Sands Secondary School
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COURSE PLANNING GUIDE 2020-2021

Welcome to Sands Secondary School...

Welcome to Sands Secondary School and our online course-planning guide. This user-friendly guide is designed to assist students in making well thought out course selections for the 2020-21 school year. Students, with their parents, will select courses online through Student and Parent Connect. Changes to course selections will be challenging and therefore the school may not be able to accommodate requests made after the course selection process has concluded. If you have questions regarding the course selection process please see a counsellor or visit the Sands website at sa.deltasd.bc.ca.

At Sands, we take pride in maintaining an inclusive community in which students, parents and educators work together to support the needs and dreams of learners. Students and staff feed into the caring learning environment that exists at Sands and this contributes to the success students experience during their time at the school. Sands has a reputation for preparing students well for post-secondary life. Many graduates pursue their goals of attending college and university, apprenticing in the trades and industries, volunteering in the community and travelling the world.

Secondary school is an exciting time in a young person's life. Students continue to build upon their learning in the core areas of study and have the opportunity to choose elective courses from a broad range of areas, including the Fine and Performing Arts, Technology, Physical Education, Home Economics and District Academy Programs. Students are strongly encouraged to engage in the Secondary School life by participating in one of Sands numerous extracurricular clubs, activities and teams.

This guide will help students and parents familiarize themselves with course offerings, descriptions and requirements. Course selections need to be made thoughtfully and carefully because they lead to successful graduation and post-secondary pursuits. It is important to note that the graduation plan and curriculum for students in grade 10-12 is has undergone revision. Please see the grad requirements pages and check the Ministry website https://curriculum.gov.bc.ca/ for the latest updates. We hope that students and parents will read this guide carefully and discuss the important decisions they need to make in order to prepare learners for a successful school year at Sands.

Mr. M. Robinson
Principal

Ms. J. Macintosh
Vice-Principal

Counsellors:
Ms. K. McPhedran
Mr. A. Randhawa
Ms. T. Blouin

Career and Post-Secondary Advisor:

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SCHOOL INFORMATION

Sands is a Grade 8 – 12 secondary school. The school operates on an eight-block schedule with four courses per day. We have a four day schedule:

Day 1 – ABCD	Day 2 – EFGH
Day 3 – BADC	Day 4 - FEHG

FLEX
Built into the mornings, four days a week, is a 40 minute FLEX block. FLEX is instructional time where students have a choice in directing their own learning. Students are expected to report to one of their teacher's learning spaces to work on assignments, get assistance or collaborate on group projects.

STUDENT ACTIVITIES & OPPORTUNITIES
Students are encouraged to get involved in the extra-curricular activities offered at Sands: Athletics, clubs, intramurals, the performing arts, numerous leadership opportunities, Student Council and Graduation Council. Examples of activities available to the students at Sands include the following:

Athletics:
Sands Secondary has an excellent athletic program, which provides student athletes with the opportunity to develop their individual and team skills in a wide variety of sports. Participation on a school team or club involves a commitment of time and energy as well as a responsibility to the team or club and school, but the rewards are great. The various teams or clubs may include the following:

Fall	**Winter**	**Spring**
Cross Country	Basketball	Badminton
Soccer (boys)	Curling	Golf
Volleyball	Field Lacrosse	Ice Hockey
	Wrestling	Track & Field
		Soccer (girls)

***Athletic fees are attached to all sports teams.**
Note: Other teams and clubs will be added to our athletic program when interest is expressed and there are available coaches and/or sponsors.

Fine and Performing Arts:
Sands has a long tradition of providing quality extracurricular activities in fine arts. Students have numerous opportunities to develop and display their talents in all facets of the performing arts through drama productions, musicals, choir, band concerts and festivals in the community. Student art is displayed throughout the entire school.

Student Council:
The Student Council is responsible for overseeing and coordinating student activities. The Council plans school opening activities, dances, dress-up days and spirit week. The Student Council provides an opportunity for students to gain experience in leadership and responsibility.

SCHOOL ROUTINES

Absences/Attendance:
Regular attendance is stressed in order to provide the maximum opportunity for learning. **Students are responsible for collecting and completing the work missed during their absence.** In some classes, students may have a classmate who can be contacted for work or students may be able to check for homework on the Sands website. The steps to access homework are the following:

- Go to http://sa.deltasd.bc.ca/
- Click on Students/Homework & Teacher's Websites/Teachers' Web Sites

If a student is absent from school because of sickness or an appointment, we would appreciate a telephone call on the day of the absence. Otherwise, a parent or guardian will be contacted.
Families are encouraged to schedule family vacations outside of school time. Some types of class work missed due to these absences cannot be made up.

Lates:
Students are expected to be in each class on time.

Check In/Out Procedures:
Any student who wishes to leave school for reasons of illness, medical appointment, etc. **must** report to the office and **sign-out**. If a student does not have a note for early dismissal, the parents/guardians must be contacted before we can permit the student to leave.

Lockers:
Students will be assigned a locker during the first few days of school. It is their responsibility to keep the locker free of writing or damage. Students are not permitted to move, exchange, or share lockers with other students. They must secure their locker with a combination lock. The locker is school property and, as such, may be inspected at any time. Locker checks will occur regularly throughout the year. Students are expected to keep their locker tidy.

Textbooks and Supplies:
Textbooks are provided at no charge; however, students **must pay for lost or damaged texts**. Teachers inform students during the first week of classes of the supplies needed for each course.

Lunchtime:
Many students go home for lunch. Those who wish to remain at school may purchase food in the Canteen or the Hole in the Wall. Students may not eat food or consume beverages in the Library, Gym, Weight Room or Loft. In all cases, students should take responsibility for themselves in keeping the school building and grounds free of litter.

STUDENT FEES
Fees or deposits may be required as follows:

- Student Activity Fees
- Student agendas School Yearbooks
- Grad Activity Fees
- Athletic fees for school team members
- Advanced Placement Exams
- Certificates for courses such as FoodSafe
- Enhanced materials for courses e.g. for a higher grade of wood than the basic quality provided by the school
- Purchase of materials for student-made projects
- Work Books for individual use (to be written in)
- Secondary Band – individual choice of instruments other than school-supplied pieces
- Individual school supplies
- Optional Field trips that enhance the learning program but are not a course requirement and where students will not be evaluated for credit
- Transportation for teams, music events, etc. when necessary.

Accommodating Hardship:
Where economic hardship is a barrier to participation, the school will work with parents and students to find alternate means to allow the student to participate. Questions regarding this process should be addressed to the Principal, counsellor or your child's teacher.

STUDENT ACHIEVEMENT
Formal report cards to parents are currently issued and/or available online in Parent Connect three times a year. The report card indicates an achievement grade, a work habits mark, attendance and generally, a teacher comment for each course in which the student is enrolled.

G Club:
Students who display excellent work habits and attitudes toward learning are given special recognition. After each reporting period, a list is compiled of students who have earned the required number of "G" work habit indicators with no "N" indicators.

The Principal's List:
Special recognition is given to those students who achieve an overall 86 percent average in a given term.

Honour Roll:
The Honour Roll is computer generated at the end of each reporting period. The Honour Roll is based on student achievement in all subjects and reflects Sands' belief in the importance of a total school experience. The criteria for Honour Roll status is an overall 80 percent grade point average.

STUDENT SUPPORT SERVICES

COUNSELLING DEPARTMENT

Counselling is a support service for students, parents, teachers, and the community. Services are provided in the following areas:

Educational

- Course planning leading to graduation, post-secondary and/or work
- Monitoring student progress
- Arranging assistance for students experiencing academic difficulties
- Assistance with referrals to Learning Support
- Assistance with registration in Distance Education or night school courses
- Providing university and college information
- Providing scholarship information

Personal

- Assist students to set goals, make decisions and solve problems
- Assist students to accept the idea that they are in charge of and responsible for their actions
- Individual, family or group counselling as related to personal or school matters
- Provide a referral service for students for specialized resources in the community

When should a parent contact a counsellor?

If parents are concerned in any way about the progress of their son or daughter, please contact a counsellor. Typical parental concerns may involve attendance, homework or home study, achievement, student illness, peer relationships, teacher-student relationships, courses and/or post-secondary planning. Sands counsellors are available to students on an appointment basis. Parents with concerns or questions related to their student's education may contact a counsellor by phoning the school at (604) 594-3474.

CAREER AND POST-SECONDARY ADVISORS

Scholarships: Scholarship information and application forms, monthly scholarship newsletters, assistance with preparing scholarship application forms, website information offering current scholarship information.

Post-Secondary: Current College and University Calendars, application forms, internet access to **PAS BC** and **OUAC**, assistance with making post-secondary choices and course registration, websites: Canadian Colleges and Universities.

For up to date post-secondary information, visit the Sands website under Students , then Career Centre.

LIBRARY

The Sands library and staff provide a welcoming environment that is conducive to learning, reading and studying. It serves both the academic and recreational reading needs of students. The library is open continuously from 8:10 to 3:15 each day.

The library staff is committed to developing students' literacy skills by:

- Encouraging students to read for interest and pleasure.
- Assisting students and their teachers to develop good research habits such as effective internet searching, informational reading skills, finding appropriate books, and creating bibliographies.

The library has a collection of over 13,000 items including books, newspapers, pamphlets, magazines, and encyclopedias. The collection is available online both at school and at home with additional features including the Ebsco Research database, and pre-selected websites that complement text resources for library-based assignments. Computer stations and wireless internet are also available along with word processing and printing. Please note that there is a small fee for printing.

DELTA ACCESS ONLINE PROGRAM

Delta Access is a District program where students can complete a variety of grade 10-12 courses at their own pace, in their home environment using a computer and the Internet. The intention of the program is to provide flexibility for students who have the self-discipline to work through a course with some limited support from qualified Delta School District teachers. Parents are expected to work with the students in order to monitor progress through the course. Students considering an online course should discuss their plans with their school and counsellor. Courses offered by Delta Access can be found at https://deltalearns.ca/deltaaccess/

ADVANCED PLACEMENT (AP) PROGRAM

The AP Program provides an opportunity for students to pursue and receive credit for university-level course work while still in secondary school. The AP Program, sponsored by the College Board, is based on the premise that college-level material can be taught successfully to motivated and sincere secondary school students. We currently offer AP Psychology and AP Studio Art. Students are responsible for the cost of the College Board Examinations. Please see a counsellor or the appropriate teacher for more information.

SCHOLARSHIPS AND AWARDS

A scholarship is an award based on academic excellence, community, school and/or athletic involvement. The school will attempt to keep students aware of the various types of awards and how to access them. Students, however, have the final responsibility for the gathering of information and the submission of applications.

DOGWOOD-DISTRICT SCHOLARSHIPS
(Provincially funded):

Recognize excellence for graduates who excel in the areas of Fine Arts, Applied Skills, Physical Activity or Second Languages.

- $500 district award and $500 voucher for post-secondary attendance
- Number of awards limited to 3000 graduates pro-rated to districts/authorities based on enrolment

Eligibility and Criteria:

- Enrolled in public school or Group 1, 2 or 4 Independent school
- Must be a Canadian Citizen or permanent resident
- Must meet graduation requirements
- Must meet criteria determined by the local District Scholarship Committee
- May win both the District and Provincial Scholarships

BC ACHIEVEMENT SCHOLARSHIPS

Recognizes achievement based on Grade 10, 11 and 12 courses satisfying graduation requirements.

SCHOOL-BASED AND COMMUNITY AWARDS

A number of monetary awards are available to graduating students. These awards are given to students who have achieved excellence in areas such as LEADERSHIP, COMMUNITY SERVICE, ATHLETICS, or CITIZENSHIP. To receive one of these awards a student must apply and be selected by a committee from within the school.

PRIVATE EXTERNAL AWARDS

These scholarships are controlled exclusively by private organizations and awarded directly to the individual. They are usually based upon academic performance and have specific criteria. These are usually advertised through employees or union members. If a student qualifies, the counsellor or career advisor can assist in filling out applications.

GRAD REQUIREMENTS

Required Courses (52 Credits)

1. Career Education (8 Credits)
   a. Career and Life Ed. 10 /11
   b. Career Explorations and Capstone 12
2. Physical and Health Education (4 Credits)
   a. Physical and Health Ed. 10
3. Sciences (8 Credits)
   a. Science 10
   b. A Science 11 or 12
4. Social Studies (8 Credits)
   a. Social Studies 10
   b. A Social Studies 12
5. Mathematics (8 Credits)
   a. A Math 10
   b. A Math 11 or 12
6. English Language Arts (12 Credits)
   a. An English 10
   b. An English 11
   c. English Studies 12
7. Arts Education or Applied Design Skills and Technology (4 Credits)

Elective Courses (28 Credits)

Any Grade 10, 11 or 12 course that is not a required course is considered an elective course. A minimum of 16 of these credits must be at the Grade 12 level.

ARTS EDUCATION

Any Grade 10, 11 or 12 level Art, Drama or Music course meets the Arts Education requirement.

APPLIED DESIGN SKILLS AND TECHONOLOGY

Any Grade 10, 11 or 12 Business Education, Home Economics or Technology course meets the Applied Skills Design and Technology requirement.

