

Course Selection Guide

Handsworth Secondary



Chapter 1

Handsworth Secondary

The Handsworth community develops empowered, innovative and compassionate learners who serve and lead with curiosity and integrity.

In partnership with parents and the community, Handsworth's mission is to maximize the potential of all students' human endeavours intellectual, cultural, social, aesthetic, creative, and physical. We encourage students to understand the relevance of their education within a larger social and global context. We believe in developing self-esteem, emotional well-being, a respect for others, a desire for life-long learning, and a strong career awareness in a climate that promotes responsible learning



Section 1

About this Guide

WELCOME!

It is with great pleasure that we welcome you to Handsworth Secondary School for the 2018-2019 school year. It is our wish that your year will be memorable and productive. A timetable in harmony with the latest in educational programs will afford students at Handsworth with many unique opportunities for learning.

In the past, the students of Handsworth have established a distinguished record of excellence in Academics, Fine Arts, Applied Skills, Athletics and Service. We invite you to continue that tradition and become active participants in a vibrant school community.

This introductory handbook for students and parents has been prepared to assist you in several ways: in becoming familiar with school policies, events and personnel; in developing a framework for scheduling time; tracking assignments; recording test results, and school activities; and in providing valuable guidelines and information that is most often used by students.

Students and parents are invited to provide input into directions at Handsworth through several student leadership councils and the Parent Advisory Council.

Handsworth is a school marked by outstanding performances by staff and students. This can be best accomplished when students are on time, attend on a regular basis, put forth their best effort, and are positive and productive citizens. All students can be a part of that winning tradition, as we create the future together.

Once again, we extend to you a warm and friendly welcome as we look forward to working with you.

Handsworth Administration and Staff



Section 2

Contact Information

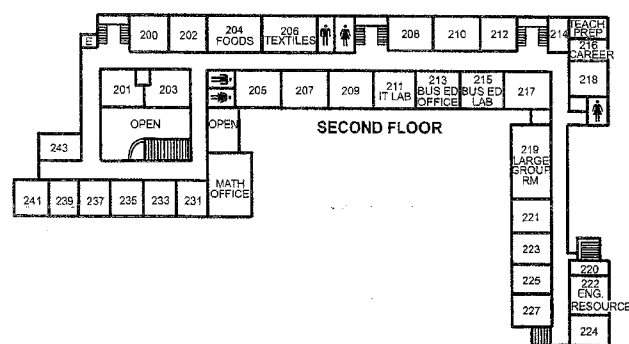
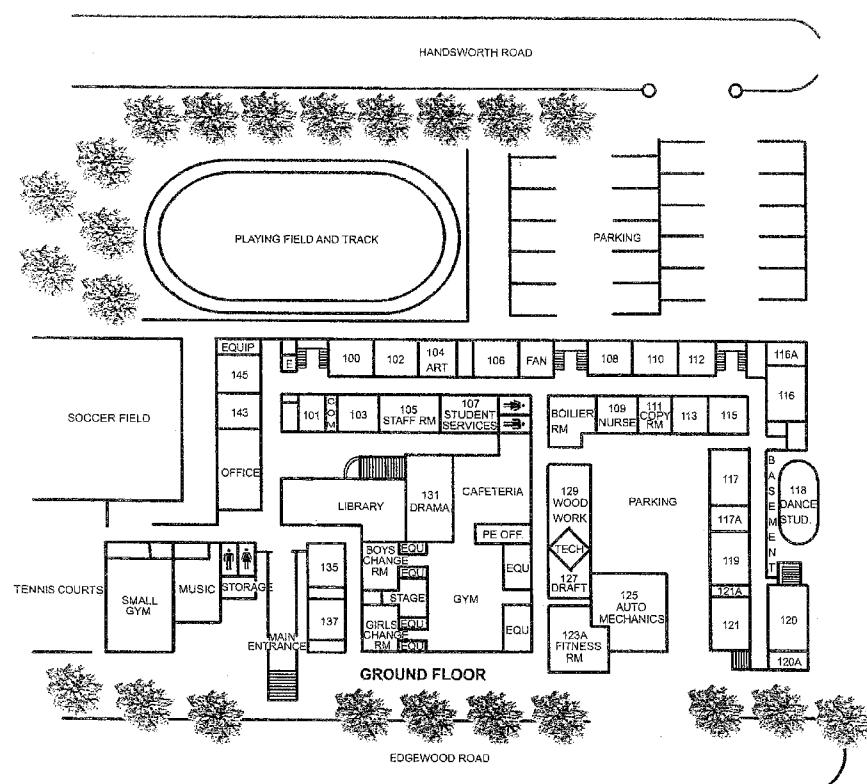
Handsworth Secondary School

1044 Edgewood Road, North Vancouver, BC V7R 1Y7

Tel: 604-903-3600 Fax: 604-903-3601

Website:

<http://www.sd44.ca/school/handsworth/Pages/default.aspx>



School Contact	Responsibility	Email
Principal: Mrs Rupi Samra-Gynane	Grade 9	rsamra@sd44.ca
Vice-Principal: Mr. Mark Barrett	Grade 10&12 (2018-2019)	mbarrett@sd44.ca
Vice-Principal: Mr. Justin Wong	Grade 8&11 (2018-2019)	jwong@sd44.ca
Administrative Assistant: Mrs. Trace Bell		tbell@sd44.ca
Counsellor: Mrs. Stacey Schwegler	Grade 8 (2018-2019)	sschwegler@sd44.ca
Counsellor: Mr. Dave Craik	Grade 9 (2018-2019)	dcraik@sd44.ca
Counsellor: Mrs. Dana Millar	Grade 10 (2018-2019)	dmillar@sd44.ca
Counsellor: Mr. Don Carlson	Grade 11(2018-2019)	dcarlson@sd44.ca
Counsellor: Mr. David Lavallee	Grade 12 (2018-2019)	dlavellee@sd44.ca
Counsellor: Mrs. Sarekha Jagpal	Choices Program	sjagpal@sd44.ca

Section 3

General School Information

KEEPING UP TO DATE

There are a number of ways for parents to stay up to day on events and news about Handsworth.

Visit our school website:

www.sd44.ca/school/handsworth/pages/default.aspx

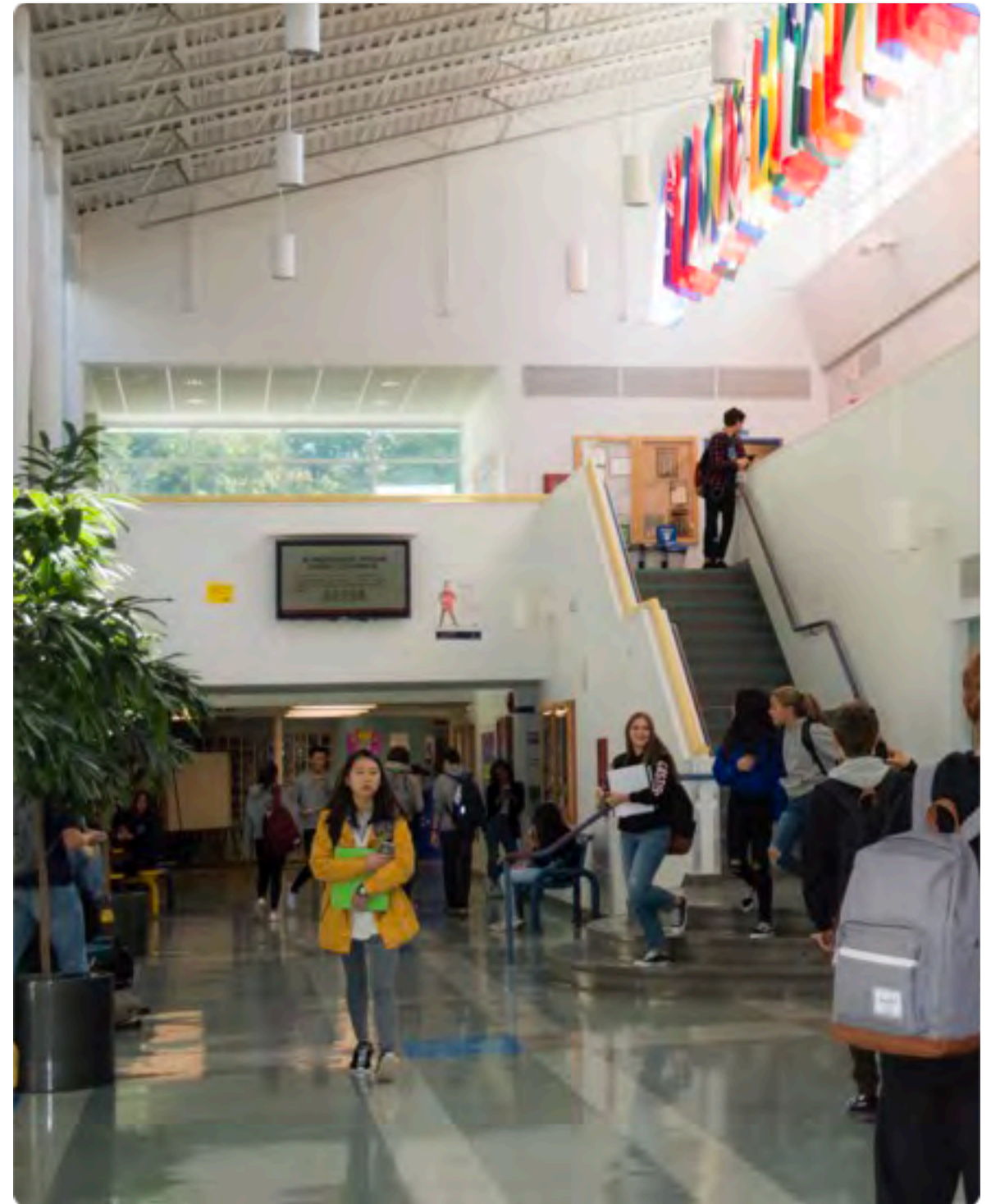
Follow us on:

Twitter: @handsworthHSS

Instagram: handsworthhss

Youtube:

https://www.youtube.com/channel/UCaiUaNlr2b79bPXNr5z1Y2Q?disable_polymer=true



General School Information

School Hours

Classes are in session from 8:30 am until 3:00 pm. The building is open from 7:30 am to 6:00 p.m. Because the school is closed at 6:00 pm, students must take homework, equipment and clothing with them before that time. Students participating in extra-curricular activities after 6:00 pm can access the building only through the doors assigned by the sponsoring teacher. Custodians do not let students into the school after hours.

Suggested School Supplies

- 2 - three ring binders (for Day 1 & Day 2 classes)
- loose-leaf paper for binders
- dividers for binders
- pens, pencils, eraser, highlighters, & a pencil case
- for French Immersion students: a French language & French-English dictionary

Learning Commons

The School Learning Commons is an extension of the classroom and as such it is an integral part of Handsworth's educational program. The goal of the learning commons is to enable all students to be engaged thinkers and ethical citizens with an entrepreneurial spirit. The concept of a learning commons is a shift in thinking from a library as a physical space that is a repository of books, to an inclusive, flexible, learner-centred, physical and/or virtual space for collaboration, inquiry, imagination and play to expand and deepen learning. A learning commons is an agile and

responsive learning and teaching environment available to individuals and groups to use for multiple, often simultaneous, purposes. It supports literacy, numeracy, competency development and student learning outcomes through access to and instruction in the effective use of print and digital resources.

Student Services

The school counsellors provide a wide range of services to students. These services include course planning, career education, post-secondary information, interest inventories, scholarship and bursary information, new student orientation, and counselling support contacts for individuals and families. Although each counsellor is assigned specific grade responsibilities, students may seek assistance from any counsellor.

Lunch

Handsworth's lunch hour is 12:40 to 1:40 pm. The school cafeteria (open from 7:30 am to 2:00 pm) provides a wide range of freshly prepared meals and snacks which include wraps, sandwiches, pastas, salads, fresh fruit, and beverages. Students are welcome to eat and socialize in the cafeteria and are expected to assist in keeping the cafeteria clean. A hot lunch program is also offered 3 times a week through the Handsworth Hot Lunch Program

School Nurse and Medical Records

A community health nurse is assigned to the school on a part-time basis. The school nurse assists with immunizations and health counseling for students. It is very important that parents provide the school with complete and up to date medical information.

Student Attendance

Punctuality and regular attendance are emphasized at Handsworth. Attendance is recorded by teachers in all classes. In the case of excused student absences, (illness or medical appointments), parents are required to inform the school by phoning the main office at 604-903-3600 and leaving a message or by sending a written note to the office. It is the student's responsibility to catch up with work missed during absences. Our automated attendance service informs parents of any unexcused absences.

Extended Absences

If a student is unavoidably absent from school for medical reasons or because of serious family problems, parents are requested to contact the main office and the Grade 8 counsellor. The office or counsellors will ensure teachers are informed so that appropriate arrangements can be made for the student to make up missed work.

If a student will be away for a planned extended absence it is still necessary to complete an extended absence form so that teachers are informed. Extended absence forms are available in the main office and are to be returned to the office after parents have signed the form. The responsibility for the decision to take a student out of school, and the resulting consequences, must rest with the student and the parent.

School Announcements

P.A. notices are read every morning, and brief announcements may be made at the end of each day. Morning announcements are also posted on the school webpage. In addition, video monitors located in the Gallery provide student messages. We do not interrupt classes during the day for PA announcements. If your child needs to receive an important message during the day, please call the office.

Lockers

Students are assigned a locker and lock for the year. For safe keeping of their school materials, students should not share lockers and lock combinations with other students. Students are required to use the locker/lock assigned to them. Lockers are also available in the change rooms during PE classes. Students may buy a PE lock or bring a lock from home; this lock must be re- moved at the end of each PE class. Students are urged not to bring valuables such as jewelry, large amounts of cash, cell phones and other technology to school.

School Fees

Students are asked to pay a \$40.00 student activity fee which includes an agenda book and a student identification card. The Handsworth yearbook is sold in advance to interested students. A number of elective courses have supplementary fees to offset the cost of specialized consumable materials. Students are issued textbooks at no charge but are responsible for returning the books in good condition. Assessments will be made at the end of the year for lost or damaged textbooks and other missing school items. Supplementary fees are approved on a yearly basis by the School Board.

Report Cards

Handsworth issues formal electronic report cards in December, March, and June each year through the parent portal. In addition, progress reports and incomplete “I” reports are issued throughout the year as necessary. Parent-Teacher interviews are held in Terms 1 and 2 to provide parents and guardians with an opportunity to meet teachers directly.

Visitors

All visitors are required to report to the Main Office upon arrival. Students are not to invite visitors to Handsworth, and should make arrangements to meet them away from the school grounds outside of school hours. By the same token, Handsworth students should not visit other schools when they are in session.

School Sponsored Activities

Students participating in school-sponsored activities such as athletic competitions, field trips, work experience, etc., will be considered as having an excused absence for any class missed due to the activity. However, they are still responsible for any missed work in these classes. Students will not have to bring a note from their parent/guardian to be

allowed to make up the missed work as long as the teacher permission form has been signed by all the student's teachers.

Lost and Found

Any questions you have should be directed to the office staff. Anything found should be put in the lost and found boxes. Students are warned not to bring large sums of money or valuables to school. During P.E. class, items such as watches and jewelry should be locked in your locker and not left in pockets and purses in the change room. Students are responsible for the care and safety of all their personal belongings. The school cannot accept responsibility for lost or stolen articles.

Course Change

Course changes require permission of a counsellor or administrator. Please see you grade counsellor for more information and the appropriate course change application form.

Dress Code

Part of the school's role is to prepare youth for life beyond school years, and students should dress in a manner appropriate for a work or business setting.

Apparel at school should

- allow for individual difference, style, and expression.
- demonstrate respect for a school / business environment.
- be appropriate for the intended activity.
- demonstrate respect for the rights and perspectives of others.

Apparel at school should not

- be offensive or distracting;

- be sexually provocative and/or revealing.
- promote use of illegal drugs or alcohol, violence, weapons, or display offensive language / images.
- promote values in conflict with school / community values. (e.g. racism, sexism, discrimination of any kind, etc.).

School Exams, Provincial Exams, and Other Forms of Assessment

Students and parents should be aware that there are very specific policies, procedures, rules, and requirements for the writing of school and provincial exams: punctuality, allowable materials, electronic devices, consequences for cheating, etc. Handsworth applies provincial exam policies to the administration of school exams and other forms of assessment. This information is made publicly available on our website. Students and parents are also encouraged to review provincial exam policies and procedures on the Ministry of Education website : <http://www.gov.bc.ca/bced/>.

Vehicles and Skateboards

Student vehicles must be parked in the designated student parking area in the north portion of the parking lot. There is no fee for this service. Failure to drive with due care and attention on or around school property will result in the denial of further parking privileges, and may also involve the police. Cars parked in fire lanes or other prohibited areas may be towed at the owner's expense. Skateboards are not to be used on school property for obvious safety reasons.

Emergency Alarms and Drills

Students must be prepared to vacate the building whenever an alarm is sounded. It is always important to stay calm and follow the instructions of

any staff member. The emergency procedures for fire and earthquake will be explained in your homeroom and posted in each classroom.

Snowfall Procedures

During heavy snowfall, schools will remain open unless declared otherwise. Please refer to the NVSD website by 7:00 am, or listen to local radio broadcasts for school closure messages. When school remains in session and traffic is compromised by snow, students are encouraged to walk to school. If driven to school, students should be dropped off at the nearest major intersection (e.g. Capilano and Edgewood) to reduce traffic congestion near the school.

Medical Concerns

A student who feels ill while at school is asked to report to the reception desk in the main office. Accidents and emergencies should be reported to the office as soon as possible. The office staff will attempt to contact parents as soon as possible if a student should be sent home or should seek medical attention. In serious cases, the school will call an ambulance. All medical alert information must be reported to the office annually at time of registration. Please be aware that the school staff and administration do not administer medications.

Textbooks

Students are assigned textbooks by their subject teacher, who will keep a record of serial numbers. Students must return their book in good condition upon the request of the teacher or at the conclusion of the course. There is no rental charge; however, a student who loses or damages a textbook will be assessed a replacement or damage fee.

Refunds will be issued if lost textbooks are found and returned to the Administrative Assistant.

Policy 906

For information regarding possible review of a particular action taken by the school or district, please visit the NVSD website (www.sd44.ca). Review information can be found under Administration/Policies and Procedures/900 Series, Board Bylaws/Bylaw 906.

Gymnasium

The Physical Education Department insists that all students wear proper gym strip during class time. EACH YEAR STUDENTS ARE REMINDED NOT TO BRING VALUABLE ITEMS TO THE GYMNASIUM OR TO THE CHANGE ROOMS. THE SCHOOL IS NOT RESPONSIBLE FOR ANY LOST OR STOLEN ITEMS.

Students are not to use the Gym Facilities without the permission and supervision of approved staff.

Fees

Grad Fee - \$70.00

- used to defray graduation activities

General School Fee - \$40.00

- approved by the School Board
- used to support student activities

Yearbook - \$42.00

- optional

Course Levy - (optional)

- approved by the School Board
- used to supplement type of material used in the course
- levy is variable depending on the course

Technology

Electronic Devices

The use of any electronic devices during class time is subject to the teacher's instructions, and must not otherwise interfere with educational processes. The unauthorized use of any electronic device in relation to any form of assessment (e.g. assignment, quiz, test, or exam) will be treated as cheating according to school, district, and Ministry of Education policy. (See School District Guidelines page 27.) Student Acceptable Use of Technology Agreement

Every North Vancouver student has access to the School District's technological resources, including an individual user account and internet service. This access is provided via the Provincial Learning Network (PLN) - the Ministry of Education's secure, high-speed network, which serves B.C.'s public schools and colleges through a centrally managed intranet. PLN provides web-content filtering which is designed to reduce the risk of students accessing inappropriate or harmful sites.

This use of technology agreement describes a responsible digital citizen at school, at home as well as in personal life.

Respect and Protect Self

- I will show respect for myself through my actions, and will ensure that the information I post online will not put me at risk.
- I will select appropriate online names, and will consider how the information and images that I post could affect my present and my future.

- I will not publish personal details, contact information or a schedule of my activities.
- I will not post personal information about my life, experiences or relationships. I understand that once I share something online, there's no getting it back.
- I will not visit sites or download material that may be considered offensive or inappropriate. If I accidentally access a questionable site, I will leave it immediately and notify an adult of my mistake.
- If I am unsure whether a site is inappropriate, I will ask a parent or teacher for help.
- I will immediately report any attacks or inappropriate behaviour directed at me.
- I will protect my passwords, accounts and resources.

Respect and Protect Others

- I will show respect to others by not using electronic media to bully or harass other people.
- I will not make offensive comments or post images of others without their consent.
- I will not abuse my rights of access or enter other people's spaces or areas.
- I will protect others by reporting abuse, and by not forwarding inappropriate materials or communications.
- I will abide by the School Code of Conduct and District Policy 302: Student Conduct.

Respect and Protect Others' Property

- I will respect the property of the North Vancouver School District, the school, and others.

- I will protect intellectual property by fulfilling all legal requirements to purchase, license and register all software, music and other media.
- I will request permission to use resources, where necessary, and will suitably cite any and all uses of websites, books, media, etc.
- I will act with integrity and responsibility.

Personally-Owned Devices Usage Guidelines for Students

To enhance the education of its students, the North Vancouver School District provides students access to its Guest wireless network and the option of utilizing personally-owned devices. The purpose of these guidelines is to ensure that students and their parents recognize the limitations that the School District and the School imposes on the use of personally-owned devices when they are used at school in conjunction with the wireless network.

These guidelines are supplemental to the North Vancouver School District Policy 609: Communication Systems and Policy 302: Student Conduct, the School Code of Conduct and the Student Acceptable Use of Technology Agreement. These guidelines and policies apply to the use of all laptop computers and all other mobile internet devices.

General Usage Guidelines

1. The School District will not be held responsible in any capacity for physical damage, loss or theft of any personally-owned device.
2. Student use of personally-owned devices in the classroom will be at the discretion of the classroom teacher. Classroom teachers may prohibit, restrict or regulate use of personally-owned devices.
3. Student use of a personally-owned device must support the instructional activities currently occurring in the school environment.

4. Students should be aware that the use of mobile devices could cause distraction for others, especially in regards to audio. Therefore, audio must be muted unless otherwise directed by a school authority.
5. Student devices with camera and video capability must not be used to impinge upon the privacy of students and staff.
6. Before school, at lunch, and after school, students may use their personally-owned devices only for instructional purposes and only in adult-supervised areas.
7. By bringing personally owned devices to school, students and their families accept that school authorities may inspect the device and its contents to ensure compliance with school and District codes of conduct, policies and guidelines, including the Student Acceptable Use of Technology Agreement.
8. Students use the guest wireless network at their own risk. The School District will not be held responsible for any damage that may occur as a result of connecting to the Guest wireless network or any electrical power source.
9. The parents and/or guardians of any student bringing personal technology to school are responsible for and will be required to reimburse the School District for any damage that their child may cause through the use of Guest wireless network with his/her personally-owned device.

Usage Consequences

Failure to comply with these guidelines and policies may result in disciplinary action by the school which may include, but is not limited to, loss of access to the Guest Wireless and other school discipline.

Student Code of Conduct

Student Code of Conduct and Social Responsibility

Statement of Purpose

The Handsworth Code of Student Conduct and Social Responsibility is a product of collaboration among the staff, students, Parent Advisory Council and School Planning Council of Handsworth. We include this Code in the Student and Teacher Agenda as a reference guide, and as a public statement of the foundational principles of our safe, caring, and successful learning environment. This Code also appears on our website, and is actively taught to students, both in classrooms and in grade assemblies. It is reviewed annually, along with student conduct trends, to ensure its applicability to emerging situations, its relevance to ongoing research, its extension of Family of School elementary school codes, and its compatibility with other secondary school codes. All members of the Handsworth school community are expected to read, understand, and abide by this code. Handsworth Secondary School should be a kind, caring and orderly environment where students and staff experience freedom from harm and discrimination because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of the person or class of persons. Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment. Expectations for student behaviour and participation in active learning are based on requirements set out by the School Act of British Columbia, The B.C. Human Rights Code, the Board of School Trustees of North Vancouver School District, and the Handsworth School staff and

administration. The Code reflects the school's intention to preserve for all students and staff a safe, non-discriminatory, and welcoming atmosphere for purposeful learning and social interaction. It is also designed to establish and maintain appropriate balances among individual and collective rights, freedoms, and responsibilities.

Additionally, the Handsworth Code of Conduct provides guidelines for student behaviour while under the jurisdiction of the school: during the school day, while travelling to and from school, and during any school-sponsored activity or event. It also extends to student behaviour – off school property and outside of regular school hours – that may have a negative impact on the learning environment of the school, on the safety or learning of one or more students, or on the reputation of the school.

Each student is expected

1. Develop positive attitudes and behaviour by

- allowing others to work without distraction or undue noise.
- moving around hallways and grounds without causing harm to others.
- caring for school property and equipment.
- using language free from profanity.
- dressing in clean, appropriate clothing.
- ensuring that litter is placed in containers.

