Garibaldi Secondary School
School District 42’s
International Baccalaureate School

Course Selection Book 2017 – 2018
Garibaldi’s Mission Statement:

Our primary purpose is to enable all our students to develop their individual potentials and to acquire the knowledge, skills and attitudes needed to become self-reliant, self-disciplined, socially and environmentally responsible participants in a democratic global society.

Principal’s Message

This course-planning book has been prepared to assist you and your parents as you plan for the 2017 / 2018 school year.

When planning a program of study, it is important to consider future career and post secondary aspirations and plan accordingly. You want to leave as many options open as possible by taking a realistic, forward thinking, and academically challenging program.

Garibaldi offers considerable choice in the elective offer excellent career preparation and are an areas of interest.

At Garibaldi we believe parents are an integral part process and we encourage you to discuss course children. Please feel free to contact the counselors or require further information.

Darren Rowell
Principal

How To Use This Book.

Students and parents should spend some time reading through this book. When planning courses you should plan several years ahead. Make sure that you take the courses in the earlier years that will help ensure success in later courses. Students in grade 10 and 11 should also be looking at the requirements for any post secondary programs and ensure that they take the grade 11 and 12 courses that they need to pursue their plans.

There are various links on the school website under Career Center. You can find information here on career planning, post secondary schools, scholarships, bursaries and other information that you may find useful for planning your education.

If you have questions please contact your counselors, the Career Center, your teachers or the administration.

604 463 6287 Phone 604 463 0896 Fax gss.sd42.ca Webpage

Material in this book is correct at the time of printing. Changes by the Ministry of Education, School District 42 and Garibaldi Secondary School may mean that some courses may alter. In any case, course offerings depend on enrolment. Insufficient enrolment may mean that some classes will not be offered. All course prerequisites are recommendations to help students be successful in the course.

This document is also available online at gss.sd42.ca in PDF format.
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- **Intermediate Program Grade 9**
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Unique Program Offerings at Garibaldi

The International Baccalaureate Diploma Program

At Garibaldi Secondary School

Garibaldi is one of only 26 International Baccalaureate World Schools in BC offering the Diploma Program. IB offers students the opportunity to complete their high school education in an internationally recognized, and internationally focused, program that will open many doors to the world of post-secondary education. Even more importantly, IB will expose students to the wider, international world of lifelong learning by focusing on both depth and breadth of learning in all subject areas.

The IB Diploma is also recognized worldwide as the very best preparation for university and college bound students. Students who take the full Diploma Program unanimously report that their first year at university is much less difficult and stressful because of their experiences in IB.

In short, IB is a great opportunity for students to complete secondary school in a collegial, friendly, fun, and challenging community of learners. The people you meet, and the things you learn in IB will be important to you for the rest of your life.

What is IB?

The International Baccalaureate Diploma Program (IB) is an alternative academic program for students in grades 11 and 12. It is open to any interested students, but you should be aware that the most successful IB students usually have attained B's and A's in their academic courses in grades 9 and 10.

If the program interests you, you should try to take your academic courses in grades 9 and 10 as "Honours" in order to prepare for the courses offered in IB 11 and 12. Although this is not an absolute requirement for IB, it is strongly recommended.

There are two ways grade 11 and 12 students can access the exciting options available in IB:

1. Students can elect to take one or more individual courses as "Certificate" courses;
2. Students can elect to take ALL their courses in IB for their grade 11 and 12 years, thus earning them a "Diploma".

IB courses are designated as either Higher Level (HL) or Standard Level (SL); for example, Garibaldi will be offering English as an HL course, and Math as an SL course. HL courses cover the same material as SL courses, but in significantly more depth.

Both Certificate courses and the full Diploma afford students the opportunity to receive advanced first year credit at most universities in Canada and internationally for all HL courses. This means, for example, that a student who achieves a certificate in English with a suitable grade (usually at least a mark of 5 out of a possible 7 points), will be able to register in a second year English course at SFU, UVic, UBC, or any other university he/she may choose to attend. This applies to all HL courses, which is why the full Diploma is really the preferred alternative for students seriously planning to attend University or college.

Full Diploma students will also take part in three unique experiences:

1. An interdisciplinary course on the Theory of Knowledge (TOK). This course is designed to connect knowledge students learn in their IB courses, and to ask students and teachers alike to challenge their ideas of what constitutes knowledge.

2. There is a service and action component called CAS (Creativity, Action, Service). A Diploma student is responsible for participating over the two years of IB in creative, physical, and service activities in the local community. The CAS requirement allows students to gain real-life experience beyond the classroom.

3. Extended Essay. An independent research assignment of approximately 4,000 words in one of students’ six subject areas. This is one of the ways IB Diploma students can specialize in an area of knowledge and prepare for the level of study required at the university level.

Overall, the IB program affords students an opportunity to learn a broad range of things, but also to specialize in a few areas of interest. It also allows students to participate as members of a learning community, made up of both students and teachers, that will give students access to an intense, collegial, one-on-one learning experience not available elsewhere.

The International Baccalaureate (IB) offers high quality programmes of international education to a worldwide community of schools. There are more than 679,000 IB students at 2,502 schools in 132 countries. www.ibo.org

Table of Contents  Course List
A diagram that outlines the IB program is shown on the next page. Please note that the IB program is open to all students but that those taking "Honours" courses will have an advantage.

In deciding to take IB, you are deciding to challenge yourself, but you are also deciding to give yourself the best educational opportunity public schools in Canada currently offer.

For more information on the IB program you can contact the school and ask for the IB Coordinator Mr. Moore or check the IB website at http://www.ibo.org/

Honours 9 and 10

The Honours program is provided for the four core courses of *Science, Social Studies, English* and *Math* in grades 9 and 10. The Honours program prepares students with an academic focus to become well-rounded learners who will be successful in the pre-university grade 11 and 12 programs (regular and IB) offered by Garibaldi.

The Garibaldi Honours program allows students to choose three routes to their post secondary education during their senior years. Students may choose to take regular Provincial Exam courses only, or they may choose to take some regular Provincial Exam courses and some IB Certificate courses, or they may choose to complete the IB Diploma Program. Note that universities have special acceptance policies for IB Certificate courses and the IB Diploma Program that can permit students to get first year credit for some university courses.

Every attempt will be made to offer the Honours courses to all interested students. Should it be necessary to limit enrolment due to funding, students will be placed in the courses based on a combination of:

- work habits;
- academic performance; and
- a personal interview.

Please see the section on the IB Diploma Program for a description of this world renowned educational opportunity offered by Garibaldi.

**IB Courses at Garibaldi**

- English HL/SL
- French SL
- Biology HL/SL
- Physics SL
- History HL
- Economics HL/SL
- Math SL
- Art HL/SL
- Music

There are complete course descriptions for the IB courses in the course section under International Baccalaureate. IB courses are usually 2 years in length and you take part one in Grade 11 and part two in Grade 12.

The IB is unique:

- We are proud of our reputation for high-quality education sustained for over 35 years. Our curriculum represents the best from many different countries rather than the exported national system of any one. Our challenging Diploma Programme assessment is recognized by the world’s leading universities. We maintain our high standards by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.

- We encourage international-mindedness in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity. All IB students learn a second language and the skills to live and work with others internationally—essential for life in the 21st century.

- We encourage a positive attitude to learning by encouraging students to ask challenging questions, to critically reflect, to develop research skills, and to learn how to learn. We encourage community service because we believe that there is more to learning than academic studies alone.

- We ensure that our programmes are accessible to students in a wide variety of schools—national, international, public and private—in 132 countries. These IB World Schools form a worldwide community in which there is no such thing as a "typical" school (more than 50% of IB students are in state-funded schools). IB World Schools cooperate in curriculum development, student assessment and the governance of the IB, making this a unique international collaboration. www.ibo.org
As of August 2016, there are 138 schools offering the Career-related Program (CP). It will be a graduation path for students at Garibaldi Secondary going into grade 11 in the 2017/18 school year. The CP offers students a comprehensive educational framework that combines highly regarded and internationally recognized courses, from the IB Diploma Program (DP), with a unique CP Core and an approved Career-related Study (CRS).