PROVINCIAL ASSESSMENTS

All students must write the following assessments:

- Numeracy 10
- Literacy 12 (Grad 2021 onward)
- Literacy 10 (Grad 2022 onward)

COURSE SELECTION BY GRADE

Grade 8 Course Selection

REQUIRED COURSES

- English Language Arts
- Social Studies
- Math
- Science
- French
- PE

ELECTIVES

- Arts (Art, Drama, & Music)
- Beginner Band or Band
- Applied Skills, Design, and Technology (Home Ec. and Tech Ed)

Grade 9 Course Selection

REQUIRED COURSES

- English Language Arts
- Social Studies
- Math or Core Math
- Science
- PE

ELECTIVES

Applied Skills Design and Technology

- Computer Studies
- Textiles
- Food Studies
- Woodwork and Power Technology
- Electronic Technology

Arts

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Drama
- Visual Arts

Languages

- French
- Spanish

Other

- Aboriginal Studies
- Community Ambassadors

Grade 10 Course Selection

REQUIRED COURSES

- English Language Arts (Composition and New Media, Composition and Creative Writing, Composition and Literary Studies)
- Social Studies
- Mathematics (Foundations of Mathematics and Pre-calculus or Workplace Mathematics)
- Science
- PE (Physical and Health Education, Fit For Life (Girls), or PE Leadership)
- Career and Life Education

ELECTIVES

Applied Skills Design and Technology

- Computer Studies
- Textiles
- Food Studies
- Mechanics / Power Technology
- Woodwork
- Drafting and Design
- Metalwork

Arts Education

- Concert Band
- Jazz Band
- Choral Music
- Guitar
- Drama
- Theatre Company
- Visual Art
- Media Art

Languages

- Introductory French
- French
- Introductory Spanish
- Spanish

Other

- Aboriginal Studies
- Community Ambassadors

Grade 11 Course Selection

REQUIRED COURSES

- At least ONE English 11 (New Media 11, Literary Studies 11, Creative Writing 11)
- At least ONE Social Studies 12 (Aboriginal Studies, Genocide Studies, Geography, Law, Philosophy, Social Justice, 20th Century World History)
- Mathematics (Foundations of Mathematics, Pre-calculus of Mathematics or Workplace Mathematics)
- Science (Life Sciences, Chemistry, Earth Science, or Physics)

ELECTIVES

Applied Skills Design and Technology

- Computer Studies
- Textiles
- Food Studies
- Woodwork
- Drafting and Design
- Metalwork

Arts Education

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Acting
- Film and Television
- Theatre Company
- Art Foundations
- Pre-AP Studio Art
- Media Art
- Photography
- Media Design (Yearbook)

Languages

- French
- Spanish
- Introductory Spanish
- Introductory French

Physical and Health Education

- Physical Education
- Fit For Life (Girls)
- Fitness & Conditioning (Superfit)
- Strength and Training

Other

- Psychology
- Community Ambassadors
- Health Sciences

Grade 12 Course Selection

REQUIRED COURSES

- English Studies
- Career Life Connections

ELECTIVES

Applied Skills Design and Technology

- Computer Studies
- Textiles
- Food Studies
- Woodwork
- Drafting
- Metalwork
- Entrepreneurship

Arts Education

- Concert Band
- Jazz Band
- Guitar
- Choral Music
- Acting
- Theatre Company
- Art Foundations
- AP Studio Art (Drawing, 2D, 3D Design or Photography)
- Media Art
- Photography
- Film and Television
- Media Design (Yearbook)

English

- Creative Writing

Languages

- French
- Spanish

Mathematics

- Foundations of Mathematics
- Pre-Calculus of Mathematics
- Calculus

Physical and Health Education

- Physical Education
- Fit For Life (Girls)
- Strength and Conditioning

Grade 12 Course Selection, Cont'd.

ELECTIVES

Science

- Life Sciences
- Chemistry
- Geology
- Physics

Social Studies

- Aboriginal Studies 12
- Genocide Studies (alternating every 2nd year. Offered 20/21)
- Physical Geography
- Law
- Philosophy
- Social Justice
- 20th Century World History
- Comparative Cultures (alternating every 2nd year. Will be offered 21/22)

Other

- Community Ambassadors
- AP Psychology
- Performance Psychology

CAREER TRANSITIONS

Career development is one of the three main goals of the education system in British Columbia. A person's career is considered their "journey" through life, and the K-12 Career Education curriculum offers students the opportunity to pursue this in personally meaningful and goal-oriented ways. Students and parents can embrace the options & opportunities through administrators, teachers, career & post-secondary advisors, career facilitators, and counselors, as well as district staff, programs, events and our website. Career Education K-7, 8 & 9 helps youth begin to explore & discover who they are and who they want to be. This continues through to graduation and beyond with 8 credits of Career Education through Career Life Education (CLE) as well as Career Life Connections (CLC) & Capstone. In addition, Delta School District has a variety of excellent Career Programs options including Co-op and Work Experience programs, Youth apprenticeship & Trades ('Train in Trades' & 'Work in Trades'), CTC CADD, and Farm Roots Mini School as opportunities for students to further enhance their career-life transition. Note that the current info, brochures, application packages, chart of program offerings, and links are on the District Website https://deltalearns.ca/careers/

Career Education 8 and 9 (CE200-MCE—08/CE300-MCE- -09)

In Career Education 8 and 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. Students begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals. This is done through activities that develop their self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning. The required curriculum may include career focused learning within existing subjects, unique activities like Take Our Kids to Work Day in Grade 9, assemblies, student conferences, career fairs, subject based career days, or other career activities.

Planning 10 & Grad Trans are discontinued by the Ministry of Education after June 30, 2018 and 2019 respectively. Graduation credits can be from the old as well as new curriculum to meet the required 8 credits of Career Education.

Career Life Education (CE400—CLE)

Career Life Education is a new graduation requirement for students who have not completed Planning 10. Career Life Education begins the experience & application journey. Content includes self-assessment, goal setting, lifelong learning, grad requirements, financial planning, workplace etiquette, local & global labour market trends, essential career & employability skills, post-graduation opportunities, employment standards, workplace safety, and awareness of work experience opportunities.

Career Life Connections & Capstone (CE600—CLC)

Career Life Connections & the culmination of a Capstone is a graded graduation requirement. Content will continue to emphasize the three main themes of Personal Career-Life Development, Connections with Community, and Career Life Planning, with the curricular competencies supporting these in a variety of ways. See the curriculum for details. Major outcomes are expected to include a 1) personal plan for post-graduation; 2) a career-life exploration of experiential learning (30 hours or more) which can include service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects which focus on connecting to a plan after graduation; 3) and to design, assemble, and present a capstone project to an audience. This culminating project would demonstrate personal learning and achievement (in and out of school), growth in the core competencies, and a reflection on students' post-graduation plans.

Work Experience 12 (Career Preparation Program) (WE600—WEX 12A)

Students gain experience in the career field of their choice through a combination of employability skills training and 90 plus hours of work experience. Starting in grade 11 or 12 they develop their employability skills and are then placed with local employers in un-paid positions that align with their interests, passions, and future career goals. The community becomes the classroom where students gain experience at the workplace and will be better prepared to embrace or revise their career goals. Through employer assessment, students receive valuable real world feedback about their employability skills and technical skills. Registration is required. Contact your school career program facilitator or counselor for further details. Additional credit can be earned for Work Experience 12B by continuing on for a second 90 hours along with the needed curriculum.

Youth Train in Trades (formerly known as ACE IT) (WR500/510—WRK 11A/WRK 11B)

Youth Train in Trades is an industry training program for grade 11 to 'just graduated' secondary school students. It is the first year (level 1) of the classroom /shop training which is 20% of becoming a journeyperson (training on the job is the other 80%). Some programs run for a full semester, others are shorter or every other day at a linear school. Students take dual credit courses that will give them credit towards both secondary graduation and the first level of apprenticeship or industry training. 'Train in Trades' programs are offered as partnerships between school districts and training providers, as well as our own Designated Trainer facilities. Our partners include BCIT, VCC, KPU, and FTI. Upon successful completion they will receive credit for 'level one' of the technical training (in-class) component of an Industry Training Program. That means they will have a significant head start on post-secondary education by the time they graduate from high school - as well as gaining practical and in-demand skills. Work experience placements may be a part of a program and students also receive registration with the ITA. The District generally pays for the tuition costs with students being responsible for all other costs such as materials, personal safety equipment, textbooks, and learning modules. Students must follow an application process including a site visit, and have the needed essential skills to be considered for a District Youth Train in Trades program. Application does not guarantee acceptance to a program as seats are limited and competitive. Applications are due prior to spring break for the following school year. For more information on what Youth Train in Trades programs are currently offered and help with applying, please contact your school career contacts and visit the District Website under Career Programs.

Youth Work in Trades (formerly known as SSA)

Youth Work in Trades offers students aged 15 to school age 19 an opportunity to begin their apprenticeship while still in school. It is the beginning of training on the job which is typically 80% of becoming a journeyperson (classroom training is the other 20%). Students must be hired (paid) and working under the direction of a Journey Person. As well, their employer must agree to sponsor them with the ITA through Delta District as a Youth Apprentice. Up to four grade 11/12 courses (11a, 11b 12a, 12b) and a $1000 award are possible. This is a great start or continuation to Youth Train in Trades as well. Work Experience 12 can also be used as a starting point. Advantages of Work in Trades include: four credits for each 120 hours of paid employment (up to a maximum of 16 credits for 480 hours), registration with the Industry Training Authority, potential for $1000 award upon completion, earn hours towards your trade with the ITA, and learn in a 'real world' situation. For a complete list of the 100+ trades and further details, visit www.itabc.ca, especially the 'Youth' area. For more information on how to register as a Youth Work in Trades student, please contact your school

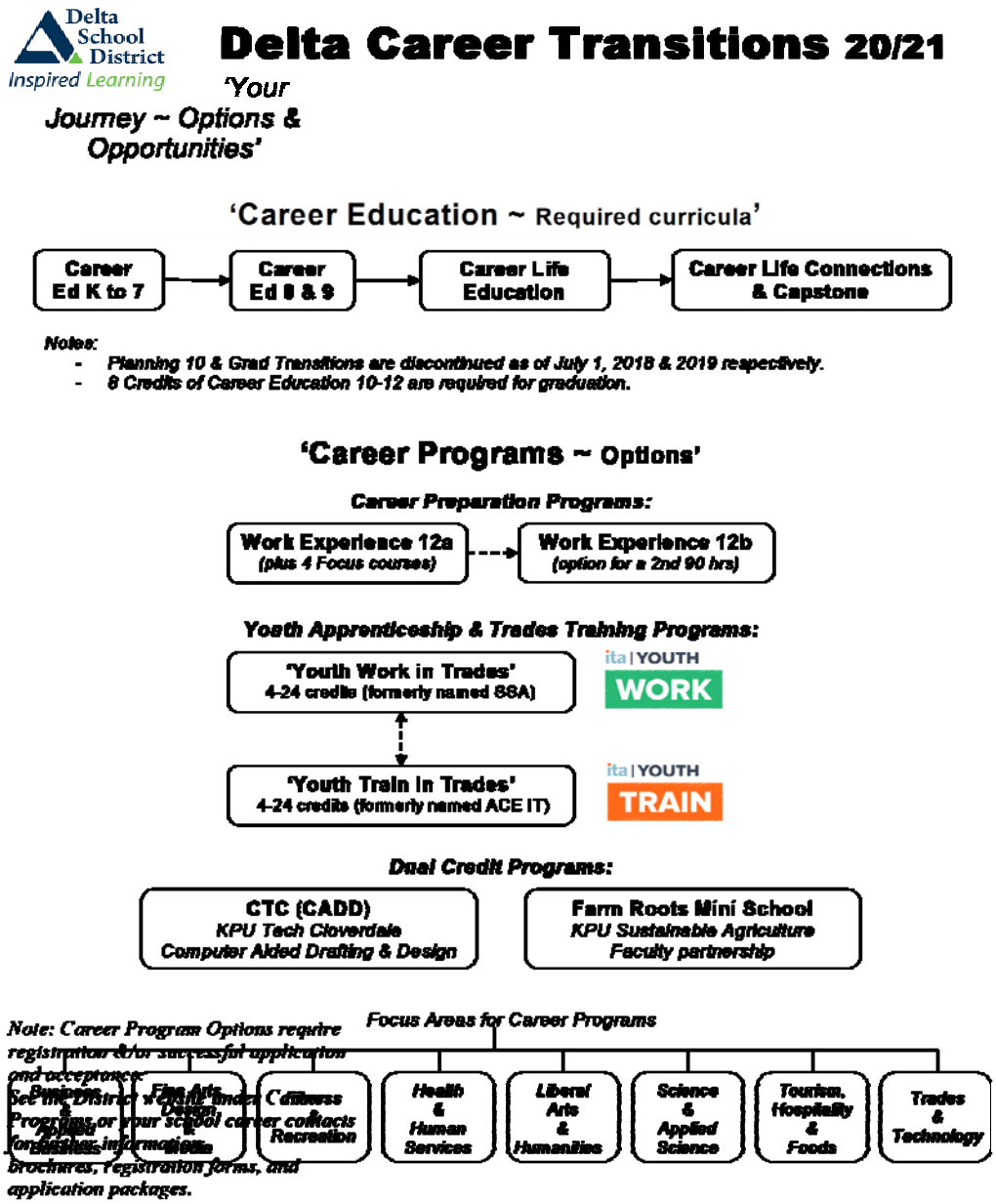
career contacts or visit the District Website https://deltalearns.ca/careers/

CTC - CADD (Computer Aided Drafting & Design)

CTC (Career Technical Consortium) is with Kwantlen Polytechnic University and offers Grade 11 and 12 students the opportunity to get a head-start to their Drafting Citation program. Upon successful completion of a course, students will receive credit towards graduation as well as the Kwantlen credits towards the diploma. Offered at the Cloverdale campus, students apply for acceptance in the CADD program. Courses are offered on a part-time basis, two evenings per week (usually Tues/Thurs) in the Spring, Fall, and Summer semester. Three courses are available to accepted senior secondary students and those with Drafting 11 and/or 12 can write an Assessment to achieve credit for a fourth course - CADD 1100. The district will cover the tuition for the first two courses, with the student responsible for the course tuition in the summer. Books and transportation arrangements and costs are the responsibility of the student. Please see the CADD brochure for further details and use the District Career Programs application to apply through your school.