2. Participate to the best of his/her ability in school programs by

- working to achieve the objectives set forth for each class session.

- being neat and thorough in completing assignments.
- bringing appropriate equipment and materials to class.
- asking for assistance with school life. There is a wide variety of resources available to help students when needed, including student services, teachers' tutorial time, etc.
- upon return from an absence, immediately conferencing with teachers outside of class time to address missed work. Missed work must be completed and submitted as requested by the teacher.

3. Attend school on a regular basis as demonstrated by

- attending each class regularly and punctually.
- being absent only for significant reason.
- bringing a note or having a parent telephone the school for each absence or late arrival.
- realizing that absence without sufficient reason and/or tardiness will have consequences.

4. Respect the feelings of others by

- be courteous in word and action to others.
- not discriminating against others based on race, colour, ancestry, place of origin, religion, family status, physical or mental disability, gender, or sexual orientation.

5. Respect the property of others by

- not taking the property of others.
- not damaging or hiding the property of others.
- not defacing or damaging lockers, textbooks, or other school property.
- being environmentally responsible by disposing of garbage and recyclables in the appropriate receptacles.

6. Avoid conduct that interferes with others' health and safety by

- not using physical violence, verbal threats, bullying, intimidation or harassment in or around the school.
- not possessing weapons or imitation. weapons in or around the school.
- not causing false fire alarms.
- not possessing, using or selling fireworks.
- not using foul, offensive, or discriminatory language.

7. Respect, and, if desirable, participate in appropriate decision-making processes by

- understanding and contributing to the efforts of Students' Council, Grad Council, and other duly established school groups and clubs.
- communicating concerns to Students' Council grade representatives
- participating in surveys and other information-gathering measures enacted by the school system.

8. Use procedures of due process when necessary by

- discussing problems with relevant people, be they fellow students, teachers, parents, counsellors, or administrators.
- seeking adult support by reporting any form of intimidation, bullying, harassment, or discrimination to a staff member.

Undesired Behaviours

The following section outlines examples of misbehaviour that seriously undermines the safe and orderly functioning of the school. Students involved in these actions can expect serious consequences from the school (see Consequences for Misbehaviour).

Drugs and Alcohol

Students found using, possessing, or being with others involved with drugs or alcohol at school or at school-sponsored events, will be suspended and referred to appropriate support programs. Subsequent involvement in drugs or alcohol will require a Re-Entry Plan (explained in

the Consequences section) to return to school. Any student found supplying drugs or alcohol to others will be suspended, and/or referred to an outside agency or the police. Please note that if residual evidence or other indicators lead staff to suspect drug or alcohol use, students may still face disciplinary action. The Handsworth administration will rarely discriminate between direct and indirect exposure to prohibited substances. It is for this reason that students should not remain in the company of those using drugs or alcohol.

Violence, Swearing, Bullying, Intimidation, Harassment, and Discrimination

Incidents such as fighting, bullying, intimidation, verbal abuse, swearing, hazing, taunting, inappropriate physical touching, harassment, or discrimination of any kind will not be tolerated. Students involved directly or indirectly in any of these behaviours can expect strong disciplinary action from the school, including police involvement. Students who incite others to engage in inappropriate behaviours, or who seek retribution against those who have reported incidents, will also face discipline. When any of these actions are carried out through electronic communication (e.g. by phone or Internet), even outside of school hours and off school property, the school may still take action when the welfare and learning environment of Handsworth students are potentially compromised.

Weapons

Weapons of all kinds including any object used to simulate a weapon are expressly forbidden at school. Students involved with weapons will be suspended and may be referred to the police.

Defiance of Staff

Students are expected to adhere to the authority and direction of staff members. In serious cases, consequences for defiance to staff may include suspension or withdrawal from Handsworth.

Truancy and Chronic Absenteeism

Teachers will inform parents of unexcused absences. Students absent from classes without a valid reason will be subject to progressive disciplinary steps ranging from detention to suspension.

Smoking, Tobacco and Vapour Products

In accordance with Bill 10 (The Tobacco Control Act) and Board Policy 804, all schools are to be totally tobacco-free. These regulations apply to

- Students, parents, and school employees.
- School visitors, on-site workers, and guests.
- Anyone attending non-school activities in schools or on school grounds.
- Anyone in school vehicles
- Anyone in private vehicles parked on school property.
- All tobacco products such as cigarettes, vapourizers, e-cigarettes, chewing tobacco etc.

Students using, possessing, or being involved with tobacco or smoking products (listed above) will face school consequences and may have any tobacco/smoking/vapour products confiscated.

Theft, Damage to Property, and Vandalism

Students who damage or steal school property or the property of others, regardless of intent (e.g. prank), may be suspended and expected to pay for replacement or repairs. Deliberate vandalism of school property, including graffiti, may result in suspension. Anyone who accidentally damages something or witnesses damage around the school should inform the office or a staff member immediately.

Possession, Use, Sale, or Purchase of Any Type of Fireworks

The use, possession, sale, or purchase of any type of fireworks is expressly forbidden at or around schools due to the potential hazards they pose, and to the disruption they cause to the learning environment.

Causing a False Emergency Alarm

Emergency bells and procedures exist for student and staff safety.

Students found causing false emergencies of any kind can expect strong action from the school, including suspension and police involvement.

Disrespect for the Community

Be respectful of our neighbours in the community. Do not intrude onto private property, leave garbage, gather in large groups, or use offensive language.

Unauthorized Gatherings and Unsafe Activity on School Property

Students who gather on school property without permission may face disciplinary consequences ranging from a warning to suspension and police involvement. Additionally, anyone on school property at any time should refrain from unsafe activities in and on school structures (e.g. the school roof, fences, storage containers, stairwells, railings etc.).

Cheating and Plagiarism

Cheating is the use of unauthorized materials, items, or devices to gain an unfair advantage in schoolwork (especially tests), and includes copying another's work, and allowing one's work to be copied by another.

Plagiarism is a form of cheating that involves claiming another's ideas or writing as one's own without proper acknowledgement. The term applies equally to an entire assignment, or any part of it. Submitting assignments done by others, including assignments downloaded from the web without references will be seen as a form of dishonesty.

Consequences for Cheating and Plagiarism

Confirmed incidences of cheating and plagiarism will be recorded in the student's discipline file. Additional information on plagiarism is included under "Responsible Use of the Internet".

Possible consequences for first occurrence of cheating or plagiarism include

- receiving a zero for the assignment or test.
- being required to explain one's actions to a parent, and the parent contacting the teacher before the student returns to class.
- having all of one's teachers informed of the incident.
- being required to meet with the grade administrator.

Possible consequences for a second occurrence of cheating or plagiarism include

- a letter in the student's permanent file.
- a failing grade in the course.
- removal from the course.
- ineligibility for the honour roll.
- ineligibility for the Passport to Education.
- ineligibility to receive awards and scholarships.
- ineligibility to participate in grad events.
- ineligibility to enroll or re-enroll in a course.
- ineligibility to have a reference letter written by the administration.

Possible Consequences

The Handsworth staff and administration consider misbehaviour to fall on a continuum of seriousness: the less serious end is exemplified by occasional lateness to class; the more serious end by violence with a weapon. These two extremes imply a graduated range of behaviour that necessitates a corresponding range of responses. The school's responses

to misbehaviour will be rational, consistent, and fair. Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive. The administration will take into account factors such as the severity and frequency of the offence(s), as well as the age, maturity, and ability of the student in question. In most cases, as students mature, there is the expectation of increased responsibility and self-discipline; therefore, progressively increasing consequences for misbehaviour may apply. Considering these background factors, consequences may include, but may not be limited to, verbal warning, parental contact, written and/or in-person apology to victims, written learning packages, detention, in-school suspension, community service, out-of-school suspension, or referral to an alternate educational program as determined by the board. Contraventions of the Criminal Code (such as involvement with drugs and alcohol, violence, threats of violence, possession of a weapon or replica, vandalism, theft, causing a false emergency alarm etc.) will involve suspension, and, if applicable, a Re-Entry Plan (explained below). In addition, these cases usually require the involvement of the police.

Suspension and the Re-Entry Plan

In the case of a suspension from school, a student's continuance at Handsworth is contingent upon the successful completion and commitment to the school Re-Entry Plan. The purpose of the Re-Entry Plan is to provide meaningful consequences in an educationally purposeful way that will impress upon the student the importance of taking responsibility, and being accountable for his or her actions. It is hoped that an outcome of the successful completion and commitment to the Re-Entry Plan will be personal growth as a function of learning from one's mistakes. Details of Re-Entry Plans are determined on a case-by-case-basis and will be communicated clearly to the students and parents involved.

NOTIFICATION

Depending on the seriousness of a particular breach of the Code of Conduct and Social Responsibility, school administrators may have the responsibility of informing other parties. For example:

- Parents of the offender.
- Parents of the victim(s).
- School staff.
- School district officials, as required by district policy.
- Police and/or other agencies, as required, or allowed, by law.
- All parents.



Assessment

Assessment

Assessment is integrally linked to instruction and learning. Beginning with the end in mind (Backward Design -Wiggins & McTighe, 2005), teachers determine what to teach and how to teach. By identifying first what students need to know, understand, and do, teachers then determine how it can be assessed. Assessment is used to inform teachers, students, and parents of progress toward the determined learning goals (Formative assessments: Assessment FOR and AS learning) as well as to evaluate achievement (Summative Assessment: Assessment OF learning) (Earl, 2003). Deliberate alignment of formative and summative assessment can generate a cohesive, focused pathway of teaching and learning along a continuum of increased understanding (Vygotsky's Zone of Proximal Development) toward specified learning goals.

The Handsworth and the North Vancouver School District is committed to supporting student learning through quality assessment practices.

Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment must be transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and parents as they work together in improving learning, building skills, and acquiring knowledge.

Student assessment and evaluation in North Vancouver School District and at Handsworth:

- is communicated clearly to students and parents
- is ongoing, research-based, varied in nature, and administered over a period of time to allow students to demonstrate their full range of learning
- provides ongoing descriptive feedback that is clear, meaningful, and timely
- informs best teaching practice in order to adjust instruction to meet student learning needs
- uses clearly identified curriculum outcomes and criteria
- engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and
- respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways.

10 Principles of Assessment

Principle 1 - Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.

Principle 2 - Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

Principle 3 -Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.

Principle 4 -Formative assessment (as learning) involves students in setting personal goals for learning and monitoring their progress through self and peer assessment practices.

Principle 5 - Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.

Principle 6 - Summative assessments must be based on clear criteria (aligned to core competencies and learning standards) and include a variety of opportunities for students to demonstrate their learning.

Principle 7 - Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles.

Principle 8 - Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning not behaviour and attitude.

Principle 9 - Communicating student learning must be clear, transparent, and ongoing, with a focus on Performance Standards-based language and meaningful descriptions, collections, and demonstrations of student learning.

Principle 10 - Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language.

For additional details and information, please refer to the North Vancouver School District Assessment Policy, the British Columbia Ministry of Education Classroom Assessment and Reporting website and related Ministerial Orders and Policy documents, and the professional resources listed in the References

Reporting

In 2016, the British Columbia Ministry of Education issued an Interim Reporting Order designed to support the new K-9 curriculum. The order outlines changes to the assessment process as well as changes to how schools communicate student learning. Last year, students in K-7 received a new elementary report card in accordance with the order. This year the changes to reporting will be implemented in Grades 8 and 9. The new secondary report card will enable teachers to elaborate on student learning in relation to the new curriculum. While the overall look and feel of the report card remains the same, there are a few changes that allow for more comprehensive communication with parents.

Grade 8 and 9 report cards:

What remains the same?

- Comments on the report cards remain the same. Comments will consist of what the student knows (content), can do (curricular competencies), and understands (transfer of big ideas and concepts).
- Three report cards will be issued throughout the school year, with the final report on student learning in June.
- Report cards will not be printed. As with last year, report cards will be published to the MyEd BC Parent Portal. Further information will be provided to parents from their home school regarding account creation on MyEd BC.

What is new?

- Letter grades will be used to indicate the student's level of performance in relation to the curricular standards.
- The report card will have a new format which provides additional space for curricular comments.

- No work habits. In lieu of work habits, in May, with the help of their teachers, students will reflect on their development of the core competencies (communication, thinking, and personal and social responsibility).
- There will be an assessment of Career Education each reporting period
- For more information about Communicating Student Learning in the North Vancouver School District please visit our website:
<http://www.sd44.ca/District/Communicating/Pages/default.aspx>.

In 2015 Handsworth began introducing the BC Performance standards for assessment. With the introduction of the new curriculum, this assessment practice has expanded to more classes for the 2018-2019 school year. This year the following classes will be reporting student learning using performance standards for assessment instead of letter grades:

- Visual Arts 8
- Drama 8
- Science 8
- LAC 8
- All Applied Skills 8 classes (Woodworking 8, Drafting 8, Career Education 8, Community Leadership 8, Textiles 8, Digital Literacy 8)
- Dance 9
- Drama 9
- Science 9
- Visual Arts 9
- All ELL beginner and seminar classes
- LAC 9

Performance standards describe levels of achievement in key areas of learning.

Performance standards answer the questions: "How good is good enough? What does it look like when a student's work has met the expectations at this grade level?"

Four Levels of Student Performance

The BC Performance Standards describe and illustrate the following four levels of student performance in terms of prescribed learning outcomes relevant to the key areas of the course.

NOT YET MEETING EXPECTATIONS (NYM)

- the work does not meet grade-level expectations
- there is little evidence of progress toward the relevant prescribed learning outcomes
- the situation needs intervention

APPROACHING EXPECTATIONS (AE)

- the work may be inconsistent, but meets grade-level expectations at a minimal level
- there is evidence of progress toward relevant prescribed learning outcomes
- the student needs support in some areas

MEETING EXPECTATIONS (ME)

- the work meets grade-level expectations
- there is evidence that relevant prescribed learning outcomes have been accomplished

EXCEEDING EXPECTATIONS (EE)

- the work exceeds grade-level expectations in significant ways
- the student may benefit from extra challenge

Extra Curricular Activities

Extra Curricular Activities

Clubs

Handsworth offers a wide range of student led clubs. Most student-led clubs meeting occur during lunch time or after school. Participation in school clubs are an excellent way to meet new peers and get involved in the large Handsworth community. Every September Student Council hosts a club information fair in the main gallery for students to learn more about the exciting club opportunities at Handsworth. Any student can also start a new club with the approval of Student Council and school administration.

Student Council	Ambassador for Change	Answer Club
District Student Leadership Council	Duke of Edinburgh	Economic Club
Environment Club	First Responders	Harry Potter Club
Health Science Club	Improv Club	K-Pop Dance Club
Math Club	Model UN Club	Music Outreach Society Club
Rainbow Alliance	Robotics Club	E-Sports
Slam Poetry	Swim Club	Tech Crew
U Club	Yearbook Club	Chess



Athletics

Handsworth offers a comprehensive Athletic program. Involvement in sports complements a student's overall school program. Students selected to a team are responsible for all costs associated with participating in that sport. The athletic program can offer an enriching experience to your child's high school experience.

Fall Season	Winter Season	Spring Season
Girls Volleyball	Girls Basketball	Track & Field
Cross Country Running	Boys Basketball	Mountain Biking
Grade 8 Boys Rugby	Wrestling	Girls Soccer
Junior Football	Gymnastics	Grade 8 Football
Senior Football	Ski and Snow Boarding	Girls Rugby
Junior Boys Soccer		Junior Boys Rugby
Senior Boys Soccer		Senior Boys Rugby
Junior Girls Field Hockey		Badminton
Senior Girls Hockey		Golf
Swimming		Ultimate
		Tennis



Graduation Requirement

There are currently two paths to graduation:

Grade 12 students will need to complete:

In total, eighty credits in Grades 10-12 (equivalent to 20 four-credit courses) are required for graduation. The following courses are mandatory:

Language Arts 10*	4 credits
Language Arts 11	4 credits
Language Arts 12*	4 credits
Social Studies 10	4 credits
Social Studies 11*, or B.C. First Nations Studies 12*	4 credits
Science 10*	4 credits
Science 11 or 12	4 credits
Mathematics 10*	4 credits
Mathematics 11 or 12	4 credits
Physical Education 10	4 credits
Fine Arts or Applied Skills 10, 11 or 12	4 credits
Planning 10	4 credits
Graduation Transition Requirement	4 credits
Elective Courses	28 credits
Grand Total:	80 Credits

Minimum of 16 credits at the Grade 12 level including Language Arts 12. All ministry-authorized and board/authority-approved courses count.



To graduate, you need at least 48 credits from Required Courses - subjects such as Language Arts, Social Studies and Science.

As well, you need 28 credits from Elective Courses, a four-credit Graduation Transition Requirement and five Graduation Program exams. A minimum of 16 credits at the Grade 12 level are required, including Language Arts 12 (all ministry-authorized and board/authority-approved courses count).

- Don't forget that post-secondary institutions often require you to complete specific courses to get into certain programs. Careful planning in Grades 10, 11 and 12 will ensure you have all the courses and credits you need.

Grade 8-11 students will need to complete:

To graduate, you will require 80 credits total – with a minimum of 16 at the grade 12 level, and 28 elective course credits. 52 credits are required from the following:

Language Arts 10*	4 credits
Language Arts 11	4 credits
Language Arts 12*	4 credits
Social Studies 10	4 credits
A Social Studies 11 or 12	4 credits
Science 10*	4 credits
Science 11 or 12	4 credits
Mathematics 10*	4 credits
Mathematics 11 or 12	4 credits
Physical Education 10	4 credits
Fine Arts or Applied Skills 10, 11 or 12	4 credits
Career Life Education 10	4 credits
Graduation Transition Requirement	4 credits

Elective Courses	28 credits
Grand Total:	80 Credits

Provincial assessments in the graduation years (10-12)

Students will write two provincial assessments during their Graduation years (10-12): one in literacy and one in numeracy. Provincial assessments will continue to be rigorous.

Literacy and numeracy are core skills that cut across every subject – the keys to success in university, college, and careers. We are still measuring success and standards remain high. We will make sure students can show what they have learned - and apply it.

Section 8

Learning Services

Learning Assistance Centre

The Learning Centre at Handsworth Secondary School is reserved for students with ministry designated learning disabilities. However, throughout the year, students with significant academic struggles may be referred to the Learning Centre by their grade counsellors at the monthly School Based Resource Team meeting. In the Learning Centre students are asked to bring work from their current academic subjects and are given support for their learning as well as strategies and skills to develop as learner.

Counselling

A counselling service is available for students attending Handsworth. The Counsellors assist students with academic planning, decision making, and exploring interests, abilities and goals. They are also available to discuss personal concerns.

Choices

The Choices program supports Handsworth students with social/emotional and/or behavioural circumstances that may act as a barrier to school success.

Students work with grade counsellors and the Choices team to recognize learning barriers, understand the genesis of the barriers, and strategize on possible solutions.

Students can be identified as Choices candidates initially by a subject area teacher, grade counsellor or administrator. Teachers can identify students in need of support by observing a decline in their class attendance,

performance, or a change in their behaviour. Observations are referred to Grade counsellors, who check in with the student and other teachers to get a broader portrait of a students' possible challenges. Many factors affect school success both in and out of the classroom, and the principle mission of Choices is to accommodate unique individual circumstances that occur from time to time- with a more flexible, temporary and empathetic approach to school programming. The Choices program is in its fifth year, and continues to grow. As part of our growth we have moved to room 137.

Section 9

North Vancouver School District Enhanced Programs

Please see the Secondary School Enhanced Program Opportunities Booklet for 2018-2019 available on our NVSD web page:

<http://www.sd44.ca/ProgramsServices/EnhancedPrograms/Pages/default.aspx>

ALTERNATE CREDIT OPPORTUNITIES

External Course

Students can receive graduation credit for successfully completing certain external courses which have been approved by the Ministry of Education, Skills and Training. External courses have been approved in the following areas:

- Music
- Dance, Speech and Effective Communications (through Trinity College: London)
- Post Secondary Courses
- Languages
- Sports: Athlete, Coach, Officials
- Youth Development Programs: Air, Army and Sea Cadets, 4-H Program, Guides, Scouts
- Industrial and Occupational Programs: Tourism, Wood Products, First Aid, Lifesaving, Computer
- Certification, ICBC Driver Education, Private Pilot's License
- Check Ministry website for detailed information

www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm



North Vancouver School District Academies

Our highly specialized academies enhance the curriculum for students by providing learning environments that concentrate on a focal skill set.

Students work towards graduation while accelerating their knowledge and development in an area of interest that can form a foundation for future lifestyles and careers.

Artists for Kids Studio Art Academy

Located at Carson Graham Secondary, Grades 10-12

Develops students as artists and prepares them for post-secondary studies through studio, classroom, and off-site teaching, multi-media portfolio development, and opportunities to learn from visiting artists.

Basketball Academy

Located at Handsworth Secondary , Mountainside Secondary and Seycove Secondary , Grades 8-12

In partnership with Basketball BC, the academy, offers exceptional coaches who develop student skills both on and off the court. Students improve their basketball skills, enhance overall fitness, and become leaders and strong team members.

Dance Academy

Located at Windsor Secondary, Grades 8-12

In partnership with Seymour Dance, the academy offers students the ability to pursue their commitment to dance while remaining connected to their local high school and fulfilling academic requirements towards graduation.

Digital Media Academy

Located at Argyle Secondary, Grades 11-12

An enriched, two-year Grade 11 and 12 program providing access to a broad and useful range of skills and knowledge in digital arts, project management, and problem-solving.

Field Hockey Academy

Located at Sutherland Secondary, Grades 8-12

In partnership with Field Hockey BC, the academy provides students the opportunity to hone their field hockey skills, enhance overall fitness and learn valuable leadership skills.

Hockey Skills Academy

Located at Windsor Secondary, Grades 8-12

In partnership with N/C Hockey Group, the academy offers an opportunity for students to improve their hockey skills and knowledge through additional training, both on and off the ice, while balancing their secondary studies.

Outdoor Education Academy

Located at Sutherland Secondary, Grade 10

With the support of Outward Bound Canada, the academy gets students out of the classroom and into nature by providing hands-on experiences that offer interdisciplinary learning in science, math, humanities, language, and physical and health education. Students learn curricular components in ways that are connected to real-life outdoor experiences, while also focusing on sustainability and personal leadership development.

Young Entrepreneur Leadership Launchpad

The Young Entrepreneurship and Leadership Launchpad (YELL) provides students with the keys to success in business; wide scope of business in a real-world setting.

Students earn course credits toward graduation while working with teachers and business and community leaders to design a student-led business. The course connects students with some of the top entrepreneurial talent in the lower mainland and students will compete in a Venture Challenge in the spring.

YELL will be hosted at Handsworth Secondary School, Sutherland Secondary School and Windsor Secondary School, for students with an interest in business or who have an entrepreneurial spirit. The course will run outside of the regular timetable on Monday evenings for 2 1/2 hours. The course is split into three semesters; Business Accelerator, Idea Incubator and a Venture Challenge. In January, students will break into mentorship groups, working towards the “Venture Presentation Night,” where they will share their business ideas.

This course brings together the school, the community and our primary business partners: Rattan Bagga, CEO of Jiva Orangics; Amit Sandhu, CEO of Ampri Group; and Punit Dhillon, co-founder, President and CEO of OncoSec Medical. This is an opportunity to participate in a diverse program offered by the district and our partners.

Soccer Academy

Located at Windsor Secondary, Grades 8-12

In partnership with the North Shore Girls' Soccer Club, the academy is an opportunity for students to improve their soccer skills and earn PE credit while balancing their secondary studies. The program includes weight training, cross-sport training, and fitness testing, as well as other Physical Education activities.

Volleyball Academy

Located at Sutherland Secondary School and Mountainside Secondary School, Grades 8-12

In partnership with Volleyball Canada, this unique program hones volleyball skills at both the elite and recreational levels.

Questions?

For more information about North Vancouver School District Academies, please contact:

Deb Waanner

District Principal

E-mail academies@sd44.ca

Challenge Process

Course challenge allows students an opportunity to receive credit without taking a course, providing the learning outcomes have been successfully demonstrated and assessed. The process of challenge is rigorous, intended for students who have exceptional ability in a specific area of study or for those who have had exceptional opportunities for learning.

Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken. Students challenging provincially examinable courses, must first successfully challenge the school-based component prior to writing the provincial examinations. Students should check university websites as some universities may not accept a challenge course for admission purposes except as a language 11. <http://www2.gov.bc.ca> then search equivalency

Section 10

Advance Placement

The Advanced Placement Courses provide the students an avenue to enrich and demonstrate their educational expertise to the 1st year University level. In May of each year, Advanced Placement, in conjunction with the College Board and Educational Testing Services, offer a set of internationally recognized exams. Students who are successful on AP examinations receive credit at most Universities and Colleges in the United States and the some in Canada. Colleges and universities set their own policies for granting credit and/or placement for AP scores. Students should contact colleges of interest directly to learn more about specific AP credit policies and requirements. For more information on the AP Program, visit their website at: www.apcentral.collegeboard.com.