The CP develops students to be:

- Academically strong
- Skilled in a practical field
- Critical and ethical thinkers
- Self-directed
- Collaborative
- Resilient and determined
- Confident and assured
- Caring and reflective
- Inquirers

Students enrolled into the IBCP must complete the following over two years:

- **Minimum of two courses from the IB Diploma Program (DP)** – DP courses provide and enhance the theoretical underpinnings and academic rigor of the CP.

- **The CP Core** – Provides context to the DP courses and the Career-related Study, drawing all aspects of the framework together. Students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The CP Core consists of the following four interrelated elements:
  - **Personal and Professional Skills (90 timetabled hours)** – is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skill development for the workplace, as these are transferable and can be applied in a range of situations.
  - **Service Learning (50 hours)** – is the development and application of knowledge and skills towards meeting an identified and authentic community need. In this research based approach, students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understandings and values developed in these studies.
  - **Reflective Project (50 hours)** – is an in-depth body of work produced over an extended period of time and submitted towards the end of CP (in year two). Through a reflective project students identify, analyze, critically discuss and evaluate an ethical issue arising from their CRS. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity.
  - **Language Development (50 hours)** – ensures that all students have access to and are exposed to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB’s concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language.

- **Career-related Study (CRS)** – is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. Each school chooses the CRS most suited to local conditions and the needs of its students. The CRS provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. At GSS, we are pairing our CP exclusively with our already established Culinary Arts Program in 2017/18. The current culinary program will evolve into a hybrid merging the IBCP and the BCITA [ACE-IT] Professional Cook 1 Certificate. Students who complete our program will receive the International Baccalaureate Career-related Program Certificate, the certification awarded by the career-related study provider in their chosen field of study (BCITA: ACE-IT – Professional Cook 1), and their secondary school degree (Dogwood Diploma).

**Why do we offer the CP?**

The CP helps students to prepare for effective participation in life, fostering attitudes and habits of mind that allow them to become lifelong learners and to get involved in learning that develops their capacity and will to make a positive difference.

The program aids schools’ retention of students, promotes development of skills, and encourages students to take responsibility for their own actions, encouraging high levels of self-esteem through meaningful achievements.

A key feature of the CP is that it provides flexibility to allow for local differences. Each school creates its own distinctive version of the CP to meet the needs, backgrounds and contacts of its students.
Who is the CP for?

The IBCP is designed for students interested in pursuing a career-related education in the final two years of their secondary education. It provides them with an excellent foundation to support their further studies as well as ensure their preparedness for success in the workforce.

CP, DP and MYP

The CP builds on prior learning in the IB Middle Years Program (MYP) and incorporates elements of the IBDP, which provides the theoretical underpinning and academic rigor of the CP.

CP CORE – Personal and Professional Skills (4 Credits)

The Personal and Professional Skills course (PPS) is a compulsory component of the Career-related Program (CP) Core.

Personal and Professional Skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferrable and can be applied in a range of situations.

The overall aims of the PPS are for the students to:

- Develop as reflective and lifelong learners who can adapt to diverse situations
- Recognize personal strengths and identify ways to overcome challenges
- Be aware of and respond effectively to ethical dilemmas
- Value diversity of cultures and perspectives
- Demonstrate the ten attributes of the IB learner profile

PPS is a 90 hour timetabled course with five central themes:

1. Personal development
2. Intellectual understanding
3. Effective communication
4. Thinking processes
5. Applied ethics

The learning outcomes of the PPS course are as follows:

<table>
<thead>
<tr>
<th>LO 1</th>
<th>Identify their own strengths and develop areas for growth</th>
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<tbody>
<tr>
<td>LO 2</td>
<td>Demonstrate the ability to apply thinking processes to personal and professional situations</td>
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<tr>
<td>LO 3</td>
<td>Recognize and be able to articulate the value of cultural understanding and appreciation for diversity</td>
</tr>
<tr>
<td>LO 4</td>
<td>Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively</td>
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<tr>
<td>LO 5</td>
<td>Recognize and consider the ethics of choices and actions</td>
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</tbody>
</table>
**The International Baccalaureate Middle Years Program**

Garibaldi is starting the IB Middle Years Program in the Fall of 2017. Grade 8 students entering Garibaldi Secondary this fall will become the first Middle Years cohort. You can find more information about the IB Middle Years program [here](#).

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**Interdisciplinary Arts Academy**

This Academy is open to all students in the district. It is specifically designed for performers. Students will receive 16 senior credits in the arts. This academy is by [audition only](#) with production times TBA on the GSS Website. Students will not only be directed and choreographed to sing, act and dance, but will receive the opportunity to **create their own** work within the developed ensemble. Positions are available in stage management, prop, costume and set design and implementation.

**Program Description**

The Academy offers four grad program courses totaling 16 credits minimum.
Apprenticeship & Trades Training Programs at GSS

**Carpentry - GSS**
*Kwantlen Polytechnic University*

This Partnership between School District 42 and Kwantlen University is a full-time 40-week level one apprenticeship program running from September to June offered at the Garibaldi Secondary. Students complete core academic requirements on site with 28 credits dual credit for high school and apprenticeship training with 450 hours of work based training.

Requirements: Grade 10 - English 10; Math 10 (grade 11 preferred)

**Electrical Apprenticeship - GSS**
*British Columbia Institute of Technology*

This 24-week program runs from September to February at Garibaldi Secondary school in partnership with British Columbia Institute of Technology. The program provides graduates with the theory and practical skills necessary to enter the electrical trade. The electrical worker plans, assembles, installs, tests, repairs and maintains electrical equipment and systems in a variety of settings. 24 credits - Dual credit for high school and completion of level one apprenticeship and 350 hours of work based training.

Requirements:*
Grade 11 – English 11/Com 11 (C); Math 11 (C+)

*BCIT pretest is acceptable for English and Math

**Plumbing Apprenticeship - GSS**
*Kwantlen Polytechnic University*

Garibaldi Secondary and Kwantlen University have partnered together to offer a level one apprenticeship plumbing program. This 25 week program will give students the practical and theory skills to enter the piping / plumbing industry. The program is taught by Kwantlen instructors and follows the provincial apprenticeship curriculum. Students receive dual credit (high school graduation and college credits for completion of the program) Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trade’s person in today’s workforce. Students who successfully complete the Plumbing Foundation program will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumber Apprenticeship program. Students are able to follow one of the four certification streams; plumbing, pipefitting, gas fitting and sprinkler fitting.

Requirements: grade 11

**Career Development Program**

Students wishing to develop their skills and knowledge in a particular career area should consider the Career Development Program. This program combines courses in a particular focus area with work experience in the area. This allows students to develop a practical knowledge of a career area and to earn an extra 4 grade 12 credits in that area through Work Experience 12A & 12B.

To qualify for completion of a Career Development Program, a student must complete a total of four courses during Grade 11 and Grade 12 (*two grade 11 and two grade 12*), including 100 hours of related work experience. These courses must be related to the specific Career Development Program. More information is in the Graduation section.

See a counselor and/or Mrs. Lemieux, if you wish further information or to arrange the courses required for completion of a Career Development Program. See Secondary School Apprenticeship.

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Foundation Studies: Grade 8

Grade 8 Transition:

The 2017/2018 school year will be the 10th year of a district wide initiative to make the transition from elementary school to high school easier for young students. The Grade 8 Transition Model is based on allowing grade 8 students to make a connection with the school community. The main objectives are to give grade 8 students fewer teachers they have to get to know but at the same time still give them the opportunity to experience the variety of programs that high school has to offer.

Grade 8 students will still receive instruction in all Core Subjects, which include Math, Science, Socials, and English as well as Physical Education and French. However, two or more Core Subjects may be done with one teacher, therefore decreasing the number of teachers each grade 8 student will have. For example, a grade 8 student may have one teacher for Science and Math and one for Humanities (English and Social Studies). This will make it easier for parents since parents will have to contact fewer teachers to check on their child’s progress. In addition, one of the core teachers could be the student’s Teacher Advisor so they will have knowledge of that student’s progress in all core subjects. The students will stay together as a group/pod for their Core Subject areas. Grade 8 students will still experience all the Explorations Courses (Fine Arts and Applied Design, Skills, and Technologies on rotation), which include Fine Arts (Art, Drama, Guitar, Media) or Band or Choir and Applied Design, Skills, and Technologies (Computers in Business, Technical Education, and Foods and Sewing/Textiles.) The program should be an excellent start to a student’s high school years.