Farm Roots Mini School

Farm Roots is an innovative mini school program where students build and design a working, sustainable farm. While learning the core curriculum, students develop leadership and communication skills- preparing them for employment in today's world. Farm Roots students attend the campus in Boundary Beach every second day and their own high schools the other days. Students can earn up to 20 credits in this program form the core curriculum like English and Science. They can also earn university credit through the dual credit portion of the program through the Sustainable Agriculture Faculty of Kwantlen Polytechnic University. Take your learning outside!



DISTRICT CAREER PROGRAMS for 2020/21

Program	Grade	'Youth Train in Trades' – in District		Credit
Construction Electrician	12	North Delta Secondary BCIT Satellite Campus	24 weeks Feb – Jul	20
Auto Service Technician 1	11/12	Seaquam Secondary *(Day 1 - linear schedule)*	10 months Sep – Jun	20
Professional Cook 1	11/12	Seaquam Secondary *(Day 1 - linear schedule)*	10 months Sep – Jun	20
'Youth Train in Trades' - Post Secondary / Training Partner				
Millwright/ Industrial Mechanic	12	Kwantlen Polytechnic University Cloverdale Campus	24 weeks Feb – Jul	20
Welder	12	Kwantlen Polytechnic University Cloverdale Campus	28 weeks Feb – Aug	24
Baking & Pastry Arts	11/12	Vancouver Community College Downtown Campus	24 weeks (M-Th) Aug – Jan	24
Carpenter	12	BCIT - Willingdon Campus	23 weeks Feb – Jul	20
Motorcycle & P. Equip. Tech.	12	BCIT - Willingdon Campus	20 weeks Feb – Jun	16
Plumber	11/12	Kwantlen Polytechnic University Cloverdale Campus	21 weeks Feb – Jun	16
Metal Fabricator	12	BCIT - Willingdon Campus	23 weeks Feb – Jul	20
Auto Refinishing Prep Technician	11/12	Vancouver Community College Broadway Campus	20 weeks (M-Th) Feb – Jun	20
Commercial Painter	11/12	Finishing Trades Institute Surrey Facility	6 weeks Jun – Jul	4-8
WEX ~ Apprenticeships ~ CADD Diploma ~ Farm Roots				
CP WEX		Work experience Career Preparation ~ c/w 4 focus courses	*Varies, Gr 11/12*	4-8
new name for SSA		'Youth Work in Trades' Apprenticeship Training at work	*Year round, Age 15-19*	4-16
CADD - CTC		Kwantlen Polytechnic University Cloverdale Campus – 2 nights@wk	4 courses 15 wks @ (Sep – July) Gr 11/12	16
Farm Roots		Boundary Bay Mini School Campus – in partnership with KPU Sustainable Agriculture Faculty	Every other day Sept to June	16-20

ADST

The Applied Design, Skills, and Technologies (ADST) Department includes a combination of Home Economics, Technology Education, Computer Studies and Business Education

ADST8

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 8 (LS200-MADGE08)

This course is an introductory course that focuses on the Industrial Education and Home Economics in the school. ADST 8 is designed to give all Grade 8 students an opportunity to experience wood, metal, electronics, drafting, and sewing and cooking. After their well-rounded experience in Grade 8, students will be better prepared to select electives during their remaining years at Sands.

BUSINESS EDUCATION

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 – COMPUTER STUDIES (BE301-MADIT09)

This course is designed to give students the opportunity to extend some of their basic computer skills. Students will develop in the areas of: programming, game design, 2D/3D design, 3D modeling and web publishing. This course is geared to introduce students to a variety of programs, applications, and web-based tools, and provide guided practice.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10 – COMPUTER STUDIES (BE401-MCSTU10)

This course is designed to expand upon the foundations learned in the introductory Computer Studies course. Students will further develop their skills in the areas of programming, 2D/3D design, 3D modelling & printing, web publishing, coding and problem solving. Students will utilize more advanced programs to create and design their projects.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 11/12 – COMPUTER STUDIES/ROBOTICS (BE 501-MCINF11/601-MCINF12)

Building on the skills learned in junior Computer Studies courses, students will have the opportunity to demonstrate their programming, design, and problem solving abilities in various ways. Students will gain experience using industry level programs and software. Opportunities may include Robotics, 2D and 3D design, and a variety of programming languages. A goal is for students to progress towards designing their own projects using skills of their choice in the areas of 3D printing, wearable and sensor technology, programming, and app and game development. Several competition opportunities are available for students in computer science fields. Student projects could be designed to take part in these competitions, or used for projects in other courses.

ENTREPRENEURSHIP 12 (BE620-ENT)

This is a course for students who wish to design and begin their own business. It teaches students how to take an idea from the creation stage and turn it into a successful venture. Students will work collaboratively to develop business plans, will learn about basic accounting practices, marketing and production, and will carry a business from the set-up phase to the dismantling of the business. Furthermore, students will learn how to consider being ethical business owners in the global market. This course is open to students in Grades 11 and 12.

HOME ECONOMICS

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9-12 -TEXTILE STUDIES(HE310-MADT-09/410/510/610—TXTF)

Textile Studies 9-12 course intended for students who wish to increase their sewing competence and knowledge of fabrics. Students will study garment construction with attention given to pattern fitting, pattern and fabric selection, and the study of fibres and fabrics. Students will demonstrate their knowledge by completing two sewing projects: a pair of pyjama bottoms and a hoodie as well as two garments of their own choice. In addition students will experiment with conceptualizing an idea, going through the design process and finally implementing their concept. Students will also be integrating aspects of cross curricular design and making connections to textiles.

APPLIED DESIGN SKILLS AND TECHONOLOGIES 9 - FOOD STUDIES (HE300-MADFS09)

This course is intended to develop confidence and creativity in the kitchen. Students will be able to execute a recipe with success and become comfortable with basic food preparation techniques. Students will explore the world of foods and nutrition through a series of demonstrations, labs, and presentations. Students will explore passion culinary projects to enhance creativity. Some of the topics that will be covered include: planning a nutritional meal based on Canada's Food Guide, theory and practical assignments on the importance of breakfast, lunch, and dinner. Explore International cuisine, alternative food lifestyle choices and much more. Furthermore, students will participate in cooking challenges throughout the year.

APPLIED DESIGN SKILLS AND TECHONOLOGIES 10 – FOOD STUDIES (HE400-MFOOD10)

This course continues to build from the skills developed in Foods 9. Students will continue to develop confidence and creativity in the kitchen. Students will continue to execute recipes with success and continue to build comfort and skill level with food preparation techniques. Working in groups, student will have the opportunity to take creative risks with recipes and working collaboratively with one another. Some of the topics that will be covered include: meal preparation which includes breakfast, lunch (soups and sandwiches), yeast bread theory and dinner projects and assignments. We will also be exploring careers in the culinary arts, cross curricular projects to explore local and international food choices and cuisine. Students will participate in cooking challenges throughout the year.

FOOD STUDIES 11 (HE500-MFOOD11)

While coordinating time, money, cooking skills, and supplies, students will apply the principles upon which successful food preparation is based. Students will have the opportunity to prepare complex entrees and desserts. Students will also engage in creative cooking challenges to enhance communication and culinary skills. Students will also have the opportunity to demonstrate recipes to the class. There will be opportunities to make connections with the community with students designing their own culinary community based project. Depending on student interest, there will be opportunities for field trips and guest speakers. Students will exercise global food etiquette, meal preparation and presentation. Local history of the First Peoples cuisine will also be explored and practiced within the classroom. Overall, this course is based on practical culinary skills.

FOOD STUDIES 12 (HE600-MFOOD12)

This course is a continuation of Foods 11 and will build upon the skills acquired from Foods 11. Students will continue build on their foundations of coordinating time, money, cooking skills, and supplies. Based on interest, students will prepare complex entrees and desserts. Students will have the opportunity to bake various products and practice cake decorating. Students will also collaborate with their peers and develop new recipes by experimenting and adjusting amounts and ingredients. Students will be inviting guests in to review their culinary skills. Based on student's interest, there will be opportunities for field trips and guest speakers. Students will exercise global food etiquette, meal preparation and presentation. Local history of the First Peoples cuisine will also be explored and practiced within the classroom. The goal of this course is to focus on and solidify individual culinary skills so students will be healthy and successful after graduation.

TECHNOLOGY EDUCATION

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 – WOODWORK AND POWER TECHNOLOGY (IE300-MADW-09)

This is an introductory combination course that expands on the wood skills learned in ADST 8. In the

woodwork component, students may build a wall clock allowing them to work on every machine in the wood shop. This course is recommended for any student considering any of the senior full-year wood courses. Topics covered include: machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing and lathe operations. Projects may include a wall clock and pen turning. The power technology component of the course is designed to introduce students to a variety of topics related to general mechanics. Students will research, design and build projects related to alternate fuels and power sources. Students will be introduced to several pieces of power equipment and will be taught how to safely use them in the construction of their projects. Topics include: basic wood fabrication theory and practice, design and drafting, introductory applied science (engineering), boat hull construction and theory, electric energy and energy transfer, friction, friction coefficients and aerodynamics, plastic thermoforming. Projects include designing and building a CO-2cartridge-powered dragster, a small electric motor-powered drag boat, a ping pong ball launcher and bridge.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 9 - ELECTRONIC TECHNOLOGY (IE302-MADER09)

Electronic Technology 9 is a yearlong course. This is an introductory course that expands on the wood & electronics skills learned in ADST 8. Topics covered are: Electronics - Bread boarding, simple circuits, reading schematic drawings, PC board layout, integrated circuitry, parts theory, soldering Wood - machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing. Projects may include an electronic light organ, dual strobe lights, digital dice, light organ/ strobe cabinet.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10—POWER TECHNOLOGY

(FORMERLY - MECHANICS (IE450-MTPOW10)

This course is designed to introduce students to a variety of topics related to general mechanics and is a great initial stage for students interested in a career or hobby in automotive technology. Students will research, design and build projects related to alternate power sources. Students will learn basic engine theory while disassembling and rebuilding a small four-stroke Briggs and Stratton engine. Students will also be introduced to several pieces of power equipment and will be taught how to safely use them in the construction of their projects. Topics that will be covered include: basic engine theory, precision measuring (micrometer, vernier calipers), gears/gear ratio/pulleys etc., design and drafting, and engineering theory. Additional projects include building and operating model rockets, designing, building, and operating scale model trebuchets (catapults). This course is open to students in Grades 10, 11 and 12.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES 10 - WOODWORK (IE400-MWWK-10)

This course is an introductory course that expands on the wood skills learned in Lifeskills 8. Students may build three required projects allowing them to work on every machine in the wood shop. This course is a prerequisite for any student considering Woodwork 11 and 12: Topics covered are machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing and lathe operations. Projects may include a 1929 wooden car, bedside and end tables. This course is open to students in Grades 10, 11 and 12.

WOODWORK 11 (IE500-MCJ—11)

This course is an intermediate course that expands on the wood skills learned in Woodwork 10. Students will build two required projects allowing them to work on every machine in the wood shop. The Projects will introduce plywood construction, spline joints, finger joints, cabinet hardware as well as drawer construction. Other topics covered include machine safety, rabbet joint, dado joint, mitre joint, wood layout, machine operations, sanding and finishing, wood selection, costing, drawer construction and lathe operations. Projects may include: a small entertainment cabinet, a coffee table, computer desk and a contract project (designed by student). Recommended prerequisite: ADST 9: Woodwork and Power Technology or Woodwork 10.