Handsworth offers, subject to sufficient enrolment, several Advanced Placement courses to students in the senior grades including:

- AP Computer Science 12 (4 credits)
- AP Calculus 12 (4 credits)
- AP Chemistry 12 (4 credits)
- AP Physics 1 (4 credits)
- AP Physics 2 (4 credits)
- AP French 12 (4 credits)
- AP Microeconomics 12 (4 credits)
- AP Studio Art (Drawing) 12 (4 credits)
- AP 2-D Design Portfolio 12 (4 credits)
- AP 3-D Design Portfolio 12 (4 credits)

Students registering for AP courses are encouraged to consult with their current subject teacher, AP teachers, and their counsellor for course selection guidance.

Section 11

North Vancouver Distributed Learning

Visit the online website:

<http://www.sd44.ca/school/distributed/Pages/default.aspx>

Principal's Message

Hello and Welcome to the North Vancouver Distributed Learning School!

At the North Vancouver Distributed Learning School, we offer a variety of online courses at the Grade 8, 9, 10, 11 and 12 levels, both academic and elective, that lead toward a BC Dogwood Graduation Diploma or an Adult Dogwood Graduation Diploma.

We are proud of our ability to provide students with a flexible, personalized pathway to complete secondary school. Our anytime, anywhere, continuous entry approach allows students to combine online courses in conjunction with their face-to-face program at a mainstream school. This flexibility allows students to take additional courses, adjust their schedules to meet the demands of elite athletic programs or part time work schedules. We also support both youth and adults who have not yet graduated, need to upgrade, or require additional courses for post secondary entrance.

We offer a "blended" approach to online learning by providing students with access to our DL Centres. Our main DL Centre is located at Mountainside Secondary School, 3365 Mahon Avenue in North Vancouver. We also have satellite DL Centres located at each of our 6 mainstream secondary schools. These Centres are open daily and after school to allow students to access face-to-face teacher support, attend tutorials, and write unit tests and exams.



At NVDLS, our amazing staff are committed to making a student's online learning experience successful. Please feel free to contact myself or any of our teachers if you require further information.

Maureen Stanger

Principal, North Vancouver Distributed Learning School

mstanger@sd44.ca

604.903.3341

What are online courses?

Online courses in North Vancouver are regular high school graduation courses that allow students a different method of completing the course. Students must have access to a computer and internet. This allows students to work from any location they choose, at the pace they choose and at the time of day they choose.

It is important to remember that while there is a great deal of independence expected of students there is always a teacher available to assist the student. The teacher's role is different too, in that they do not (usually) meet students in a classroom.

Teachers provide:

- a structure to the course
- learning opportunities
- direction as students proceed through the course
- assistance (via email, chat, online tools, face to face)
- assessment (assignments, quizzes, tests . . .)

What makes for a successful online student?

Before deciding whether online learning will fit your educational needs and personal circumstances, students and parents need to be aware of:

- who is likely to succeed with distance learning
- whether you have some of the characteristics to be a successful online student
- the expectations of the parent or guardian as facilitator in their child's education
- This type of learning environment isn't for all students

Successful online students are:

- self-motivated
- independent learners
- computer literate
- good time managers and know how to organize their time and tasks
- learners who have effective written communication skills (much of the communication with a teacher will be via email)
- personally committed to this type of learning environment
- learners who have support of a responsible adult to work with them and supervise their progress.

Parents need to:

- help their child with the necessary technology
- assist in setting up a daily routine and organization of assignments
- monitor progress
- encourage students to ask questions when they are having difficulty

Section 12

Innovation Wednesday

Innovation Wednesday is an initiative that has come from staff, supported by the Parent Advisory Council, the Superintendent's office, and inspired by the new British Columbia school curriculum.

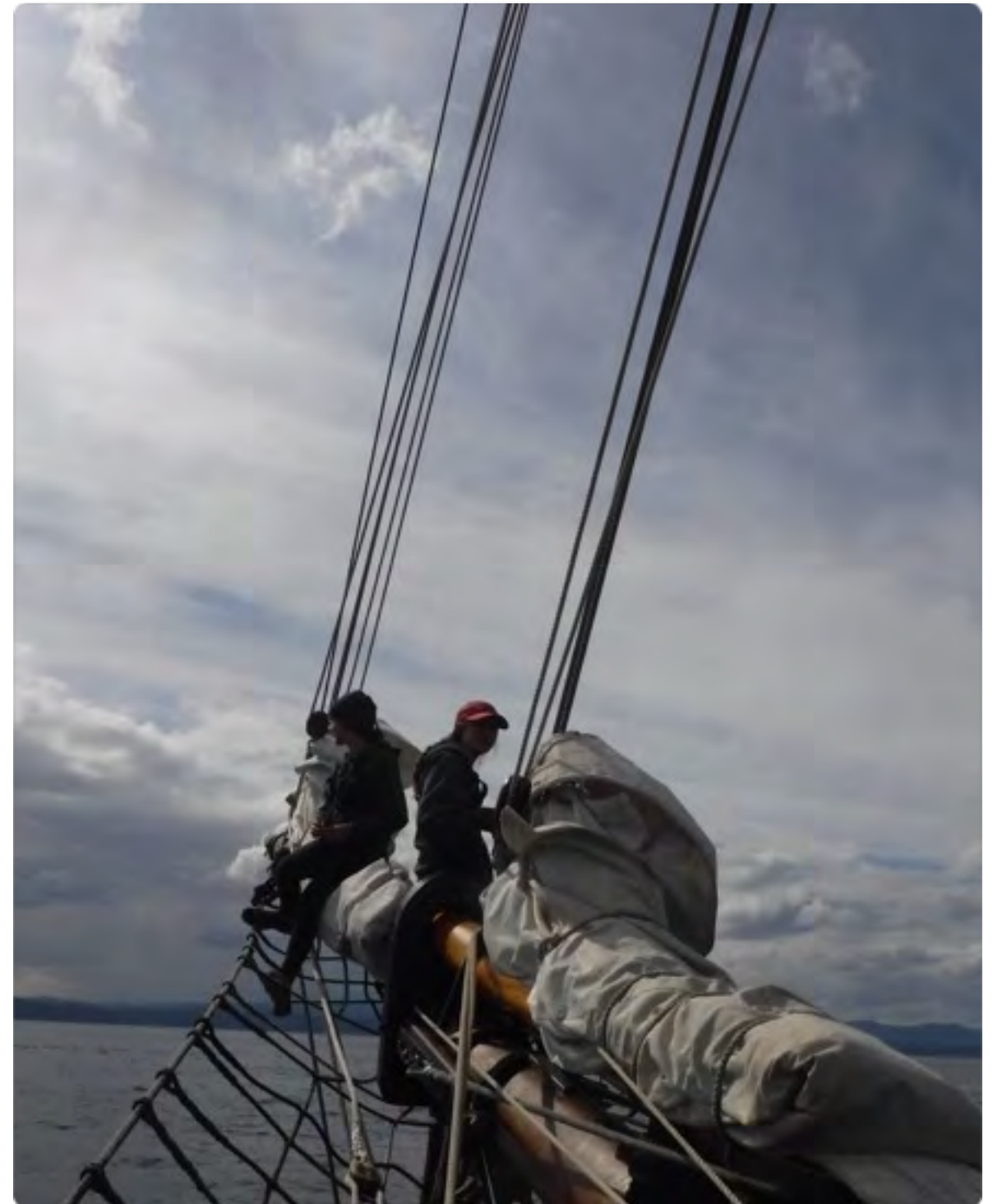
We worked with staff last year on the design process and the importance of Staff working as designers; particularly with new curriculum beginning this year. Following the five phases of design thinking, staff and students have now developed a prototype for Innovative Wednesdays. We will also be following up with feedback from students, parents and staff by December on how our prototype is working.

Students have a choice of options they will need to engage in every Wednesday during Innovation time. These choices are attached to this email. In the future, they will be posted on the Handsworth website. Please have your son or daughter review the options listed and be prepared with their choice, and bring their choice to their homeroom which begins the first Innovation Wednesday block on October 5th

Sessions are offered on a first come, first served basis so students should have alternate choices.

Students will also need their agenda books as they will record which session they attend in the calendar page of their agenda book. Teachers at each session will also confirm student attendance via student agenda books.

We are excited to explore how we can best meet the big ideas associated with the new curriculum, both in formal classes and our Innovation Wednesday time.



Course Selection



ORANGE SHIRT DAY

Handsworth students and staff join the hundreds of thousands of other Canadian in wearing orange in honouring the children who survived the Indian Residential Schools and remembering those that didn't.

If you are unfamiliar with the story or origins of Orange Shirt Day, here is the story behind orange shirt day..

"I went to the Mission for one year. I had just turned 6 years old. We never had very much money, and there was no welfare, but somehow my granny managed to buy me a new outfit to go to the Mission School in. I remember going to Robinson's store and picking out a shiny orange shirt. It had eyelets and lace, and I felt so pretty in that shirt and excited to be going to school! Of course, when I got to the Mission, they stripped me, and took away my clothes, including the orange shirt. I never saw it again, except on other kids. I didn't understand why they wouldn't give it back to me, it was mine! Since then the colour orange has always reminded me of that and how my feelings didn't matter, how no one cared and how I felt like I was worth nothing. I finally get it, that the feeling of worthlessness and insignificance, ingrained in me from my first day at the mission, affected the way I lived my life for many years...I want my orange shirt back!"

The course offerings in the high school years are designed to develop a sound foundation in the core subject areas and at the same time, provide opportunities to explore other areas of interest. When selecting electives in Grades 8, 9, and 10, parents and students are encouraged to consider courses in a variety of subject areas. Although the Senior Secondary School years provide the opportunity of greater specialization, parents and students should be guided by the belief that a broad liberal education provides better preparation for further education and the future.

Considerable time and effort go into the development of the school schedule; it is important to understand that the schedule is based upon student course selections. It is important that parents and students give careful thought to the process of course selection.

To the best of our knowledge these courses are the course offerings for the 2018/2019 school year. These offerings are subject to changes based on funding, staffing, student demand, expertise of staff and school district and Ministry guidelines.

Once selections have been made, it is expected students will abide by their choices. Final course offerings are dependent on staffing and student demand.

STUDENT COURSE LOADS

We strongly encourage students to take 8 courses in every grade throughout their high school career.

- Student **MUST** take a minimum of 8 courses. Some students in grades 8, 9 and 10 may take more than 8 courses. E.g. Music and Distributed Learning.
- Students in Grade 11 & 12 may apply for a study block.

- Students in Grade 12 must take a minimum of 7 courses plus Planning 12.

We encourage Grade 11 and Grade 12 students to take value added courses such as mainstream electives to fill out their course load to eight.

Conversely, there are course options that provide a more flexible approach, allowing students to retain a study block or take an extra elective within the timetable. These courses are: Work Experience, Peer Tutoring, Jazz Band, Choir or Distributed Learning courses.

The Course Selection Booklet contains many opportunities for students in all grades to expand their horizons. We encourage students to seek out and to explore the elective options available to them.

PLAN YOUR COURSE OF STUDY CAREFULLY!



Chapter 3

Grade 8

PROGRAM SPOTLIGHT: FOOTBALL

The Handsworth Football Program enjoyed another successful season. We are excited to have over 70 players participating this past fall. The Jr. team finished in first place and won their first round playoff game. The senior team were Co-Pacific conference Champions and also made the play offs. We would like to thank all of the parents for their ongoing support of the program. We would also like to thank all those that volunteer at with our lunch program. The grade 8 football season will begin after Spring Break.



To the future of Handsworth,

Welcome to the beginning of your independence.

Handsworth is the place you want to be to succeed; this school is a special place. We strive for the absolute best in athletics, arts, theatre, music and of course academics.

Change will be a relevant theme in the coming years due to the construction of our new school. Hopefully once you're all in my position, you will be standing in the new Handsworth Secondary School.

Handsworth has been my home for the past 5 years and the students, staff and parents in this community make this place great. My best advice for the future generation of Royals is to be who you are. If you love football, play for the Royals with pride. If you love music, play your instrument with passion. If you love theatre, perform with all your heart. Be who you truly are and success will come.

I am forever thankful for what this community has done for me and know that the future of our community is in safe hands. Royal forever.

Darian Hooshi

Student Council President 2017-2018





Grade 8 Course Information

Handsworth Secondary is a offers an English Language and French Immersion program. Student course selections are determined by which program students participant in.

All Grade 8’s in the English Program and the French Immersion are required to take these courses:

Grade 8 English Program	Grade 8 French Immersion Program
Humanities 8: English	English 8
Humanities 8: Social Studies	Sciences Humaines 8
French 8	Français Langue 8
Science 8	Sciences Naturelles 8
Mathematics 8	Mathematics 8
Physical Education 8	Education Physique & Santé En Plein Air 8
Applied Design Skills and Technology	Applied Design Skills and Technology
And one of the following electives	And one of the following electives
Fine Arts 8 (Drama/Art)	Fine Arts 8 (Drama/Art)
Concert Band 8	Concert Band 8
Strings 8	Strings 8
Choir 8 (can be taken as a 9th course)	Choir 8 (can be taken as a 9th course)

Grade 8

Required Courses

Humanities 8

Humanities 8 is an integrated approach to English 8 and Social Studies 8. This course emphasizes acquisition of language arts skills while studying the history, geography, and culture from ancient Greece to the Reformation. The complete English and Social Studies curricula are covered.

English 8

In English 8 students will participate in a wide range of reading, writing, listening, speaking, and viewing activities. While learning to access information, apply appropriate strategies and think critically and creatively about a wide variety of informational, story and poetry texts, students will explore the purpose of language and the texts' connection to the larger global community. In addition, a formal writing process is used to enhance students' abilities to write paragraphs in narrative, descriptive, expository and persuasive modes.

French 8

French 8 is an exciting introductory course for Core French students. It focuses on the exploration of basic French, Francophone culture, and communication skills development. Students will have access to many different resources including the Discovering French Nouveau Bleu textbook, online resources, and other texts.

Sciences Humaines 8

This course focuses on how ideas and stories of different societies have shaped cultures and landscapes throughout the world. Projects aiming to





link the past with the present will allow students to identify historical patterns in their everyday world. Additionally, some assignments encourage students to question their own values as they make ethical judgments on past actions and events. We will be doing units based in Western Europe, the Middle East, Asia and the Americas between 600 and 1750. The curriculum is developed around big ideas about power, new perspectives, and change. Strong emphasis is placed in the first half of the year on improving reading comprehension, enriching one's vocabulary, and on developing strong organizational habits and effective study skills. This course is sometimes complemented by a field trip to UBC.

Français Langue 8

Français Langue 8 is taught entirely in French as part of the Immersion Program. Through a variety of communicative strategies and resources, the students develop all four language skills: writing, speaking, reading and listening. The writing aspect includes narrative and informative paragraphs. Emphasis is on spelling and vocabulary enrichment. The literature component is taught partly in relation to the Social Studies curriculum and explores various cultural backgrounds through the study of a novel, short stories, fables and associated terminology. The student will also gain confidence by participating in meaningful interactive activities, such as role plays, in class discussions, and Concours d'Art Oratoire.

Learning Assistance 8

This course supports student organizational skills, study skills, test-taking, assignment completion, and communication with teachers. Learning Assistance supports students with Ministry designated learning difficulties. Throughout the year, students with significant academic struggles may be referred to the Learning Centre by their grade counsellor at the monthly School Based resource Team meeting. Students bring work from their current academic subjects and are given support for their learning, as well as strategies and skills to develop as a learner.



Science 8

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn lab safety and proper equipment use. Observation and analysis are skills developed in this lab oriented course. Topics covered include processes of science, cells and systems, optics, kinetic molecular theory, atomic theory, and plate tectonics.

Sciences Naturelles 8

Sciences Naturelles 8 is part of the Immersion program. The course is taught entirely in French and includes the use of a French language textbook. The students will develop the same skills and cover the same curriculum as in the English program.

Mathematics 8

Mathematics 8 consolidates the skills and concepts introduced at the intermediate level. Topics include problem solving, number concepts, number operations, patterns, variables and equations, measurement, 3-D objects and 2-D shapes, transformations, data analysis, chance and probability. A scientific calculator is recommended but not necessary as there is an emphasis placed on developing arithmetic skills.

Physical and Health Education 8

Physical and Health Education 8 is designed to develop the student's holistic understanding of health and well-being. Students will develop knowledge, skills and the mindset to remain physically active over their lifetimes. As well, there is an added focus on the non-physical aspects – social and mental well-being, individuality, and health.

\$10.00 for supplementary materials

Sciences et aventures en plein air 8

The Sciences et aventures en plein air is an outdoor education program that strives to develop student skills, intellect and personal growth through relevant environmental and experiential learning. The goal of the program is to provide opportunities to better understand our natural world and have an appreciation for various outdoor pursuits. Through the combination of Sciences and Éducation physique et santé en plein air, students will be challenged to question and seek answers to grow our collective scientific knowledge while developing the abilities to become safe, active, educated and healthy citizens throughout their lives. Students will participate in several field trips, community service and an overnight backcountry camping trip. All grade 8 French Immersion students are welcome to apply to the program. A \$300 program fee will be applied to enrolled students.

Education Physique & Santé En Plein Air 8

The Grade 8 Physical Education classes are grouped in a co-ed setting to give students some choice in their activities. The units include activities which further reinforce the development of movement education, active living, and personal and social responsibility of Physical Education 8. Activities may include basketball, dance, field hockey, tennis, minor games, outdoor games, softball and volleyball. There will be an emphasis given to

outdoor activities and education as much as possible. Fitness is an integral part of all activities. This course will be taught entirely in French.
\$10.00 for supplementary materials

Applied Design, Skills and Technology Rotation

Applied Design, Skills and Technology Rotation includes three courses that run for approximately 3 months. These courses include:

Coding

Applied Technology

Home Economics

Students are provided an opportunity to engage in each of these practical areas of study.

Course Fee of \$20

Elective Course Options

Fine Arts 8

This elective is a semester program that includes half a year of Art and half a year of Drama.

In Art, students develop their creative skills through drawing, color, and design projects. Many materials are provided such as quality drawing papers and pencils, graphic pens, tempera paints, and prismacolor pencils. Students are guided to see the world from an artistic point of view and enhance their perception. They will draw from observation and are encouraged to create original designs and to use their imagination. Students are also exposed to the many career paths in today's art world.

\$10.00 is charged for supplementary art materials.

In Drama, students will participate in dance, drama games, scene work and improvisation. In a supportive and respectful environment, students



perform a wide variety of characters in front of their peers, so as to build their public speaking skills.

Junior Blue Concert Band 8

The Junior Blue Concert Band is designed for Grade 8 students who have previously experienced band or music with any instrument (such as piano, classical guitar, strings, etc.), but beginners to the Band Program are welcome. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. Extra-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided by the teacher at the beginning of the course.

\$40.00 for supplementary materials

Junior Gold Concert Band 8/9

The Junior Gold Concert Band is designed for the advanced Grade 8 Band musicians and Grade 9 Band musicians who are not in the Intermediate Concert Band. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided by the teacher at the beginning of the course.

\$40.00 for supplementary materials

Strings 8

Grade 8 students have the opportunity to be part of the renowned String Orchestra at Handsworth. They continue to develop their performing skills, and work together in cooperation as a group that includes the opportunity to audition for the more advanced level Concerti Strings. Instruments include the violin, viola, cello and string bass. Classical guitarists and harpists with music reading ability are welcome to join. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Students will be involved in continued improvement of their string instrument skills. Developing mastery of music theory and history at an appropriate grade level is an important component leading to success in music making.

Junior Blue Jazz Band 8

Junior Blue Jazz Band offers Grade 8 students the opportunity to learn jazz. It is for students who have never played in a jazz band before. A jazz band is a team made up of a horn section, (saxes, trumpets, and trombones), and a rhythm section, (guitar, piano, bass, vibraphone and drums). The alto, tenor, and baritone saxophone players at Handsworth are typically students who play flute, clarinet, or bass clarinet as their first instrument. Sax players in jazz band will need to be able to "double" on flute or clarinet as they progress to the higher level ensembles. French horn players usually play trumpet in the jazz band. Baritone horn players play trombone and tuba players play bass trombone. The rhythm section instruments can be played by any one with guitar, piano, bass, percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (or Strings) each year. In September, students will audition to participate in this 9th course. The Blue Jazz Band program includes participation in a music festival as well as a music tour.

\$40.00 for supplementary materials

Choir 8





This choir course encompasses a wide range of repertoire including pop, contemporary, African, and Spiritual music. Students will: sing harmonies, perform solos, develop their vocal techniques, learn music theory, and learn how to read music. Students will take part in live performances including choral festivals and evening concerts. This course will be scheduled outside the timetable as a 9th course. A uniform is required.

\$40.00 for supplementary materials

Chapter 4

Curricular Areas



COURSE VIDEO

In addition to the course descriptions in this guide, videos of courses and curricular areas are available on our school [Youtube channel](#).

Section 1

French Immersion

GENERAL PROGRAM DESCRIPTION

The objectives of the French Immersion Program are to provide an opportunity for students to achieve a functional competency in the oral and written use of the French language and to familiarize students with the culture of Francophone communities in Canada and throughout the world.

At the core of the program are Français Langue in grades 8 to 12 and Sciences humaines in grades 8 to 11. Sciences naturelles is also offered in French in grades 8 to 10. Electives such as Éducation Physique 8, Culture et Communication 9, Carrières/Leadership 10/11, and Culture and Communication 11/12 can be taken in lieu of Sciences naturelles. The addition of the Culture et Communication course this year will provide students with further opportunities to improve their oral fluency and to understand how language and culture coexist in different Francophone communities. Upon successful completion of every course in the program, students will receive a French Immersion Graduation certificate in addition to the regular Dogwood Graduation Diploma.

As a bilingual school, Handsworth offers an extensive collection of French resources, which are shared with English program students. Furthermore, each year a Language-resource block is assigned to a French-speaking teacher to provide additional help to our students. The teaching staff encourages students to participate in a number of co-curricular activities in French, thus giving them opportunities to hone their linguistic skills in more natural environments.

Sample French Immersion Program Courses				
Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English 8	English 9	English 10	English 11	English 12
Français Langue 8	Français Langue 9	Français Langue 10	Français Langue 11	Français Langue 12
Sciences Humaines 8	Sciences Humaines 9	Sciences Humaines 10	Historie 12	Planning 12
Sciences 8*** or Science 8	Sciences 9*** or Science 9	Sciences 10*** or Science 10	A Science course	Elective
Education physique et santé en plein air 8*** or PE 8	Physical Education 9	Physical Education 10	Elective	Elective
Math 8	Math 9	Math 10	Math 11	Elective
Life Skills	Elective	Elective	Elective	Elective
Fine Arts - Elective	Elective	Elective	Elective	Elective
	Culture et Communication 9***	Carrières et leadership 10***	Culture et Communication 11***	
Yellow highlight =French Immersion elective option				
*** Students must take 2 French Immersion a combination of 2 French Immersion Electives				
Blue highlight = Required French Immersion Courses				
*** Students must take 2 French Immersion a combination of 2 French Immersion Electives				

French Immersion Courses

Sciences et aventures en plein air 8

The Sciences et aventures en plein air is an outdoor education program that strives to develop student skills, intellect and personal growth through relevant environmental and experiential learning. The goal of the program is to provide opportunities to better understand our natural world and have an appreciation for various outdoor pursuits. Through the combination of Sciences and Éducation physique et santé en plein air, students will be challenged to question and seek answers to grow our collective scientific knowledge while developing the abilities to become safe, active, educated and healthy citizens throughout their lives. Students will participate in several field trips, community service and an overnight backcountry camping trip. All grade 8 French Immersion students are welcome to apply to the program. **A \$300 program fee will be applied to enrolled students.**

Français Langue 8

Français Langue 8 is taught entirely in French as part of the Immersion Program. Through a variety of communicative strategies and resources, the students develop all four language skills: writing, speaking, reading and listening. The writing aspect includes narrative and informative paragraphs. Emphasis is on spelling and vocabulary enrichment. The literature component is taught partly in relation to the Social Studies curriculum and explores various cultural backgrounds through the study of a novel, short

stories, fables and associated terminology. The student will also gain confidence by participating in meaningful interactive activities, such as role plays, in class discussions, and Concours d'Art Oratoire.

Français Langue 9

This course will continue to build on the skills learned in Français Langue 8. Units centered on current events, novel studies, film, fables and public speaking will help students develop skills including synthesis and analysis, critical thinking and comparison of different points of view. As well, emphasis will be placed on writing strategies and improving vocabulary within communicative activities.

Français Langue 10

Students in this course will continue to build on the skills gained in Français Langue 9, with the goal of becoming more confident and independent writers and speakers. Units will focus on short stories, novel studies, film, poetry and theatre. Students will focus on analyzing character development, studying thematic and poetic elements, and understanding the socio-cultural-historical connection between a literary work and the author's background. Emphasis will also still be placed on writing strategies and broadening vocabulary skills.

