in this course includes working as a part of a team to build a shed using standard building construction techniques. Worksite safety and employability skills will be emphasized.

Foundation: Carpentry & Joinery 11; Carpentry & Joinery 12 recommended.

Drafting, Design & Animation 9

This entry-level exploratory course will introduce students to a variety of drafting, design, animation and graphic communication techniques. A number of areas will be covered including sketching, instrument drawing, 2D CAD, 3D modeling, 2D and 3D animation, computer graphics and architectural design, using both instruments and a variety of available up-to-date computer software. Students will acquire a useful set of skills that can be applied to many career and life choices.

Design 11: Animation & Multimedia

The focus of this course is on 2D and 3D animation, graphics and multimedia productions. While the course will begin with an introductory week of traditional sketching and character design, students will be using computer tools for their animation work. The course will conclude with students building a multimedia portfolio of their course project work. Digital movie production and game design are strong industries in Vancouver and there are many local post-secondary programs that students can pursue. Students interested in storytelling, creating animated movies, video games, 3D modeling, and creating 3D environments will find this course valuable.

Foundation: None

Open to: This course is open to students in grades 10, 11 and 12.

Design 12: Animation & Multimedia

Designed for those students who want to go beyond what they learned in Design 11: Animation & Multimedia, this senior course will allow students to build on the skills previously learned, to produce more advanced 2D & 3D computer animation and multimedia productions. The course will conclude with students building a multimedia portfolio of their course project work. If you enjoy creating 2D and 3D animated multimedia productions, then this is the class for you! This course can help prepare students for rewarding careers in related fields in the movies, television, special effects, advertising, and many other design and entertainment related areas.

Foundation: Design 11: Animation & Multimedia.

Drafting & Design 11: Engineering & Architecture

The skills learned in this course will be invaluable to those who intend to pursue design and drawing related careers. The focus will be on technical drawing and illustration. This course covers basic sketching techniques, 2D CAD, 3D modeling, architectural design, and the design and problem solving process. Students will become proficient in the use of AutoCAD, Solid Edge, and Chief Architect software in order to complete the various course projects and activities.

Foundation: None

Open to: Open to students in grades 10, 11 and 12.

Drafting & Design 12: Engineering & Architecture

Whether your interests are in architecture, product design or engineering, this senior level computer drafting & design course will help you explore a wide range of techniques and processes that will build on skills already learned in the grade 11 course. Students have the opportunity to work individually and in small groups on a variety of projects, using several up-to-date design software packages. Project work provides a practical look at such areas as residential, interior, furniture, automotive, and consumer product design, and can help prepare students for rewarding careers in related fields such as architecture, landscape architecture, interior design, urban design and engineering.

Foundation: Drafting & Design 11EA

Advanced Design 12

In this career-focused course, students have an opportunity to be involved in self-directed studies focused on topics of individual interest that relate to a variety of career sectors such as engineering, architecture, interior design, landscape architecture, urban planning, automotive design, computer graphics, fashion design, 2D & 3D animation, 3D game design, and multimedia production. Students will utilize advanced skills, knowledge, and features of previously used- as well as supplementary- software on applicable projects.

Foundation: Either Drafting & Design 12: Engineering & Architecture or Drafting & Design 12: Animation & Multimedia.

Electronics 11

This course is designed to introduce students to electronics. Students will study several aspects of electricity and have the opportunity to explore electrical theory through a series of hands-on projects tailored to students' individual interests. Areas of study include audio circuitry, visual displays, residential wiring, and 12 volt systems suitable for use in motor vehicles. Students will use a variety of specialized tools, equipment, and techniques used in the electronics field to design and build working circuits.

Open to: Open to students in grades 10, 11 and 12.

Electronics 12

Electronics 12 will build on the skills and knowledge students gained in the grade 11 Electronics course. Emphasis will be placed on further developing students' design and project construction skills while exploring all aspects of the theory in more depth. This course will provide a detailed look at digital and analog electronics and basic micro-controller computer programming. Projects are geared to student interest, with the opportunity to delve deeper into electronics areas of particular relevance to personal/career interests.