WOODWORK 12 (IE600-MCJ—12)

This course is an advanced course that expands on the wood skills learned in Carpentry and Joinery 11. The first major project will allow students to challenge themselves on every machine in the wood shop. The project will introduce advanced plywood construction and other fastening techniques. The second project will be designed by the student and approved by the teacher. This course is a prerequisite for any student considering a career in cabinet making. Students enrolling in this course must be highly motivated and able to work well independently. Topics covered: machine safety, advanced plywood construction, rabbet joints, dado joints, wood layout, machine operations, sanding and finishing, wood selection, tool care, tool sharpening, costing, fasteners, drawer construction and lathe operations. Projects may include: a two pedestal computer desk and a contract project (designed by student). Recommended prerequisite: Woodwork 11

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES - DRAFTING 10 - 12 (IE440/IE540/IE640-MTDRF)

Drafting and Design is a practical course designed to familiarize students with a variety of drafting and design concepts and their applications to the field of technology. Along with this, students will develop a variety of employable skills. Students interested in a career in engineering or any of the manufacturing industries (trades) will find this course extremely valuable. Students will learn to use both conventional and computer aided design (CAD) techniques using state of the art programs from Autodesk (AutoCAD) the industry standard when it comes to drafting and design programs. These programs will be used to create both two and three dimensional designs as well as solve technical problems. Students who enroll in the course for the first time will begin at level 1 and have the opportunity to progress through the next 2 levels in subsequent years. Projects include: exercises in orthographic, pictorial, and perspective drawings, a variety of mechanical and architectural drawings, designing your own personalized logo, designing a house and a 3D creation. This course is open to students in Grades 10, 11, and 12.

Note: Students who excel at this course may have an opportunity to join an CTC (Career Technical Consortium) program, a joint venture between Kwantlen College and the Delta School District that allows students to partake in a first year trade program while still in high school and partially paid for by the district. See the career counselor for more info.

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES METALWORK 10—12 (IE420/IE520/IE620-MTMET)

This is a metal fabrication course designed to teach students a variety of processes and techniques used to fabricate metal artifacts using a variety of tools, machines, and processes. Students will be required to build a variety of minor projects based on their skill level that will focus on all areas of the metal shop. This will lead into the construction of a major project either chosen from a list of pre-designed projects or individually designed by the student. Topics covered include: ARC welding, MIG welding, Gas welding (Oxy-Acetylene), brazing, tool identification, fasteners, machine safety, machine operations, sheet metal fabrication, metal cutting and bending techniques, hand tools, precision measurement, and drafting and design. Projects may include: an aluminum scribe, a brass and steel drop punch, a hot plate trivet, various welding samples, a small pewter casting, and a major project (e.g. Mini Chopper, Go-Kart, Outdoor Fire Pit, Coffee Table, individually student designed). This course is open to students in Grades 10, 11 and 12.

ENGLISH LANGUAGE ARTS

With the introduction of the revised curriculum, English 10 and English 11 have been diversified to allow for greater student choice and focus. The English 10 course will now contain two modules where all students will focus on composition and their choice of literary studies, new media, or creative writing. For English 11, students will continue to have the choice to focus on literary studies, new media, composition and/or creative writing as full year courses. For English 12, English Studies 12 is a new graduation requirement;

Literary Studies 12 and Creative Writing 12 are elective courses.

ENGLISH 8 (EN200-MEN--08)

English 8 is designed to develop students' abilities to read, write, speak, and listen. English 8 students refine their writing with attention to the combining and construction of sentences. Paragraph structure is introduced leading to the development of the multi paragraph composition. The steps of the writing process are used in all composition works with increased emphasis on refining the final written product. Spelling, basic grammar and oral language receive continual attention. Literature studies include short stories and novels, emphasizing literary devices, plot, suspense and characterization. Research skills are developed in conjunction with literature studies and public speaking.

ENGLISH 9 (EN300-MEN--09)

As in grade 8, the communication skills of reading, writing, speaking, and listening are emphasized in English 9. Literature interpretation and appreciation are developed through exposure to increasingly complex stories and novels. Composition is further introduced, requiring multiple paragraphs, with increased attention to structure and style. Informal and formal public speaking, mythology and media studies are also a focus. Throughout, the writing process, critical thinking and attention to elements of grammar are emphasized. Research skills are developed in conjunction with literature studies and public speaking. Recommended Prerequisite: English 8

ENGLISH 10 - COMPOSITION AND LITERARY STUDIES (EN410–MCMPS10/MEFLS10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the literary studies component of the course, students will study a variety of fiction (novels, short stories, poetry, and drama). Literary studies will also include literary analysis and writing. Recommended Prerequisite: English 9

ENGLISH 10 - COMPOSITION AND CREATIVE WRITING (EN420-MCMPS10/MEFWR10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the creative writing component of the course, students will explore personal and cultural identities, memories, and stories in a wide range of genres. Students will work independently and collaboratively to develop and write a variety of texts. Recommended Prerequisite: English 9

ENGLISH 10 - COMPOSITION AND NEW MEDIA (EN430-MCMPS10/MNMD10)

In the composition component of the course, students will study, create, and write original texts for a variety of purposes. In this area, students will focus primarily on non-fiction. In the new media component of the course, students will examine the changing roles and responsibilities in digital and print media. Students will study and write for a variety of purposes, which may include journalism, blogging, and podcasting. Recommended Prerequisite: English 9

ENGLISH 11 – LITERARY STUDIES (EN510-MLTST10)

English 11 continues to reinforce the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. In Literary Studies 11, students delve deeply into literature by exploring literature and non- fiction through the use of short stories, novels, poetry, essays, media, and Shakespearean drama.

Recommended Prerequisite: English 10

ENGLISH 11 – CREATIVE WRITING (EN520-MCTWR11)

English 11 continues to reinforce the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. Creative Writing 11 is designed for students who are interested in developing confidence and refining their writing skills through self-expression for various creative purposes. The course provides students with in-depth opportunities to explore personal and cultural identities, memories, and stories in a wide range of genres. Within a supportive community, students will collaborate and strengthen their skills through writing and design processes. Recommended Prerequisite: English 10

ENGLISH 11 – NEW MEDIA (EN530-MNMD-11)

English 11 continues to reinforce the development of strong communication skills in both writing and speaking as well as the development of critical thinking skills. New Media 11 is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media. Recommended Prerequisite: English 10

ENGLISH STUDIES 12 (EN600-MENST12)

Graduation Requirement

English Studies 12 is a required course that provides students with opportunities to refine their ability to communicate effectively in a variety of contexts, think critically and creatively about the uses of language, deepen their understanding of themselves and others in a changing world, gain insight into the diverse factors that shape identity, and appreciate the importance of self-representation through text. In this course students will study a variety of fiction and non-fiction texts that reflect diverse worldviews, and students will write in narrative, descriptive, expository, persuasive, and literary forms. There is no longer a provincial exam for this course. Recommended Prerequisite: English 11

LITERARY STUDIES 12 (EN610-MLTST12)

Literary Studies 12 is designed to enable the student to read with knowledge, enjoyment and critical skills, the major works of English literature from Anglo- Saxon period through to the Modern Age. Students will also study history to understand individual authors and their response to the societies in which they lived; their role in acting both as a mirror of those societies and as a commentator on the social and historical events shaping them. The course will emphasize critical literary analysis used in higher levels of education. This course is highly recommended for students who are planning to enroll in English/Liberal Arts/ Humanities courses at a college or university. Recommended Prerequisite: English 11.

CREATIVE WRITING 12 (EN620-MCTWR12)

Creative Writing 12 is a creative writing elective designed for students who have a flair and passion for writing. Students will have opportunities to develop writing skills in a variety of genres including short stories, poetry, letters, articles, reviews, dialogues, plays, children's stories, scripts, storyboards and essays. Students will also write daily journals to help record their personal ideas and insights. The course will develop students' individual writing styles. To increase students' awareness of the publishing process, information will also be offered on the broader writing community. Recommended Prerequisite: English Language Arts 10 or English Language Arts 11

FINE ARTS

ARTS 8 (FA200-MAE-08)

Arts 8 is a three component course consisting of Visual Art, Drama, and Music. Each component will consist of one school term.

In the Visual Art component, students study a variety of art-making methods, including drawing, painting, printmaking, and sculpture. A number of sketchbook assignments enable students to develop their skills and explore their creativity.

In the Drama component, students will create dramatic works collaboratively and individually using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Students will be introduced to the dramatic elements of character, time, place, plot, tension, mood, focus, contrast, and balance, utilizing a variety of dramatic forms – mime, tableau, improvisation, story theatre, monologues, script work and audiovisual.

In the Music component, students will explore music in a variety of ways and discover what music is about at Sands. Students will develop melodic and performance skills by playing wind instruments and/or string instruments (provided by the school), rhythm skills in a percussion ensemble, and listening skills focusing on the music they listen to.

MUSIC

SANDS MUSIC PROGRAM

"Music washes away from the soul the dust of everyday life."

Students in the Sands Music Department develop their skills and appreciation so that music will play a part in their lives no matter what their chosen career. Music students of all levels participate in rehearsals, performances, festivals and tours throughout the year. Students improve their practical and theoretical musical skills, and gain an appreciation of music from all ages, cultures and genres, through their performances. In the music department we encourage a community of cooperation and responsibility, which is a necessary foundation to a successful and cohesive ensemble.

"The needs of the many outweigh the needs of the few"

ARTS 8: BEGINNER CONCERT BAND (MU200-MMU--08)

This course is open to all students who want to be in band. Students will learn basic theory and listening skills.. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at concert band rehearsals, preparation of music). Recommended prerequisite: One year of elementary band (min)

MUSIC 9: BEGINNER AND INTERMEDIATE CONCERT BAND (MU300-MMU--09)

This course is open to all students in Grade 9 interested in playing in the Concert Band. Students with little to no experience and those who have taken band in elementary school or Concert Band 8 are all welcome to take this course. Beginning students will learn a band instrument, and be taught basic theory and listening skills. Intermediate students will continue to develop their musical skills and learn more challenging music. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and responsibility (regular practice, attendance at concert band rehearsals, preparation of music).

INSTRUMENTAL MUSIC 10:CONCERT BAND (MU400-MUCB10), CONCERT BAND 11 (MU500-IMCB11), & CONCERT BAND 12 (MU600—IMCB12)

The focus at this level is on refining skills learned in Concert Band 8 and 9, developing knowledge and skills in the areas of musical interpretations and style, and performance of difficult music. Students in this course must be members of the Sands Wind Ensemble and take active leadership roles within the ensemble and the department. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music). Recommended prerequisite: Arts 8: Band or Music 9: Band

MUSIC 9:JAZZ BAND (MU320-MMU--09), INSTRUMENTAL MUSIC 10 – 12 JAZZ BAND (MU420-MUJB10/MU520-MUJB11/MU620-MUJB12)

This course is for students who wish to play jazz. This course focuses on the basic jazz styles (swing, Latin, ballad, funk) and the development of improvisation. The class is open to all wind instruments and rhythm section consisting of Electric Guitar, Electric Bass, Piano and Drums. It is recommended that the equivalent grade of Concert Band be taken concurrently or that the student receive permission of the instructor.

MUSIC 9: GUITAR (MU310-MMU--09GUI)

This is an introductory course for Grade 9 students who want to learn to play the guitar. Guitar Ensemble is a course designed to teach students to play guitar in a school band setting. Students will explore a variety of different guitars from Nylon string and Steel stringed acoustics. The students will study and perform a literature of all styles – from classical, movie, Broadway, to pop scores. All students are evaluated on their participation in class and preparation for performance tests. Proper playing techniques and the basics of music theory will be studied through a variety of music including reading music basic chord knowledge, and reading guitar tablature. Guitars will be provided for classroom use however it is recommended that students have their own guitar for home practice.

INSTRUMENTAL MUSIC 10/11: GUITAR (MU410/MU510-MUGT)

This course is for Grade 10, 11, and 12 students who want to learn to play the acoustic/electric guitar or bass. A fundamental understanding of basic reading skills and chord charts will be studied. A variety of styles will be explored and performed from blues, rock, pop, Motown, reggae, and country. There will be opportunities for performance. Some instruments will be provided for classroom use however it is recommended that students have their own instrument for home practice.

INSTRUMENTAL MUSIC 12: GUITAR (MU610-MIMG12)

This course is an extension of Guitar 11 and available to students in Grades 11, and 12 and is designed for students who have completed at least one year of Beginner/ Intermediate guitar or can show by audition, proficiency on their instrument. Proper playing techniques and music theory will continue to be studied through a variety of music. Further instruction will be given in band etiquette, instrument role, dynamics and showmanship. Students will be given the opportunity to participate in performances throughout the year if they wish. There will be opportunities for recording. Some instruments will be provided for classroom use however it is recommended that students have their own instrument for home practice.

MUSIC 9: CHOIR (MU330-MMUC-09), CHORAL MUSIC 10 (MU430), CHORAL MUSIC 11 (MU530), & CHORAL MUSIC 12 (MU630-MUCC)

This course is for all students interested in choral singing. No musical experience is necessary. Students will learn choral singing technique–vocal production, lyric diction, basic music theory and sight singing, and develop knowledge in musical interpretation and style. The group will sing a variety of traditional choral music in a variety of languages, but may also include jazz, folk, and pop. Music students will be evaluated in the areas of performance (playing/singing tests, participation in concerts), theory (written tests, listening skills), and personal responsibility (regular practice, attendance at rehearsals, preparation of music). Students with the ability to play piano are also welcome to receive course credit as accompanist for the ensemble.

THEATRE

SANDS THEATRE PROGRAM

Drama offers students a dynamic way of exploring one's identity and sense of belonging. Students will also experience that growth as an artist, is dependent on risk taking, perseverance, resilience, and reflection. By building trust in ensemble activities we see that individual and collective

expression is founded on the history, culture, community, and value system in which that expression exists. Students will recognize how ideas and beliefs conveyed in a drama production can effect change in the actor, audience, and environment. In the Sands Theatre department we strive to develop creativity, innovation, and collaboration by encouraging original solutions to challenges.