Français Langue 11

Students enrolled in this course have already obtained a good level of knowledge in French language as well as the ability to express themselves (in oral and written forms) with confidence and autonomy. This course develops knowledge and language skills through the study of Francophone literature and culture from around the world. The students' exposure to newspaper, caricatures, etc will give them the opportunity to analyze social and cultural aspects of a situation as well as develop their critical thinking. Students will also participate in debates and discussions. Studying classical novels, theatre, poems, films will assist them in analyzing characters and

understanding social/cultural elements used in each masterpiece. Students will examine works in a variety of genres and produce various types of written assignments. The usage of correct grammar and appropriate language, in both spoken and written French, will be emphasized throughout the course.

Français Langue 12

This course draws on a variety of themes to promote extensive development of French language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of narrative, descriptive, persuasive and philosophical texts that will foster their intellectual, emotional, social, and creative development. Students will reach the level of proficiency which will allow them to pursue further education and/or careers in either or both French and English languages. The usage of correct grammar and appropriate language, in both spoken and written French, will be emphasized throughout the course. In order to complete this course and receive a bilingual certificate, students must successfully complete a Provincial Oral Assessment (in May) as well as a Provincial Written Exam (in June). The exams count for 40% of their final mark.

Education Physique & Santé En Plein Air 8

This course addresses two areas of learning, physical education and health education, brought together in order to promote and develop all aspects of well-being. Given the North Shore's natural setting, this course will also offer opportunities for outdoor learning experiences in a French environment.

\$25.00 for supplementary materials

Culture et Communication 9

In this course, students will develop their oral language abilities through the exploration of various art forms from the francophone world. Creative

arts such as drama, dance, visual arts and music may be used to inspect perspective and varied experiences and cultures in French.

Sciences 8

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn lab safety and proper equipment use. Observation and analysis are skills developed in this lab oriented course. Topics covered include processes of science, cells and systems, optics, kinetic molecular theory, atomic theory, and plate tectonics.

Sciences 9

Science 9 continues the study of Biology, Chemistry, Physics, and Earth Science. Observation and analysis are skills developed in this lab oriented course. Topics covered include cell division and reproduction, the periodic table with elements and compounds, electricity, matter cycles, and sustainability with a focus on First People's knowledge.

Sciences 10

Science 10 extends knowledge of Biology, Chemistry, and Physics with the addition of Space Science. Observation and analysis are skills developed in this lab oriented course. Topics include genetics, diversity, chemical reactions including energy conservation and change with a focus on First People's perspectives, energy transformation during motion, local and global impacts of energy from technology, nuclear energy, and the formation of the universe.

Sciences Humaines 8

This course focuses on how ideas and stories of different societies have shaped cultures and landscapes throughout the world. Projects aiming to link the past with the present will allow students to identify historical patterns in their everyday world. Additionally, some assignments encourage students to question their own values as they make ethical judgments on past actions and events. We will be doing units based in Western Europe,

the Middle East, Asia and the Americas between 600 and 1750. The curriculum is developed around big ideas about power, new perspectives, and change. Strong emphasis is placed in the first half of the year on improving reading comprehension, enriching one's vocabulary, and on developing strong organizational habits and effective study skills. This course is sometimes complemented by a field trip to UBC.

Sciences Humaines 9

This course focuses on the movement to a democratic and industrial world in Europe and its expansion in North America between 1750 and 1919. The relationships between the First Nations, the settlers, and the colonial government in national, regional and local contexts will also be studied. Furthermore, the examination of discriminatory policies adopted by the Canadian and provincial government will be supplemented in some years with a historical visit of Chinatown. Emphasis is placed on the development of critical reading and argumentative writing.

Sciences Humaines 10

This course includes a study of the history of Canada from 1910 to current times, with an emphasis on the economy and the governing of Canada both internally and externally. The geography component deals with population and urban issues. Sciences Humaines 10 is part of the Immersion Program and is taught entirely in French. All four skills (writing, reading, listening, and speaking) are emphasized in the strategies used.

Histoire 12

This new course will be offered to French Immersion students in grades 11 and 12. It will cover the rise and rule of authoritarian regimes in places such as Germany, Italy, China and the Soviet Union, and the study of the ideologies that informed them. Different human rights movements and migrations will also be examined, as well as the intervention of international organizations. The course will make extensive use of different media like primary sources, comic books, films, and short stories to better understand divergent perspectives on events.

Carrières et leadership 10:

This course provides opportunities for students to plan for successful lifelong learning, explore factors that have an impact on future career choices and opportunities, develop financial literacy skills, and cultivate self-awareness and interpersonal skills. Further, students will develop strategies to support them in maintaining a work-life balance to encourage physical and mental health. A particular emphasis on deepening students' leadership skills will be woven throughout this course.

Culture et communication 11/12:

In this course, students will continue developing their oral language abilities through authentic communication and situations inspired by the Francophone world. Students will explore French culture and history through art, drama, music and various communicative experiences. Students who complete this course may be eligible to participate in a District trip to France.

AP French Language

This course is designed to provide an advanced course to students who are willing to accept challenges to exceed their language abilities. The course will develop the four skills of listening,

speaking, writing and reading equivalent to a college level course in French language. The students will study two novels during the year. They will also be exposed to a variety of authentic materials such as textbooks, software, multimedia CD-Rom, Web sites and articles from newspapers. Upon



completion of French 12 AP (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

\$150.00 AP Exam Fee

Section 2

Dance

GENERAL PROGRAM DESCRIPTION

General Program information

Contemporary, jazz, lyrical, street dance and hip-hop/anime/locking/popping dance techniques may be studied. Strong emphasis is placed on student choreographic projects, leadership skills, improvisation, dance etiquette, and inspiring the next generation through dance. Computer applications will be used in the studio to learn how to edit music, create formations, and dance sequences. Students will learn about the pioneers of dance and the influential choreographers of today in dance history. Dancers will also get the opportunity to learn from guest choreographers and local dance artists. This new initiative is designed to connect the dancers with the vibrant local dance scene. All dance students will showcase their talent in the bi-annual “Hands Up” dance performances at Centennial Theatre. No experience required.

Note – Dance Company Member -Placement into a dance company will be based on a one-on-one consultation with the dance teacher, the schedule and the student’s ability level for the following classes. Students from Grade 9-12 can audition to be in part of a dance company. Auditions are held in May (dates TBD) and students will find out their placement in June.

Note – Apprentice -Students in Grade 10-12 with minimal or no previous dance experience wishing to learn to dance in a stress-free environment, have fun and only perform in Hands Up will be placed together in the Apprentice class (formerly called PE Dance 10) and receive the appropriate credit for their grade.



Dance Courses

Dance 9

Dance 9 provides students with opportunities to experience, understand, and value the art of dance through technical skills, and performance. Students will be immersed in hip-hop, jazz, and contemporary dance. The basic elements of choreographing will be introduced to promote self-advocacy, confidence, and creativity. All male and female dancers will also discover more about the vibrant dance culture in Vancouver and develop an appreciation for the arts. Have fun creating dances to your favorite music in a dynamic and safe environment! No previous dance experience necessary. **Course Fee of \$15**

Physical and Health Education 10: Dance

For students who wish to focus on dance, get fit through fun dance combos and participate in the bi-annual "Hands Up" dance performances. Different types of dance will be explored such as contemporary, lyrical, jazz, hip hop, etc.) An emphasis will be placed on promoting healthy living habits such as exercising as lifelong benefits. Come discover the fun in dancing! **Course Fee of \$15**

Dance Performance 11

This class is for the students who wish to develop their technique in various dance styles further and expand their knowledge about dancing as an art form. It requires the commitment to perform in bi-annual performances of "Hands Up" and potentially the school play (space permitting). **Course Fee of \$15**

Dance Performance 12

An opportunity for students who wish to continue performing at an advanced level in various dance styles and are committed to participate in

all school performances. Students will learn more extensively about dance history and dance critique to open up their minds to the diversity the dance world has to offer. **Course Fee of \$15**

Choreography 11

Students who have developed their skills in various dance forms and are ready to take on more of a leadership role may register for this course. They will be required to perform as well as lead small and/or large group choreographies for school performances such as the Grade 8 retreat dance, Hands Up, the school play, etc. Student choreographers will learn how to create innovative pieces using various choreographic skills and methods. **Course Fee of \$15**

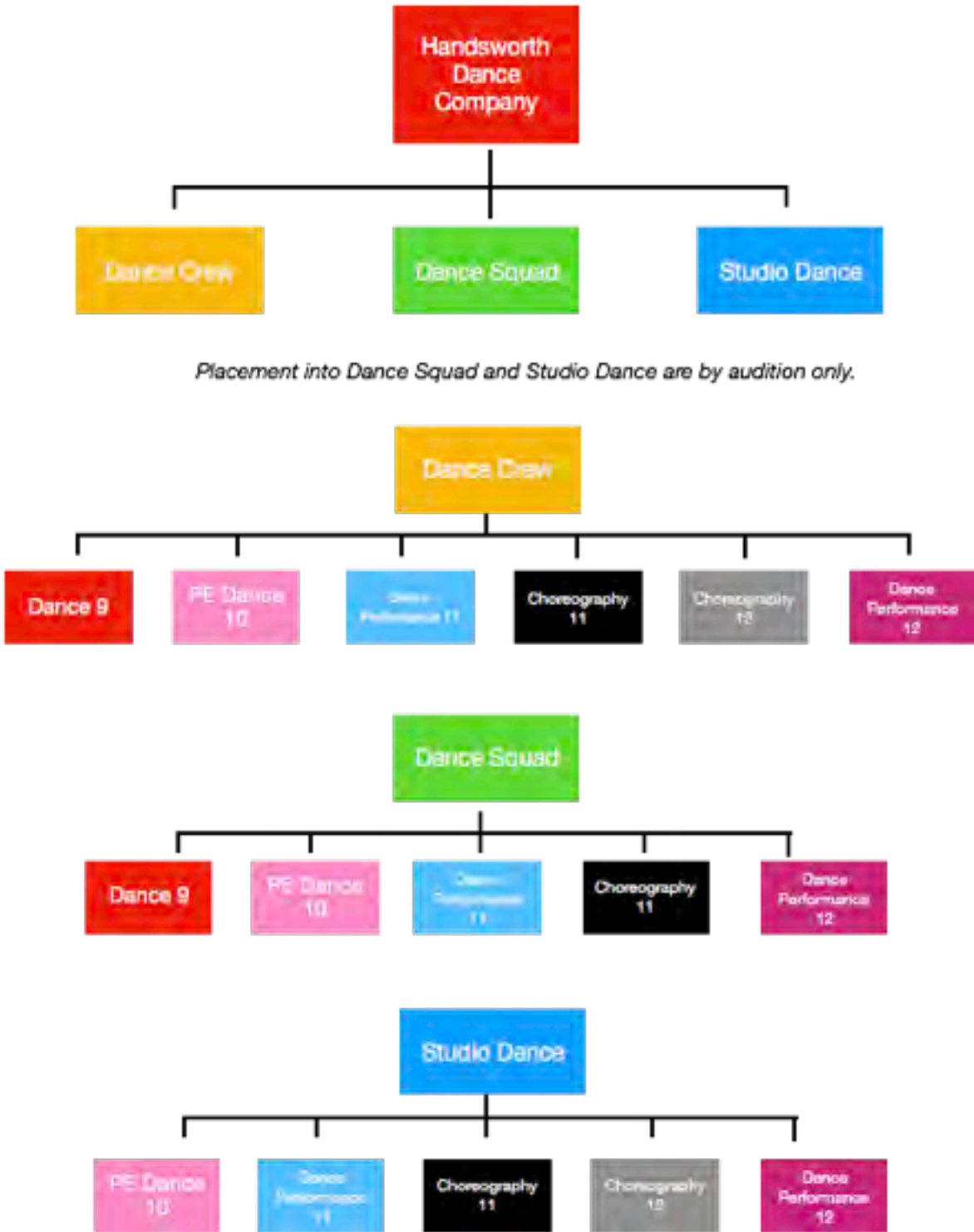
Choreography 12

Well-seasoned dancers who would like the challenge in choreographing are invited to pursue their creative abilities in this area. They will learn to choreograph and teach choreographies performed at various school performances such as Hands Up and potentially the school play (space permitting). This class will require the student to create more advanced choreographies and to take on a leadership role in the training of dancers. An emphasis will also be placed on using technology and computer applications to choreograph cutting-edge pieces. **Course Fee of \$15**

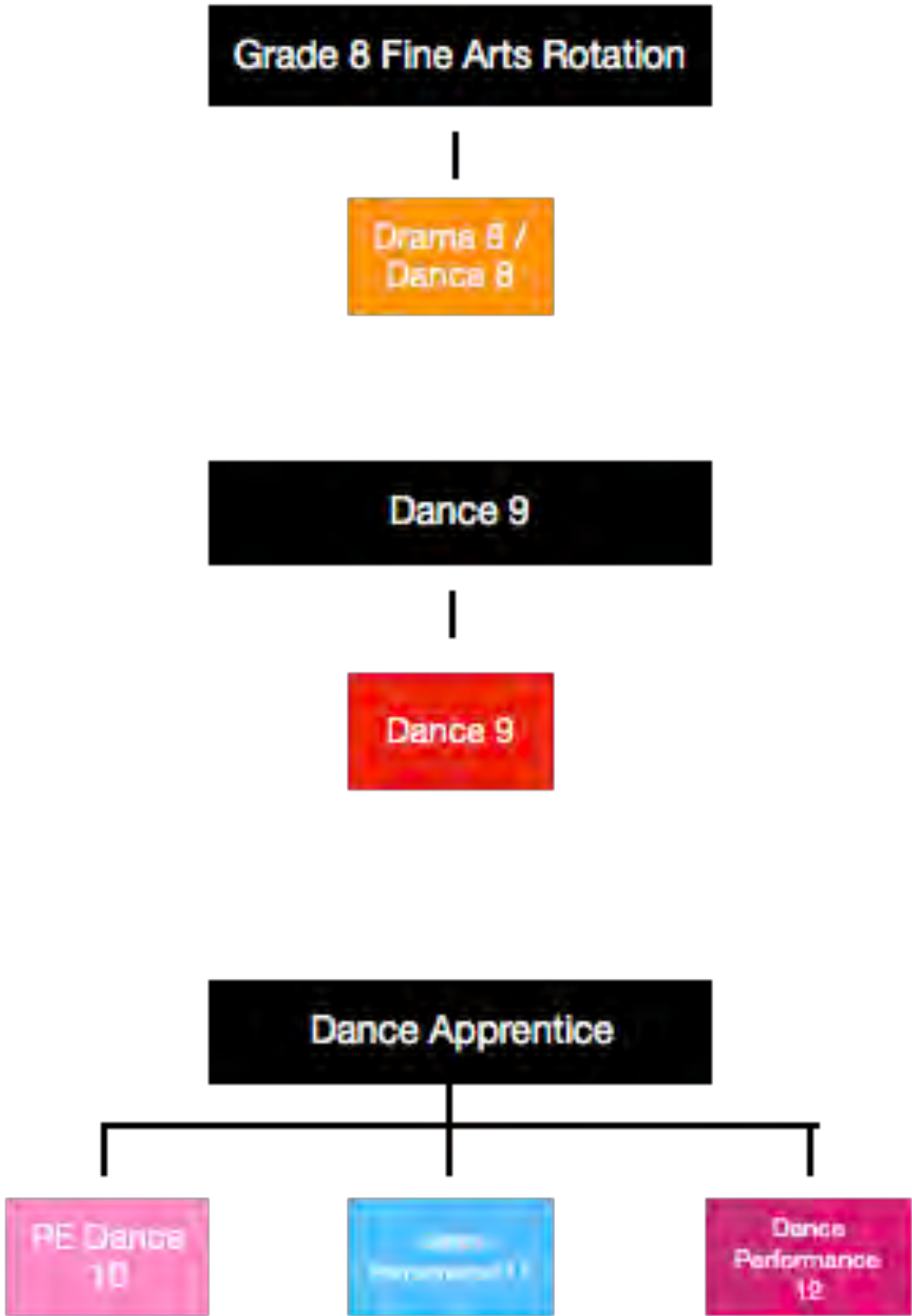


Dance Company Flow Chart:

For Students with previous dance training:



For Students with minimal or no previous dance training.



Theatre Performance

GENERAL PROGRAM DESCRIPTION

The Handsworth Theatre and Film programs foster community-building, self-confidence, and excellence in art-making. Students develop their performance, design, production, and/or leadership skills as ways to discover their potential as creators and storytellers. In Film, students study a variety of films and work as a production team to create original works. In theatre, students study and engage in script work, and the senior students create an original play. Throughout the school year, the students' film and theatre works are showcased at Handsworth and Centennial Theatre.

Theatre and Film Courses

Drama 8

In Drama, students will participate in drama games, scene work, and dance/movement routines. In a supportive and respectful environment, students perform a wide variety of characters in front of peers in order to build their confidence and public speaking skills. The core focus of this course is engaging as a collaborative ensemble and supportive audience.

Drama 9

Drama 9 is an introductory performance course, which aims to develop teamwork, confidence building, and creativity. This class will involve vocal and physical warm ups, drama games, character development, improvisation, play-building, and social justice scenes. The core focus of





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this course is giving and receiving positive and constructive feedback, problem solving in small group work, and strengthening collaboration and communication skills. Students will end the year by co-creating and performing their own performance for Handsworth's annual Hands Up show at Centennial Theatre!

Theatre Acting 10

In Theatre 10, students engage in a wide range of acting exercises, body and voice training, experimental character development work, script analysis work, and scene and monologue performances. Students will have the opportunity to participate in various collaborative ensemble theatre projects and evening performances at Handsworth and Centennial Theatre.

Theatre Acting 11

In Theatre Acting 11, students expand on the skills developed in Theatre Acting 10. Students continue to be engaged in a wide range of acting exercises, body and voice training, experimental character development work, script analysis work, and scene and monologue performances. Students will have the opportunity to participate in various collaborative ensemble theatre projects and evening performances at Handsworth and Centennial Theatre.

Directing and Play Development 12

In Directing and Play Development 12, students expand on the skills developed in Theatre Acting 10 and 11. Working with peers in scene and monologue performances, students develop their leadership skills to envision, direct, write, and perform live theatre performances. Students enrolled in this course are also required to sign up for an additional work period in order to direct younger peers in a different period. Throughout the school year, students develop their directing, play-developing, and acting skills for performances at Handsworth and Centennial Theatre.



Theatre Tech 10

Theatre Tech 10 is an introduction to Stagecraft, which may include theatre history, stages, rigging, sound, make-up, costumes, props, set construction, and theatre lighting. Much of the course is laboratory in nature, which allows students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the

technical components related to the school productions at Handsworth and Centennial Theatre. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent nature of this course, students will meet with David Beare beforehand to register for this course. Prerequisite: Interview with the Instructor (See David Beare for an interview)

Theatre Tech 11

Theatre Tech 11 is a continuation of Theatre Tech 11. Much of the course will be laboratory in nature, allowing students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the technical components related to the school productions at Handsworth and Centennial Theatre. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent nature of this course, students will meet with David Beare beforehand to register for this course. Prerequisite: Interview with the Instructor (See David Beare for an interview)

Theatre Tech 12

Theatre Tech 12 is a continuation of Theatre Tech 10 and 11. Much of the course will continue to be laboratory in nature, allowing students to develop and to apply the practical skills of stagecraft. Students in this course must be able to work independently on the technical components related to the school productions at Handsworth and Centennial Theatre. Students are required to be available for regular out-of-class and evening rehearsals and performances. Due to the independent nature of this course, students will meet with David Beare beforehand to register for this course. Prerequisite: Interview with the Instructor (See David Beare for an interview)

English 12 TP: Theatre and Performance

English 12 TP covers the same curriculum as English 12 (see above) with students who are typically enrolled in a senior theatre/dance/film/production course. Students enrolled in English TP will be heavily involved in a complex theatre-making process, which involves scriptwriting, filming, choreographing, designing, and/or stage managing. Over the course of a year, students work collaboratively to co-create and perform an original play or an original interpretation of a play. Since 2000, the students' plays have been performed annually at Centennial Theatre. Overall English 12TP provides the opportunity for students to inquire as a learning community and to explore the themes, topics, and connections that organically arise from the students' reading and writing assignments in the English 12 curriculum and the students' collective co-creation. While not required, typically students enrolled in English 12TP are also enrolled in Directing and Script Development 12, Film 12, Theatre Production 12, or Dance 12.

\$30.00 for supplemental materials.



Section 4

Media Arts

GENERAL PROGRAM DESCRIPTION

In Media Arts, students study a variety of films and work as a production team to create original works. In theatre, students study and engage in script work, and the senior students create an original play. Throughout the school year, the students' film and theatre works are showcased at Handsworth or Centennial Theatre.

Media Arts Courses

Film 11

Film 11 provides opportunities for students to develop and strengthen the knowledge, skills, and attitudes they need in order to respond to and create film and television works. Through collaborative and project-based work, students will gain practical experience in some of the industry areas, such as analyzing film and television, technical and media literacy, creating storyboards, writing screenplays, editing, and production. Students will create commercials, recreate scenes from famous movies, and conceptualize and film various short films. Film assignments will be presented at lunch viewings, and the annual Handsworth Film Festival.

\$30.00 for supplemental materials.

Film Production 12

Film Production 12 is a continuation of Film 11. Through various projects, students will strengthen their ability to evoke meaning in their work, putting a stronger emphasis on story, character development and plot. Students will explore more deeply the post-production and distribution aspects of film. They will participate in community film projects and will

help plan the annual Handsworth Film Festival. Students will produce longer original films, and will have the opportunity to explore their own interests and passions in project-based work. Students will also explore animation, special effects, and advanced editing procedures, such as colour correction and enhancement. Employment and post-secondary options in the film and television industry will be explored.

\$30.00 for supplemental materials.



Computer Science

Computer Science Courses

Course Descriptions

Information and communication technology 9

This course looks at the technology in and around our lives. The aim is to give students a solid foundation of the technology found in schools and the workplace as well as to introduce students to the world of programming and engineering.

To better prepare our students for life they will examine topics such as internet use, cloud technologies, social media, cyber ethics, digital literacy, desktop publishing, the full suite of Microsoft products and a number of online applications.

To understand what life as an engineer would be like, students will try mobile app development, website creation, coding (HTML, CSS, JavaScript) and programming machines (robotics and raspberry pi)

Web Development 10

One of the most powerful tools of the 21st century is the internet as it has influenced everyone, in all walks of life, in every corner of the world. The intention of this course is to provide a solid understanding of how this marvellous wonder works. Students will be introduced to a variety of web based resources, tools and applications and learn how to create and manipulate web content (text, sound, pictures and video) as well as further



develop their web based coding skills (HTML, CSS, JavaScript). By the end of the course students will have created their own fully functioning website and be able to differentiate between different web elements like web structure, content, style, design, functionality and interactivity.

Computer Programming 11

Taking coding to the next level with HTML, CSS and JavaScript, which are the focus of this course. Students will be exposed to a variety of professional online resources (interactive IDE, videos and communities) intended to enrich a student's understanding of essential programming syntax, structures and constructs. Students will learn to modify existing code, predict the effects of code and develop programs to meet a specific purpose.

The end of the year will be career focussed as students will have an opportunity to pursue specific projects based on interests ranging from modular programming (robotics, raspberry pi), computer hardware/software installation, mobile app development, networking hardware and of course programming.

Computer Programming 12

Java, used by over 9 million programmers, is the most popular language used in the industry by professionals due to its power and versatility. Java's ability to create a multitude of real world applications and provide a secure career is why Java is the focus of this course.

In this course, students will learn intermediate and advanced programming structures and constructs. Students will be exposed to a variety of professional online resources (interactive IDE, videos and communities) to enrich their learning. By the end of the course students will learn to decompose problems and create algorithms for the purpose of developing programs to meet a client's needs.

The end of the year will be career focussed as students will have an opportunity to pursue specific projects based on interests ranging from modular programming (robotics, raspberry pi), computer hardware/software installation, mobile app development, networking hardware and of course programming.

AP Computer Science A

Students in AP Computer Science will learn object-oriented programming with an emphasis on problem solving and algorithm development. The course is meant to be the equivalent of a first-semester university or college course in Computer Science. It also includes the introductory study of data structures and abstraction. The computer language used will be JAVA. Students taking this course are recommended to complete MICTP12 or have equivalent programming experience with Java. Upon completion of AP Computer Science 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

\$150.00 AP Exam Fee

Digital Media Development 11

Digital Media Development 11 focuses on the technical side of Visual Media Development. At the grade 11 level, students are introduced to Desktop Digital Video through iMovie, 2D Graphic Design and publishing using Photoshop, Indesign, and Flash. Students will create short films and animations as well as publish for the web.