Grade 8 Program:

Core Courses:  (must be taken by every student)

1. Applied Design, Skills, and Technologies 8 rotation (Business 8, Foods 8, Sewing/Textiles 8, Technical Education 8)
2. English 8
3. Mathematics 8
4. Physical Education 8
5. Science 8
6. Second Language: French 8
7. Social Studies 8
8. Fine Arts 8 rotation (Art 8, Drama 8, Guitar 8, Digital Media 8)

OR
    Band (Beginning Band 8 or Junior Band 8) OR
    Junior Choir 8 or Junior Choir 8: Vocal Jazz

Other Courses:
Beginner ESL (English as a Second Language)

Table of Contents  Course List
Intermediate Program: Grade 9

Intermediate Program:
The Intermediate Program consists of five core courses that must be taken and three exploration courses that are to be chosen by all grade 9 students. All students must be signed up for a total of eight courses per year.

Core Courses: (must be taken by all students)

1. English 9 or Honours English 9
2. One of these Mathematics 9 courses: Mathematics 9 Honours or Mathematics 9
3. Physical & Health Education 9
4. Science 9 or Honours Science 9
5. Social Studies 9 or Honours Social Studies 9
6. An ADST course
   * Career Education 9 (Integrated into existing Grade 9 courses) - mandatory

Exploration Courses:

Applied Design, Skills, and Technologies (ADST)
Digital Media & Business 9
Foods 9
Textiles 9
Wood/Metal 9

Languages
French 9
Japanese 9

Fine Arts
Choral Music 9: Junior Choir
Choral Music 9: Vocal Jazz
Dance 9-12 (Non Academy)
Drama 9
Instrumental Music 9 (Band)
Jazz Band 9 - outside timetable
Music 9: Guitar
Textile Arts and Crafts 9
Visual Arts 9

Other Courses
Beginner ESL 9
Graduation Program
Graduation Requirements

For Students entering Grade 10 in 2017

Graduation Requirements for 2018/2019
To graduate, students will require 80 credits total. 52 credits are required from the following:

- Two Career Education courses (total 8 credits) (replaces Planning 10 and Graduation Transitions)
- Physical Health and Education 10 (4 credits)
- Science 10 (4), and a Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
- A Math 10 (4), and a Math 11 or 12 (4 credits)
- A Language Arts 10, 11 & 12 (12 credits)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits)
- Write a provincial math skills exam and a provincial literacy exam before graduation

The graduation program consists of courses in Grades 10, 11 and 12. Students must complete a minimum of 80 credits, including the Required Courses listed above and at least 12 additional credits of Grade 12 level courses and 16 elective credits of Grade 10, 11 and 12 courses to bring the total up to 80. Students should note that this is the minimum; most students should easily exceed this requirement.

Students who are planning on pursuing post-secondary studies need to ensure that they meet both the entrance and program requirements of the institution that they plan to attend.

For students entering Grade 11 in 2017

- Follow most of the current Graduation Program requirements
- Take a Math 10, a Language Arts 10 and Science 10, with classroom assessments instead of provincial exams
- Meet Social Studies graduation requirements with classroom assessments
- Write a provincial math skills exam and a provincial literacy exam before graduation

For students entering Grade 12 in 2017

- Have completed a Math 10, a Language Arts 10 and Science 10 or equivalent and written the associated provincial exams
- Meet Social Studies graduation requirements with classroom assessments instead of a provincial exam
- Write a Language Arts 12 exam before graduation
- Not write the new provincial math skills exam
## Graduation Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>10</td>
<td>English 10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>English 11 or IB English</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>English 12 or IB English</td>
<td>4</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>10</td>
<td>Social Studies 10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11 or 12</td>
<td>Social Studies 11, History 12, Geography 12, Law 12, Economics 12 or IB Economics, Philosophy 12 or IB Philosophy, Social Justice 12</td>
<td>4</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>10</td>
<td>Math Foundations &amp; Pre Calc 10, Workplace Math 10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Math Foundation 11, Workplace Math 11, Math Pre Calc 11, IB Math</td>
<td>4</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>10</td>
<td>Science 10, Life Sciences (Biology), Chemistry, Physics, Environmental Sciences, IB Biology, IB Chemistry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Physical Health &amp; Education</strong></td>
<td>10</td>
<td>Physical Health &amp; Education 10</td>
<td>4</td>
</tr>
<tr>
<td><strong>Career Education</strong></td>
<td></td>
<td>Career Life Education, Career Life Connections</td>
<td>4</td>
</tr>
<tr>
<td><strong>An Arts Education or Applied Design, Skills &amp; Technologies</strong></td>
<td>10, 11 or 12</td>
<td>A minimum of one course from Arts Education or Applied Design, Skills, &amp; Technologies</td>
<td>4</td>
</tr>
<tr>
<td><strong>3 more Grade 12 courses</strong></td>
<td>12</td>
<td>(4 credits each) Total 12 Credits</td>
<td>12</td>
</tr>
<tr>
<td><strong>4 Grade 10, 11 or 12 courses</strong></td>
<td>10, 11 or 12</td>
<td>(4 credits each) Total 16 Credits</td>
<td>16</td>
</tr>
<tr>
<td><strong>Provincial Assessments</strong></td>
<td></td>
<td>Literacy Assessment, Numeracy Assessment</td>
<td>80</td>
</tr>
</tbody>
</table>
District Programs – Not all are at GSS

Students are eligible to participate in any of the District Partnership or Academy programs. Note, students still maintain their home school registration. School District 42 has partnered with 5 post-secondary institutions to offer ten unique programs to Grade 10, 11 & 12 students and adult learners (and non-grads with prerequisites). Students now have the option to graduate plus get first-year post-secondary certification all in one year and with not or little tuition fees. Textbooks are extra!

ACADEMIES
Additional programs available at SD42 Secondary Schools (www.sd42.ca/academies):
- Interdisciplinary Arts – Garibaldi Secondary
- International Baccalaureate – Garibaldi Secondary
- Digital Arts – Maple Ridge Secondary
- Equestrian – Thomas Haney Secondary
- Hair Design – Samuel Robertson Technical School
- Hockey – Pitt Meadows Secondary
- Microsoft Academy – Westview Secondary
- Soccer – Westview Secondary

The following programs are offered at GSS
- Carpentry program Kwantlen – at GSS
- Electrical program BCIT – at GSS
- Plumbing Apprenticeship Kwantlen – at GSS

These programs are open to School District 42 students in any school

Apprenticeship & Trades Training Programs for 2017

These programs are offered by the District at the indicated site. They are open to all School District students in any school

Secondary School Apprenticeship (SSA)
Secondary School Apprenticeships allow students who are employed or working in a family business that is a Skilled Trade identified occupation to earn up to 16 credits towards graduation. Students will be registered with the Industry Training Authority (ITA) and upon completion of each 120 hours of employment will receive 4 credits towards graduation (to a max of 16 credits). In addition hours worked will be recorded by the ITA and count towards their apprenticeship.

In addition a $1000 award is available to students who complete the program with a C+ average and 900 hours total working hours (recorded by December 31 of the school year the student turns 19).