ARTS 9: DRAMA (TH300-MDR--09)

This is a year-long course that is a continuation of the Arts 8:Drama course, with the goals of developing skills of movement, voice, confidence, communication and cooperation. Students will be introduced to some scripted work, and will have the opportunity to create their own scripts. Students will explore a variety of dramatic forms – mime, tableau, improvisation, story theatre, monologues, script work and audiovisual. They will be expected to apply the elements of drama and theatre (focus, tension, contrast and balance) to all their work.

DRAMA 10 (TH400-MDRM10)

Drama 10 is a transitional course that develops creativity and by encouraging innovative solutions to challenges. At the grade 10 level students will shift the focus from developmental drama to the art of acting. The course is intended to broaden the student's theatrical experience as performer, spectator, and critic. In this course students will communicate ideas, emotions, and perspectives through movement, sound, imagery and language. Through active participation in drama students will create personal and cultural connections and reveal insights into the human experience. Participation in productions outside of class time is optional, although encouraged. It is expected that students will have a genuine interest in all aspects of theatre.

DRAMA 11 - (TH500-MDRM11)

This course will help students develop their acting skills and will provide opportunities for students to present improvised and scripted material to a variety of audiences. Acting techniques for both Theatre and Film will be explored. Students will be expected to present work using a variety of dramatic forms. Involvement in at least one extra-curricular production, either as performer, stage crew, or promoter is encouraged. It is expected that students will have a genuine interest in all aspects of theatre. Recommended prerequisite: Drama 10 or permission of the instructor.

THEATRE COMPANY 10/11/12 (TH430– MDRTC10, TH530– MDRTC11, TH630-MDRTC12)

This is a performance and production based after school course which will be offered as a "block X". Students will be part of the school theatre production. All students in the company who want acting roles will be coached in the audition process and everyone who wants to perform will be cast. Students can also participate in the company as technical theatre support, making costumes, sets, and designing lights and sound. Growth as a theatre company requires perseverance, collaboration and commitment. Students need to commit to the after school class schedule which will be Tuesdays, Wednesdays, and Thursdays 3pm-4:15 pm. Some Saturdays will also be required.

DRAMA 12 (TH600—MDRM12)

Drama 12 focuses on drama as a performance art. By participating in formal and informal performances in a variety of settings, students gain confidence, self-esteem, and a sense of commitment. Theatre Performance is collaborative in nature. Students will learn the skills and attitudes necessary to work within a performance group, including teamwork, adaptability, support and leadership. As in Drama 11, students will be expected to be involved in the extra-curricular productions, either as performer, stage crew, or promoter. It is expected that students will have a genuine interest in all aspects of theatre. Recommended prerequisite: Drama 11 or permission of the instructor.

VISUAL ARTS

ART 9 - VISUAL ARTS (AR300-MVA- -09)

Visual Art 9 is a year-long course which builds on some of the art-making methods and processes introduced in Fine Arts 8. This course also gives students the opportunity to broaden their art-making experiences by exploring drawing, painting, printmaking, ceramics, and sculpture more thoroughly to create images that are personally relevant. Students will deepen their understanding of creative image development and pursue emerging technical proficiency with a variety of materials. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments.

VISUAL ART 10 (AR400-MVAST10)

Visual Art 10 is a course which encourages students to advance their visual creativity and to further develop their intermediate technical proficiency. This is achieved through continued practice and experimentation with a variety of materials and processes, including drawing, collage, painting, printmaking, ceramics, and sculpture. Students will have opportunities to pursue their own areas of strength and to create images that are both complex and personally relevant. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments.

ART STUDIO 11 (AR500-MVAST11)

Art Studio 11 is a course which is appropriate for both those students who are relatively new to visual art and those who are experienced in this area of study. The course provides challenges and rewarding learning experiences for not only those students with a strong art background, but also for those who are somewhat new to art but who are interested in exploring their creative potential. Students will advance their technical proficiency, creativity, conceptual and compositional skills while exploring personal ideas and imagery through an assortment of materials and processes, including drawing, painting, printmaking, and ceramics. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments. Recommended prerequisite: Visual Art 10 or permission of the instructor.

ART STUDIO 12 (AR600-MVAST12)

Art Foundations 12 is a course which provides students the opportunities to build on their experiences in Art Foundations 11 by pursuing advanced technical proficiency and delving deeper into the creative process. This is achieved through working with a variety of two-dimensional and three-dimensional materials and processes. In developing a body of artwork, students will be encouraged to personalize their learning through creating projects which are both thematic and technical, and which utilize personally relevant imagery and concepts. Students will also practice particular skills and explore visual concepts through an assortment of teacher-directed and self-directed sketchbook assignments. Recommended prerequisite: Art Foundations 11 or permission of the instructor.

PRE-AP ART DESIGN 11 (AR510-MVAST11-AP)

This course is the first half of a two-year program of studies designed to satisfy the portfolio submission requirements of the AP College Board for AP Art and Design. It is a rigorous course aimed at the student who has a particular interest or passion for the visual arts. Students will have the opportunity to visually and conceptually develop a theme or topic of their choice (Sustained Investigation). Students will develop and apply a deeper understanding of the elements of art and principles of design. In creating a volume of work which explores their chosen theme or topic, emphasis will be placed on students experimenting, revising their work, engaging with assorted materials and processes, and developing their concept. Group critiques will be scheduled at regular intervals and student participation in these is essential. Note: students will be responsible for the cost of their AP portfolio evaluation ($130.00 Cdn). Recommended prerequisite: Recommendation from the instructor.

ADVANCED PLACEMENT STUDIO ART 12

(AR610-ASAD-12/AR611-A2DP-12/AR612-A3DP-

12)

COMBINED WITH PRE AP 11

This course is the continuation and completion of a two-year program of studies designed to satisfy the portfolio submission requirements of the AP College Board for AP Art and Design. It is a rigorous course intended for students who have completed Pre-AP Art and Design 11 and who intend to complete the volume of work (Sustained Investigation) required for portfolio submission to the AP College Board. Students are expected to demonstrate an advanced understanding of the elements of art and principles of design while exploring their chosen theme or topic. Emphasis will be placed experimentation, revision of work, engagement with assorted materials and processes, and development of concept. Group critiques will be scheduled at regular intervals and student participation in these is essential. Note: Successful portfolio evaluation from the AP College Board may provide students with credit for a 3-credit first-year post-secondary course at an institution which recognizes the AP program. Recommended prerequisite: Pre-AP Art and Design 11 or recommendation from the instructor.

AP ART AND DESIGN 12: PHOTO

(A2DP-12-PH)

This course will be taught by Mr. Wood. This course is a one-year program of studies designed to satisfy the portfolio submission requirements of the AP College Board for AP Art and Design. It is a rigorous course aimed at the student who has a particular interest or passion for photography. Students will have the opportunity to visually and conceptually develop a theme or topic of their choice (Sustained Investigation). Students will develop and apply a deeper understanding of the elements of art and principles of design as they relate to photography. In creating a volume of work which explores their chosen theme or topic, emphasis will be placed on students experimenting, revising their work, engaging with assorted materials and processes, and developing their concept. Group critiques will be scheduled at regular intervals and student participation in these is essential. Note: students will be responsible for the cost of their AP portfolio evaluation ($130.00 Cdn). Note: Successful portfolio evaluation from the AP College Board may provide students with credit for a 3-credit first-year post-secondary course at an institution which recognizes the AP program. Recommended prerequisite: Photography 11/12 or recommendation from the instructor.

MEDIA ARTS

MEDIA ARTS 10/11 (AR420-MVAM10/AR520-MVAMT11)

In this course students will learn Photography (composition, basic and advanced modes on a dslr camera), Photoshop (to edit photos, manipulate them, and graphic design), and Film (planning, creating, and editing short movies). Response to and analysis of other people's media is also involved. This course will be mainly project oriented, so students will be expected to work independently, as well as in groups for movies. There is a course fee for printing costs and a memory card.

PHOTOGRAPHY 11 (AR521-MVAPH11)

This course will focus on quickly reviewing/building the basics of photography composition and editing in photoshop, and then work on more creative projects throughout the year. There will also be assignments learning how to use various advanced equipment. Students will need to be able to work well independently, and be able to handle greater responsibility to complete assignments on their own and explore projects of their choice.

PHOTOGRAPHY (ADVANCED) 12 (AR621-MVAPH)

This advanced course will have more difficult projects designed to push you to experiment and develop your creativity. We will also study and emulate work by professional photographers. We will aim beyond just taking a nice photo, but having meaning that you are communicating through and about your art. This course, or the Art AP Photo 12, is ideal for students intending to pursue photography as a career or in post-secondary.

FILM AND TV 11/12 - PRODUCTION (AR540-DFT/ AR640-DFT)

Students will learn and practice all aspects of film productions, including cinematography, lighting, directing, screenwriting, sound recording, editing, effects, and pre-production. Students must be selfmovtiated and are expected to write and direct their own films, as well as happily perform a variety of jobs on set on other students' films, including acting. They must be able to work effectively with others, to direct their own sets and work under other directors. Students who have already taken Film 11 will continue to further develop their skills in Film 12 with some higher expectations, and are expected to take more of a guiding and leadership role to the other students.

YEARBOOK PRODUCTION 11 (AR550-YCCT 11C) MEDD11

Open to grades 10-12. The first year a student (any grade) is in yearbook they will take Production 11. Yearbook runs like a company: there are needs for graphic designers, photographers, editors, journalists, marketers, organizers, business people, encouragers, and layout artists. Most people will do a variety of tasks. Creativity, reliability, and being a self-starter are highly valued. Students will develop skills around time management, communication, creative problem solving, working with others, taking criticism, responsibility to a group, and contribution to the school. Students will develop numerous pieces of work, reflect on their work and the work of others in order to offer suggestions, and will work independently, in small teams, and as part of the entire group. (Prerequisite: With an important project to the school at stake, and deadlines with financial penalties, students must have a good work ethic to be considered for the course.) Students must be organized, self-directed and possess a strong work ethic to be successful.

YEARBOOK DESIGN 12 (AR650-YCCT 12A) MEDD12

Students are expected to take a leadership role, especially in mentoring the new Yearbook Production 11 students. They may have opportunities to be a Department Head or Editor. Editors will be involved in planning and running the Yearbook class. Students will examine other yearbooks (including past Sands' yearbooks) to suggest improvements and identify successful components. They will seek inspiration and ideas for theme and design elements, and guide the implementation to produce an impressive and unified product. Students will extend the development of their skills around time management, communication, creative problem solving, working with others, giving and receiving criticism, reflection, career exploration, responsibility to a group and contributions to school society. Prerequisite: Yearbook Production 11

LANGUAGES

FRENCH 8 (LA200-MFR--08)

This course will introduce students to the French language. Students will learn the basic, practical vocabulary and language structures needed to function in a variety of real life situations. Students will develop their communication skills with the goal of expressing themselves and talking about the world around us in French. Students will listen and view with intent, and participate actively in reciprocal interactions. Students will use storytelling to meaningfully communicate ideas. Using creative works students will experience culture and will work to deepen their understanding of French Culture as well as our own.

FRENCH 9 (LA300– MFR--09)

The ability to communicate in both of Canada's official languages can have many benefits. Acquiring French provides opportunities to explore our own cultural identity from a new perspective. Students will use Francophone creative works to explore Francophone culture. Students will continue to listen and view with intent to strengthen their understanding of French, will participate in meaningful conversations about things that are important to us in French, and students will participate in story telling to interpret and share knowledge, thought and feelings. Ongoing attention to language structure will enable students to express themselves and communicate with greater confidence. Recommended

Prerequisite: French 8

SPANISH 9 (LA310-MSP--09)

Spanish is one of the most widely spoken languages in the world, used by approximately 340 million people. It is a valuable skill, useful for travel, employment, business and academic opportunities. Spanish 9 emphasizes communication and offers an introduction to the language and cultures of the Spanish-speaking world. Although oral/aural work is an important focus in this course, students must be willing to do regular written homework and review frequently. Students will learn the basic, practical vocabulary and language structures needed to function in a variety of real life situations. Language skills are learned using themes such as school, relationships, parties, sightseeing and family.

FRENCH 10 (LA400-MFR--10)

French 10 gives students an opportunity to broaden their knowledge of French language and culture. As in French 9, students will continue to improve their communication skills with a goal of engaging in short conversations. Students will express themselves with growing fluency orally and in writing. An emphasis will be placed on vocabulary acquisition as well as using the past, present and future tenses. As students acquire the French language, new opportunities to appreciate and value creative works and cultural diversity arise. Recommended Prerequisite: French 9

SPANISH 10 (LA410-MSP--10)

Spanish 10 builds on the vocabulary, verb forms and language structures learned in Spanish 9. A variety of useful verb tenses are introduced and practiced, particularly in the contexts of travel, shopping, sports, restaurants, and the family. Students will broaden their understanding of the cultures and lifestyles of both Latin America and Spain. Communication continues to be the focus in Spanish 10. Written exercises, listening practice, conversation and several small projects are used to learn and reinforce new knowledge. Students must expect to do regular homework and review in order to be successful in Spanish 10. Recommended prerequisite: Spanish 9

INTRODUCTORY FRENCH 11 (LA505-MFRI-11)

Core French Introductory 11 is an intensive course designed to prepare students for Core French 11. This course is designed for grades 10-12 students who are interested in taking a second language but have not had the opportunity in previous years. Students who pass Core French Introductory 11 will be able to further their studies with Core French 11 which gives them the opportunity to meet university language requirements for some university programs. In Core French Introductory 11, students learn communication skills, how to read and write in French, and learn about the various francophone cultures that exist around the world. Students will use the language skills they learn in class to engage in authentic conversations and express themselves through various modes of presentation.