Digital Media Development 12

Digital Media Development 12 focuses on the technical side of Visual Media Development. At the grade 12 level, students make advanced use of Desktop Digital Video through iMovie, 2D Graphic Design and Publishing using Photoshop, Indesign, and Animation using Flash. Students will create longer movies and animations as well as create large scale web content.

Music

GENERAL PROGRAM DESCRIPTION

The Music department at Handsworth is a vibrant place with award winning ensembles. We make a great effort to provide the students with a rich experience in music and musical activities. These include frequent performances, festival attendance, local tours such as Whistler and Kelowna, and major tours such as New York, Cuba, and China. It is a comprehensive program of four Concert Bands, three String Orchestras, four Jazz Bands, and one Choir. Recent performances include The Senior Wind Ensemble performing at the UBC Chan Centre for the Performing Arts, and the Senior Jazz Band playing at the TD Vancouver International Jazz Festival Youth Showcase.

Handsworth music students will also have the opportunity to audition for Provincial Honour Music groups. Every other year students can audition for the District Honour Concert Band and String Orchestra who have the opportunity to play with the Vancouver Symphony. A great variety of music is chosen to challenge and engage the students from classical to contemporary, as well as jazz, and pop. Small ensembles as well as self directed jazz combos are encouraged and promoted.

Music Courses

Junior Blue Concert Band 8

The Junior Blue Concert Band is designed for Grade 8 students who have previously experienced band or music with any instrument (such as piano, classical guitar, strings, etc.), but beginners to the Band Program are welcome. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during



second term. Extra-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided by the teacher at the beginning of the course.

\$40.00 for supplementary materials

Junior Gold Concert Band 8/9

The Junior Gold Concert Band is designed for the advanced Grade 8 Band musicians and Grade 9 Band musicians who are not in the Intermediate Concert Band. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group ("chamber ensemble") during second term. Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided by the teacher at the beginning of the course.

\$40.00 for supplementary materials

Strings 8

Grade 8 students have the opportunity to be part of the renowned String Orchestra at Handsworth. They continue to develop performing skills, and work together in cooperation as a group that includes the opportunity to audition for the more advanced level Concerti Strings. Instruments include the violin, viola, cello and string bass. Classical guitarists and harpists with music reading ability are welcome to join. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Students will be involved in continued improvement of their string instrument skills. Developing mastery of music theory and history at an appropriate grade level is an important component leading to success in music making.

\$20.00 for supplementary materials

Junior Blue Jazz Band 8

Junior Blue Jazz Band offers Grade 8 students the opportunity to learn jazz. It is for students who have never played in a jazz band before. A jazz band is a team made up of a horn section, (saxes, trumpets, and trombones), and a rhythm section, (guitar, piano, bass, vibraphone and drums). The alto, tenor, and baritone saxophone players at Handsworth are typically students who play flute, clarinet, or bass clarinet as their first instrument. Sax players in jazz band will need to be able to "double" on flute or clarinet as they progress to the higher level ensembles. French horn players usually play trumpet in the jazz band. Baritone horn players play trombone and tuba players play bass trombone. The rhythm section instruments can be played by any one with guitar, piano, bass, percussion skills, or by those students wishing to develop such abilities. Jazz Band is taken concurrently with Concert Band (or Strings) each year. In September, students will audition to participate in this 9th course. The Blue Jazz Band program includes participation in a music festival as well as a music tour.

\$40.00 for supplementary materials

Choir 8

This choir course encompasses a wide range of repertoire including pop, contemporary, African, and Spiritual music. Students will: sing harmonies, perform solos, develop their vocal techniques, learn music theory, and learn how to read music. Students will take part in live performances including choral festivals and evening concerts. This course will be scheduled outside the timetable as a 9th course. A uniform is required.

\$40.00 for supplementary materials

Junior Gold Concert Band 8/9

Grade 9 beginners with some music experience are welcome.

The Junior Gold Concert Band is designed as a natural progression from the Junior Blue Concert Band 8. It includes grade 9 students as well as some advanced grade 8 students. In addition to scheduled large group classes, the

group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group (“chamber ensemble”) during second term. Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. A list of uniform requirements and music supplies will be provided by the teacher at the beginning of the course. Prerequisite Elementary Band. **\$40.00 for supplementary materials**



Intermediate Concert Band

The Intermediate Concert Band is designed for grade 10 students as well as some advanced grade 9 students. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group (“chamber ensemble”) during second term. Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. There is a uniform requirement. There is an

opportunity of a band tour every year. (Grade 10 beginners with some music experience are welcome).

\$40.00 for supplementary materials

Senior Wind Ensemble 11/12

(Grade 11 & 12 beginners with some music experience are welcome)

The Senior Winds perform at a top high school level, just below university level. In addition to scheduled large group classes, the group occasionally meets throughout the year in specialty sectionals. Students self-organize and rehearse as a small group (“chamber ensemble”) during second term. Co-curricular rehearsals, functions and performances are common, and attendance and full participation are expected from all members. There is a uniform requirement. There is an opportunity of a major band tour every second year (grade 11 or 12), and an opportunity to participate in the annual Senior Winds retreat weekend every year.

\$40.00 for supplementary materials

Junior Gold Jazz Band 9

Junior Gold Jazz Band offers Grade 9 students the opportunity to continue jazz at a higher level than the grade 8 Junior Blue Jazz Band. The Junior Gold Jazz Band is for students who have already played in a jazz band or students who have never played in a jazz band before but are advanced players of a band instrument. A jazz band is a team made up of a horn section: saxes, trumpets, and trombones, and a rhythm section: guitar, piano, bass, and drums. The alto, tenor, and baritone saxes at Handsworth are typically students that play flute, clarinet, or bass clarinet as their first instrument. Sax players in jazz band will need to be able to “double” on flute or clarinet as they progress to the higher levels of jazz band. French horn players play trumpet in the jazz band. Baritone horn players play trombone and tuba players play bass trombone. The rhythm section instruments can be played by any one with guitar, piano, bass, percussion skills, or by those students wishing to develop such abilities. Jazz Band is

taken concurrently with Concert Band (or Strings) each year. Select “Jazz Band” on your course selection form as a 9th course. The Blue Jazz Band program includes participation in a music festival as well as a music tour.

\$40.00 for supplementary materials

Choir 8-12

This choir course encompasses a wide range of repertoire from the Renaissance to contemporary, African, spirituals, and popular music. A major force in the class will be on developing indolence in part singing (singing harmonies). There will be some opportunities for students to perform solos. Students will learn vocal technique, music theory, and reading and they will need to take part in live performance including choral festival and evening concerts. This course will be scheduled off the timetable. An uniform is required.

\$40.00 for supplementary materials

Intermediate Jazz Band 10

Intermediate Jazz Band offers Grade 10 students an introduction to the jazz and rock “idioms”. Students will learn the basics of jazz improvisation and solo playing. Those who elect this course will also be taking a concert band course concurrently at Handsworth. Extra individual practice above that required for concert band is expected, as is attendance at co-curricular sectionals, full rehearsals, and all performances. Fundamentals of jazz theory are covered. Individual evaluations take place three times per year. Since jazz ensembles are limited in size, auditioning may be necessary. There is a uniform requirement. There is the opportunity for group travel every year.

\$40.00 for supplementary materials

Senior Jazz Band 11/12

Senior Jazz Band offers Grade 11 and 12 students a very challenging exposure to the Big Band Jazz idiom. Solo playing and improvisation will be

expected from all members. Those who elect this course are expected to be concurrently taking Senior Concert Band at Handsworth. Extra individual practice above that required for Concert Band is expected as is attendance at co-curricular sectionals, full rehearsals, and all performances. Fundamentals of jazz theory are covered. Individual evaluations take place three times per year. There is a uniform requirement. The group attends a local music festival and there is an opportunity for group travel each year.

\$40.00 for supplementary materials

Orchestral Strings: Concerti and Chambers Strings 11 & 12

Orchestral Strings: Concerti and Chambers Strings 11 & 12 are offered for students who wish to advance their musicianship skills on orchestral stringed instruments. Students have the opportunity to audition for the



advanced level Concerti Strings where the music of all styles and genres will be explored, or the most advanced performing ensemble: the

Handsworth Chamber Strings with an emphasis on professional level repertoire for strings. Student-instigated musical leadership, developing independent advanced ensemble skills, and a high degree of self-critique will be cultivated. Instruments include the violin, cello, and string bass. Experienced classical guitarists, harpists and pianists must audition before admission. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Students will be involved in continued mastery of their string instrument skill, develop performing skills, and work together in cooperation in a group including the opportunity for trips and concerts. Some emphasis may be placed on self-directed music composition, history studies, alternative strings music, and multi media integration.

\$20.00 for supplementary materials

Music Orchestral Strings 10 Concerti and Chamber Strings

Students in Grade 10 are either part of the Concerti Strings Orchestra or Chamber Strings group. Students will work for continued mastery of their orchestral stringed instrument skill as they progress to more advanced levels of playing. Developing performing skills and working together in cooperation in a group are stressed. Students will have the opportunity to audition for the advanced Concerti Strings or most advanced performing ensemble, the Handsworth Chamber Strings. Instruments include the violin, viola, cello, and string bass. Experienced classical guitarists, pianists and harpists are welcome and must audition before admission. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Developing mastery of music theory and history at an appropriate grade level is an important component leading to success in music making. Music of all styles and genres is explored.

\$20.00 for supplementary materials

Music Orchestral Strings 9 - Toccata, Concerti, and Chamber Strings

Students will be involved in continued mastery of their orchestral stringed instrument skill as they progress to more advanced levels of playing. Developing performing skills and working in cooperation are stressed. Students will have the opportunity to audition for the advanced level Concerti Strings or most advanced performing ensemble, the Handsworth Chamber Strings. Instruments include the violin, viola, cello, and string bass. Experienced classical guitarists, pianists and harpists are welcome and must audition before admission. Emphasis is placed on the enjoyment of music making with friends in a safe and caring environment. Developing mastery of music theory and history at an appropriate grade level is an important component leading to success in music making. Music of all styles and genres is explored.

\$20.00 for supplementary materials

Section 7

Visual Arts

GENERAL COURSE DESCRIPTION

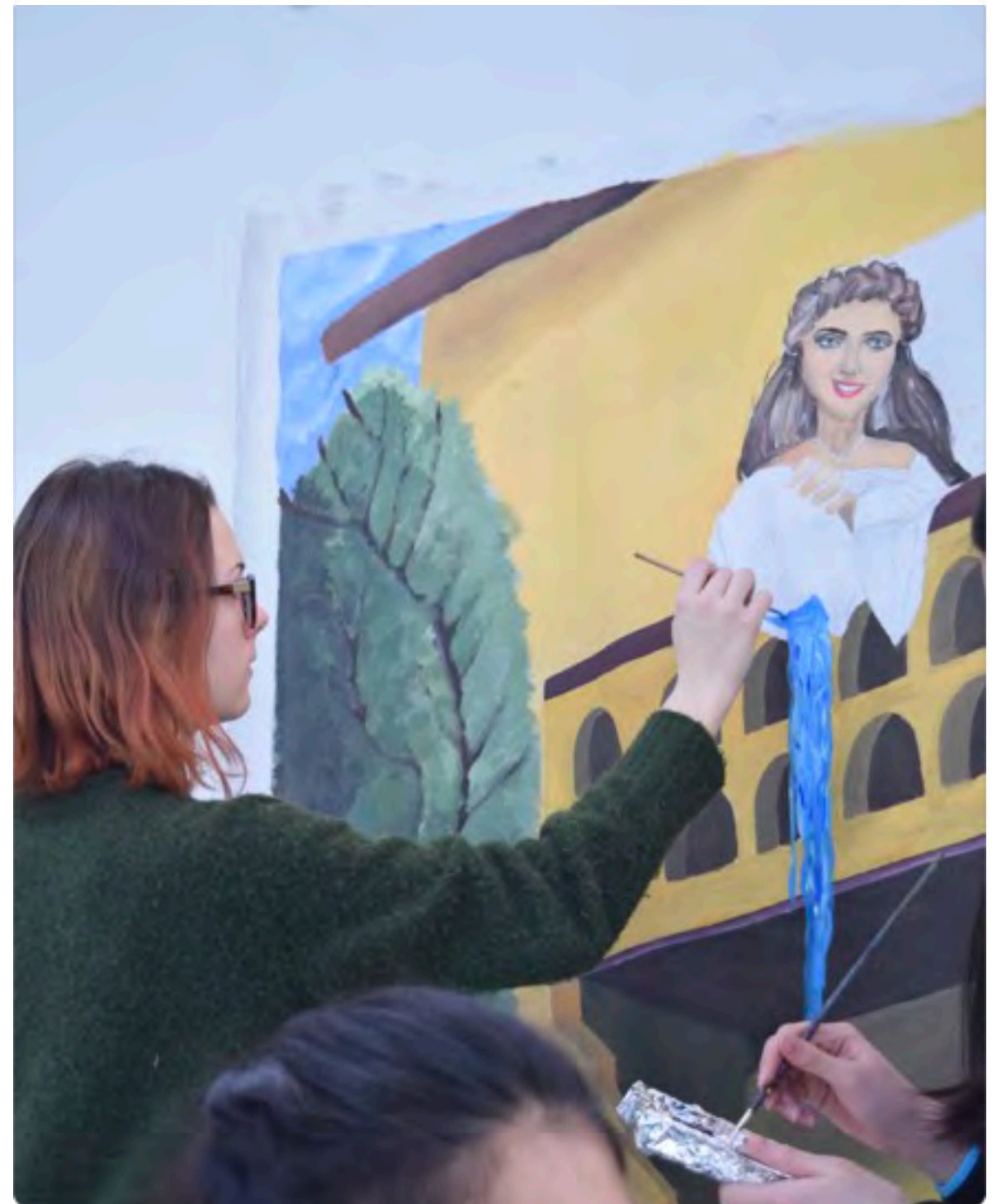
We are very lucky at Handsworth to work and live in an inspiring and natural environment. Visual arts students are able to look out the window and explore the school grounds to brainstorm, collaborate, and experience a unique landscape filled with textures, smells, and visual wonder.

Our programs offer a wide-reaching range of material, intellectual, and applicable skills for students to learn and thrive in the the visual arts. We are able to work together to create applied design projects, ensemble sculpture, personalize journals, and everything in between.

Boasting the most comprehensive visual arts program in the district, we are lucky to offer students experiences with visiting artists like George Rammell and Amy Huestis, prominent community members, and speakers who expose our students to the wide-reaching world of art, design, and media.

Courses like Graphic Design & Printmaking 11/12 give students both hands-on approaches to image development, and digital exploration of the world of contemporary design. Likewise, Ceramics & Sculpture allow students to use their special skills to manipulate materials and create objects and experiences that occupy the third dimension.

Drawing & Painting 10/11/12 bring students together to create striking compositions, learn to manipulate materials, and produce two- dimensional artwork that speaks about our relationship with the world and that of the





artists who inspire us. Handsworth also offers a comprehensive Media Arts 10/11/12 program that immerses students in the world of photography. We are very lucky to have a functional darkroom where students learn the art of photography from the ground up, as well as a digital computer lab and many professional-quality DSLR cameras to shoot and edit digital photographs.

We heartily encourage students to work together to learn and create works together that allow for students to learn from each other and from our visual arts educators – who have a combined 20-plus years of art education and training.

We engage students in real-world applications like designing for the school play (posters, t-shirts), creating logos, building props, and exploring issues in social justice and visual problem solving. Students also have the opportunity to explore life drawing with live models after school hours to develop drawing skills, materials exploration, and build solid, professional art and design portfolios.

Handsworth offers Advanced Placement art courses in 2- Dimensional Design, 3-Dimensional Design, and Drawing. These courses are for our artists who take their visual studies seriously and develop a thematic body of work over the course of the year that is evaluated externally by the Advanced Placement board. Handsworth is the only school in North Vancouver that offers Advanced Placement courses in visual arts.

The Handsworth PAC has generously donated funds to allow us to grow our fantastic programs this year, allowing our students more opportunity with materials and equipment.

It is a pleasure to teach in such a diverse and rewarding field. We are fiercely proud of the artwork that our students are producing through experimentation and exploration of our resources here at Handsworth.

Visual Arts Courses

Visual Art 8

In Art, students develop their creative skills through drawing, color, and design projects. Many materials are provided such as quality drawing papers and pencils, graphic pens, tempera paints, and prismacolor pencils. Students are guided to see the world from an artistic point of view and enhance their perception. They will draw from observation and are encouraged to create original designs and to use their imagination. Students are also exposed to the many career paths in today's art world. **\$10.00 is charged for supplementary art materials.**

Visual Art 9

Art 9 is a survey/foundations course that is an introduction to advanced courses. Skills in drawing, painting, design, ceramics and printmaking will be explored. Art elements and principles will be incorporated into projects. Originality will be emphasized and history of art will be integrated when appropriate.

\$20.00 for supplementary materials (including a good quality sketchbook)

Visual Art 10

Art 10 is a survey/foundation course that builds upon skills and strategies learned in Art 9 or Art 8. (Art 9 is not a prerequisite for this course). More advanced skills in drawing, painting, design, ceramics and printmaking will be incorporated into the course. Materials may include pastels, water colours, graphite, charcoal, prisma colour, linocut printmaking, acrylics,

pen and ink and clay. The elements and principles of art and design will be explored in art assignments, and originality will be emphasized. Art history will be incorporated where possible.

\$20.00 for supplementary materials (including a good quality sketchbook)

Drawing and Painting 10/11

This course is designed to develop drawing skills, with painting as a focus during the latter part of the year. Pencil, charcoal, ink, conte crayon, graphic design markers, chalk pastels, oil pastels, watercolour and acrylic paints will be the mediums used. Composition and design principles will be applied to still life, landscape, figure drawing and abstract subject matter. Drawing from observation will be emphasized, as this skill is required for post-secondary Art studies. Recognized artists as role models and inspiration will be discussed.

\$38.00 for supplementary materials (including a good quality sketchbook and watercolour paper)

Drawing and Painting 12

This course develops the skills of Drawing and Painting 11 to a more competent level. Observation in drawing skills will be emphasized and abstraction will play a greater part in student work. During the second part of the year, portraiture, figure drawing and personal imagery will be encouraged and the student will be introduced to the exciting medium of oil sticks. Students will research and study several artists and will develop critiquing skills. Completion of Drawing and Painting 11 is an asset. NOTE: If you need to develop a portfolio for University or Art School, this course is imperative.

\$40.00 for supplementary materials (including a good quality sketchbook and oil sticks)

Ceramics & Sculpture 10/11

In Ceramics & Sculpture 10, 11 students will develop techniques, presentation skills, and understanding of visual culture as these relate to three dimensional media. Techniques will include hand-building methods in clay such as coil and slab construction, wire and paper mache sculpture, mold making and casting processes, surface development methods, and visual design elements and principles. Presentation skills will include considerations of audience, artistic influences, exhibition and considerations and documentation of the design process. Visual culture will include knowledge of artists, artworks, and movements in ceramics and sculpture across a variety of contexts. Students working at the senior level will be expected to complete additional and more sophisticated works.

\$35.00 for supplementary materials

Ceramics & Sculpture 12

This course is an advanced extension of Ceramics and Sculpture 11. Students will develop skill to a more competent level. Portfolio pieces, necessary for acceptance to Post-Secondary Art Institutions, can be developed. Self-directed study is encouraged during the second part of the year. Completion of Ceramics & Sculpture 11 will be an asset.

\$35.00 for supplementary materials



Art Foundations 11

In this course, students engage in a variety of art- and image-development processes and strategies. Students will paint, sculpt, draw, create print editions, and explore a survey of artists and movements that inform and

inspire art practice. Students in Art Foundations 11 will be well-prepared to develop portfolios, and excited to take our Grade 12-level courses. Art Foundations 11 is a great course to take to explore art-making, art history, and contemporary practice that is cutting edge and always changing.

Art Foundations 12

Art Foundations 12 is a course designed for serious art students who plan to submit a portfolio for acceptance to a post-secondary institution, and to pursue a career in the art world. Students will be working in an independent manner but with focus on the necessary skills to enter their area of interest (e.g. fashion, graphics, fine arts etc.). Gallery reviews and experiments with art-related technology will be expected. New forms of personal imagery and ideas will be encouraged and incorporated into the course. Self-motivation and good time management skills are essential. **\$35.00 for supplementary materials (including a quality, larger sketchbook)**

Photography 10

Photography 10 is an introductory level photography course in which students are guided through photographic processes and use of light sensitive media, including darkroom processes, lighting, pinhole photography, film, and digital work with the single lens reflex camera. Students are expected to continue applying design concepts studied in Art 9 but with the camera, enlarger, and inkjet printer replacing pencil and brush. Applied technical skills such as digital imaging (with PhotoShop), presentation techniques, and film processing provide a foundation for the artistic vision of the student. Students will benefit from having their own SLR camera, either 35mm film or digital with manual control capabilities (see instructor).

Recommended prerequisite: Art 9

\$75 for supplementary materials (including film, photographic paper, and printer inks)

Photography 11

Photography 11 is an intermediate level photography course in which students continue developing skill with photographic processes and use of light sensitive media introduced in Photography 10. Students are expected to continue applying design concepts studied at the grade 10 level with a greater emphasis on independent problem solving. At the grade 11 level, technical and aesthetic concepts are complemented by the study of the history of ideas in photography, encouraging creative personal expression. Students will be expected to demonstrate technical skill, skill with composition, and to exhibit a sophisticated creative approach to all assignments. Students must have access to a 35mm single lens reflex camera (film or digital) with manual control capabilities (see instructor).

Recommended prerequisite: Art 10

\$75 for supplementary materials (including film, photographic paper, and printer inks)

Photography 12

This is an advanced level film and digital media course intended to build on technical skills acquired in previous courses and to develop a personal artistic direction. Students will be introduced to contemporary issues in media arts. Good time management skills are essential. Students must have access to a 35mm single lens reflex camera (film or digital) with manual control capabilities (see instructor).

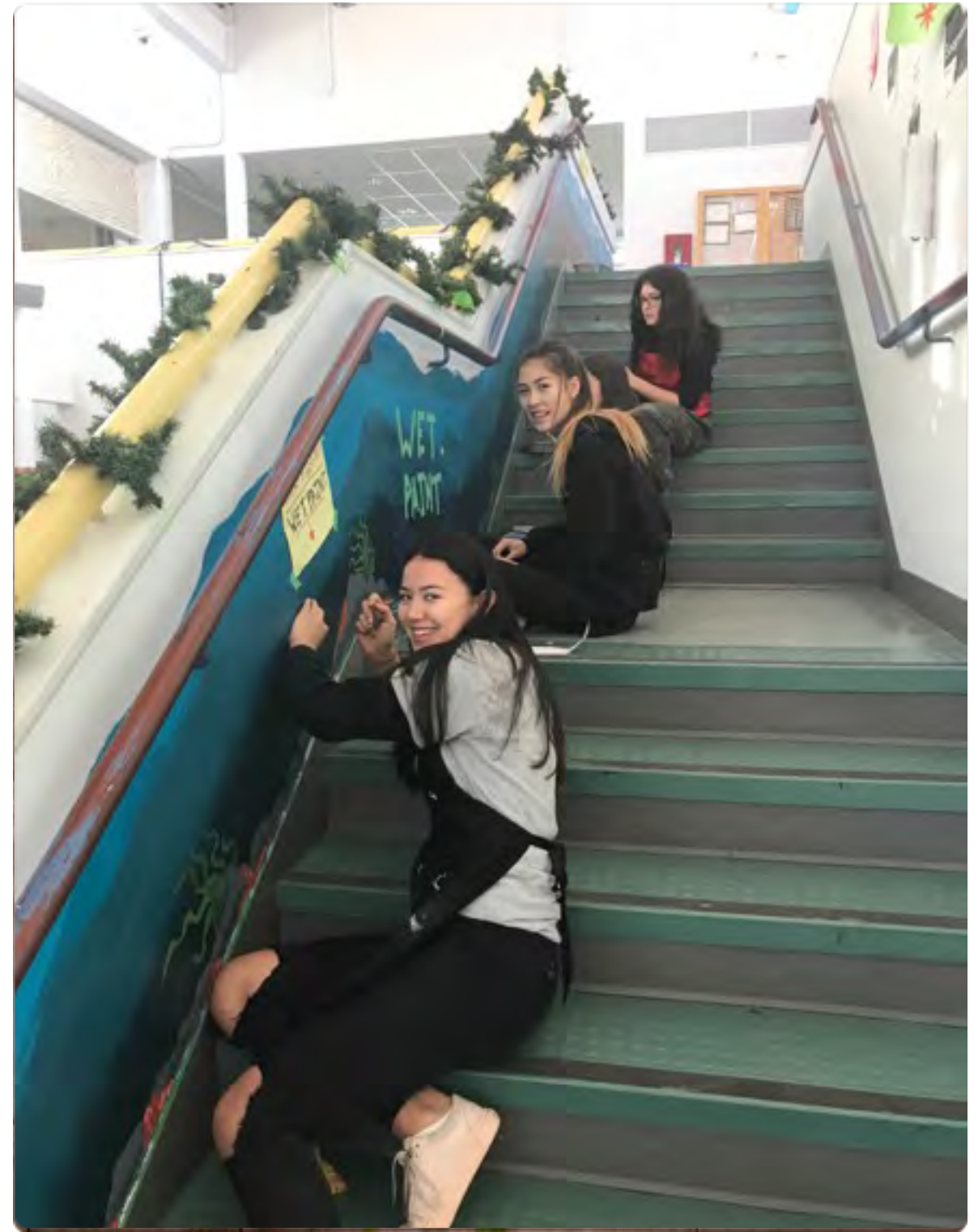
Recommended prerequisite: Photography 11

\$75.00 for supplementary materials (including film, photographic paper, and printer inks)

Printmaking and Graphic Design 11

In this course students apply drawing and design skills to both hypothetical and actual design problems. Technical instruction may include conventional media (marker and paint renderings), traditional printmaking (collograph,

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lino-cut and monotype), and digital media (Illustrator, Photoshop, and InDesign). These tools and techniques will be applied to the design of logos, packaging, brochures, and posters. Students will complete projects both individually and as members of design teams, much like real world graphic design professionals.