Foundation: Electronics 11

Electronics 12 Advanced (Robotics)

Electronics 12 Advanced will provide students with an in depth look at robotics design, construction, programming, and troubleshooting using the VEX robotics program. Course emphasis will be divided between user controlled robotics and autonomous robotics programming using sensors to provide input and control to the robot. Students will design, construct and program a robot to compete in a challenge. Students will be encouraged to participate in extracurricular VEX robotics competitions to test their designs against students from other schools.

Foundation: Electronics 12 (Electronics 12 may also be taken concurrently) or Electronics 11 and Instructor permission.

Metal Fabrication and Machining 11

This course introduces a variety of metal cutting, forming and fastening processes. Students are assigned design problems and instructed to construct projects using the above methods. In addition to machining and welding techniques, metal art design and jewellery casting are introduced. Safe work habits and good employability skills are stressed and practiced throughout the course.

Open to: Open to students in grades 10, 11 and 12.

Metal Fabrication and Machining 12

This single block course is for students with previous metalworking experience. Through individual project work, students will gain skills and experience in advanced metal working processes. Safe work habits and good employability skills are stressed and practiced throughout the course.

Foundation: Metal Fabrication & Machining 11.

Metal Fabrication and Machining 12: Adv. Fabrication

This course is combined with Metal Fabrication & Machining 12 to form a double block, 8-credit course. Students have the opportunity to undertake major projects of their own choice and to continue to develop skills in welding, machining and fabrication. They are prepared with valuable skills related to a number of trades including sheet metal, machinist, millwright, fabricator and welder. Students who would like to experience a trade can take the Career Development Program.

Foundation: Metal Fabrication & Machining 12.

Metal Fabrication and Machining 12: Welding

This course introduces a variety of welding processes and related safety. Basic skills in oxy-acetylene torch work, arc welding, metallurgy and fabrication methods are introduced. This is a valuable course for students going into any trade or related work. Practicing good employability skills is an important component of the course.

Open to: Open to students in grades 11 and 12.

Metal Fabrication and Machining 12: Art Metal & Jewellery

This course explores a series of creative metal sculpture and jewellery experiences. Students design and construct works of art from a variety of metals through fabrication, machining, forming and casting processes.

Open to: Open to students in grades 10, 11, and 12.

Power Technology 9

Power Technology 9 will provide students with an introduction to energy, mechanical devices, and motion. An emphasis on practical hands-on experience will prepare students to move on to more advanced technical or mechanical courses. Students will be instructed on safe procedures to be employed in a shop situation and will gain valuable experience with a variety of tools and equipment. Power Tech students will have the opportunity to work on a wide range of projects involving working models, small engines, and transportation devices. Students who have completed Power Technology 9 will be permitted to enroll in either Technology 11 or Automotive Maintenance 11 in their grade 10 year.

Science & Technology 11

This course will take a unique approach to science, looking at the practical applications of scientific principles and evaluating the positive and negative effects of technology on our society and the environment. Advances in various areas such as communications, energy and resources, health, transportation, and manufacturing will be investigated. Problem solving will be emphasized, and evaluation will be based on a combination of classroom and project work. This course will fulfill the Science 11 requirement for graduation but not for university entrance.

Technology 9: Electronics/Power and Energy

Electronics - Students enrolled in this course will learn about electronics for one half of a semester and power and energy technology for the other half. The electronics section introduces the fundamentals of electricity and the tools, parts, and processes used to design and fabricate basic electronics projects. Power & Energy Technology - In the power and energy section, students will investigate many different physics principles in fun and interesting ways. A variety of wood, metal, and plastic fabrication skills will be utilized to produce individual and group projects, which will be tested and competed.

Technology 9: Metal/Wood

The Metal section of this course includes various metal cutting and forming techniques with an introduction to oxy-acetylene welding as a fastening method. Students will develop their designing and creative abilities in a fun, hands-on environment with two mini-competitions. Students are encouraged to take on additional projects of choice to further their learning experience. No metal experience necessary.