FRENCH 11 (LA500-MFR--11)

This course is accepted as a language credit towards university entrance. French 11 gives students an opportunity to broaden their knowledge of French language and culture. This course builds on the communication skills (listening, speaking, reading and writing) from previous years. Course content is delivered through theme-based lessons using the communicative approach. Cultural aspects of the francophone world recur throughout the themes. The study of grammatical structures is linked to the various themes. This course will prepare students to pursue French 12 the following year. Recommended prerequisite: French 10

INTRODUCTORY SPANISH 11 (LA520-MBSP11)

This course is for grades 10-12 students who are interested in taking a second language but haven't had the opportunity to take it in previous years. This is a blend of Spanish 9 and 10, so it is an exciting and fast paced course. Students who pass Beginners Spanish 11 can take Spanish 11 the following year, which gives them the opportunity to meet university language requirements for some university programs. In Introductory Spanish 11 students learn basic communication skills, learn to read and write in Spanish and learn about the different cultures that exist in over 21 Spanish speaking countries of the world. You will learn to communicate in Spanish on a variety of themes such as shopping, food, travel, and other interesting themes. Students will listen to Spanish music, sample Spanish food and learn basic vocabulary.

SPANISH 11 (LA510-MSP--11)

This course is accepted as a language credit towards university entrance. Spanish 11 is based on the skills introduced in Spanish 9 and 10. Students will develop their listening, speaking, reading and writing skills to a higher level in preparation for Spanish 12. New verb tenses, grammar points and vocabulary will be presented through a variety of themes that will expand the students' communication abilities. Students can expect to do written, oral and aural exercises as well as projects and class presentations. The cultures of the Spanish -speaking world will continue to be explored through readings, films, short stories, and music. Students whose first language is Spanish are encouraged to challenge this course. Recommended prerequisite: Spanish 10

FRENCH 12 (LA600-MFR--12)

This course emphasizes building on structures and vocabulary learned in the previous grades. Oral and written communication is of primary importance. New vocabulary and grammar serve mainly to make communication clearer and more interesting. Francophone culture from around the world is examined through literature, music, films, projects, skits, and presentations. Class activities include ongoing quizzes and tests, short compositions, both oral and aural work, varied reading comprehension and grammar as it relates to composition and oral expression. Recommended prerequisite: French 11

SPANISH 12 (LA610-MSP--12)

Spanish 12 emphasizes building on the grammatical structures, vocabulary and verb tenses learned in Spanish 9-11. Development of higher levels of written and oral communication is a priority. New grammar and vocabulary serve to make communication clearer, more detailed, and more interesting. Course work continues to be presented through thematic units that further develop understanding of the diverse cultures of the Spanish -speaking world. Students can expect to use written, oral and aural exercises, short compositions, projects, films, literature, music and other cultural opportunities to master the course material. Recommended prerequisite: Spanish 11

MATHEMATICS

The following diagram is for students beginning a new system of Math pathways.

Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year. Please note:

In order to maintain all career possibilities, students may choose to select more than one Mathematics course.

Workplace Mathematics

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

Foundations of Mathematics

This pathway 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 field of theoretical calculus. Topics in this pathway include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-Calculus

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

MATHEMATICS 8 (MA200-MMA--08)

This course provides students with all the Mathematics skills necessary to fulfill all potential post-secondary pathways; university, college, apprenticeship, or work. Topics include: perfect squares and square roots, percentages, ratios, rate, multiplication and division of fractions and integers, graphing and solving linear equations, the Pythagorean Theorem, 3-D objects, surface area, volume, financial literacy, logic, data analysis and probability.

MATHEMATICS 9 (MA300 MMA—09)

Mathematics 9 covers topics which allow students to choose Workplace Mathematics 10 or Foundations & Pre-Calculus Mathematics 10. Topics include: powers, linear relations, graphing, linear equations, polynomial operations, similar figures, spatial reasoning and logic, order of operations, financial literacy, statistics and probability. Recommended prerequisite: Mathematics 8

CORE MATHEMATICS 9 (MA310-MMA--09)

This course is designed for students who found Math 8 extremely challenging and require greater emphasis on basic math skills from the Math 8 and 9 curricula. Topics covered include: number operations, data analysis, geometry, measurement and algebra. This course leads to Workplace Math 10. Placement in this course must be done in conjunction with a student's math teacher and a counsellor.

WORKPLACE MATHEMATICS 10 (MA420-WPM- -10)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include: puzzles and games, Imperial & Metric measurement, graphing, trigonometry, surface area and volume, angle geometry, central tendency, experimental probability, financial literacy.

FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 (MA400-MFMP10)

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 field of theoretical calculus. Topics include: operations on powers with integral exponents, relationships among data, graphs, and situations, linear relations, including slope and equations of lines, solving systems of linear equations, multiplication of polynomial expressions, polynomial factoring, primary trigonometric ratios, experimental probability, financial literacy: gross and net pay. Recommended prerequisite: Mathematics 9

PLEASE NOTE:

A MATH 11 COURSE IS REQUIRED FOR GRADUATION. MANY UNIVERSITIES REQUIRE FOUNDATIONS OF MATH 12 FOR GENERAL ADMISSION, AND PRE-CALCULUS 12 FOR UNIVERSITY SCIENCE & MATH PROGRAMS.

WORKPLACE MATHEMATICS 11 (MA520-MWPM11)

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include Surface Area, Volume, Scale Diagrams, Personal Budgets, Interest Rates, and Data Analysis.

FOUNDATIONS OF MATHEMATICS 11 (MA500-MFOM11)

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 field of theoretical calculus. Topics include Proportional Reasoning, Angle Geometry, Deductive & Inductive Reasoning, Quadratic Functions, Linear Inequalities, and Statistics. Recommended prerequisite: Foundations of Mathematics 10

PRE - CALCULUS 11 (MA501-MPREC11)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include Radicals, Absolute Value, Rational Expressions, Trigonometry, Factoring, Quadratic Functions, Linear Systems, Inequalities, Sequences and Series. Recommended prerequisite: Foundations of Math 10

FOUNDATIONS OF MATHEMATICS 12 (MA600-MFOM12)

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 field of theoretical calculus. Topics include Financial Mathematics, Logic & Reasoning, Set Theory, Polynomial Functions, Exponential Functions, Permutations & Combinations, Probability, and Statistics. Recommended prerequisite: Foundations of Mathematics 11 or Pre-Calculus 11

PRE - CALCULUS 12 (MA601-MPREC12)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include Transformations of Functions, Polynomial Functions, Trigonometric Functions, Exponential & Logarithmic Functions, Permutations and Combinations. Recommended prerequisite: Pre-Calculus 11

CALCULUS 12 (MA610-MCALC12)

This course is intended for very capable students who plan to continue mathematics at the post-secondary level. It provides a foundation for students planning to take any university or college courses involving calculus. Major topics include limits, differentiation, applications of derivatives, anti-differentiation and transcendental functions. Recommended prerequisite: Pre-Calculus 11 and Pre-Calculus 12 or Pre-Calculus 11 and a recommendation of your teacher. Calculus 12 can be taken concurrently with Pre-Calculus 12

PHYSICAL EDUCATION

In Physical Education classes, all students are required to wear a T-shirt/sweat shirt, shorts/sweat pants, socks, and running shoes that have laces and provide proper arch and lateral support. Students should also have an extra lock to be used to secure their belongings in a gym locker while participating in P.E. or other athletic activities.

PHYSICAL AND HEALTH EDUCATION 8 (PE210 boys /PE220 girls– MPHE-08)

Physical Education 8 is an activity-oriented course that will expose students to a variety of activities that will stress participation, promote skill development and improve knowledge and fitness. This required course will include both team and individual sports. While Badminton, Basketball and Volleyball are the constant units in Grade 8, other units may include Active Health, Gymnastics, Wrestling, Field Hockey, Floor Hockey, Football, Minor Games, Rugby, Soccer and Softball.

PHYSICAL AND HEALTH EDUCATION 9 (PE310 boys /PE320 girls-MPHE-09)

Physical Education 9 will review activities taught in Physical Education 8. While participation remains very important, this course will promote greater skill development and improve knowledge and fitness. This required course includes both team and individual sports. Generally, Badminton, Basketball and Volleyball are the constant units in Grade 9. Other units may include Active Health, Dance (girls), Golf, Gymnastics, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer and Softball.

PHYSICAL AND HEALTH EDUCATION 10 (PE400-MPHED10)

This course will review activities taught in Physical

Education 9 while promoting participation, developing skills, improving fitness and knowledge and encouraging physical activity as a lifelong pursuit. Physical Education includes both team and individual sports. While Basketball and Volleyball are the constant units in Grade 10, other units may include Aerobics, Active Health, Badminton, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer and Softball.

PHYSICAL AND HEALTH EDUCATION 10 LEADERSHIP (PE400L-MPHED10)

This co-ed Leadership course focuses on teaching students to be leaders in the area of recreation and requires students to help organize and run the school's intramural program and the elementary school tournaments. Since service hours are mandatory, students may also be trained to become minor officials, referees, scorers and timekeepers for extra-curricular activities. Participation in some school-wide events is also mandatory. While students will participate in some of the same activities as the regular Physical Education 10 classes, other activities such as racquetball, squash, rock-climbing, hiking, bowling, curling, golf and ice-skating may be available. Students are selected on the basis of leadership skills, attitude, participation and skill level. Please see a Counsellor for more details.

PHYSICAL AND HEALTH EDUCATION 10/11/12 GIRLS FIT FOR LIFE – ENHANCED (PE440-MPHED10/ PE540-MACLV11/PE640-MACLV12)

The emphasis of this course is to provide a non-competitive environment where girls will be excited about being physically active and pursuing a healthy lifestyle. Depending on class composition, there could be a hands-on enhancement area concentrating on healthy eating, which will focus on food selection, preparation and sports nutrition and the importance of rest and balance in one's life. This course will expose students to a variety of old and newer recreational activities that many have not had a chance to participate in before such as: yoga, pilates, weight training, spinning classes, aqua fit, rock climbing, roller-blading, skating, swimming, biking, martial arts, kickboxing, dance, snowshoeing etc. A course fee will be required to pay for activities that will take place in recreational establishments throughout the lower mainland and students will be responsible for their own transportation to and from community facilities.

ACTIVE LIVING 11 (FORMERLY PE 11) (PE500-MACLV11)

Active Living 11 is a co-ed class that will promote participation, develop skills, improve fitness and knowledge and encourage physical activity as a lifelong pursuit. This elective course will include both team and individual sports. Units may include Aerobics, Active Health, Badminton, Basketball, European Handball, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer, Volleyball and Softball. This class may participate in some optional field trips such as rockclimbing, bowling, curling, golf and iceskating. Students will also be involved in some extracurricular school leadership programs.

PHYSICAL AND HEALTH EDUCATION 11 FITNESS & CONDITIONING (FORMERLY SUPERFIT) (PE500F-YHRA-1B)

Superfit is a co-ed elective course open to all students who are interested in weight, fitness and core training. Students interested in this course should have demonstrated a keen interest and have demonstrated good work habits in the fitness units of Physical Education in Grades 8 – 10. Components of this course may include: classroom theory on the different forms of fitness training, projects on health and nutrition, fitness programs designed by the student specifying the fitness goals, maintenance of a fitness journal detailing the daily workouts, field trips to local fitness facilities

ACTIVE LIVING 12 (FORMERLY PE 12) (PE600-MACLV12)

Physical Education 12 is a co-ed class that will enable all students to enhance their quality of life through a variety of team and individual sports and recreational activities. Units may include Aerobics, Active Health, Badminton, Basketball, European Handball, Dance, Golf, Gymnastics, Tennis, Wrestling, Field Hockey, Floor Hockey, Football, Lacrosse, Minor Games, Rugby, Soccer, Volleyball and Softball. This class may participate in some field trips such as rock-climbing, bowling, curling, snowshoeing, skiing, camping, golf and iceskating. Students may also be involved in extracurricular school leadership programs.

PHYSICAL AND HEALTH EDUCATION 12 FITNESS & CONDITIONING (FORMERLY SUPERFIT) (PE600F-YHRA-2BD37)

This course is an extension of Superfit 11 and will continue to develop the knowledge and skills necessary for a student to build his/her own fitness program. Students interested in this course will have a desire to maintain a high level of fitness and to improve on other components of fitness. Students will learn how to develop a Sport Specific Training Program. Students will again design and maintain a self-monitored fitness program that addresses targeted fitness components. This course will be primarily based out of the Sands Weight Room, but may include field trips to various fitness centers as well as sites where physical activities may occur.