Recommended prerequisites: Drawing and Painting 10 or 11

\$35.00 for supplementary materials (includes a sketchbook and printer inks)

Printmaking and Graphic Design 12

Graphic Design 12 is an advanced commercial art course in which students will be expected to expand on designing skills from the previous courses in a more independent fashion. Assignments will be both 'job' or 'service' oriented as well as self-directed. Designing logos for school and community groups, the school's agenda book and school play promotions are examples of such topics. Students are recommended to take Graphic Design & Printmaking 11 and Drawing and Painting 11 or 12 before this course.

\$35.00 for supplementary materials (includes a sketchbook and printer inks)

Yearbook 11/12

The primary focus of this course is the completion of Handsworth's yearbook. Smaller projects are also undertaken. The yearbook is completed online using a variety of digital tools. Students enrolling in this class should have basic to advanced computer skills. Experience with, or mastery of the following skills are an asset but not requisite: Adobe InDesign, Adobe Photoshop, page design, layout, digital photography, journalism and editing. Students taking this course should be engaged in and shown leadership in a variety of extra-curricular school activities. Students enthusiastic about photography, journalism, digital publishing and creating memorable keepsakes for their entire student body are encouraged to register!

AP Studio Art: Drawing

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. The AP Drawing course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that will be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works will be expected to demonstrate drawing competence. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Drawing and Painting 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$150 Exam Cost

AP 2-D Design Portfolio

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address two-dimensional (2-D) design issues. Students are asked to demonstrate mastery of 2-D design through many two-dimensional mediums and processes, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Graphic Design 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); \$150 AP Exam Fee

AP 3-D Design Portfolio

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address three-dimensional (3-D) design issues. Students are asked to demonstrate mastery of 3-D design through many three-dimensional mediums and processes. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Ceramics Sculpture 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); Optional AP Exam Fee \$150

Section 8

Language Arts

GENERAL PROGRAM DESCRIPTION

The general goals of Language Arts are the enjoyment of literature and the development of thinking and communication skills. These skills and content are ever-relevant in the modern world in various ways including forms of entertainment (via the creation of story and character in TV, film, music, and gaming), in various aspects of the business world (within presentations, marketing, and entrepreneurship), and in active citizenship (creating and analysing arguments about a variety of local and world affairs). Understanding rhetorical tools and formats allows us to more actively articulate and engage with ideas. Speaking, listening, and writing are foundational skills that cross curricular boundaries and disciplines. Add to all of this the enjoyment of literature and we become fuller, more understanding human beings as we reflect on ourselves and the world around us.

Language Arts Courses

Humanities 8

Humanities 8 is an integrated approach to English 8 and Social Studies 8. The course includes complete coverage of both the English 8 and Social Studies 8 curricula while emphasizing common elements between the two based on human themes and processes. Major units include the study of geography, history, and as well as those involving the acquisition of



language arts skills through the practice of written and oral communication and the study of literature--including novels, short stories, myths, and poetry.

English 8

In English 8 students will participate in a wide range of reading, writing, listening, speaking, and viewing activities. While learning to access information, apply appropriate strategies and think critically and creatively about a wide variety of informational, story and poetry texts, students will explore the purpose of language and the texts' connection to the larger global community. In addition, a formal writing process is used to enhance students' abilities to write paragraphs in narrative, descriptive, expository and persuasive modes.

English 9

Building on the skills developed in English 8, students will also begin to explore connections between informational, story and poetry texts. While paragraph writing is emphasized, students will be introduced to the concept of thesis and will practice writing an essay in the narrative, descriptive, expository, or persuasive mode.

English 10

Student will enrol in one of two options:

LITERARY STUDIES AND COMPOSITION 10

Literary Studies allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works. Students will also explore and create coherent, purposeful compositions. Students will create a range of expository, descriptive, persuasive, and opinion pieces. Students will:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop, balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills
- create narrative, expository, descriptive, persuasive, and opinion pieces
- engage in planning, drafting, and editing processes
- write for specific audiences and specific disciplines
- learn to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

LITERARY STUDIES AND CREATIVE WRITING 10

Literary Studies allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works. Students will also explore and create coherent, purposeful compositions. Students will create a range of expository, descriptive, persuasive, and opinion pieces. Students will further experiment with, reflect on, and practise their writing through the creative process. Students will:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop, balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills
- create narrative, expository, descriptive, persuasive, and opinion pieces
- engage in planning, drafting, and editing processes

- write for specific audiences and specific disciplines
- learn to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source
- experiment with the creative aspects of writing

English 11

Students will begin in-depth study of fiction and non-fiction texts with a focus on symbol, irony, point of view and theme. Students will practice using more advanced stylistic techniques in their essay writing.

English 12

Students will complete in-depth studies of fiction and non-fiction texts. Refinement of both analytical skills and essay writing skills will be emphasized. Careful attention is paid to preparing students for the English 12 Provincial Exam.

Communications 11

In Communications 11 students will study a broad range of information and literary works and practice using language in written, oral, and visual forms for a variety of purposes. This course may be taken in place of English 11. A student who successfully completes Communications 11 may then take Communications 12.

Prerequisite: MEN—10

(Teacher recommendation and parental approval required)

Communications 12

Communications 12 provides students with opportunities to study a range of fiction and non-fiction texts. Students will practice using language in written, oral, and visual forms for a variety of purposes. Communications 12 will satisfy graduation requirements. Students who intend to enter post-secondary education should ensure Communications 12 meets entrance requirements.

Prerequisite: MCOM-11 or MEN--11

(Teacher recommendation and parental approval required).

Writing 12

Writing 12 is a survey course in which students practice a variety of fiction and non-fiction creative writing. Students engage in oral and written critiques of their own work and of the writing of established authors. Students will assemble a portfolio of their pieces at the end of each term. Writing 12 is taken in addition to English 11 or English 12.



English 12: Theatre and Performance

English12 TP covers the same curriculum as English 12 (see above) with students who are typically enrolled in a senior theatre/dance/film/production course. Students enrolled in English TP will be heavily involved in a complex theatre-making process, which involves scriptwriting, filming, choreographing, designing, and/or stage managing. Over the course of a year, students work collaboratively to co-create and

perform an original play or an original interpretation of a play. Since 2000, the students' plays have been performed annually at Centennial Theatre. Overall English 12TP provides the opportunity for students to inquire as a learning community and to explore the themes, topics, and connections that organically arise from the students' reading and writing assignments in the English 12 curriculum and the students' collective co-creation. While not required, typically students enrolled in English 12TP are also enrolled in Directing and Script Development 12, Acting for Film and TV 11/12, Theatre Production 11/12, and/or Dance Choreography 11/12.

Literature 12

Literature 12 is a guided literary tour through many of the greatest authors and works in English literature. The course begins with the Anglo-Saxon period with the epic poem Beowulf and continues a fascinating literary journey all the way to the twentieth century. Some of the key works studied are Beowulf, The Canterbury Tales, Pride and Prejudice, Hamlet, The Great Gatsby, The Importance of Being Ernest, and the list of amazing works goes on and on. Literature 12 is a fast paced literary tour that is interesting and fun!

Modern Languages

GENERAL PROGRAM INFORMATION

Core French

Welcome / Bienvenue to the Core French program! Our Core French courses offer students the opportunity to learn French as a second (or third, or fourth!) language. The classes are designed for beginner to intermediate levels of skill and language ability, with the language of instruction being both in French and English. See below for more information about each of the courses offered.

Spanish

Welcome / Bienvenidos to the Spanish program! This year we are expanding our course offerings to include a unique opportunity for Grade 9 students to study Spanish (SP9). We will be still offering a beginners' Spanish course for students in Grades 10 and 11 (BSP11), with follow up courses in Grades 11 and 12 (SP11, SP12). The classes are designed for beginner to intermediate levels of skill and language ability, with the language of instruction being both in Spanish and English. See below for more information about each of the courses offered.





Modern Languages Courses

French 8

French 8 is an exciting introductory course for Core French students. It focuses on the exploration of basic French, Francophone culture, and communication skills development. Students will have access to many different resources including the Discovering French Nouveau Bleu textbook, online resources and other texts.

French 9

French 9 continues the study of Core French begun in French 8. Students will have access to many different resources including the Discovering French Nouveau Blanc textbook, online resources and other texts.

Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills.

French 10

French 10 offers Core French students a third year of French language development. Students will have access to many different resources including the Discovering French Nouveau Blanc textbook, online resources and other texts. Language elements are reviewed and expanded and vocabulary is enriched through authentic Francophone texts, songs, stories, videos, and experiences. Students will continue to expand their

knowledge of Francophone culture and develop their communication skills.

French 10 Enriched

French 10 Enriched offers the same curriculum as French 10 with additional opportunities for language development. Students will have access to many different resources including the Discovering French Nouveau Blanc textbook, online resources and other texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills with more of an emphasis on speaking and listening skills than the Core French 10 program.

French 11

French 11 offers students a comprehensive Core French course that builds on their language development and communicative skill development from French 8-10. Students will have access to many different resources including the Discovering French Nouveau Rouge textbook, online resources and other texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills.

French 11 Enriched

French 11 Enriched offers the same curriculum as French 11 with additional opportunities for language development. This is a comprehensive core French course that builds on students' language development and communicative skill development from French 8-10. Students will have access to many different resources including the Discovering French Nouveau Rouge textbook, online resources and other

texts. Language elements are reviewed and expanded, and vocabulary is enriched through authentic Francophone texts, songs, stories, videos and experiences. Students will continue to expand their knowledge of Francophone culture and develop their communication skills. This class offers more opportunity for listening and speaking skill development than the French 11 course.

French 12

French 12 provides Core French students a unique fifth year of French



language development. This elective course offers students the opportunity to explore language and culture through discussions, compositions, literature, research and continued communicative skill development. This course builds on the language and cultural understandings that were acquired in French 8-11. *Successful completion of this course often provides students with first-year language requirements at many universities.

French 12 Enriched

French 12 Enriched is an alternative to the French 12 course. It also provides Core French students a unique fifth year of French language development. This particular elective course offers students not only the opportunity to explore language and culture through discussions, compositions, literature, research, and continued communicative skill development, but it also offers more opportunities to improve the students' speaking and listening comprehension skills. This course builds on the language and cultural understandings that were acquired in French 8-11. *Successful completion of this course often provides students with first-year language requirements at many universities.

Spanish 9

This introductory course in Spanish is designed for students in grade 9. While working with the En Español 1 program students will learn basic grammar such as the present tense, adjectives and sentence structure. Students will also be able to practice basic conversation skills where the focus is speaking about family, friends and hobbies. In addition, students will have the opportunity to explore in greater depth Hispanic culture from around the world, such as traditions, customs and celebrations. This course will be offered if there is sufficient enrollment. Upon successful completion, students will continue on to Spanish 10, offered in 2018.

Spanish 10

This is the much anticipated follow up course to Spanish 9! Students are supported in the further development of their basic communication skills in Spanish. Students will continue their use of En Español 1 where they will work on sentence structure and conversation building, as well as their exploration of Hispanic culture. This course will be offered if there is sufficient enrolment. Upon successful completion, students will continue on to Spanish 11.

Beginning Spanish 11

This introductory level Spanish course has been developed for senior students in grade 10, 11 or 12. While working with the En Español 1 program students will learn basic grammar such as the present tense, future tense, adjectives, interrogative pronouns, etc. Students will also be able to practice basic conversation skills where the focus is on speaking about family, school, friends and hobbies. In addition, students will have the opportunity to explore Hispanic culture from around the world, such as traditions, customs and celebrations. This is a faster paced course that covers more content than Spanish 9. Upon successful completion, students will continue on to Spanish 11.

Spanish 11

Spanish 11 is a continuation of Beginning Spanish 11 and students will begin to expand their ability to use Spanish in real-world situations such as travelling to foreign destinations, exploring hispanic cultures (ie: market day in Oaxaca, Mexico) and talking about past experiences. Students will expand their grammar knowledge through real life every day vocabulary used to communicate realistic situations. Students will be given many opportunities to build their confidence with their listening comprehension skills.

Spanish 12

Spanish 12 is a continuation of the En Español 2 program begun in Spanish 11. At this level students will continue to expand their vocabulary and grammar knowledge by focusing ever growing attention on listening comprehension and conversational skills. All of this is learned in the context of real life scenarios: going to the beach with friends, telling your siblings what chores to do, shopping in Spain, plans for post graduation etc. Be amazed at how good your Spanish skills are after three years! *Successful completion of this course often provides students with first-year language requirements at many universities.

Business Education

GENERAL PROGRAM DESCRIPTION

The average C.E.O. in Canada made over 8 million dollars last year, and retires before the age of 55. If you want a head start on a career in the exciting, challenging world of business, come join us!

Get a head start on a successful professional career and take business courses. The Business Education Department at Handsworth offers a range of courses for students in Grades 9-12 that will prepare you for college and university business programs.

You will develop job skills which can be used immediately and in the future.

Business Education Courses

Business Education: Information and Communication Technologies 9

This is an introduction to efficient and effective internet use, word processing and simple desktop publishing. Students will examine topics such as the use of social media, cyber ethics, digital literacy, deconstructing media, the job acquisition process and a basic introduction to computer programming principles. Students will also become proficient in the use of Microsoft Office, Excel, Power Point, and a number of online applications.

Business Education: Information and Communication Technologies 10

Business Education: Information and Communication Technologies 10 compliments the skills learned in MBE-09C. Students will look at how computers and technology have changed the way we communicate with the world around us. Students will learn how to be more proficient with these new technologies while improving their computer skills. Microsoft Office, Excel, Powerpoint and a variety of specialty programs will be used. No pre-requisite required.

Entrepreneurship & Marketing 9

This is an introduction to the world of business. This course introduces student to personal finance, budgeting, credit, banking, investments, real estate, corporate social responsibility, economics, marketing, ethics and legendary leaders of business. Students will use current events to further develop their understanding of course materials. Students will have an opportunity to participate in an online stock simulation competing with students across the country.

Entrepreneurship & Marketing 10

Entrepreneurship & Marketing 10 continues to look at the World of Business. Basic business concepts will be applied to help explain what is happening in the world around us. Students will cover a variety of topics including finance, economics, marketing, tourism and ethics. Students will have the opportunity to develop a business plan and learn the ropes of becoming an entrepreneur and how to best secure venture capital.

Marketing & Promotion 11

Students will look at the role of Marketing and the ways that Marketing and Promotion are used to persuade the public to buy a good or service. Students will learn how to design a Marketing Plan; the necessity and power of advertising; how to market at the different stages of the product life cycle; challenges of doing business across borders and the importance of E-Commerce. Students will look at the marketing and promotion involved with Sports Teams, the tourism industry and other Marketing Giants.

Marketing & E-Commerce 12

Students will look at the evolution of e-commerce and why it is such an important part of our economy. Local and global e-commerce environments will be explored as we look at what makes a successful marketing campaign, whether it be online or in a store. Students will look at how the Internet has become an important part of a company's advertising campaign. We will look at how companies can take advantage of our obsession with youtube, smart phones and all things digital.



Accounting 11

This course introduces students to basic accounting concepts: from the creation of the beginning balance sheet to trial balance. It will provide students with employment skills at the entry level. Students are also introduced to the use of Simply Accounting. Permission of teacher required for Grade 10 students.

Economics 12

Economics 12 will provide students with a background in economics theory. Why do people behave the way that they do? How do we allocate scarce resources? Why do companies make the decisions that they do? Students will gain knowledge of the Canadian Economic system and how it operates including the principles behind government and social policies. Students will look at local and global trends and how Canada is impacted by different economic policies. This will help students with their understanding of how our society operates. Students will also apply their economic understanding to their own personal finances and future goals.

AP Economics

The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of Supply and Demand, Factor Markets, Market Structures, Costs of Production and how the government can intervene to promote greater efficiency and equity in the economy. Particular emphasis will be placed upon building economic theory at the university level in order to create a solid theoretical base for further economic inquiry.

Students will write the AP Exam in May and will receive their Exam mark in the summer. AP Exam Fee \$150

New Program at Handsworth

The Young Entrepreneurship and Leadership Launchpad (YELL)

The YELL program is coming to Handsworth!

The Young Entrepreneurship and Leadership Launchpad (YELL) provides students with a thorough understanding of how to apply entrepreneurial thinking to future studies, launching a business or entering the workforce post-secondary. Students interested in technology, entrepreneurship and innovation and those curious about how to put their ideas into action will benefit from the skills taught in this course as they prepare for life long success.

Why YELL?

- Earn course credits toward graduation.
- Work with teachers, business and community leaders and a mentor to design a student-led business concept.
- Connect with other business minded students and share ideas.
- Compete in a Venture Challenge to present their ideas to real-world investors and business leaders in the spring.

The course runs outside of the regular timetable after school for 2.5 hours and is divided into three semesters: Business Accelerator, Idea Incubator and a Venture Challenge. The course runs on Tuesday at Handsworth and on Monday at Sutherland and Windsor.

For more information:

YELL: www.weyell.org

Entrepreneurship@UBC: www.entrepreneurship.ubc.ca/announcing-partnership-with-young-entrepreneur-leadership-launchpad/

Contact:

Sheri Johnson

Handsworth Secondary School

SJohnson@sd44.ca



Section 11

Careers Education

The Primary goal of Work Experience is to help students prepare for the transition from Handsworth Secondary to the world of work. Through Work Experience, students have the opportunity to observe and practice the employability skills required in today's workplace as well as technical and applied skills relating to specific occupations or industries.

Other goals include helping students to:

- Connect what is learned in the classroom with the outside world of work
- Find out if a specific career is really what they think it is.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school
- Build their resumes and skills to help open up other employment opportunities.
- Gain a variety of experiences and build their “basket of skills.”

Placements can include traditional work sites, conferences, special student workshops, seasonal events....the opportunities are endless.

Handsworth Secondary School Career Development Programs are:

- Work Experience 11 (12A)
- Work Experience 12 (12B)
- Secondary School Apprenticeship Program



Students can take Work Experience 12A in Grade 11 and continue with Work Experience 12B in Grade 12, maximizing the community opportunities for students.

Career Contact Information

Sheri Johnson

Work Experience Teacher and Career Placement Advisor

sjohnson@sd44.ca

Check out our blog: <http://hssccareercenter.weebly.com/>

We Need You!

If you are a community member who is interested in supporting our youth make connections between school and community, we would love to hear from you.

We need volunteers for:

- Work Experience Placements
- Job Shadows
- Career Presentations
- Field Trips/ Tours

Contact sjohnson@sd44.ca to find out how you can become involved in this great program!

Careers Program Courses

Career Life Education 10

Career Life Education 10 applies to all Grade 10 students. Students must complete Career Life Education 10 in order to satisfy graduation requirements.

The big ideas of Career Life Education 10 focus on:

- Finding a balance between work and personal life is essential to good physical and mental health.
- A network of family, friends, and community members can support and broaden our career awareness and options.
- Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities.
- Effective career planning considers both internal and external factors.
- The global economy affects our personal, social, and economic lives and prospects.
- Successful career and education paths require planning, evaluating and adapting.

This course will cover topics in:

- Personal Development (self-assessment for career research, goal setting, lifelong learning, graduation requirements, personal financial planning and workplace etiquette)
- Connections to Community (global trends and economy)
- Career Life Plan (essential career skills, employability skills, post-graduate opportunities, employment standards, labour and market trends, workplace safety, and work experience opportunities)

Work Experience

Handsworth Secondary School Career Development Programs are:

- Work Experience 11 (12A)
- Work Experience 12 (12B)
- Youth Work in Trades Program – formerly known as Secondary School Apprenticeship (SSA)

Work Experience 11&12

The Primary goal of Work Experience is to help students prepare for the transition from Handsworth Secondary to the world of work. Through Work Experience, students have the opportunity to observe and practice the employability skills required in today's workplace as well as technical and applied skills relating to specific occupations or industries.

Other goals include helping students to:

- Connect what is learned in the classroom with the outside world of work
- Find out if a specific career is really what they think it is.
- Develop job readiness skills for specific occupations and careers.
- Understand the similarities and differences in behaviour standards between the workplace and school
- Build their resumes and skills to help open up other employment opportunities.
- Gain a variety of experiences and build their “basket of skills.”

Placements can include traditional work sites, conferences, special student workshops, seasonal events....the opportunities are endless.

Students can take Work Experience 12A in Grade 11 and continue with Work Experience 12B in Grade 12, maximizing the community opportunities for students. Work experience is comprised of pre-placement classroom activities combined with 100 hours at a community worksite.

Work experience coordinators work with students individually and in small groups to assist students with choosing and obtaining relevant and meaningful placements.

Youth Work in Trades Program – formerly known as Secondary School Apprenticeship

The Youth Work in Trades Program is a career program that provides students with the opportunity to begin their apprenticeship training while attending high school. The student will receive 4 credits towards graduation for every 120 hours completed on the job site, in a paid, supervised position, to a maximum of 16 credits or 480 hours. Apprenticeship hours can be completed in a number of ways including after school, weekends, holidays, or in classes where it can be accommodated in the school timetable, during school time.

Please see this website for more information.

<http://youth.itabc.ca/programs/work/>

Planning 12

The aim of Planning 12 is to support students in acquiring attributes in the areas of intellectual, social, and career development. Guidance will be provided to assist students in the continued development of their Graduation requirements through their Grade 12 year and prepare them for their Post-Secondary choices. The Graduation Transition Requirements will be supported in Planning 12. The format of Planning 12 will be both large group grade assemblies and required smaller group seminars. There will be choice of topics for seminars as well as required assemblies and assignments.

Peer Tutoring 12/ Teacher Assistant 12

Peer Tutoring 12/Teacher Assistant 12 is a 4 credit course offered to students in Grade 12. This is a formalized support model that is designed for students in Grade 12 to volunteer as a Peer Tutor for course credit. This course provides assistance to students primarily in Grades 8 and 9 who are in need of support throughout the entire school year. As it is a service based course there is considerable flexibility as to when and where the tutoring can take place. Grade 12 students will be expected to be enrolled in at least 7 classes (including Planning 12) plus Peer Tutoring 12.

Section 12

Mathematics

All students are enrolled in Math 8&9 and then at the grade 10 level, Foundations of Mathematics and Pre-Calculus is the starting point for both the Foundations of Mathematics and Pre-Calculus pathways. When choosing a pathway, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For more information on course content and “Big Ideas” see ‘Building Student Success – BC’s New Curriculum’.

NOTE ON THE USE OF CALCULATORS

Any student who is unable to perform arithmetic calculations and algebraic operations with accuracy and reasonable speed is severely handicapped in the study and application of mathematics. The use of inexpensive pocket calculators makes the performance of complicated calculations less tedious, but does not lessen the need for students to understand which concepts and operations are needed to solve a problem, to make sensible estimates, and to analyze their results. As a guide to students and parents, there are notations to calculator usage on course outlines distributed at the beginning of the school year. Scientific calculators are highly recommended for all grade 9 and 10 mathematics courses with exponent and trigonometric keys. A graphing calculator is highly recommended for Pre-Calculus 11, Foundations of Math 12, Pre-Calculus 12 and Calculus 12. Calculator instruction will be conducted with a TI-83 graphing calculator.



Math Courses

Mathematics 8

Mathematics 8 consolidates the skills and concepts introduced at the intermediate level.

Topics include problem solving, number concepts, number operations, patterns, variables and equations, measurement, 3-D objects and 2-D shapes, transformations, data analysis, and financial literacy. A scientific calculator is recommended but not necessary as there is an emphasis placed on developing number skills with fractions and decimals.

Mathematics 9

The main goals of Mathematics 9 are to prepare students to: use mathematics to solve problems by reasoning and analyzing, communicate and represent using mathematical vocabulary, make connections and reflect on mathematical thinking and to understand and solve using multiple strategies.