Construction Carpentry Level 1 - GSS
This Partnership between School District 42 and Kwantlen University is a full- time 40-week level one apprenticeship program running from September to June offered at the Garibaldi Secondary. Students complete core academic requirements on site with 28 credits dual credit for high school and apprenticeship training with 450 hours of work based training. Requirements: Grade 10 - English 10; Math 10 (grade 11 preferred)

Electrician - GSS
This 24-week program runs from September to February at Garibaldi Secondary school in partnership with British Columbia Institute of Technology. The program provides graduates with the theory and practical skills necessary to enter the electrical trade. The electrical worker plans, assemblies, installs, tests, repairs and maintains electrical equipment and systems in a variety of settings. 24 credits - Dual credit for high school and completion of level one apprenticeship and 350 hours of work based training.
Requirements:* Grade 11 - English 11 / Com 11 (C); Math 11 (C+)*BCIT pretest is acceptable for English and Math

Plumbing Apprenticeship - GSS
Garibaldi Secondary and Kwantlen University have partnered together to offer a level one apprenticeship plumbing program. This 25 week program will give students the practical and theory skills to enter the piping / plumbing industry. The program is taught by Kwantlen instructors and follows the provincial apprenticeship curriculum. Students receive dual credit (high school graduation and college credits for completion of the program) Students will develop the necessary habits concerning safety and the proper use of time, tools, materials, and the work skills required to be a competent trade’s person in today’s workforce. Students who successfully complete the Plumbing Foundation program will receive Level 1 in-school technical training credit and 375 work-based hours towards completion of the Plumber Apprenticeship program. Students are able to follow one of the four certification streams; plumbing, pipefitting, gas fitting and sprinkler fitting.
Requirements: grade 11

Metal Fabrication - SRT
This is a ten-month program running from September to June and is offered at Samuel Robertson Technical in partnership with British Columbia Institute of Technology. The Metal fabrication program deals with the selection, layout, shearing, cutting (with a torch), punching, drilling, forming, fitting and welding of steel plates and structural steel shapes. 28 credits - Dual credit for high school and level one apprenticeship and 450 hours of work based training. Class hours are from 2:00 – 7:00 pm Monday – Friday.
Requirements:* Grade 11

Hair Styling - SRT
This is a ten-month apprenticeship program running from September to June at Samuel Robertson Technical in partnership with Vancouver Community College. The program is divided into three levels and is 10 months in length. The first two levels of this program are designed to cover all core aspects of the industry on a progressive scale, demanding an increase in competence at each level. 32 credits - Dual credit for high school and level one, two and three apprenticeship training. VCC certificate and writing of the Red Seal Exam. In addition – all students will complete a practicum at a local salon.
Requirements: Grade 11

Culinary Arts - SRT
This is an 8-month program running from September to April at Samuel Robertson Technical in partnership with Vancouver Community College. Graduates will find excellent opportunities for employment in all areas of the food service industry, including positions such as assistant cooks or apprentices in restaurants, hotels, and aircraft flight kitchens. 32 credits - Dual credit for high school and level one and two apprenticeship training. Class hours are from 12:30 – 7:00 pm Monday – Thursday.
Requirements: Grade 11 (mature grade 10)

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**Carpentry Level 1 - SRT**

This is a ten-month program running from September to June at Samuel Robertson Technical in partnership with Kwantlen University. Hands-on shop experience is the basis on which skills are developed in the program. Students who complete the program are eligible for credit for first year apprenticeship technical training. 28 credits - Dual credit for high school and level one of apprenticeship training and 450 hours of work based training.

Requirements: Grade 11

**Automotive Service Technician - WSS**

This ten-month program runs from September to May at Westview Secondary school in partnership with British Columbia Institute of Technology. This 30 week entry-level program provides you with the basic knowledge and practical skills needed for entry into the automotive industry. As a graduate, you could pursue a career as a general repair technician or choose to specialize in one of the varied career paths that have emerged within the industry. You will also receive credit for your first level of apprentice technical training from the Industry Training Authority (ITA) and 450 hours of work based training. Upon successful completion of this program, you will be scheduled to write the Provincial Level 1 apprenticeship exam.

Requirements: Grade 11

**Masonry – THSS**

This partnership between Kwantlen Polytechnic University and School District No. 42 provides a unique opportunity for secondary school students* to complete Grade 12 graduation requirements while earning post-secondary credits and certification in the Masonry (Bricklayer) field – with credit of 400 work based training hours. Additionally, students will acquire job-ready skills to enter the job market or pursue other post-secondary education. The program runs from September to February.

Location: Thomas Haney Secondary School

For more information about School District No. 42’s partnership programs talk to your high school counselor, career advisor or work experience teacher or contact District Career Programs Coordinator Brad Dingler or District Career Programs Principal Steve Wiebe. You can also obtain the latest information at our Trades Website: http://apprenticeship.sd42.ca/

Brad Dingler – Brad_Dingler@sd42.ca (604) 626 1176
Steve Wiebe – Steve_Wiebe@sd42.ca (604) 318 9792

**Career Development - Work Experience**

**Objectives:** The objectives of Work Experience Education are to assist students to discover first hand, the meaning and value of employment, to discover personal abilities and interests relevant to employment, to discover the relationship between education and employment, and to gain a greater sense of purpose and direction.

**Rationale:** Both school-sponsored career exploration and community-based work experience are intended to help prepare students for the transition from secondary school to the world of work or further education and training. However, in work experience, the community is the classroom where students gain knowledge and experience about the workplace and are provided with a frame of reference to review or revise their career goals. Work experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives about their learning. Work experience also provides students with the chance to gain new skills that can be used in future work opportunities.

**Some Benefits of Work Study - Work Experience Education**

**For the Students**

1. The primary goal of work experience is to help students prepare for the transition from secondary school to the world of work.
2. Through work experience, students have the opportunity to observe and practice generic employability skills required in the workplace.
3. Students have the opportunity to observe and practice technical and applied skills relating to specific occupations or industries.
4. They explore the fields in which their vocational interests lie and determine whether or not these fields are suitable.

**For the School**

1. It provides an opportunity to relate academic and vocational training to job requirements.
2. It utilizes many community facilities and resources for training purposes, therefore making it possible to provide training in fields that the school program could not otherwise offer.
3. It increases ability to hold students for a longer period of time.
4. It provides assistance in occupational guidance.
5. It enables the school to keep abreast with developments in the business and industrial world.
6. It provides a direct avenue through which the school can meet community needs.
7. It develops good school-community relations.

**For the Employer**

1. It acquaints employers with the work that the school-trained young people can perform.
2. It provides the employer with carefully selected part-time employees who may become permanent at a later date.
3. It provides an opportunity to make a contribution to the youth community.
4. It increases staff motivation and work standards.

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Some of these courses may not be offered if there is insufficient enrolment

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Applied Design, Skills, and Technologies

MADEM09
Prerequisite: None.

This course is for students that are interested in careers in Computer Gaming, Animation, and Coding. This course is a brief study of 2D & 3D Animation, Cloud Computing, Gaming (Minecraft), and Coding in Minecraft using JavaScript. It also provides a solid core of knowledge for students that are not intending to pursue the above areas but want a better understanding of these key topics.

Digital Media & Business 9

MADEM09/MADIT09
Prerequisite: None.

This course is for students that are interested in careers relating to Business and Computers. It combines content from the areas of Marketing and Entrepreneurship and Digital Media. It also provides a solid core of knowledge for students that are not intending to pursue these areas but want a better understanding of these key topics. This course is a study of digital communication (including various social media), business startup (entrepreneurship), 2D & 3D Animation, economics and finance, computer networking (cloud computing). Students wishing to pursue further business or digital media courses should consider this class.

Digital Media & Business 10

MBEG-10
Prerequisite: None.

This course is for students that are interested in careers relating to Business and Computers. It continues and builds on the skills concepts and knowledge from Digital Media & Business 9. It combines content from the areas of Marketing and Entrepreneurship and Digital Media. It also provides a solid core of knowledge for students that are not intending to pursue these areas but want a better understanding of these key topics. This course is a study of digital communication (including various social media), business startup (entrepreneurship), 2D & 3D Animation, economics and finance, computer networking (cloud computing). Students wishing to pursue further business or digital media courses should consider this class.

Evaluation will be based on assignments, project and participation.

Accounting 11

MAC-11
Prerequisite: Math 10 is recommended

Students need financial, economic, and consumer skills to survive in our complex society. This course is designed as an introduction to accounting concepts for those seeking entry-level employment skills or personal skills. Students gain insights into financial problems and solutions that have far-reaching benefits for entrepreneurial and professional careers. Content includes: starting an accounting system, worksheets, financial statements, payroll, business transactions and banking. Evaluation includes assignments, projects, tests and quizzes. Students will need a pen, notebook, calculator, and ruler. Additional costs may be incurred.