Technology 11A

Technology 11A combines the practical applications of science with technical challenge projects covering a wide range of interests. Technology 11A will be the continuation of the "Odyssey of the Mind" type projects found in Power Technology 9/10. Students will be involved in designing, building, and testing projects such as simple robotics, one-person boats, and hydraulics. This course stresses safety in a shop setting and co-operative learning to develop solutions to real life problems. Students will develop the skills necessary to evaluate possible solutions using models, simulations, and prototypes.

Foundation: Power Technology 9 for grade 10 students; no foundation course for grade 11 and 12 students.

Technology 12A

This course allows students to develop an awareness of introductory engineering principles and problem solving methods. Technology 12 is a combination of theoretical and practical work, which will provide students an opportunity to pursue many activities involving a wide variety of materials and processes. The goal of this course is to have students develop detailed understanding of materials, processes, systems, and information gathering. Some possible topics covered will include rockets, hovercraft, and projectiles. Individual and group problem solving will be emphasized as well as safety in a shop setting.

Foundation: Technology 11A or Science & Technology 11.

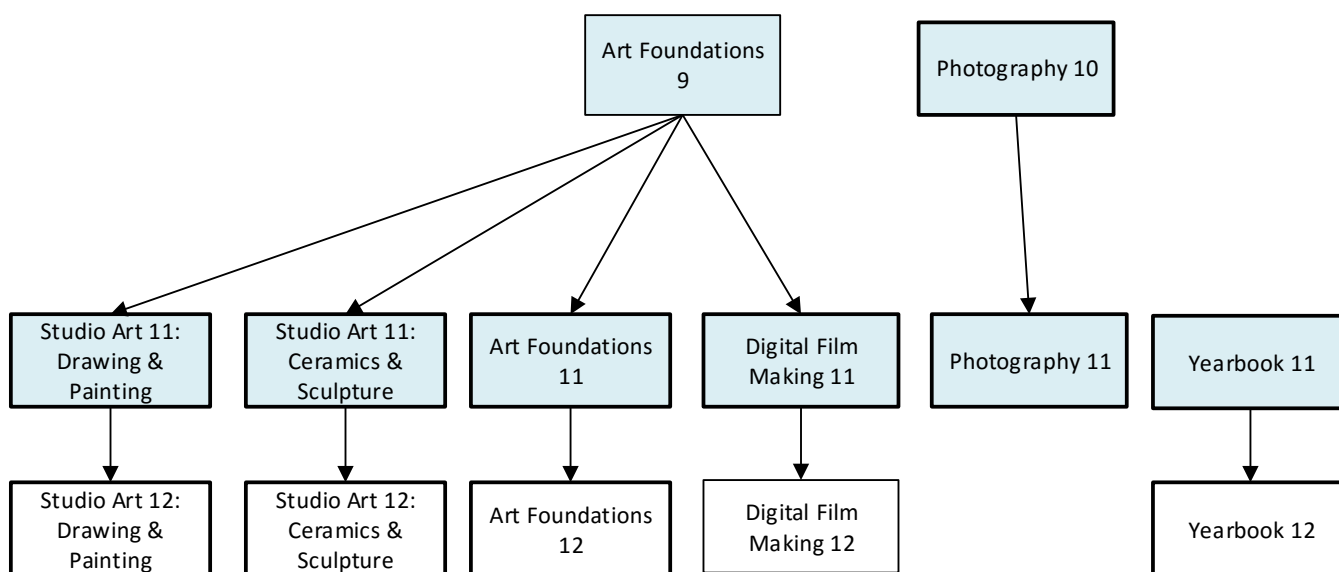
AUTOMOTIVE SERVICE TECHNICIAN - LEVEL I APPRENTICESHIP