PHYSICAL AND HEALTH EDUCATION 11/12 STRENGTH TRAINING (PE530-YLRA-1A/PE630-YLRA -2A)

This is an AM Course offered outside the regular bell schedule. This course is suited for individuals who are highly motivated and able to work independently. Students will learn how to use weight training equipment in a safe and effective manner. Students will be required to keep a training log dedicated to their health and fitness goals. Students will be required to learn basic anatomy and physiology theory (for example bones, muscles, movement patterns). A variety of training methods will be incorporated. Students will learn how to plan and implement their own weight lifting program. Students may also participate in team and individual activities throughout the year.

SCIENCE

SCIENCE 8 (SC200-MSC--08)

Science 8 focuses on science to the real world and giving students an appreciation of how it may affect their lives. Students will study how life processes are performed at the cellular level, the behaviour of matter that can be explained by the kinetic molecular theory and atomic theory, energy can be transferred as a particle and as a wave, and the theory of plate tectonics is the theory that explains Earth's geological processes. Learning is both an individual and social process. The course includes activities such as laboratory experiments, library projects, class presentations, cooperative learning, and a dissection. A strong emphasis is placed on concept development and thinking skills. Students learn how to apply scientific skills such as observation and data collection, and use analysis to classify and see relationships in their data. In addition, students are taught about the importance of safety in the science lab.

SCIENCE 9 (SC300-MSC--09)

Science 9 is designed to give students a continued appreciation for the nature of Science and how it is relevant to their lives. There is a focus on skill development and thinking abilities. Students study reproduction and genetics in biology, atoms and elements and characteristics of electricity in physical science, and the deep connections between energy and biomes and nutrient cycles on Earth. This course includes activities such as laboratory experiments, library projects, poster and class presentations. There is a continued emphasis on the scientific skills of observation, data collection and the subsequent analysis of this data. As in Science 8, there is a further emphasis on safety in the science lab. Recommended prerequisite: Science 8

SCIENCE 10 (SC400-MSC--10)

The Science 10 program continues with the understanding that learners construct their scientific knowledge and ideas as a result of personal experience and through social interactions. The content of Science 10 is built around four big ideas in the disciplines of biology (genes are the foundation of diversity in living things), chemistry (chemical processes require

energy change as atoms are rearranged), physics (energy is conserved and its transformation can affect living things and the environment), and earth science (the formation of the universe can be explained by the big bang theory). There is focus on skill development, critical thinking ability, and safety in the science lab. Prerequisite: Science 9

CHEMISTRY 11 (SC510-MCH--11)

Chemistry 11 is a challenging introductory course that involves the study of the classification of matter, chemical reactions, the mole concept, solution chemistry, atomic theory, and organic chemistry. There is a strong focus on the understanding of concepts and applying these to problem solving. Recommended prerequisite: Foundations of Mathematics 10 and Science 10 .

CHEMISTRY 12 (SC610-MCH--12)

Chemistry 12 builds on the skills and knowledge acquired in Chemistry 11. This specialized course involves understanding the mechanisms of a chemical reaction and applying that understanding to problem solving. The areas of study in Chemistry 12 are reaction kinetics, dynamic equilibrium, solubility equilibrium, acids, bases and salts and electrochemistry. Recommended prerequisite: Chemistry 11&Pre-Calc11

PHYSICS 11 (SC530-MPH--11)

This is a high level science course dealing with motion, force, energy and waves. This course is for those with an established ability to manipulate algebraic equations and who wish to learn the mechanics that make the world work. Recommended: Mathematics 10 and Science 10

PHYSICS 12 (SC630-MPH- -12)

This is a high level science course continuing on from the prerequisite of Physics 11 and dealing with the measures of motion, both linear and circular, forces and energy interactions within fields, and how momentum is conserved within a closed and isolated system. This course deals with an elemental of suspended logic and relies heavily on a students' ability to theorize the analogical system. It is recommended that students have a strong background with manipulating algebra. Recommended prerequisite Pre-Calculus 11 and Physics 11

LIFE SCIENCES 11 (FORMERLY BIOLOGY 11) (SC500-MLFSC11)

This is an intensive course that focuses on life, introducing the levels of organization, and the characteristics of living organisms. There is an emphasis on microbiology, evolution, plant and animal biology and ecology. This course involves a study of the domains and kingdoms of living things with special importance given to classification and the application of biological terms and concepts. Recommended prerequisite: Science 10.

ANATOMY AND PHYSIOLOGY 12 (SC600)

(FORMERLY BIOLOGY 12-MATPH12)

This course focuses on human biology. Homeostasis is the general theme, in order to understand how the internal balance of the body is maintained. The systems of the body are studied in detail, including biochemistry at the cellular level. Some of the topics covered are DNA, cellular processes, digestion, circulation, respiration and reproduction. Students are required to learn and apply a considerable amount of course material related to biological terms and concepts. Important skills such as reading, note-taking, memorizing and critical thinking are emphasized. A fair amount of time must be devoted to this course in order to master the course material. The course will be composed of 70% theory and 30% labs and activities. Recommended prerequisite: Biology 11 and/or Chemistry 11

EARTH SCIENCES 11 (SC520-MESC-11)

This is a course that introduces students to the areas of Geology, Astronomy and Meteorology. Geology includes the study of Earth materials, plate tectonic theory, earthquakes, volcanoes and some meteorology. Astronomy includes the origins of the Earth and Solar System and the study of planets, stars and galaxies. Meteorology includes how the transfer of energy in the atmosphere creates weather, how this transfer is affected by climate change, and the distribution of water can affect weather and climate. Earth Science 11 is accepted as an entrance science requirement for college or university. Recommended prerequisite: Science 10

GEOLOGY 12 (SC640-MGEOL12)

Geology 12 will take you on a journey of Earth's history from its formation through to billions of years into the future. We will look at the importance of rocks and minerals as resources from a scientific, economic, and cultural perspective. Students will examine human interaction and stewardship of Earth resources in the past, present, and future. Watch volcanoes erupt and hear earthquakes rumble, all from the comfort of your classroom as we study plate tectonics. Embark upon both virtual and real geology field trips. Walk in the footsteps of dinosaurs to see how they lived and died. Learn about the processes that create and change the surface of the planet we call home. Buckle up; it's going to be a "rocky" ride. Recommended Prerequisite: Earth Science 11 or Chemistry 11

HEALTH AND EXERCISE SCIENCE PROGRAM 11/12 (SC550/SC650—YHRA-2AD37)

Health and Exercise Science is a one block course in which students will explore how the human body adapts to exercise. While earning an elective credit, students will study the different systems of the body that relate to exercise, how they create the energy to work, and how they function. This course goes through the life-span in age ranges, starting with children, working through teenage years, all the way through to adulthood. Students selecting this program would benefit from selecting Biology 12 since topics learned in Biology 12 complement topics learning in Health and Exercise Science. Students will further discover how to best attain their own fitness goals through nutrition and application, and how to best recover from any injuries that occur along the way. Learning will be set in a variety of settings, including the gymnasium, classroom, and outdoors. Learning will combine physical movement with theory and may involve field trips. This course does not satisfy the Science 11/12 graduation requirement nor does it satisfy Biology 11 or 12 credits for post-secondary.

SOCIAL STUDIES

Social Studies courses emphasize the development of six distinct disciplinary skills: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment. These skills and processes forms the key pillars of the learning process. In all courses, current events may be discussed on a regular basis and student inquiry may play an important role in the learning process.

SOCIAL STUDIES 8 (SS200-MSS--08)

The Socials Studies 8 curriculum primarily explores the historical development of world civilizations from the 7th century to 1750. Course content includes social, political, and economic systems and structures, including those of at least one indigenous civilization; scientific and technological innovations; philosophical and cultural shifts; interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations; exploration, expansion, and colonization; and changes in population and living standards.

SOCIAL STUDIES 9 (SS300-MSS--09)

The Social Studies 9 curriculum examines the historical development of primarily North America and Europe from 1750 to the start of the 20th century. Course content includes political, social, economic, and technological revolutions; the continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world; global demographic shifts, including patterns of migration and population growth; nationalism and the development of modern nation-states, including Canada; local, regional, and global conflicts; discriminatory policies, attitudes, and historical wrongs; physiographic features of Canada and geological processes. Recommended prerequisite: Social Studies 8.

ABORIGINAL STUDIES 9 (SS370-XLDCD09)

Aboriginal Studies 9 is an introductory course for Aboriginal Studies 11 and 12. It will provide students with an introduction to those topics covered in grade 11 and 12 and also allow students to design some of their own learning as it relates to indigenous issues, culture and history. This course is open to all students and is not designed solely for indigenous students.

SOCIAL STUDIES 10 (SS400-MSS--10)

The Social Studies 10 curriculum develops in students a greater appreciation and understanding of modern Canada and its complex relationship to the global community. The course is divided into three distinct organizers: Canadian government and the legal system, Canadian history from 1914 to present (World War I, the Interwar, World War II, post WWII Canada), and an introduction to human and environmental geography. Course content will be studied through an issues based approach to learning with specific focus on culture, society, identity, economy, environment, autonomy, politics, law, social justice and First Peoples. Students will make connections between the past and the present and ultimately gain greater insights into their future. Recommended prerequisite: Social Studies 9.

ABORIGINAL STUDIES 10 (SS470–YMIS-0AD37)

Aboriginal Studies 10 is an introductory course for Aboriginal Studies 11 and 12. It will provide students with an introduction to those topics covered in grade 11 and 12 and also allow students to design some of their own learning as it relates to indigenous issues, culture and history. This course is open to all students and is not designed solely for indigenous students.

Note: Students entering Gr. 11 in 2019 must take ONE of the following courses in order to graduate: (some may not be offered every year)

- 20th Century World History 12
- Aboriginal Studies 12
- Comparative Cultures 12
- Genocide Studies 12
- Geography 12
- Law 12
- Philosophy Studies 12
- Social Justice 12

The following Social Studies electives cannot be used towards the Social Studies requirement for graduation.

- Psychology 11
- Psychology AP 12
- Performance Psychology 12

PSYCHOLOGY 11 (SS510-YPSYC)

Note: Psychology does NOT count towards the grad requirement of a Social Studies elective. This course is of interest to the practical as well as the scientifically minded student. Psychology 11 will introduce students to the fundamentals of human behaviour. Some of the topics are as follows: states of consciousness (such as sleep, drugs, and hypnosis), social psychology, psychological disorders and memory. A wide range of learning activities is utilized including case studies, psychoanalysis, cooperative learning, research projects, text based theory and critical thinking.

ABORIGINAL STUDIES 11 (SS570-YAES-1A)

Aboriginal Studies 11 will meet the Socials Studies grad requirement. This course, in alternating years, will cover the curriculum of BC First Nations 12 and Contemporary Indigenous Studies 12. The purpose of this is to allow students to take Aboriginal Studies in both their grade 11 and 12 years. Content will focus on topics such as but not limited to: colonialism, Truth and Reconciliation, Indigenous world views, self-governance, and cultural identity. This course is open to all students and is not designed solely for indigenous students.

20TH CENTURY WORLD HISTORY 12 (SS615-MWH--12)

20th Century World History examines the profound social, economic, and political changes that characterized the 20th century. Through an examination of major wars, revolutions, and social movements, students will deepen their understanding of how our modern world was shaped by events in the previous century. This course will challenge students to engage in historical thinking through class discussion, assignments, and inquiry projects.

ABORIGINAL STUDIES 12 (SS670-MINST12)

Aboriginal Studies 12 will meet the Socials Studies grad requirement. This course, in alternating years, will cover the curriculum of BC First Nations 12 and Contemporary Indigenous Studies 12. The purpose of this is to allow students to take Aboriginal Studies in both their grade 11 and 12 years. Content will focus on topics such as but not limited to: colonialism, Truth and Reconciliation, Indigenous world views, self-governance, and cultural identity. This course is open to all students and is not designed solely for indigenous students.

COMPARATIVE CULTURES 12 (SS625-MCMCL12)

This course is offered on a rotating basis with Genocide Studies 12. This course will not be offered during the 2020/21 school year but will be offered during the 2021/22 school year. Comparative Cultures 12 explores diverse cultures and how geographic and environmental factors contribute to their development. Through an examination of the evolution of belief systems, social organization, and structures of power and authority, students will enhance their understanding of various cultures. This course will challenge students to engage in historical thinking through class discussions, assignments, and inquiry projects.

GENOCIDE STUDIES 12 (SS600-MGENO12)

This course is offered on a rotating basis with Comparative Cultures 12. This course will be offered during the 2020/21 school year and not during the 2021/22 school year. Genocide Studies 12 will explore the conditions that created, and outcomes of acts of genocide (intentional destruction of an entire people) in modern history.

PHYSICAL GEOGRAPHY 12 (SS630-MHGEO12)

Physical Geography 12 is a combination of environmental studies and physical geography. This course aims to broaden students' understanding of our natural environment and its current state, as well as the influence and impact humans have had on the environment over time. The objective of this course is to deepen students' connection to the natural world, open their eyes to new perspectives on how they view the world and to build an awareness of the impact and influence they have on the environment.

LAW 12 (SS650-MLAW-12)

Law 12 teaches students to understand everyone's legal rights and responsibilities, which allows them to reflect critically on the role of law in society. This course may involve mock trials, debates, and critical thinking, primarily through studying real cases and current events.