Accounting 12

MACC-12
Prerequisite: Accounting 11 recommended

This course enables students to use industry-standard computer software and systems to analyze and solve accounting problems and to produce and present accounting reports. Evaluation will include assignments, projects, tests, and quizzes. Students will need a pen or pencil, notebook, and calculator.
Digital Communications & Programming 11
MBCA-11
Prerequisite: A keyboarding speed of 30 wpm recommended

This course will introduce students to using digital tools and create an understanding of the impacts of Social Media. Students will learn about issues in digital communication. Students will experience the world of virtual Desktops using the Linux Operating System. They will also learn about “Cloud Computing” and how to get there. The course will look at the evolution of Computer Technology. Students will learn to do some basic coding with JavaScript in Minecraft and Object Oriented Language “Java”. Evaluation will include tests, assignments, and class work.

Digital Communication & Programming 12
MBIM-12
Prerequisite: DCP 11 recommended or permission of the instructor

This course is designed to provide students with an understanding of coding and computer systems. Students will learn about global and societal shifts from emerging technologies, and the ubiquity of online access. Students will learn the soft skills necessary to work effectively within the IT sector. There will be a continued move to the world of “Cloud Computing”, along with learning Cloud Coding languages such as “Elixir”. Students will increase their Linux Command Line skills. Evaluation will include tests, assignments, and class work. Student will be expected to work well independently.

Digital Media & Animation 11
YCAIS1AAM
Prerequisite: None

This course will allow students to explore and develop digital animation skills. Students will explore various computer animation programs and techniques. They will produce short animated programs using computer software.

Digital Media Development 12
YCAIS2AAM
Prerequisite: None

This course will allow students to explore and develop digital animation skills. Students will explore various computer animation programs and techniques. They will produce short animated programs using computer software.

Financial Accounting 12
MFA--12
Prerequisite: Accounting 11 recommended. Math 11 P is recommended.

This course is intended for students who wish to pursue post-secondary studies in accounting, finance, business management, or commerce. Advanced concepts of financial accounting encourage students to develop analytical decision making skills and communication skills. These skills will also be useful to those students intending to pursue other professions. Evaluation includes assignments, projects, tests and quizzes. Students will need a pen or pencil, notebook, calculator, and ruler.

Marketing & Promotion 11
MMK--11
Prerequisite: None (suggested that Digital Media & Business 10 be taken first)

Students taking this course will explore the evolving business world. They will look at how to start a business, what makes a successful business, how to market a business etc. This course will help the student acquire, develop and improve the skills and knowledge needed to be successful in the modern business world. Students interested in continuing their education in business as well as students wanting to know a bit more about the business world will find this course useful. Evaluation for this course will be based primarily on assignments, participation and projects.

Marketing 12: E-Commerce
MMK--12
Prerequisite: Marketing & Promotion 11 recommended

Marketing 12 is a continuation of Marketing 11. Students will be given the opportunity to expand the knowledge and skills they developed in 11 as well as to acquire more skills of the successful businessperson. This course will be more project based and students are encouraged to develop their own business plans and projects. Consultation with the teacher will enable students to build a course that will meet their needs and interests while meeting the Learning Outcomes from the Ministry of Education.

Yearbook 11/12
YCCT-1BDTP for Yearbook 11
YCCT-2BYRB for Yearbook 12
Prerequisite: Students must be interviewed by the instructor before receiving permission to enroll in this course.

The Yearbook course has been designed to allow students to design and produce a school yearbook. The course will involve instruction in all aspects of yearbook production including photography, layout, design, and graphic setup. As well, development of creative writing skills will be emphasized. Evaluation will be based on effort, time management, attitude, and ability. Written assignments, tests, and project evaluation will be emphasized.

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Cafeteria 11 – Cafeteria 12
MCAFT11 for Cafeteria 11
MCAFT12 for Cafeteria 12

Cafeteria Training 11 and 12 focuses on quality and quantity food preparation and service. Students develop the skills necessary for commercial food preparation as they participate in activities related to receiving, storing, and presenting nutritious foods. Students also have opportunities to develop attitudes required by food-service professionals and to practice customer service.

Students consider their own and their customers’ safety while handling equipment and supplies, managing the working environment, and preventing food-borne illnesses. As they experience the creative preparation and presentation of food, they build an awareness of its social and cultural significance. Students also gain a basic understanding of the economics of operating a food-related enterprise, including purchasing, cost accounting, and portion control.

Students of Cafeteria Training 11 and 12 can apply their skills in their home as well as in public food-service facilities. They often choose to use their training to secure entry-level employment in the growing hospitality industry or to pursue careers in the food industry.

FoodSafe level 1 course is offered to students during the school year.

Cook Training 11 – Cook Training 12
MCKT-1A Cook Training 11A
MCKT-1B Cook Training 11B
MCKT-1C Cook Training 11C
MCKT-2A Cook Training 12A
MCKT-2B Cook Training 12B
MCKT-2C Cook Training 12C

Prerequisite: Cook Training 11 is a prerequisite for Cook Training 12. Food Studies 10 is recommended.

These courses are designed to offer objective vocational style training in line with needs of local industry and advanced training institutions such as V.C.C., Malaspina College, Vancouver Island University etc. Cook Training 11 & 12 involves the actual operation of an industrial styled food service facility. During a two-year period students are given instruction with focus on:

1 - Vegetable and Starch Cookery
2 - Meat and Poultry Cookery
3 - Seafood Cookery
4 - Stocks, Soups, and Sauces
5 - Meat, Poultry, and Seafood Cutting and Processing
6 - Cold Kitchen
7 - Baking and Desserts
8 - Basic Food Service and Kitchen Management
9 - Egg and Breakfast Cookery
10 - Safety, Sanitation, and Equipment
11 - Health Care (Cook - Chill)

With practice, students develop marketable skills that can lead to direct employment. By completing both 11 & 12 levels, a student qualifies for advanced placement at V.C.C., providing he or she challenges and passes V.C.C.’s level one exam. A diligent student will have no problem with this task. These courses also touch on the job opportunities available in the interrelated hospitality and tourism industry. Our objective is to create awareness of the other closely related opportunities that may await them as graduates. Further costs may be incurred.

Cook Training 11 and 12 each consist of 3 separate courses. Students may take one course or up to three at each grade level. Each course is worth 4 credits so it is possible to have 24 credits in Cook Training. Cook Training 11A(4), 11B(4), 11C(4), 12A(4), 12B(4) and 12C(4) would equal 24 credits.

FoodSafe level 1 course is offered to students during the school year.

HOME ECONOMICS

Applied Design, Skills, & Technologies 8: Food Studies
MADFS08
Prerequisite: Completion of Grade 7 recommended

As a survey course, the course is intended to give the student a sample of the varied skills including work in all areas of home economics, business education, and technical education. The aims are to explore potential interests and abilities and to practice vocational and avocational basic skills in each field.

The foods and nutrition component centers around meal planning. Students will learn the fundamentals of food safety and sanitation. Through practical labs, students will create meals and practise time management skills.

Applied Design, Skills, & Technologies 8: Textiles
MADT-08
Prerequisite: Completion of Grade 7 recommended

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As a survey course, the course is intended to give the student a sample of the varied skills including work in all areas of home economics, business education, and technical education. The aims are to potential interests and practice vocational and skills in each field.

In the clothing and textiles component, the students will sew simple garments. They will become familiar with the operation of a basic sewing machine.

**Food Studies 9**

MADFS09  
**Prerequisite:** None

It’s time you learned your way around the kitchen! This is a theory course with practical application. Principles of basic food preparation are introduced and applied with an emphasis on nutrition and time management. Students will have opportunity to see how food breaks down into nutrients and how the body uses these.

**Food and Nutrition 10**

MFDN-10FDS  
**Prerequisite:** Foods and Nutrition 9 recommended

Food Studies 10 is a theory course with practical application. Recipes become more complex than those prepared in Grade 9. Student will relate their personal food choices to their dietary needs. Menu planning for special diets, food marketing practices, and global awareness will be part of our course.

**Foods and Nutrition 11**

MFDN-11FDS

Foods and Nutrition 11 will introduce students to foods from around the world. The course will explore food preparation techniques and typical dishes from a number of countries. Cultural diversity is promoted as we discuss traditions from families and ethnic backgrounds. This course also involves the use of basic food preparation techniques and equipment for the planning, preparing and serving foods. Students will be able to identify key nutrients and become familiar with various dietary needs. As with all foods courses, safe use of equipment, sanitary food handling practices, resource and time management, nutritional information and cooperation are integral parts of this course.