This post-secondary program is part of the Industry Training Authority ACE-IT initiative, and is open to grade 12 students intending to pursue a career as a Red Seal Certified Automotive Technician. Students completing this full semester, dual credit, four course program, will receive 16 credits toward graduation and write the Standardized Level I assessment exam. A 70% grade on this exam will qualify the student to progress to Level II training, when requirements for Apprenticeship training hours are met. Work-based training will be an integral part of this program, and must be completed by September 30, after classes are completed in June. This program is designed for motivated students with a career focus, and provides excellent Apprenticeship placement advantages for successful students. - Enrollment in this program will be limited to 18 students per year, and admission will be granted through an application process which includes an interview and a review of attendance records, and will require a recommendation from the student's Automotive Technology 12 instructor. Applicants will need to have been programmed in such a way as to have completed all foundation requirements by the end of the first semester of their grade 12 year. - Foundation: Completion of both Auto Technology 11 and 12 with a minimum C+; English 12 or Communications 12 (taken no later than first semester of grade 12); Apprenticeship & Workplace Math 11 with a minimum B or completion of Foundations OR Pre-Calculus Math 11; Physics 11 recommended. Students should have a working knowledge of computers and an "L" driver's license.

Foundation: Completion of both Auto Technology 11 and 12 with a minimum C+; English 12 or Communications 12 (taken no later than first semester of grade 12); Apprenticeship & Workplace Math 11 with a minimum B or completion of Foundations OR Pre-Calculus Math 11;

VISUAL ARTS COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Art Foundations 9 ❖ Art Foundations 11 ❖ Art Foundations 12 ❖ Digital Film Making 11 ❖ Digital Film Making 12 ❖ Photography 10 ❖ Photography 11 ❖ Studio Art 11: Ceramics & Sculpture ❖ Studio Art 12: Ceramics & Sculpture ❖ Studio Art 11: Drawing & Painting ❖ Studio Art 12: Drawing & Painting ❖ Yearbook 11 ❖ Yearbook 12 	<p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖ Film/TV ❖ Emily Carr and other arts colleges ❖ Art and Design Careers ❖ and many more
--	--



Art Foundations 9

Art 9 is an introductory art course which offers a range of media exploration for students interested in developing their visual art skills. The main focus is on learning to see, visual literacy, and expanding students' vocabulary of art concepts. Students are taught the basic elements and principles of design, which are reinforced with class projects and discussions. Projects primarily include drawing, painting, ceramics and sculpture. Students should finish Art 9 with a good idea of their own creative potential and feel ready to approach more specialized senior level art courses.

Art Foundations 11

Art 11 is an introductory studio art course which gives students a chance to explore many two-dimensional and three-dimensional approaches to visual art expression. Students work on projects in the main areas of drawing, painting, printmaking, ceramics, and sculpture. Assignments are structured around the elements/principles of design, image development strategies, or art historical influences, but students are encouraged to develop their own personal style. Students should complete the course with an expanded understanding of historical and contemporary developments in art and a strong sense of their own art abilities and preferences.

Open to: Open to students in grade 10, 11 and 12.

Art Foundations 12

Art 12 is a senior level studio art course which allows students to further develop their artistic practice and pursue personal artistic expression in more depth. Projects follow the same expression areas as those in Art 11, (drawing, painting, printmaking and ceramics/sculpture), but students are encouraged to find their own particular medium of expression and work more intensely on self-directed projects. Students taking Art 12 are usually be expected to be interested in a career within the field of art, but many simply enjoy the chance to further enhance their visual literacy and understanding of studio art practices. Help will be offered to those students who are preparing a portfolio for post-secondary Art applications.

Foundation: Art Foundations 11

Digital Film Making 11

This course serves as an excellent introduction to the world of making movies. Through examining what makes a great movie, the effects of media on our psyche, and the completion of several assignments, students will gain skills in visual storytelling, script writing, story boarding, effective camera use, and computer based audio/video editing. A minimum of four movies will be shot and edited by each student. This course requires self-motivated students with the ability to work alone and in groups. Software to be learned and used will include Adobe Premiere Pro, After Effects as well as others.

Open to: Open to students in grade 10, 11 and 12.