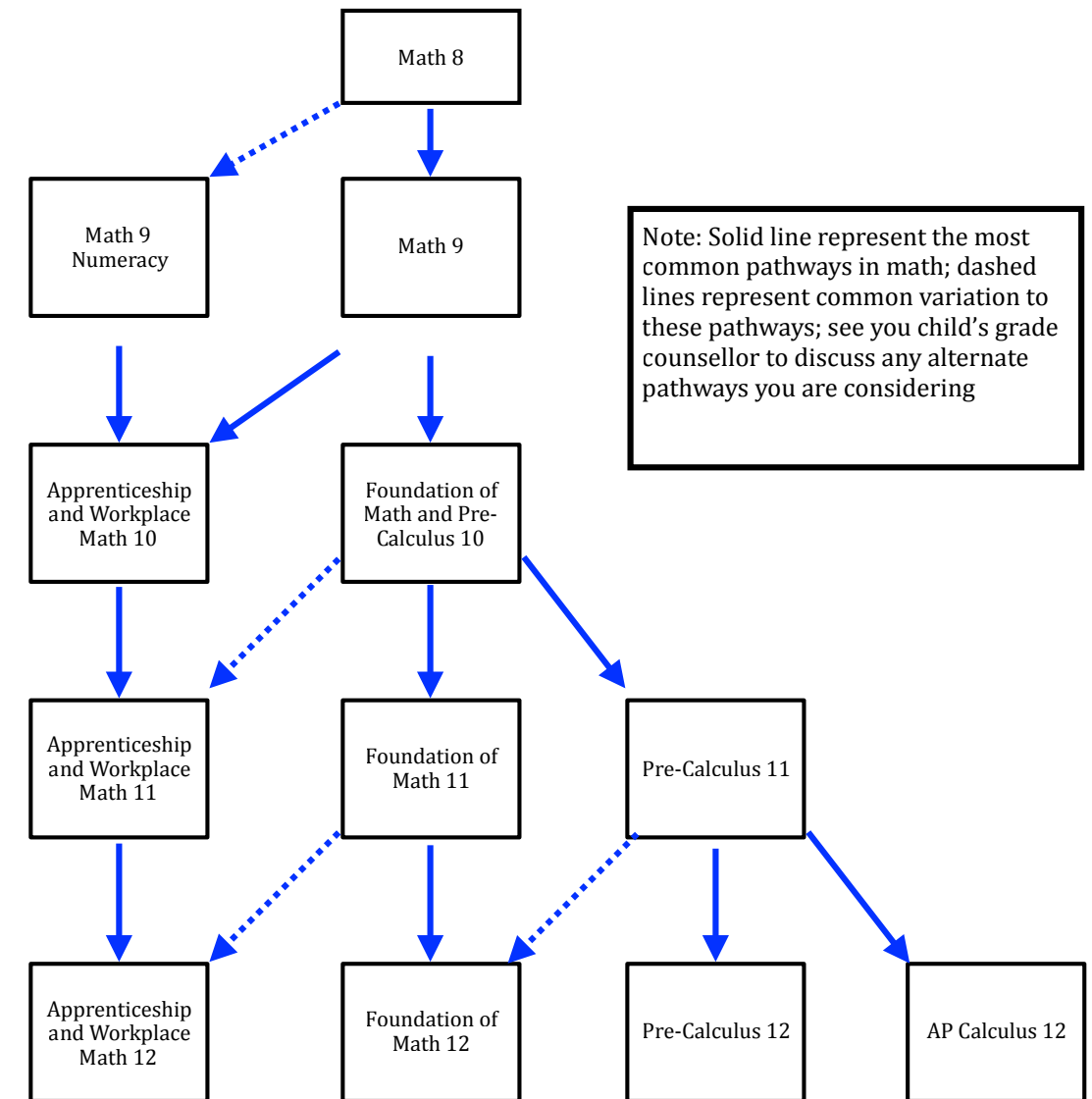
Topics include: operations with rational numbers, exponents and exponent laws, operations with polynomials, two variable linear relations, multi-step one variable relations, spatial proportional reasoning, statistics in society and financial literacy. Scientific calculators are required.

Foundation of Mathematics and Pre-Calculus 10 (Math 10)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.

Topics include: problem solving, operations on powers with integral exponents, relationships among data, linear relations, solving systems of linear equations, polynomial factoring, primary trigonometric ratios,

Math Department Flow Chart



experimental probability and financial literacy. Scientific calculators are required.

A minimum mark of C in Mathematics 9 is strongly recommended

Apprenticeship and Workplace Mathematics 10 (A&W Math 10)

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 problem solving with numbers and algebra, geometry, measurement, statistics and probability, financial literacy.

NOTE: Students who earned 55% or lower in Math 9 are strongly encouraged to take this course.

Apprenticeship and Workplace Mathematics 11 (A&W Math 11)

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 in the work force. Topics in A&W Math 11 include algebra, geometry, measurement, number skills, financial mathematics, interpreting graphs. Students who took A&W Math10 or students who earned 55% or lower in Foundations & Pre-Calculus 10 are strongly encouraged to take this course.

Foundation of Mathematics 11 (FOM 11)

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 study of calculus or other math based programs. Topics in FOM 11 include geometry, measurement, logical reasoning, relations and functions, trigonometry, statistics, probability and financial literacy. A Texas Instruments TI-83/84/85 calculator may be recommended for the course.

Pre-Calculus 11

This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for post secondary studies in programs that require the study of mathematics and calculus (eg: Business, Sciences, Math and Engineering). Topics in Pre Calc 11 include trigonometry, rational expressions, systems of equations, quadratics, reciprocal and absolute value functions.

A minimum mark of C+ in Foundations and Pre-Calculus 10 is strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.

Foundation of Mathematics 12

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for post-secondary studies in the arts or the humanities.

Topics include financial mathematics, logic with numbers, set theory, probability, combinatorics, data modelling and statistics, relations and functions.

A minimum mark of C+ in Foundations of Math 11 or Pre-Calculus 11 is very strongly recommended. A Texas instruments TI-83/84/85 calculator is highly recommended for the course.

Pre-Calculus 12

This course is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into math based post-secondary programs that require the study of calculus (eg: Business, Sciences, Math or Engineering).

Topics include: transformations and functions, trigonometry, exponential and logarithmic functions, polynomial functions, rational functions and radical functions.

A minimum mark of C+ in Pre-Calculus 11 is very strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.

Calculus 12

This course is recommended for students interested in taking post-secondary calculus or pursuing careers in many diverse disciplines such as mathematics, business, engineering, the biological and physical sciences. Its purpose is to make the transition from high school calculus to technical school, college or university calculus less traumatic.

Topics in Calculus include: limits, differentiation and integration of algebraic, exponential and logarithmic functions. Practical applications of these skills as they apply to business, physics and statistics are also pursued. Students enrolling in this course must also be taking Pre-Calculus 12 or have previously completed Pre-Calculus 12.

A minimum mark of a B in Pre-Calculus 11 is very strongly recommended. A Texas Instruments TI-83/84/85 calculator is highly recommended for the course.

AP Calculus - AB

An advanced placement course in Mathematics consisting of work in Calculus and related topics comparable to courses in colleges and universities. It is expected that students who take AP Calculus will be

taking calculus at the university level. The AP Calculus - AB examination will be written in early May. Students who are planning on writing the AP Calculus exam in May must be prepared to put in extra time over and above what is assigned in class. AP Calculus is intended for students who have a thorough knowledge of college preparatory mathematics (Pre-Calculus 12). Students in AP calculus will receive a school mark for AP Calculus even if they do not write the AP Calculus exam in May however, they cannot use a school mark to be granted a university credit.

Students enrolling in this course should already have completed the Pre-Calculus 12 course, preferably with a minimum mark of an A.

A TI graphing calculator is highly recommended for the course. Upon completion of AP Calculus 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some colleges and universities.

Note: There is a fee to write the AP Calculus exam.

Section 13

Physical Education

Physical Education Courses

Physical and Health Education 8

Physical and Health Education 8 is designed to develop the student's holistic understanding of health and well-being. Students will develop knowledge, skills and the mindset to remain physically active over their lifetimes. As well, there is an added focus on the non-physical aspects – social and mental well-being, individuality, and health.

Fee of \$25.00 for supplementary materials

Physical and Health Education 9

The Grade 9 Physical and Health Education Classes continue to build on the physical and mental skills taught in Grade 8. These classes are taught in a co-ed setting with units including activities which further reinforce the development of movement education, active living, mental health and well-being and personal and social responsibility. Fitness is an integral part of all activities. **\$25.00 for Supplementary Materials**

Physical and Health Education 10

The Grade 10 Physical and Health Education Classes build upon the skills and knowledge learned in PHE 8 and 9. As well, PHE 10 introduces students to more complex skills and concepts. These classes are taught in a co-ed setting with units including activities which further reinforce the development of movement education, active living, mental health and well-being and personal and social responsibility. Fitness is an integral part of all activities.

\$30.00 for Supplementary Materials



Physical and Health Education 10: Dance

For students who wish to focus on dance, get fit through fun dance combos and participate in the bi-annual "Hands Up" dance performances. Different types of dance will be explored such as contemporary, lyrical, jazz, hip hop, etc.) An emphasis will be placed on promoting healthy living habits such as exercising as lifelong benefits. Come discover the fun in dancing!

Fee of \$15.00 for supplementary materials, guest instructor and outside classes.

Physical Education 11

The classes will be co-ed and multi-grade to give students more choice in their activities. The units include activities which further reinforce the development of movement education, active living and personal and social responsibility of P.E. 8, 9, 10. Fitness is an integral part of all activities. Students will have priority in the selection of activities. This will allow them to tailor the program to their needs and their abilities.

Fee of \$30.00 for supplementary materials, guest instructor and outside classes.

Physical Education 10: Conditioning

The Sports Training 10 course is primarily a resistance training class that focuses on improvement with physical function. A student works with a training plan and sets goals in an effort to be quicker, faster, and stronger. The goal is safe whole body improvement with an emphasis on core stability. The class is hard work and demands desire and commitment. The opportunity to individualize your training plan is a benefit to each student. The course will also touch on additional areas of fitness such as nutrition, rest, life skills, goal setting, physiology, and training principles. This course is a good fit for student athletes who wants to improve physical function or students who would like to improve how they feel about their body and their fitness.

\$5.00 for supplementary materials, guest instructors, and outside classes.

Physical Education 11&12: Conditioning

The Sports Training 11/12 course is an extension of Sports Training 10. Students can continue with their physical development. Students can strive for individualized goals with regards to improvement in physical fitness and physical performance. Sports Training 11/12 is a physically and mentally demanding course that offers earned rewards for the motivated.

\$5.00 for supplementary materials, guest instructors, and outside classes.

Physical Education 10-12: Conditioning Girls

The Sports Training 10, 11, 12 course is primarily a resistance training class that focuses on improvement with physical function. A student works with a training plan and sets goals in an effort to be quicker, faster, and stronger. The goal is safe whole body improvement with an emphasis on core stability. The class is hard work and demands desire and commitment. The opportunity to individualize your training plan is a benefit to each student. The course will also touch on additional areas of fitness such as nutrition, rest, life skills, goal setting, physiology, and training principles. This course is a good fit for the student athlete who wants to improve physical function or any student who would like to improve how she feels about her body and their fitness. The girls Sports Training 10-12 block is a desire to cater more to girls and improve the environment for girls to work on their fitness.

\$5.00 for supplementary materials, guest instructors, and outside classes.

Physical Education 12

Physical Education 12 involves students in coeducational activities. They will participate in recreation and fitness related activities including

aquatics, aerobics, curling, golf, karate, outdoor pursuits, racquetball and scuba diving. Students will also be involved in service work for both the school and community. Students must complete a course in Safety Oriented First Aid including CPR. Participation in all these activities will promote the development of leadership skills. PE 12 promotes a multifaceted approach conducive to an active, healthy lifestyle.

\$125.00 for supplementary materials and First Aid Certification

Athletic Leadership 11/12

Athletic Leadership 11/12 is offered for highly motivated students who wish to enhance their leadership skills while working with the Handsworth Athletic Program. Students will be part of a Student Athletic Department that will work closely with the Handsworth Athletic Coordinator, as well as coaches and athletes to enhance the athletic opportunities for Handsworth students.

Athletic Leadership students will be involved in:

- Activities which support teams by working closely with coaches, managers and/or sponsor teachers
- Programs to promote student athlete recognition
- Development of programs for sport officiating
- Administrative tasks assigned by the Athletic Coordinator
- Intramural support
- Scorekeeping
- Athletics website development and upkeep
- Maintenance of trophy cases
- Promotion of school athletic events

With only one section of the course being offered each school year, students may be required to apply for entry into the course. Successful applicants would be expected to be available for numerous athletic events which occur outside the regular school day

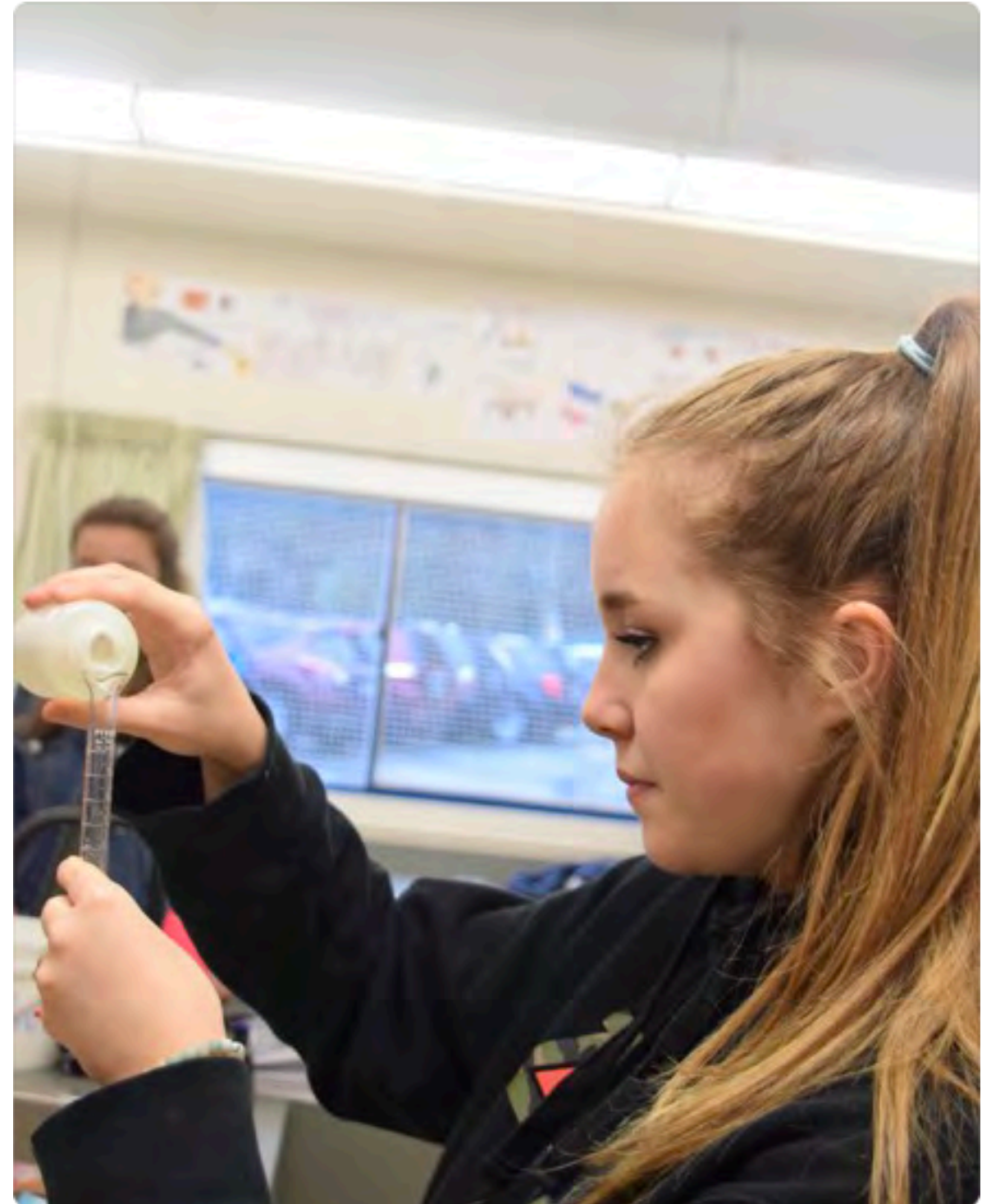
Science

GENERAL PROGRAM DESCRIPTION

Science and scientific literacy play a key role in educating you today for the world you will live in tomorrow. Science courses develop your abilities to think critically, solve problems, and make ethical decisions; to communicate your questions, express your opinions, and challenge your ideas in a scientifically literate way; and to exercise an awareness of your role as an ecologically literate citizen, engaged and competent in meeting the responsibilities of caring for living things and the planet.

Scientifically literate citizens are able to use scientific evidence, as well as their knowledge from other areas of learning, to develop their own views, discuss and debate, and make informed decisions in their daily lives and about broader issues, while maintaining their curiosity and wonder about the natural world.

Science courses include content from biology, chemistry, physics, earth and space sciences, anatomy and physiology, and environmental science.



Science Courses

Science 8

Science 8 is an introduction to four disciplines: Biology, Chemistry, Physics, and Earth Science. Students learn lab safety and proper equipment use.

Observation and analysis are skills developed in this lab oriented course.

Topics covered include processes of science, cells and systems, optics, kinetic molecular theory, atomic theory, and plate tectonics.

Science 9

Science 9 continues the study of Biology, Chemistry, Physics, and Earth Science. Observation and analysis are skills developed in this lab oriented course. Topics covered include cell division and reproduction, the periodic table with elements and compounds, electricity, matter cycles, and sustainability with a focus on First People's knowledge.



Science 10

Science 10 extends knowledge of Biology, Chemistry, and Physics with the addition of Space Science. Observation and analysis are skills developed in this lab oriented course. Topics include genetics, diversity, chemical reactions, energy transformation during motion, local and global impacts of energy from technology, nuclear energy, and the formation of the universe.

Biology 11

Biology 11 includes the study of the scientific method, classification, evolution and adaptation, viruses, bacteria, primitive to flowering and cone-bearing plants. Animals are surveyed, simple to complex, involving microscopic analysis and dissection. It is strongly recommended that students planning on post-secondary studies in Biology enroll in Biology 11.

Biology 12

Biology 12 involves a study of the human body. Topics include: cell biology and biochemistry, human physiology of major body systems, homeostasis in living organisms, and dissection of a fetal pig. Students will benefit from completing Chemistry 11 and Biology 11 prior to taking this course.

Physics 11

Physics 11 includes the study of kinematics motion, dynamics (forces), momentum, energy (mechanical, heat and light), waves, nuclear fission and fusion, and relativity. Optional units include electricity, sound and electrostatics. Students will develop skills in observation, measurement and analysis through laboratory experiments.

Physics 12

The Physics 12 is an algebra based course geared towards those students interested in the fundamental understanding of physical phenomena. The two disciplines covered are Newtonian Mechanics and Electromagnetism. From Classical Mechanics students will study 2-D kinematics and dynamics, circular motion and equilibrium. From Electromagnetism students will study electrostatics, circuits and electricity & magnetism.

It is recommended that the student has archived 70% or higher in Physics 11 and have a strong background in mathematics.

Environmental Science 11

Environmental Science 11 is a course designed to introduce students to the complex topics affecting our environment. Areas of study will include exploring the benefits and limits of biodiversity, complexity and ecosystem interactions that shape the diversity of life, energy flows in ecosystems, the function of the ecosystem in creating biodiversity, as well as other related topics. Human interactions with the environment from the micro to the macro will be analyzed, exploring the role of humans as both negative and positive agents of change in today's complex environmental issues. Students will have the opportunity to explore topics from a local and personal lens, considering personal and community responsibilities in the protection of ecosystems. Upon completion, students will receive a grade 11 science credit towards graduation with a better understanding of environmental sciences for an informed decision in planning post-secondary studies.

Chemistry 11

Chemistry 11 extends the student's knowledge of chemistry concepts, skills, and techniques. Topics include the mole concept, solutions, chemical reactions and organic chemistry. Considerable laboratory time is spent on experiments, developing skill in observation, measurement and

analysis. Abilities in problem solving, chemical calculations and lab report writing are also developed.

Chemistry 11 Enriched

The course will cover a general introduction to chemistry, the mole concept, reactions and stoichiometry, states of matter, atomic structure and bonding, solutions and their properties, as well as basic organic chemistry. Many topics are covered in greater depth than the regular Chemistry 11 course, and the course has a faster pace. It is recommended students considering Chemistry 11 Enriched have a strong standing in Science 10 (MSC-10), Math 10 (MFMP-10), and are strongly advised to consult with, and receive the recommendation of, their current science teacher. Students planning to take Chemistry 12 AP in the future are encouraged to take this course.



Chemistry 12

Chemistry 12 is a continuation of concepts, skills, and techniques stressed in Chemistry 11. Topics include reaction kinetics, chemical equilibrium, solubility,

acid-base chemistry, and oxidation/reduction. Lab work and problem assignments continue the development of skills in measurement, lab report writing, analysis and chemical calculations. (Recommended: Chem 11 C+ or higher)

AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Classical mechanics; mechanical waves and



sound; and simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students interested in continued studies in science, particularly physics and engineering should consider this option. Upon completion of AP Physics 1 and AP Physics 2, If you received a score of 4 or 5 on the AP exams is achieved students may be granted credit at some colleges and universities

AP Physics 1 is to be taken concurrent with AP Physics 2 and it is recommended that the student has achieved 85% or higher in Science 10 and have a strong background in mathematics.

\$140.00 AP exam cost

AP Physics 2

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. If you received a score of 4 or 5 on the AP exams is achieved students may be granted credit at some colleges and universities.

AP Physics 2 is to be taken concurrent with AP Physics 1 and it is recommended that the student has achieved 85% or higher in Science 10 and have a strong background in mathematics.

\$140.00 AP exam cost

AP Chemistry

Topics include reaction kinetics, chemical equilibrium, solubility equilibrium, acid-base chemistry and electrochemistry. It is a fast-paced course, intended for students planning a career in the sciences and engineering fields. Students taking ACHE-12 will be writing the AP Chemistry examination in mid May. Upon completion of AP Chemistry 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some colleges and universities.

\$140.00 AP Exam Fee

Social Studies

General Course Description

The general goals of Social Studies are the development of thinking and communication skills through the study of various aspects of history, geography, and culture. Students examine major patterns of conflict, change, cooperation, and development while, above all, reflecting on the historical importance of various peoples' attempts to be endowed with rights and respect while also improving society overall. Key skills for emphasis include written and oral communication, critical thinking, personal development, and social responsibility. These skills and content are ever-relevant in the modern world in various ways as active citizenship requires individuals to create and analyze arguments about a variety of local and world affairs. Furthermore, various occupations and industries depend upon knowledge and understanding of the content and patterns embedded within the disciplines of geography, law, history, and psychology; these include: the entertainment industry (TV, film, literature, and gaming); the business world (marketing, product-development, law, and entrepreneurship); and the building and resource industries (architecture, urban planning, and resource-management) to name a few.

Social Studies Courses

Humanities 8

Humanities 8 is an integrated approach to English 8 and Social Studies 8. The course includes complete coverage of both the English 8 and Social Studies 8 curricula while emphasizing common elements between the two



based on human themes and processes. Major units include the study of geography, history, and culture as well as those involving the acquisition of language arts skills through the practice of written and oral communication and the study of literature--including novels, short stories, myths, and poetry.

Social Studies 9

The purpose of Social Studies 9 is to develop student's growth as creative and knowledgeable Canadians and world citizens. It is an inquiry process that offers students the opportunity to develop, reinforce and expand upon geographical and historical knowledge, and skills that were introduced in Humanities 8. The critical thinking skills introduced will allow for information gathering from various sources; analyzing and interpreting resource; presenting and justifying your position on issues; decision making; and working cooperatively with others. The Social Studies 9 curriculum includes current events, social issues and philosophies that impact the development of Europe and North America from the 18th to 19th centuries.

Social Studies 10

Social Studies 10 will build on the skills, processes, and themes introduced and developed in earlier Social Studies and Humanities classes to develop students as active and responsible Canadian and Global citizens. The critical thinking skills reinforced will allow for information gathering from various sources; analyzing and interpreting resources; presenting and justifying positions on issues; and informed decision making. Social Studies 10 will focus on the 20th century conflicts, events and forces that have shaped modern Canadian politics, political systems and the modern Canada Identity. First Nations culture and histories are also explored.

Social Studies 11

Please note: Due to curriculum and graduation requirement changes made by the Ministry of Education, the Social Studies department at Handsworth strongly recommends that all students entering grade 11 for the 2018/2019 school year register for Social Studies 11. The changes made by the Ministry of Education mean that current students in grade 10 at Handsworth will not be taught Canada's Government structure (i.e. how to vote?), twentieth century Canadian history (i.e. W.W.2, Cold War), and human geography (i.e. climate change). These topics incorporate many of the essential skills necessary for functioning as engaged citizens in a civil society. The Social Studies department at Handsworth believes that all students should take this course.