**Human Services 11**

MHS--1A  
**Prerequisite:** Grade 11 Registration

This course is an in-depth look at infants, toddlers, and preschoolers. It examines the physical, emotional, social, and intellectual development of each stage. Pre-natal development, first aid, and career opportunities are also studied. Students will be evaluated on class work, participation, and tests of facts.

**Textiles 10**

MTXT-10TEX  
**Prerequisite:** No prerequisite, but preference is given to students who have passed Life Skills 8

Create clothing uniquely your own! This course is an introduction to clothing construction. You’ll learn the basics of sewing, be introduced to the sewing machine and serger, and put personalized touches on your garments. A minimum of four projects will be completed during the year, starting with woven fabrics and moving on to a stretch knit hoodie.

Students will be responsible for the costs of their patterns, fabric, and notions.

**Textiles Arts & Crafts 9**

YHEC-09ART  
**Prerequisite:** None

This course is intended to introduce the student to a variety of art and craft skills and embellishing techniques. Students will create a variety of projects while learning skills such as quilting, beading, appliqué, needlework, knitting, and/or rug making. Sewing experience is not necessary.

**Textile Arts & Crafts 10**

YHEC-0ART  
**Prerequisite:** None

Through exploration of various textile media, the students will create personal and household projects. Students will learn art elements, principles of design, fabric construction (knitting, crochet, felting), and fabric embellishment (embroidery, cross-stitch, appliqué, quilting). They will also learn crafts such as candle and soap making and small sewing projects.

**Textiles 11**

MTXT-11  
**Prerequisite:** Textiles Studies 10 recommended

A course designed to extend expertise to more advanced construction techniques and simple design changes on commercial patterns. The student will construct 4-6 projects, depending on degree of difficulty. Student will be responsible for fabric and sewing notion costs.

**Textiles 12**

MTXT-12  
**Prerequisite:** TEX 11 recommended and Grade 12 Registration

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A continuation of Textile Studies 11 for the adventurous seamstress! Emphasis is on professional tailoring techniques, in a jacket or coat and coordinated lined pants or skirt. Specialty fabric usage will prepare the student for the most difficult of projects! This is a great time to make a truly unique grad dress. Students will be responsible for fabric and sewing notion costs.

TECHNOLOGY

Applied Design, Skills, & Technologies 8: Woodwork

MADW-08
Prerequisite: Completion of Grade 7 recommended

As a survey course, the course is intended to give the student a sample of the varied skills including work in all areas of home economics, business education, and technical education. The aims are to explore potential interests and abilities and to practice vocational and avocational basic skills in each field.

Technical Education Component:

This is part of a mandatory course for all Grade 8 students. The course introduces the students to the technical education program, as well as teaching them some valuable skills for surviving in our industrial/technological society. The program is taught in four areas: drafting, woodwork, technology, and electricity. Drafting acquaints the students with the language of industry and the methods used to transmit ideas clearly and accurately. Woodwork stresses safety, types of wood, grain, structure, hand tools, simple power machines, measurement and layout, finishing, and joining as related to wood. The technology unit involves the design, in small groups, of a structure to meet the needs of an assigned task. This activity involves some research, the selection of a design, the building of a model, and testing of the model against criteria. Electricity covers safety in the home, simple electrical repairs, types of circuits, parts of the electric circuit, and identification and use of special tools. Each student will be given a letter grade and comments based on completeness and quality of workmanship, attitude, and work habits. Further costs may be incurred.

Automotive Technology 11 (not PARTNERSHIP)

MAT--11
Prerequisite: None

Automotive Technology 11 focuses on: shop safety, individual and group; shop practices, including equipment and repairs; and automotive maintenance, repairs and service. AT11 is designed for Career Preparation as well as general interest students. The shop portion of AT11 will include vehicle checks and service, engine support systems (electrical systems, fuel systems, and emissions), power train components (steering, brakes, and suspensions), and engine types. Theory topics will support practical activities. Shop practice will occupy approximately 65% of AT11 with the remaining time spent in the shop.

Automotive Technology 12 (not PARTNERSHIP)

MAT--12
Prerequisite: Automotive Technology 11 recommended

Automotive Technology 12 focuses on shop safety, individual and group shop practices, including equipment, machining and extensive repairs and general service. AT12 is designed for Career Development as well as general interest students. The shop portion of AT12 will be concerned with the vehicle power train and automotive electronics. Also, vehicle suspension, brakes and steering will be examined in AT12. Theory topics will support practical activities. Shop practice will occupy approximately 75% of AT12 while the remaining times will be spent in the shop.

Wood/Metal 9

This exciting introductory course is a good starting point for anyone interested in working with wood or metal. There will be a focus on safe and proper use of tools, equipment, and shop space. The beginning of the year will focus on hand tool skills and quickly progress to the use of power tools. As this class is a wood metal split, half the year will be spent in the metal shop, and half the year will be in the wood shop. Projects will focus on developing skills with one material at a time, and the option for combining both materials into a project is available at the end of the year.

Woodwork 10

MTEW-10
Prerequisite: None

This course does not require previous wood working experience to be successful. There will be a focus on safe and proper use of tools, equipment, and shop space. Students will learn about project planning, different wood types, different joinery techniques, and different finishing options. Projects will be assigned, and students will also have the option of designing and a building a project of their choice. The projects will have an emphasis on developing foundational skills to prepare you for other metal working or ADST classes.

Woodwork 11

MCJ--11
Prerequisite: None

This is a basic course in the manufacturing of furniture and cabinetry. It involves components of math, material science and the exploration of the carpentry/joinery trades. Students will further develop their skills with hand tools, and a heavy emphasis on both portable power tools and stationary power equipment. Students will be expected to complete a minor project containing a rail and stile assembly and a major project of their choice using the skills learned in this course. Approximately 30% of the mark will be theory based. Students will be required to provide their own safety goggles and tape measure.

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Woodwork 12
MCT--12
Prerequisite: Woodwork 11 recommended
This is an extension of the Woodwork 11; more detail in tool and machine operation will be covered. The students will learn advanced cabinet and joinery techniques required for projects to be completed in this course. The project(s) will contain various joinery methods and a drawer assembly. These components have to be completed for successful completion of the course. Students will be required to provide their own safety goggles and tape measure.

Metal 10
This course does not require previous metal working experience to be successful. There will be a focus on safe and proper use of tools, equipment, and shop space. Students will learn about project planning, different metals, different machining techniques, and welding processes. Projects will be assigned and students will also have the option of designing and building a project of their choice. The projects will have an emphasis on developing foundational skills to prepare you for other metal working or ADST classes.

Metal Fabrication and Machining 11
This course does not require any previous metal working experience to be successful. There will be a focus on safe and proper use of tools, equipment, and shop space. Students will learn how to read shop plans, do precise layout, and safely drill, cut, weld, and machine metal. Projects will be assigned, and students will have the opportunity to design and build a project of their own.

Metal Fabrication and Machining 12
This course is for students who have taken a junior level metal class. There will be a focus on safe and proper use of tools, equipment, and shop space. Students will further develop their knowledge of metal working by using a variety of metals, different welding processes and techniques, and more advanced machining processes. The ability to design, and or problem solve will be an important aspect to this class. Projects will be assigned, and students will be expected to design, and build 2 smaller projects, or one major project during the course of the year.

Skills Explorations
This course requires no previous hands on experience. There will be a focus on safe and proper use of tools, equipment, and shop space. Students will be exposed to 4 different trade areas; Automotive, Carpentry, Electrical, and Plumbing. Students will get an opportunity to explore all 4 trade areas via a combination of theory and hands on projects. This is a hands on course for anyone interested in learning about trades as a career, and or for students wanting to enroll in any of the trade programs offered here at Garibaldi or in the district.

Career Life Education / Planning 10
MPLAN10

Career Life Connections / Grad Transitions
All B.C. secondary school students who are enrolled in Grade 12 must complete Graduation Transitions. Graduation Transitions is intended to prepare students for a successful transition to life after secondary school. In order to meet this goal, Graduation Transitions encourages students to:

- take ownership of their own health and learning
- examine and demonstrate connections between their learning and their future
- create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens
- exhibit attributes of a model B.C. graduate

For more information on this Ministry requirement, please see http://www.bced.gov.bc.ca/graduation/grad_certificate.htm.