Digital Film Making 12

This course is designed to provide advanced opportunities for the filmmaker to further develop and enhance the skills introduced in Digital Film Making 11. Students will work in a number of different genres with an eye towards entering their best piece in Student Film Festivals (not mandatory). A 3rd year IDS is possible after the 11 & 12 courses, if a student has advanced project ideas.

Foundation: Digital Film Making 11, or by permission of the teacher.

Open to: Open to students in grades 11 and 12.

Photography 10

This course will provide students with opportunities to explore two dimensional graphic art and photographic processes. This is an introductory course that is designed to meet the needs of students who have little or no art background. Students will gain an understanding of how the elements and principles of design can be used to communicate moods, feelings and attitudes through a range of media. The course will focus on personal image development through a variety photographic techniques. Students will use the camera as an artistic tool for recording images and learn about different types of cameras and their operation. Students will develop an understanding of the evolution of the camera and the history of photography as an art form.

Foundation: Open to students in all grades.

Photography 11

This project based course will build on the artistic and technical skills developed in Photography 10. Students will deepen their ability to use elements and principles of design to create images to communicate moods, feelings, attitudes and information. Students will have an opportunity to work with digital SLR cameras, a standard kit lens and explore other specialty lenses in Photography 11. Students will learn new photographic techniques for use in everyday life to capture interesting and artistic photograph and they will develop their Photoshop skills to allow for greater editing of their own images. While this course is open to all grade 11 and 12 students, it is recommended that Photography 10 be taken before Photography 11.

Studio Art 11: Ceramics & Sculpture

An introductory three-dimensional art course with a strong focus on clay, the basics of hand building, and wheel-throwing form two thirds of the curriculum in Ceramics 11. Students make and glaze both functional and sculptural pieces. Concepts such as line, texture, volume, mass, plane, and balance are key to an understanding of three-dimensional media. Other three-dimensional media which may be explored are papier-mâché, wire, plaster, or assemblage. There is a strong expectation that students participate in studio management, kiln loading, art work displays, and daily clean-up. Students should be prepared to delay taking projects home to allow for ongoing displays throughout the school. No previous experience in ceramics or sculpture is needed.

Open to: Open to students in grade 10, 11 or 12.

Studio Art 12: Ceramics & Sculpture

This course is a senior level three-dimensional art course which suits skilled students who wish to develop a personal approach to clay and other media. It is strongly recommended that students have previous experience in clay before signing up for this course. Completion of Ceramics 11 with a C+ or better is a good foundation for Ceramics 12. The projects are more difficult than those assigned in Ceramics 11, and the instructor will expect students to be able to work very independently. Both hand building and wheel throwing with porcelain is explored, and there is a research project assigned which allows students to explore in depth a topic related to three-dimensional art.

Foundation: Studio Art 11: Ceramics & Sculpture.

Open to: Open to students in grade 11 or 12.

Studio Art 11: Drawing & Painting

Drawing and Painting 11 is a studio art course with a focus on two-dimensional media approaches, such as pencil, pen and ink, charcoal, pastel, and watercolour on paper or acrylic, and mixed media on board or canvas. This is an important course for students interested in possible art careers or developing a portfolio. Lessons are structured sequentially on the elements of design, such as line, tone, colour, shape, form and texture, and developed to allow the student to learn image development strategies such as observation, elaboration, magnification, simplification and fragmentation. There is a sketchbook component which is mostly homework. Both traditional and experimental approaches are modelled and encouraged, with frequent exposure to historical and contemporary aspects of art making.

Studio Art 12: Drawing & Painting

This course follows closely the structure of the Drawing and Painting 11 course, but offers motivated students more challenges and freedom to pursue and develop their own ideas and styles in two-dimensional media. It is possible for a student to design their own approaches to projects, or to work more independently, particularly with respect to portfolio development. Students are encouraged to work on larger or more complex projects, and may be interested in pursuing art at the post-secondary level. For this reason, they are encouraged to take part in District initiatives such as the "Emerging Talent" exhibition in January each year, or the Coquitlam Center show in May each year.