PHILOSOPHY 12 (SS680-MPHIL12)

Philosophy 12 is an examination of the fundamental nature of knowledge, reality, and existence as well as theories of morality and ethics.

SOCIAL JUSTICE 12 (SS660-MSJ--12)

An examination of social justice issues (ex. Human rights, climate change, and gender inequality), their possible causes, and the lasting impact on individuals, groups, and society. This course involves current events, discussion, critical thinking, and the examination of real life cases.

PERFORMANCE PSYCHOLOGY 12 (SS601)

Do you ever wonder why some people shine in big moments? Or why others 'choke'? Performance Psychology provides an examination of individual and group behaviour in sport and performing arts. Emphasis will be placed on understanding psychological concepts which are pertinent to performance, e.g., motivation, social and personality development, cognition, leadership and group dynamics. If you are an athlete, actor, musician, or just strive to reach your full potential in whatever you pursue this is the course for you.

ADVANCED PLACEMENT PSYCHOLOGY 12 (SS610-MPSY-12)

This course will provide students with an introduction to the science of psychology. Course content will build on Psychology 11. Students will take part in reading assignments, class discussion, interviews, and active learning experiments. A good level of reading comprehension is an asset in this course. Although the Advanced Placement examination is not a requirement, this course will prepare students to write the Advanced Placement **Examination in May. Students have the opportunity to earn post-secondary credits based on their examination results. Note: Students will be responsible for the cost of the AP Examination. Recommended prerequisite: Psychology 11**

INCLUSIVE LEARNING

ENGLISH LANGUAGE DEVELOPMENT

This is a multi-graded course for students who are learning English as a second language. Students identified by their elementary school teacher as needing language instruction will continue receiving help at Sands. New students to school and those who arrive from other countries will be assessed to determine the level of assistance needed. Students are usually given one block of ESL. ESL classes work on language development, and cultural awareness through subject area classes. This course is open to students in Grades 10, 11 and 12.

STRATEGIES

The goal of this course is to help students with a diagnosed learning disability succeed in their core subject areas by facilitating learning strategies within the course content. The focus is on learning strategies and skills specific to studying, time management, organizational, reading, writing and math skills with an important emphasis on enhancing student awareness of their strengths and challenges. This is designed as a five year program with the objective to facilitate an independent and self-directed learner.

LEARNING ASSISTANCE PROGRAM

Students who have been identified as requiring additional instruction for academic courses may be eligible for Learning Assistance. Placement in Learning Assistance is decided by the School Based Team which looks at student work habits, past performance, educational testing, and teacher recommendation. Students will focus on time management, study and organizational skills, and receive subject support where needed. This course does NOT replace the requirement for students to do regular homework and home study. It is a support block for students who need extra help. Parents need to be actively involved in monitoring their child's progress.

SUPPORTIVE LEARNING PROGRAM

The Supportive Learning Program at Sands is a district program designed to assist students who have experienced behavioural challenges in the past and require individualized support to address these difficulties. In order to make their experience at Sands a successful one, these students will receive support in both large and small group settings, individualized attention and support (behaviourally and academically). Referral to this program is made through a District screening committee or special consideration and availability at Sands.

OTHER COURSES

MODIFIED ACADEMIC PROGRAM

The Modified Academic program at Sands is a district program designed to provide an alternative program for students who have moderate intellectual disabilities. The curriculum is totally individualized with support in all academic course work. Curriculum goals include a focus on functional Lifeskills, consumer skills, social and recreational skills and work experience. Referral to this program is made through a District screening committee.

DIVERSIFIED ABILITIES PROGRAM

This program at Sands is a district program designed to provide an alternative educational program for students with developmental delays. Emphasis is placed on the development of independence in community-based skills, life skills and social skills. Curriculum areas include functional academics, mobility skills, consumer skills, community recreation skills, shopping and restaurant skills, environmental awareness and work experience exposure. Referral to this program is made through a District screening committee.

COMMUNITY AMBASSADORS 9-12

(CL310-XLDCD09/CL410-YMIS-0AD37/CL510-YMIS-1CD37/CL610-YIPS-2AD37)

Students will participate in activities to improve their local and school community. They will work during class time to develop their projects and may have opportunities to carry out community based projects. Ideas for projects will be developed by students and may include but are not limited to: volunteering to support local community, setting up school based social activities, building a community garden. They will also participate in discussions and complete written assignments and reflections. For the purpose of this course, ambassadors means having an intentional positive influence on the lives and behaviour of others. This course will accommodate a variety of individual learning styles and levels. It will enable students of all intellectual levels to work together and experience success, while helping others. This is an inclusive course, that joins students in grades 9-12 with students with special needs.

PEER TUTORING (PT400/PT500-YIPS11C/PT600-YIPS12B)

Peer tutoring happens in a variety of ways and peer tutors will be expected to work one-to-one or with small groups of students, assisting with academics, elective courses or life skills. To qualify to be a peer tutor, students must be outgoing, friendly and in good standing. Peer tutoring is available for students in Grades 10-12. Peer tutoring blocks are not available through the electronic course selection process. Students interested in applying

should see their counselor.

INDEPENDENT DIRECTED STUDY (OT570-YIPS11B/OT670-YIPS12A)

Students have the opportunity to earn credits towards graduation for independent work based on a subset of learning outcomes of any Grade 10, 11 or 12 Ministry course or Board Authority Authorized course. Students may wish to pursue an elective that is not currently offered at the school with the understanding that they are able to complete the expected outcomes independent of direct teaching. Students may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course. The maximum number of credits for a single IDS course is four credits. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the 16 Grade 12 "elective" credits required for graduation. Students may have a maximum of 16 independent directed study credits. Please see a counsellor for further information.

ACADEMY PROGRAMS

Academy programs are District run elective classes that may or may not take place at a different high school than where the student attends. Programs are credited courses scheduled within the school day. These courses fulfill student's graduation requirements. Transportation between Delta schools is available for most academies. Students from both out-of-catchment and out-of-district are eligible to participate in an academy program. Out

-of-district students must be registered at a Delta school. PLEASE NOTE: Delview and North Delta Secondary schools are ineligible to attend most academy programs due to an incompatible timetable. Please check with your counsellor.

Applying is a two-part process:

1. Apply through MyEd. (If MyEd is closed please contact your school counsellor.)

AND

2. Also through online registration on the Delta Academies website

For online application, fees, videos, program content and transportation information, visit us at: deltaacademies.ca or call 604 952-5374.

BASEBALL ACADEMY (AC101)

Sands Secondary

Gr. 8 – 12 All Genders

The Basketball Academy is coached by, legendary former National team coach John Haar. John's resume is extensive including, founder of the National Baseball Institute, and International Baseball Federation's top coach in 1992. John is also a two-time Canadian Baseball Hall of Fame inductee as a builder and coach, and a long time coach of the PBL's North Shore Twins. Students will also work with several very qualified local coaches as well as Sands Secondary Teacher Coordinator and former pitcher for the Vancouver Canadians/Toronto Blue Jays organization, Eric Brown. Students in this academy are offered the opportunity to develop and refine their baseball skills and fitness levels throughout the entire school year. (2 block program every other afternoon).

BASKETBALL ACADEMY (AC201)

Richmond Oval

Gr. 8 – 12 All Genders

The Basketball Academy is run in partnership with Split Second Basketball. Former UBC Thunderbird, Eric Butler, founder and Program Director of Split Second Basketball, coaches the program along with other professional coaches from the organization. The Basketball Academy is a skills development academy (not a team) that allows students to come from different Delta high schools to train at one location and maintain eligibility at home schools as per BCSS eligibility regulations. Students in this academy are offered the opportunity to develop and refine their basketball skills and fitness levels. (2 block program every other day)

DANCE ACADEMY (AC601)

Delta Secondary

Gr. 8 – 12 All Genders

Coordinated by DSS Teacher, Jessica McMillan, this academy offers students the opportunity to work with local professional dance instructors, Melissa Pribula and Tanner Plecas. Students will be exposed to multiple forms of dance, developing their technical skills in both choreography and performance. Jazz and ballet training is recommended. (2 block program every other afternoon)

FILM ACTING ACADEMY (AC701)

The Studio – Delta Manor Education Centre

Gr. 8 – 12 All Genders

Coordinated by SDSS Drama Teacher, Jennifer Mckee, this academy offers aspiring film and television actors the opportunity to work with local actors, Cameron Bancroft, Alex Zahara and other talented guest instructors. Students will take on a serious study of on-camera work including auditioning, scene study, and meeting with industry professionals to guide their learning (including agents, casting directors, acting coaches, etc.). Students will work on career development for success in Vancouver's vibrant film acting industry where we are the third largest film and TV production center in North America! Students will work in collaboration with students in the Film Production Academy. (2 block program every other afternoon)

FILM PRODUCTION (AC702)

The Studio - Delta Manor Education Centre

Coordinated by SDSS Drama teacher Jennifer McKee; this academy is designed for aspiring young film, television and documentary makers interested in learning the artistic and technical aspects of storytelling in pre-production, production and post-production processes from leading industry professionals: Garnet Campbell and Sandra Almond. This academy is ideal for students wanting to develop a successful career in Vancouver's burgeoning industry. Students will work in collaboration with students in the Film Acting Academy. (2 block program every other afternoon)

FILM VISUAL EFFECTS (VFX) (AC707)

The Studio – Delta Manor Education Centre

Gr. 8 – 12 All Genders

This academy is designed for aspiring young Visual Effects Artists (VFX)! Students work with top Vancouver Industry professionals to learn the basics key components of VFX. Students learn the basics of: photography, modeling, texturing, lighting, rigging, rotoscoping, matte painting, compositing, dynamics, rendering to name a few! This program is run with the support of CG Masters Professional Training Centre. This academy is ideal for students wanting to develop a successful career in Vancouver's vibrant film industry where we are the third largest film and TV production center in North America! Students will work in collaboration with students in the Film Acting Academy and Film Production Academies to experience a real world collaborative process. Teacher Coordinator is Shelly Bojahra (2 block program every other afternoon)

GOLF (NORTH END) (AC301)

Seaquam Secondary

Gr. 8 – 12 All Genders

The Golf Academy is designed to improve individual golf skills, golf IQ and improve student's golf specific conditioning within the regular schedule of classes. This program is coached by, Teacher Coordinator, Bryce Hamade, and PGA of Canada Coach, Shingo Akizuki and golf fitness coach Lindsay Manion. The academy includes a 12 month junior membership at Mayfair Lakes Golf Course plus up to 6,000 range balls. This academy meets the needs of golfers from beginner to elite. (2 block program every other afternoon)

DELTA LACROSSE ACADEMY (AC602)

South Delta Secondary

Gr. 8 – 12 All Genders

The Lacrosse Academy is coached by Evan Messenger, a professional NLL box player for the Vancouver Stealth, accomplished guest community coaches including professional NLL box player Logan Schuss, and by former New Westminster Salmonbellies Mann Cup-winning coach John Hannah. Students in this academy will further develop their lacrosse skills and core fitness. College recruitment opportunities and support applying for athletic scholarships is available. The program includes knowledge on sports nutrition, injury management, stick stringing, athletic psychology and a variety of cross training activities. This program is overseen by Teacher Coordinator Patty Burr who has extensive lacrosse knowledge which includes Minor President Delta Lacrosse, Coaching Coordinator, Senior Pioneers Lacrosse management, coach for both, boys and girls box and field lacrosse, coach/sponsor of the South Delta Secondary lacrosse program as well as being a former competitive player herself. (2 block program every other afternoon)

STAGE PERFORMANCE ACADEMY

DMEC

Gr. 8 – 12 All Genders

The Stage Performance Academy is designed for students who love theatre and music! This academy coaches students towards writing their own theatre piece! Student will learn about their own creative process and will develop both personal and ensemble pieces of theatre. Acting, voice, script writing, score writing and staging will be developed in collaboration with master teaching artists through our unique partnership with Vancouver Opera- Vancouver's largest theatre! Students will attend local theatre, all of Vancouver Opera mainstage productions and will have full backstage access. Opportunities for apprenticeship programs are available. This program is overseen by Teacher Coordinator Jenn McKee. (2 block program

every other afternoon)

SOCCER ACADEMY (AC102)

Sands Secondary

Gr. 8 – 12 All Genders

This academy is coached by Martin Bittengl, a former professional player from the Czech Republic, as well as professional coaches, Mark Pennington and Ajit Braich. This program offers outstanding skill development opportunities to soccer players with a passion and commitment to improve their skills and abilities. This program is overseen by former UBC assistant coach and Sands Soccer Academy Teacher Coordinator Lucas Serres (2 block program every other afternoon)

SOFTBALL ACADEMY (AC302)

Seaquam Secondary

Gr. 8 - 12 Females

This academy is overseen by Teacher Coordinator, Paige Collings and Head Coach, Ron Clarke. Ron has over 20 years experience as a National Team Coach (Sydney Olympics, Pan-Am Games, World Championship in Japan). Ron coaches with Susan Desrosiers (20+ years coaching at the elite level), Leah Riske (SFU Player & Coach Alumni) and Larissa Franklin (current member of the Canadian National Team), Kaitlyn Cameron (former SFU Catcher) and Courtney Gill (coached Team BC and the White Rock Renagades). Students develop their softball skills through in-field fundamentals and sport specific skill development and training. (2 block program every other afternoon)