No mark is given for this requirement. Students will receive a comment on their report card, indicating the fulfillment of this requirement. If fulfillment of this course is NOT MET (assignments not completed and handed in for assessment) students will not be able to graduate--Grad Transitions is required for graduation.

Graduation Transition Plan
MGT----
The purpose of the Transition Plan is to build successful futures, students need more than academic skills. They need to develop a level of proficiency in areas such as career planning, employability skills and personal health. As part of the Graduation Program, students demonstrate their achievement in these areas by assembling the Transition Plan.

The Transition Plan consists of 80 hours of physical activity, 30 hours of Work Experience or Community Service and a Graduation Transition Plan. This is the minimum required to meet the 4 credits. Districts may choose to add other requirements. At the time of printing the Ministry of Education had not provided the guidelines for the new Transition Plan requirements and School District 42 had not made any decisions on any additional content.

The Transition Plan is a requirement for Graduation.
ENGLISH

English 8
MEN—08
Prerequisite: Completion of Grade 7 recommended

This introductory secondary school English course offers a wide selection of texts and materials in literature in order to meet the needs of a range of student ability and interest. The course aims for enjoyment. Students learn to recognize and become familiar with some of the ways by which writers produce interesting and exciting stories, poems, novels, plays, and essays. The provincial curriculum is changing and course content may vary.

English 9
MEN—09
Prerequisite: Successful completion of English 8 recommended

This course aims for organization in language skills and the ability to enjoy and understand literature. Students will continue to improve their language skills and become aware of the development of their language through a study of the history of English, vocabulary development, learning to build paragraphs, to improve spelling, to make speeches and oral reports, to punctuate, to write letters, and to understand some grammar. The provincial curriculum is changing and course content may vary.

English 9 Honours
MEN—09HON
Prerequisite: Successful completion of English 8 recommended

This is a course designed to meet the needs of the student who shows an aptitude and interest in the study of English. Together, we will explore the English 9 curriculum, but with a particular concentration on literature, including poetry, short fiction, the novel, and the drama. We will read broadly and deeply in this course - beyond the curriculum of English 9. We will also write, concentrating on both the academic essay and more creative forms.

The ideal Honours English student is one who enjoys reading, both as entertainment and as a means of discovering, and exploring, new ideas and interests. You should also have achieved (or expect to achieve) at least a B in English 8. If you achieved a C+ in English 8, but think this course is one you would like to attempt, please see Mr. Moore in room 3008.

The English 9 Honours course leads the motivated student on to more Honours courses in English, as well as into the IB programme, as detailed in both the Graduation Program section of this Course Selection Book. The provincial curriculum is changing and course content may vary.

English 10
MEN—10
Prerequisite: Successful completion of English 9 recommended

English 10 concentrates on precision in language, developing the students’ ability to perceive, describe, and evaluate the ideas or themes in a variety of literary works, and strengthening their ability to relate these ideas to their lives and their community. In language, students learn about English words and grammar usage, building paragraphs, reading and making reports, and writing longer compositions and letters. The text used is English Skills Program 3, supplemented by teachers’ material. The literature content in English 10 is varied, enabling students to find literature suitable to their interests. As in English 8 and 9, students are expected to participate in public speaking, are provided with a variety of speaking experiences in the classroom, and may choose to enter competitions at a school and district-wide level. Students will be evaluated on assignments and tests given throughout the year.

English 10 Honours
MEN—10HON
Prerequisite: English 9 Honours recommended.

We encourage bright, highly motivated students who love to read and are definitely bound for post secondary studies to enter English 10 Honours / Pre IB in their tenth year.

This is a course designed to meet the needs of the student who shows an aptitude and interest in the study of English. Together, we will explore the English 9 curriculum, but with a particular concentration on literature, including poetry, short fiction, the novel, and the drama. We will read broadly and deeply in this course - beyond the curriculum of English 9. We will also write, concentrating on both the academic essay and more creative forms.

The ideal Honours English student is one who enjoys reading, both as entertainment and as a means of discovering, and exploring, new ideas and interests. You should also have achieved (or expect to achieve) at least a B in English 8. If you achieved a C+ in English 8, but think this course is one you would like to attempt, please see Mr. Moore in room 3008.

The English 9 Honours course leads the motivated student on to more Honours courses in English, as well as into the IB programme, as detailed in both the Graduation Program section and the Special Programs section of this Course Selection Book.

See the Special Programs section for more information on the International Baccalaureate Programme IB and Honours.
English Literature 11/12

Are you interested in learning more about the literature you study in English class? Are you interested in writing your own original works? Is reading your favourite aspect of English class?

If so, this course is for you. In English Literature 11/12, we study the literature of the English-speaking world from both a historical and a modern perspective. We will read works from early English Literature to the most recent works by modern writers.

We will also use these works to gain much insight into the writing process, and will do some creative writing of our own, as well as refine our essay writing skills.

Most students who have taken this course in the past have reported that it is the single best course they took in high school. This applies especially to those students who plan to go into the humanities at college or university, but also to those in sciences, and also for those not planning to go to university. It offers an education in the best that has been written and said in the English-speaking world.

English Literature 11/12 is accepted by all universities as an academic credit.

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Physical & Health Education 8

Prerequisite: Physical Education 7 recommended

The physical education program at Garibaldi recognizes the valuable contributions a well-founded and administered physical education program can make towards the education of each and every student.

An effective physical education program will have as its four major goals:
A. The development and maintenance of positive personal attributes and interpersonal relationships as well as a positive attitude towards participation in physical activity.
B. The development of knowledge and understanding of factors involved in attaining competence in and appreciation of physical activity.
C. The development of efficient and effective motor skills and the ability to apply these skills to a wide variety of physical activities.
D. The development and maintenance of physical fitness.

In order to ensure that each student successfully attains each of these goals, the physical education curriculum will include learning experiences in each of the following core activity areas:

- Dance/Gymnastics
- Leadership
- Team Games
- Individual Activities
- Fitness Theory and Practice
- Outdoor Pursuits

The provincial curriculum is changing and course content may vary.

Physical Education 9

The physical education curriculum at Grade 9 continues to build on the PE 8 experience through a continuation of the core activity areas:
The physical education program at Garibaldi recognizes the valuable contributions a well-founded and administered physical education program can make towards the education of each and every student.

In order to ensure that each student successfully attains each of these goals, the Physical Education 11 & 12 curriculum will include learning experiences in each of the following core activity areas:

1. Team Games
2. Individual Activities
3. Fitness Theory and Practice
4. Outdoor Pursuits
5. Leadership and Community Service

Physical Education 11 & 12 are selected studies with the former being a prerequisite for the latter. Students enrolled in these courses are given some choices of activity within each of the five core activities. Emphasis is placed on a sport for lifetime philosophy that basically states the activities offered must be of the type that they would probably want to involve themselves in throughout their lifetime. Recreation is the watchword. Examples of sports for lifetime are the various racquet sports, aquatic activities, and outdoor pursuits such as canoeing, skiing, hiking, and sailing. Within timetable, transportation, and facility limitations, a comprehensive and effective program is offered. The main goal is the development of a lifelong desire for physical activity. P.E. 11 & 12 students are required to complete 5 hours of theory and 15 hours of volunteer service in the community and school. Students who fail to complete the required theory and service hours will receive an incomplete or fail for their course mark.

The curriculum content may contain the following:

- Racquetball
- Swimming
- First-Aid
- Duathlon
- Canoeing
- Windsurfing
- Golf
- Curling
- Leadership training
- Hiking and outdoor safety and survival training
- Physical fitness theory, practice, and evaluation
- Cross country and downhill skiing
- Other recreational activities as per student choice

Specific emphasis from this list is placed on certain activities at Grade 10. The teacher completes the selection of specific activities for each of these levels. Consistency in program content between different classes is ensured by adherence to a well-developed and researched departmental philosophy. The provincial curriculum is changing and course content may vary.

### Physical Education 10

MPE--10BOY
MPE--10GRL

**Prerequisite:** Physical Education 9 recommended

The physical education curriculum at Grade 10 continues to build on the PE 9 experience through a continuation of the core activity areas:

Dance/Gymnastics
Leadership
Team Games
Individual Activities
Fitness Theory and Practice
Outdoor Pursuits

Specific emphasis from this list is placed on certain activities at Grade 10. The teacher completes the selection of specific activities for each of these levels. Consistency in program content between different classes is ensured by adherence to a well-developed and researched departmental philosophy.