Foundation: Studio Art 11: Drawing & Painting

Open to: Open to students in grades 11 and 12

Yearbook 11

This is a "hands-on" course for students interested in learning about printing and publishing. The curriculum includes the exploration of digital photography, photo editing, design and layout, writing, and editing. Students will be a part of the team that produces the yearbook. They will document, in photography and print, the people and events of the school year. This course needs creative, committed, reliable students capable of working both independently and in small teams, with print deadlines always in mind. Although no foundation course is required, previous courses in photography, ICT, and creative writing will make you an invaluable asset to the yearbook team.

Open to: Open to students in grades 10, 11 and 12.

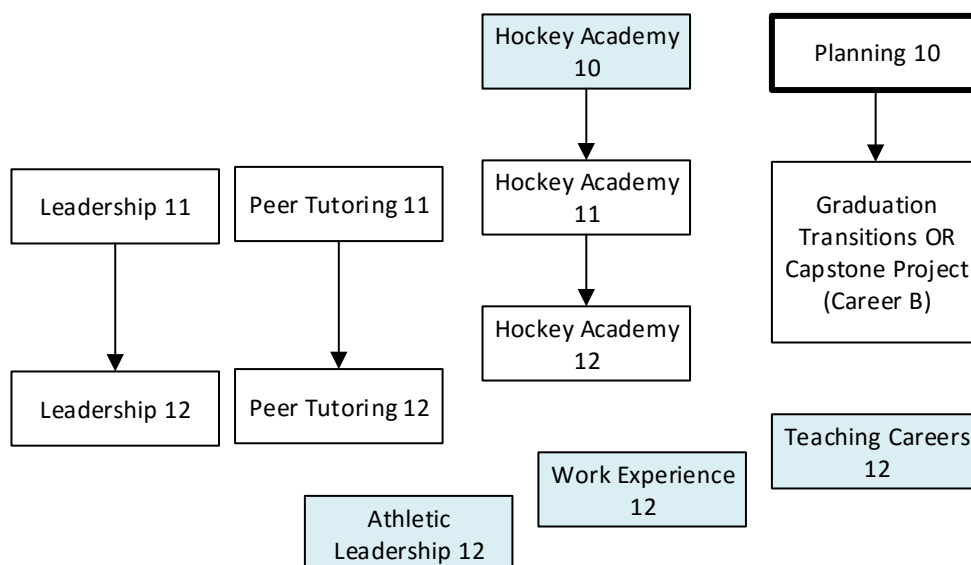
Yearbook 12

This course is designed for students who were in Yearbook 11 and would like to take on a leadership role with this project. Yearbook 12 students will be part of the team that produces the yearbook; however, they will be more involved in organizing the book for the year, designing the style of the book, managing student portraits, mentoring Yearbook 11 students, performing editor tasks, and finalizing pages for publication. Yearbook 12 students will also continue to explore photo editing, design and layout, writing and editing. This course needs creative, committed, reliable students capable of working both independently and in small teams, with print deadlines always in mind.

Foundation: Yearbook 11

MISCELLANEOUS COURSES

<p>Courses:</p> <ul style="list-style-type: none"> ❖ Hockey Academy – Hockey Skills 10, 11, 12 ❖ Leadership 11/12 ❖ Athletic Leadership 12 ❖ Cafeteria Training 11A, 12A ❖ Cook/Chef Training Apprenticeship ❖ Peer Tutoring 11/12 ❖ Planning 10 (Career Life 10) ❖ Teaching Careers 12 ❖ Work Experience 12 ❖ Experiential Studies 10 (SS10, SC10, PE10, ES111) 	<p>Changes for 2017-2018:</p> <ul style="list-style-type: none"> ❖
	<p>Post-Secondary Opportunities:</p> <ul style="list-style-type: none"> ❖



Hockey Academy – Hockey Skills 10

This introductory course is open to all first-time Hockey Academy students in grades 9-12. The Centennial Hockey Academy provides the opportunity for male and female hockey players to supplement their minor hockey experience by improving their hockey skills and fitness levels. Course content includes the development of technical skills (power skating included), individual tactics, team tactics, team play, systems, strategy, off-ice training specific to hockey, health, and wellness. Other Academy components include sport psychology, fundraising, volunteering opportunities, as well as group activities such as rock climbing, hiking, yoga, and on-ice tournaments.