Moving forward - next year and beyond - these topics will be taught to all students in Social Studies 10.

The following is a specific course description for SS11:

Social Studies 11 is a multidisciplinary and integrated approach to modern Canadian and global issues. The aim of the course is to develop students as active and responsible Canadian and global citizens. The focus is on historical and contemporary social, cultural, political, legal, economic and environmental issues which have served to shape modern Canadian society and political governance. The human geography section explores the impact of population growth, standards of living, and environmental issues facing Canada and the world. The section on government examines the structure and operation of Canada's federal, provincial and municipal governments. The history component looks at the forces that have united and divided Canadians during the twentieth century.

Psychology 11

Psychology 11 is a course about human nature. Students will try to unravel some of the mysteries of why people behave, think and feel as they do. Course content includes psychological theories, adolescent development, personality and abnormal psychology. The development of critical thinking skills will be introduced. Class participation and developing researching skills play a large role in student success in this course.

This course is for Grades 11/12 students only.

History 12

History 12 is an interesting, academic elective that provides a comprehensive study of the major events of the 20th Century. From the close of WW1 through the inter war years of Boom and Bust, WW II and the Cold War era of Nukes and Proxy wars such as Vietnam, to the post-Cold War new world order, we'll look at how those events continue to impact our 21st century world today. Our investigation will not be limited to North America and Europe, but will also include Asia, Africa, the Middle East and Latin America. This provocative course allows students to discuss and debate past and current affairs along-side providing future opportunities to link history to life-long learning as they embark on the next chapter of their life's journey.

Refer to the ministry of Education Prescribed Learning Outcomes for History 12 at:

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

Geography 12

Geography 12 is a practical course that offers students a closer look at the systems that affect our planet. The course will combine concepts related to physical geography, human geography, and urban studies. Thus, we will

examine a variety of global concepts: weather and atmospheric science; climate change and its impacts on Canada and the rest of the world; weathering and the formation of the earth's crust; and earthquakes and their associated phenomenon. Students will learn how human populations affect the earth and its interconnected systems. Case studies pertaining to natural resource management, environmental sustainability, city design and land use will allow students to gain a better understanding of the world and our place in it. Walking field studies and a variety of media and film will be used in this course.

Social Justice 12

This student-directed course provides students the opportunity to explore social justice movements and take action on the issues that matter to them. Social movements that may be investigated include: basic human rights, Indigenous rights, civil rights, eco-justice, gender and equity, LGBT2Q+ equality, and issues of globalization and unequal development. As well as inquiring into historical and contemporary social justice movements that continue to shape our world, students put their learning into practice. Throughout the year, students analyze different methods of creating social change and test out these methods by collaboratively creating a social justice campaign of their own. Whether it is many small campaigns focusing on different issues, or one larger project, this elective provides students with the vocabulary and theory to create meaningful change in their current and future communities.

Law 12

Law 12 introduces students to the basics of Canadian Law: our judicial system, court procedure, criminal law, civil law, and youth law. During the year, students will be exposed to several famous cases, prominent guest

speakers, and student debates. Involvement is essential as actual cases, and discussions are frequently utilized to provoke thought.

Comparative Civilization 12

Comparative Civilizations 12 is a unique history course as it allows students to immerse themselves in the day-to-day life of people from ancient times. We cover topics including: mythology and religious belief; citizenship and government; social class and status; and gender roles (including ideals, status, and ‘heroes’). We also discuss: cultural traditions, entertainment, and past times; art and architecture; and major historical events. Our focus civilizations are Classical Greece, Ancient Rome, Ancient Egypt, the Maya, the Vikings, and Feudal Japan. These civilizations will be compared and contrasted to each other and our own modern society as the class defines, evaluates, and reflects upon the nature of civilization. This course may be particularly useful for students who foresee careers in film, business, marketing, gaming, design, etc. as these civilizations continue to inspire entertainment, brands, designs, and trends throughout the modern world.

First Nations 12

BC First Nations 12 explores the richness and diversity of BC’s numerous First Nations cultures. Through a multidisciplinary field, students will examine important historical, cultural, social and political realities that have and continue to impact the lives of Aboriginal peoples in Canada. Guest artists, field trips and authentic teaching and learning methods are used for enrichment whenever possible. On completion of the course, students will have gained valuable cultural knowledge for themselves and excellent preparation for university level anthropology and social science studies.

English Language Learner

English Language Learners Courses

ELL Beginner 8-12

This is the foundation course for Level One and Level Two English Language Learners. This course focuses on building vocabulary, improving grammar, developing sentence and paragraph structure, and improving speaking and listening skills. This course can be taken by ELL or International students at any grade level.



Language Strategies 10

This course is designed to enable Intermediate (Level Three) ELL students to learn strategies and extend skills in the four main language areas of reading, writing, listening and speaking. It focuses on providing students with opportunities to acquire and practice the strategies necessary for successful reading and writing across the curriculum.

BC Culture

This course introduces ELL and International students to the culture of modern day British Columbia. Students will study the diverse beliefs, expectations, and values of British Columbians. Students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening and speaking, as they examine the local culture. This course is designed for Level 2 and Level 3 ELL and International students.

ELL Seminar

This small-group seminar is designed to enhance language support for Level Three students as they transition out of the ELL program. It focuses on extending language skills and strategies for academic courses, and creating a community of learners.

Section 17

Applied Skills

Applied Skills Courses.

Applied Designs, Skills & Technology Rotation 8 includes three courses that run for approximately 3 months each. These courses include:

- Coding and Robotics
- Applied Technology
- Home Economics

Students are provided an opportunity to engage in each of these practical areas of study.

Course Fee of \$20

Applied Designs, Skills & Technology Textiles 9

This course builds upon the skills introduced from Life skills 8 Textiles. Students will analyze and prioritize design ideas while creating a prototype. While developing their prototype, consideration will be given to the social, environmental and ethical impact their choices will have on the local and global communities. Throughout the year, projects are decided upon in consultation with the classroom teacher. Students typically finish four projects.

Students are expected to know the following:

- Range of uses of textiles
- Variety of textile materials
- Hand construction techniques for producing and/or repairing textile items
- Consumer concerns that influence textile choices, including availability, cost, function (waterproof), and textile care.

Course Fee of \$15



Applied Designs, Skills & Technology Textiles 10

This course is designed to build upon the skills introduced from Textiles 9. Students will identify sources of inspiration and will work towards developing textile designs with consideration to how tools and materials can be effectively repurposed and recycled. As students learn and build upon their previous skills and understanding of the different materials they have available, they will learn new skills and techniques which will allow them to challenge themselves through the creation of increasingly complex products or prototypes. Throughout the year, projects are decided upon in consultation with the classroom teacher. Students typically finish three major projects.

Students are expected to know the following:

- Natural and manufactured textiles, including their origins, characteristics, and care
- Hand and machine construction techniques for producing and/or repairing textile items, including First Peoples textile practices.
- Strategies for altering patterns and upcycling
- Principles of design used in the design of a textile item.
- Environmental and ethical factors that influence textile choices, and the impact of those choices on local and on global communities

Course Fee of \$15

Textiles 11

This course is designed to build upon the skills introduced from Textiles 10. Students will learn information about pattern design and manipulation in the creation of textile items. Students will explore the influence of social media, culture, sustainability and ethics in the design, manufacturing and advertising of fashion products. Consideration will also be given to the process of up cycling fabrics and garments in order to repurpose existing items using a variety of tools and techniques. Throughout the year, projects are decided upon in consultation with the classroom teacher. Students typically finish three major projects.



Students are expected to know the following:

- Physical and chemical properties of fabrics, including technological developments
- Strategies for modifying patterns
- Techniques for repurposing textile items
- Various factors that affect the selection of textile items, including the elements and principles of design and textile functionality
- Symbolism in textile prints and designs, including those of First Peoples.
- Economical and ethical issues in textile production and consumption
- Influence of marketing and advertising, such as social media, in the promotion of fashion and textile items.

Course Fee of \$15

Textiles 12

This course will focus on building the skills and techniques learned in textiles 11. Students will create increasingly complex textile items which will allow them to refine and develop their understanding of different fabrics and design principles as well as various methods of garment construction. Consideration will be given to how fabric type and origin relate to end use products and their life cycle. Students will also investigate how different policies and guidelines influence the production and sale of textile items.

Students are expected to know the following:

- Relationship between fibre content, fabric type, and textile use
- Methods for designing patterns
- Textile manipulation techniques
- Legislation, regulations, and agencies that influence production, labeling, and distribution of textile items
- Historical uses of textile items and their influence on modern textile use, including those of First Peoples

- Forecasting practices and how they are used in the development and creation of textile items.

Course Fee of \$15

Applied Designs, Skills & Technology Foods and Nutrition 9

The aim of Foods Studies 9 is to introduce students to the area of Foods and Nutrition. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creativity. Students will be given the opportunity to plan, design, create, and evaluate their own recipes.

Fee of \$60.00 for supplementary material

Applied Designs, Skills & Technology Foods and Nutrition 10

The aim of Foods Studies 10 is to introduce students to the area of Foods and Nutrition. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creativity. Students will be given the opportunity to plan, design, create, and evaluate their own recipes.

Fee of \$60.00 for supplementary material

Foods and Nutrition 11

The aim of Food Studies 11 is to expand on concepts introduced in Food Studies 10. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creativity. Students will be given the opportunity to plan, design, create, and evaluate their own recipes, and meals while considering the needs of different people.

Fee of \$65.00 for supplementary material

Foods and Nutrition 12

The aim of Food Studies 12 is to expand on concepts introduced in Food Studies 11. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creativity. Students will be given the

opportunity to plan, design, create, and evaluate their own recipes, and meals while considering the needs of different people.

Fee of \$65.00 for supplementary material

Applied Designs, Skills & Technology Drafting 9

Drafting/Design Technology 9 students learn the basic techniques of drafting including orthographic and isometric drawing with an introduction to architectural drafting, design and industrial design. Through design, problem-solving skills are developed while working in a studio environment. With a computer at every station, emphasis will be placed on CAD (computer assisted drafting and design) using Auto Sketch, 3-D



Rhino, Sketch Up and Chief Architect software.

\$20.00 for supplementary materials

Applied Designs, Skills & Technology Drafting 10

Drafting/Design Technology 10 students continue with the techniques of drafting with more emphasis on 3-D modelling. A project Based Learning methodology is used to have students explore the world of Architecture, Engineering and Industrial Design. With a computer at every station, emphasis will be placed on CAD (computer assisted

drafting and design) using Auto Sketch, 3-D Rhino, Sketch Up and Chief Architect software.

\$20.00 for supplementary materials

Drafting 11

Drafting/Design Technology 11 is a studio course which concentrates on architectural design and presentation techniques. The basic principles and elements of design are introduced. Emphasis will be placed on CADD (computer assisted design and drafting) using Auto Sketch, Chief Architect and 3-D Rhino. Students are encouraged to explore the use of new technology including multi-media and 3-D imaging. Students will further develop their problem-solving skills and critical thinking skills while working both individually and in small groups. Completion of Drafting 10 would be an asset.

\$25.00 for supplementary materials

Drafting/Design Technology 12

Drafting/Design Technology 12 students will work on more advanced design projects that will include model making and the production of working drawings. Real world applications of design principles are emphasized. This is a studio course where students work on a major project incorporating both design principles and concepts with the use of technology. Students will work exclusively on computers using Chief Architect and 3-D Rhino. Completion of Drafting 11 would be an asset.

\$25.00 for supplementary materials

Applied Designs, Skills & Technology Woodworking 9

Woodworking 9 is an introduction to the technology of woodworking. Through project construction, students will learn various methods of machine tool use, joinery, and finishing techniques. Students will also be introduced to the process of design as all students will model their projects on the computer prior to construction. The safe use of all woodshop power tools is stressed throughout the course. The successful completion of Woodworking 9 is recommended prior to Carpentry and Joinery.

\$50.00 for supplementary materials

Applied Designs, Skills & Technology Woodworking 10

Woodworking 10 is intended for students wishing to further their studies in woodworking. It is suitable for students who have successfully completed Woodworking 9 or for grade 10 students who wish to take Carpentry and Joinery. Skills and techniques learned in Woodworking 9 will be developed with project work. Emphasis on the Design Process will be explored, with all students modelling their projects prior to construction.

\$60.00 for supplementary materials

Carpentry and Joinery 11

Students will continue to explore the craft of cabinetmaking. Students may take on a self directed project of their own choosing. In the past several years, the majority of students have shown great interest in guitar building as a project selection. This project is not mandatory and is dependent on student interest and skill level. Materials must be paid for prior to the start of a project.

Woodworking 10 is not a prerequisite, but is strongly recommended.

\$40.00 for supplementary materials

Carpentry and Joinery 12



Directed studies - Students will choose an emphasis in cabinetmaking, framing, or finishing. Wood must be paid for prior to start of project.

Students must have completed Carpentry & Joinery 11.

\$40.00 for supplementary materials

Applied Designs, Skills & Technology - Exploring Engineering and Design with Electronic 9

Exploring Engineering and design with electronics and robotics is a course which encourages the student to explore various aspects of engineering and design in a hands-on fashion. We will explore the use of tools, materials, and processes with an emphasis on safety. Throughout the course students will design, build, and test solutions to various design challenges. Some past design challenges include saving an egg in a pop bottle rocket, building the strongest bridge, as well as building a variety of electronics and robotics projects!

\$30.00 for supplementary materials

Applied Designs, Skills & Technology Exploring Engineering & Design 10

Exploring Engineering and design with electronics and robotics is a course which encourages the student to explore various aspects of engineering and design in a hands-on fashion. We will explore the use of tools, materials, and processes with an emphasis on safety. Throughout the course students will design, build, and test solutions to various design challenges. Some past design challenges include saving an egg in a pop bottle rocket, building the strongest bridge, as well as building a variety of electronics and robotics projects!

\$30.00 for supplementary materials

Applied Designs, Skills & Technology Power Technology 9

Power Technology 9 is a course which encourages the student to explore various aspects of energy and power generation. In this course, the student will learn about small engines, basic metal working skills, and have the

opportunity to design projects that converts various forms of engines in a fun hands-on environment. Some past projects include boats, 2 and 4-stroke engines repairs, as well as electric motors. Safe work practices and environmental sustainability will be stressed.

\$30.00 for supplementary materials

Applied Designs, Skills & Technology Power Technology 10

Power Technology 10 builds on the skills learned in Power Technology 9 however Power Technology is not a prerequisite. In this hands-on based course, the students will learn about small engines, basic metal work skills, as well as have the opportunity to design projects that convert various forms of energy. Throughout this course, the student will develop problem solving strategies by troubleshooting various power-generation devices. Safe work practices and environment sustainability will be stressed.

\$30.00 for supplementary materials

Automotive Technology 11

Automotive Technology 11 teaches students the basic skills needed to understand, maintain, and repair automobiles. This course is only intended for students thinking about a careers in the automotive trades but teaches everyday life skills that can save a vehicle owner thousands of dollars in costly repairs. To get the most out of this course, students are encouraged to bring in their own cars to inspect and service, however shop cars will be provided. This course will introduce the student to some trades such as metal working, fabrication, and welding. This may include:

- Welding using both oxyacetylene and Metal Inert Gas (MIG)
- Machining and heat treating of tools

\$30.00 for supplementary materials

Automotive Technology 12

Automotive Technology 12 takes a more in-depth look at the various automotive systems discovered in Automotive Technology 11. It is strongly

advised that students take Automotive Technology 11 before enrolling in Auto 12. Students are expected to develop proficiency in automotive maintenance and repair. Prescribed labs as well as increased opportunity for self-directed work are encouraged.

\$30.00 for supplementary materials

Advance Placement

GENERAL PROGRAM DESCRIPTION

Students enrolled in Advanced Placement courses get a feel for the rigors of college/university level studies within the support of a high school environment. Students taking AP courses demonstrate to post-secondary admissions officers that they have sought out an educational experience that will prepare them for success at college/university and beyond.

Each AP course concludes with a college/university level exam developed and scored by post secondary faculty and experienced AP teachers. The exception to these exams is within the Studio Art stream, which requires the submission of a portfolio of their work. The AP organization charges a fee of \$150.00, to be paid by the student, for each exam.

Students who are successful in AP courses are able to enroll directly into the second year course at the post-secondary institution they attend, subject to the policies of that institution.

For more information about Advanced Placement go to:

<http://apcentral.collegeboard.com/home>

AP Courses

AP Computer Science A

Students in AP Computer Science will learn object-oriented programming with an emphasis on problem solving and algorithm development. The course is meant to be the equivalent of a first-semester university or college course in Computer Science. It also includes the introductory study of data structures and abstraction. The computer language used will be JAVA.

Students taking this course are recommended to complete MICTP12 or



have equivalent programming experience with Java. Upon completion of AP Computer Science 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities.

Optional AP Exam Fee \$150

AP French Language

This course is designed to provide an advanced course to students who are willing to accept challenges to exceed their language abilities. The course will develop the four skills of listening, speaking, writing and reading equivalent to a college level course in French language. The students will study two novels during the year. They will also be exposed to a variety of authentic materials such as textbooks, software, multimedia CD-Rom, Web sites and articles from newspapers. Upon completion of French 12 AP (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some universities. This course will be offered outside the timetable.

Optional AP Exam Fee \$150

AP Studio Art: Drawing

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. The AP Drawing course is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that will be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works will be expected to demonstrate drawing competence. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Drawing and Painting 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); Optional AP Exam Fee \$150

AP 2-D Design Portfolio

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address two-dimensional (2-D) design issues. Students are asked to demonstrate mastery of 2-D design through many two-dimensional mediums and processes, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Graphic Design 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); Optional AP Exam Fee \$150

AP 3-D Design Portfolio

The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This course is intended to address three-dimensional (3-D) design issues. Students are asked to demonstrate mastery of 3-D design through many three-dimensional mediums and processes. Students will be expected to complete the AP Drawing portfolio categories of quality, concentration, and breadth. Students are recommended to take Ceramics Sculpture 11 before this course.

\$35.00 for supplementary materials (including a good quality sketchbook and inkjet ink); Optional AP Exam Fee \$150

AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Classical mechanics; mechanical waves and sound; and simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Students interested in continued studies in science, particularly physics and engineering should consider this option. Upon completion of AP Physics 1 and AP Physics 2, students will receive Physics 12 credit and if a score of 4 or 5 on the AP exams is achieved students may be granted credit at some colleges and universities.

AP Physics 1 is to be taken concurrent with AP Physics 2 and it is recommended that the student has achieved 85% or higher in Science 10 and have a strong background in mathematics.

Optional AP Exam Fee \$150

AP Physics 2

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Upon completion of AP Physics 1 and AP Physics 2, students will receive Physics 12 credit and if a score of 4 or 5 on the AP exams is achieved students may be granted credit at some colleges and universities.

AP Physics 2 is to be taken concurrent with AP Physics 1 and it is recommended that the student has achieved 85% or higher in Science 10 and have a strong background in mathematics.

Optional AP Exam Fee \$150

AP Chemistry

Topics include reaction kinetics, chemical equilibrium, solubility equilibrium, acid-base chemistry and electrochemistry. It is a fast-paced course, intended for students planning a career in the sciences and engineering fields. Students taking ACHE-12 will be writing the AP Chemistry examination in mid May. Upon completion of AP Chemistry 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some colleges and universities.

Optional AP Exam Fee \$150

AP Calculus - AB

An advanced placement course in Mathematics consisting of work in Calculus and related topics comparable to courses in colleges and universities. It is expected that students who take AP Calculus will be taking calculus at the university level. The AP Calculus - AB examination will be written in early May. Students who are planning on writing the AP Calculus exam in May must be prepared to put in extra time over and above what is assigned in class. AP Calculus is intended for students who have a thorough knowledge of college preparatory mathematics (Pre-Calculus 12). Students in AP calculus will receive a school mark for AP Calculus even if they do not write the AP Calculus exam in May however, they cannot use a school mark to be granted a university credit.

Students enrolling in this course should already have completed the Pre-Calculus 12 course, preferably with a minimum mark of an A. A TI graphing calculator is highly recommended for the course. Upon

completion of AP Calculus 12 (and after achieving a score of 4 or 5 on the AP exam) students may be granted credit at some colleges and universities.

Note: There is a fee to write the AP Calculus exam.

Optional AP Exam Fee \$150

AP Economics

The purpose of the AP course in microeconomics is to give students a thorough

understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of Supply and Demand, Factor Markets, Market Structures, Costs of Production and how the government can intervene to promote greater efficiency and equity in the economy.

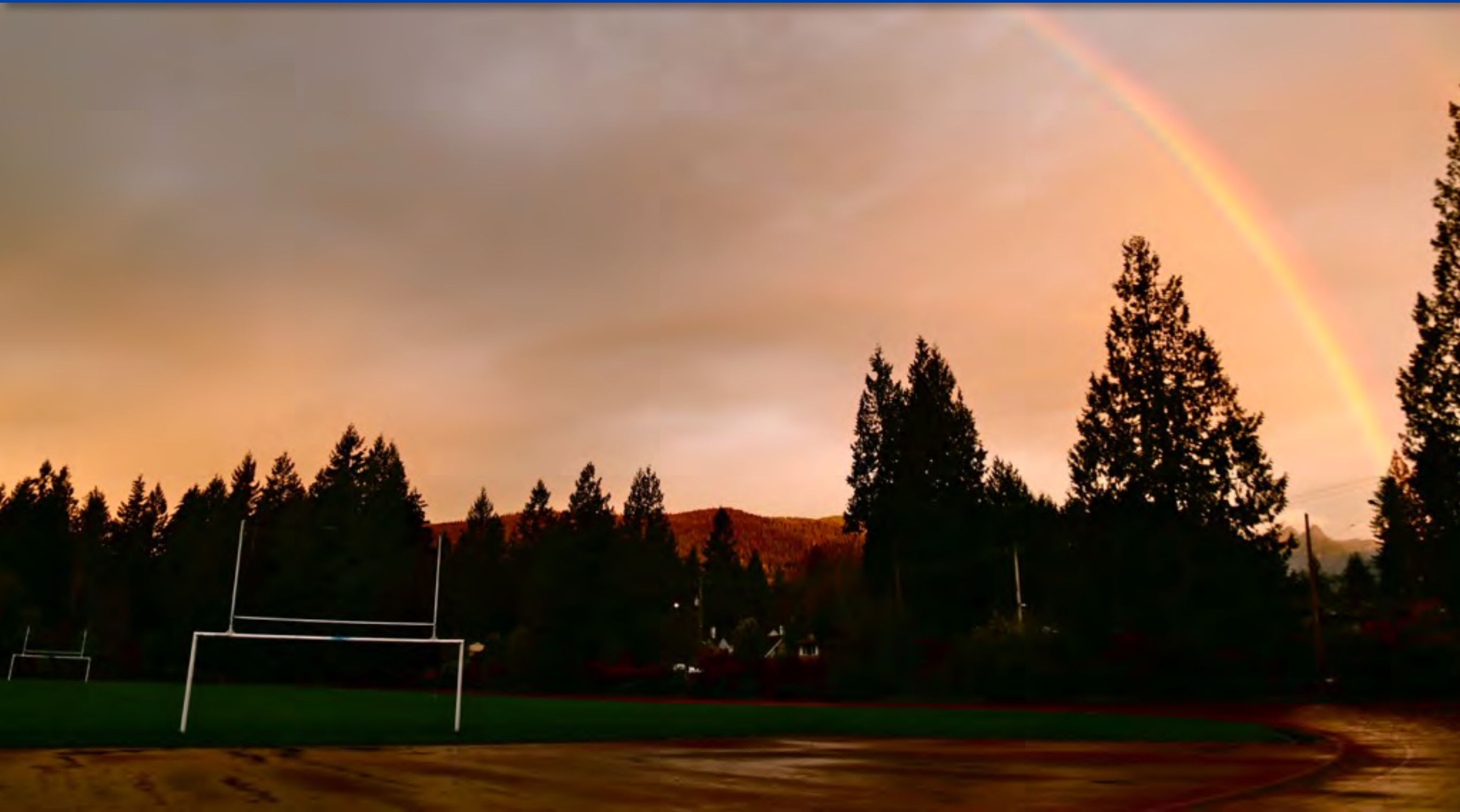
Particular emphasis will be placed upon building economic theory at the university level in order to create a solid theoretical base for further economic inquiry.

Students will write the AP Exam in May and will receive their Exam mark in the summer.

Optional AP Exam Fee \$150

Chapter 5

Links



For more information:

Handsworth School Website: <http://www.sd44.ca/school/handsworth/Pages/default.aspx>

North Vancouver School District: <http://www.sd44.ca/Pages/default.aspx>

BC New Curriculum: <https://curriculum.gov.bc.ca>