Hockey Academy – Hockey Skills 11

The Hockey Academy Skills 11 course is designed for all first-year returning Hockey Academy students. This course builds upon the skills developed in Hockey Skills 10. Like Hockey Skills 10, students at all skill levels will be provided with coaching appropriate to their development. Other Academy components include sport psychology, fundraising, volunteering opportunities, as well as group activities such as rock-climbing, hiking, yoga, and on-ice tournaments. Students will be required to have previous skating experience and preferably some hockey skills.

Foundation: Hockey Skills 10

Hockey Academy – Hockey Skills 12

The Hockey Academy Skills 12 course builds upon the skills developed in Hockey Skills 10 and 11. Like Hockey Skills 10 and 11, students at all levels will be provided with coaching appropriate to their development. Course content includes the continued development of technical skills (power skating included), individual tactics, team tactics, team play/systems, strategy, off-ice training specific to hockey and health and wellness, volunteerism, introduction to coaching and hockey leadership. An option in this course is for students to develop a hockey resume to send out to post-secondary institutions. Students will be required to have previous skating experience and preferably some hockey skills.

Foundation: Hockey Skills 10 and Hockey Skills 11

Leadership 11/12

The Leadership 11/12 course is designed to provide students with multiple leadership opportunities. Through these different opportunities students will learn the intricacies of leadership and develop the confidence to lead others. The practical component allows students to acquire leadership skills by getting involved in school and community events. Students will also learn to work effectively in teams with peers of diverse backgrounds and attitudes. Students will focus on teamwork skills, communication, goal setting and planning, and conflict resolution. This leadership experience will help students to understand the positive impact and value they can have on their school and community. Note: This class runs outside the regular schedule. Student will be required to meet before school a minimum of one day a week for the entire year. Students will be accepted into this course through an application process.

Open to: Open to students in grades 10, 11 and 12.

Peer Tutoring 11/12

This program offers selected, well-motivated and academically able students the opportunity to gain course credits by training and serving as peer tutors. Tutors will receive training in leadership, learning styles, communication skills, problem-solving, and instruction techniques before undertaking a peer tutoring assignment of two and a half hours per week. Course credit for Peer Tutoring 11 is granted after the completion of 90 hours. Since Peer Tutoring is scheduled outside of the timetable, it can be taken as an extra course.

Planning 10

The aim of this mandatory course is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Students will explore a wide range of career and post-secondary education options, think critically about health issues and decisions, and develop financial literacy skills.

Teaching Careers 12

Do you have plans to be a teacher or want to learn some new techniques to work with kids? This course explores the field of education and introduces you to some of the tools and techniques of teaching. Learn about teaching styles, multiple intelligence, brain-based education, instructional strategies and effective classroom management. Participate in activities that make learning fun. Take advantage of the opportunity to work in a classroom and gain valuable volunteer experience. Come and learn how you can make a difference in a child's life. Note: Offered every second year, this course is available in the 2017/18 school year.

Open to: Open to students in grades 11 and 12 only.

Work Experience 12

This practical hands-on course is designed to help prepare students for the transition from secondary school to the world of work or further education and training. It provides them with the opportunity to gain knowledge, skills and attributes needed to be successful in the workplace or develop job readiness skills for specific occupations and careers. Students will be required to complete a 30 hour Employability Skills classroom component before they are placed in 90 hours of volunteer work experience related to their job or career interests. This course is an integral part of Work Experience and Apprenticeship programs (see page 4-7 of this book). This course is open to grade 11 and 12 students. Parental/Guardian approval is required.

Open to: Grade 11 and 12 students

Experiential Studies 10

This programme will not be offered for the 2017/2018 school year.