### Physical Education 11 & 12

**Grade 11 MPE—11**
**Grade 12 MPE—12**

**General Prerequisite:** C+ or better in Physical Education 10 recommended. PE 11 is recommended for PE 12.
Superfit 11: Fitness & Lifestyle Management
Grade 11 Boys YHRA-1CBOY
Grade 11 Girls YHRA-1CGRL

Prerequisite: None

There is an increasing awareness of the importance of providing youth with meaningful movement experiences. Regular physical activity enhances student learning, concentration, and problem solving abilities. Superfit provides students with the knowledge to develop and execute a physical fitness program that will enhance individual fitness levels, health and body image, as well as help develop a lifelong appreciation of the benefits of physical activity. Knowing and understanding several methods of fitness, nutrition, community resources and goal setting are some of the components of this course.

This course will run during the regular daily schedule for the boys only class and girls only class.

Superfit 12: Fitness & Lifestyle Management
Grade 12 Boys YHRA-2ABOY
Grade 12 Girls YHRA-2AGRL

Prerequisite: Superfit 11 recommended

This course will continue the Superfit 11 program.

This course will run during the regular daily schedule for both the boys only class and girls only class.

Social Studies 8
MSS—08
Prerequisite: Completion of Grade 7 recommended

Social Studies 8 focuses on global developments from the 7th century to 1750. Students will look into how civilizations were structured, how they changed over time, and how different societies interact with each other. Throughout the course students will practice critical thinking skills, such as weighing evidence and assessing significance.

Social Studies 9
MSS—09
Prerequisite: Completion of Social Studies 8 recommended

The scope of Social Studies 9 is on the years 1750 to 1919. Some topics of study will include revolutions, the effects of imperialism and colonialism on indigenous peoples, and the development of the nation of Canada. Critical thinking skills will be embedded throughout the course, and students will be encouraged to look at events from different perspectives, and make judgements about the causes and consequences of events.

Social Studies 9 Honours
MSS—09HON
Prerequisite: Completion of Social Studies 8 recommended

The scope of Social Studies 9 is on the years 1750 to 1919. Some topics of study will include revolutions, the effects of imperialism and colonialism on indigenous peoples, and the development of the nation of Canada. Critical thinking skills will be embedded throughout the course, and students will be encouraged to look at events from different perspectives, and make judgements about the causes and consequences of events.

See the Special Programs section on page 5 for more information on the International Baccalaureate Program IB and Pre IB.

Social Studies 10
MSS—10
Prerequisite: Completion of Social Studies 9 recommended

In Social Studies 10, students will look at Canada and the World from 1919 to the present. Canada’s global position in the 20th century will be studied, as well as the development of modern political institutions and the development of Canada’s inclusive, multicultural society. Focus will be placed on practicing critical thinking skills, such as making ethical judgements and assessing why things change and why other things stay the same.

Social Studies 10 Honours
MSS—10HON
Prerequisite: Completion of Social Studies 9 recommended

In Social Studies 10, students will look at Canada and the World from 1919 to the present. Canada’s global position in the 20th century will be studied, as well as the development of modern political institutions and the development of Canada’s inclusive, multicultural society. Focus will be placed on practicing critical thinking skills, such as making ethical judgements and assessing why things change and why other things stay the same.

See the Special Programs section on page 5 for more information on the International Baccalaureate Programme IB and Pre IB.

Comparative Cultures 11

What is culture? What are all the different ways to say “Hello” in other languages? What is the Tea ceremony? Who is Apu on the Simpsons and what is cultural stereotyping? What is a snowshoe and why do tourists come to Canada to buy Maple Syrup or Smoked Salmon? Who is Buddha and why is there a Sundance. What does it mean to be civilized? How do all of these questions affect you? What does it mean to wear a Burqa. Have a chance to share your

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study of current economic developments, trends, and issues enables students to improve their educational and career choices. Students will be better able to take advantage of global career opportunities when they understand how the global marketplace functions.

**World History 11**

**MSS--11**

**Prerequisite:** Completion of Social Studies 10 recommended

World History 11 provides an overview of the world in the 20th century. Students will study the wars and conflicts of the time period, as well as attempts to curb humanity’s violent tendencies. The rise and rule of authoritarian regimes will be explored, as will movements that struggled to expand human rights. Social and cultural changes that followed rapid advancements in technology and communication will also be examined. Throughout the course, students will engage in activities that sharpen their critical thinking skills.

**Political Studies 11**

By taking Political Studies 11, students will develop an understanding of how power is distributed in society, and will become more informed and engaged citizens. Students will study topics such as major political ideologies, the structure of political institutions, and the election process. Additionally, students will look at global politics, such as security, conflict management, development and sustainability. Students taking this course must be willing to participate actively in a simulation activity and engage in critical thinking activities.

**Economics 12**

**MEC--12**

**Prerequisite:** None. This is an academic course similar to a first year course at a college or university and students should be prepared to work at this level.

Students planning on taking Commerce or Business studies at a college or university will be required to take both Micro and Macro Economics. Taking Economics 12 will give you a head start in a subject not usually covered in high school. Economics 12 will include both Macro Economics and Micro Economics.

Economics 12 provides students with opportunities to analyze the effects of economic activity on their society, the nation, and the global community, and it gives them a deeper understanding of the principles behind government policies. Students study the principles underlying the exchange of goods and services for value both within the market system and in non-market-oriented sectors (e.g., households, volunteer organizations). This adds a critical dimension to students’ understanding of society.

Through the study of economics, students also gain an understanding of the significant personal, professional, and business decisions regarding the allocation of resources that they will be required to make throughout their lives. As well, the
Students will also be expected to examine ways in which actions for positive social change may be initiated. Assessment will be based on various presentations, debates, essays, and reports. Students will be encouraged to take their learning outside of the course and participate in local or global organizations that work towards social change.

**Criminology 12**

**Prerequisite:** This course is open to all senior students.

Criminology is the study of crime, the explanation of crime and the examination of crime reduction. Through readings and class discussions, guest speakers and field trips, film and video presentations, students will examine the interactions between law and society, law and crime, law and the criminal Justice System, and the Criminal Justice System and society. Criminology 12 differs from Law 12 in that Criminology is not interested in knowing the law, rather it focuses on the dynamics behind the law. Criminologists focus on the criminal act, the factors causing crime and the impact crime has on society. Of most importance, Criminology 12 seeks to answer questions such as:

- Who is a Criminal?
- What forces are causing one to gravitate to crime?
- What can be done to avoid, reduce or eliminate Crime?

**Philosophy 11/12**

Have you always questioned what you know and learn? Do you like spirited, fair debate? Are you interested in life’s “big issues”? If so, this course is for you!

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as the following.

- What is it to be human?
- Do we have free will?
- What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying philosophy provides an opportunity for students to engage with some of the world’s most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues.

The emphasis of the Philosophy 11/12 course is on "doing philosophy", that is, on actively engaging students in philosophical activity. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way.
Arts Education
Garibaldi’s School of Interdisciplinary Arts provides students with the opportunity to explore various Art career areas. During the Graduation program students in grades 10 to 12 can continue to take courses in various areas or they may choose to focus on one or two main areas. Students with interests in the Arts should talk to one of the Arts teachers or to their counselor.

ART
Arts Education 8: Art
Prerequisite: Completion of Grade 7 recommended

Introduction to Art:

This section is a general introduction to the visual arts program, covering the core areas of drawing, painting, sculpture, graphic design, printmaking and textiles. The emphasis is on individuality of thought and expression and the development of basic skills. Students will be evaluated on studio work and sketchbook.

Visual Arts 9
MVA--09
Prerequisite: None

This course is focused on developing the foundation skills in the core areas, with emphasis on individuality of thought and expression, use of imagination, observation skills, artistic judgment/art criticism, and appreciation and enjoyment of the visual arts. Students will develop skills in the following areas: drawing (techniques in pencil, ink, pastel, charcoal), painting (skills in watercolour, gouache, and acrylics), printmaking (relief [lino] printmaking), pottery (hand built), graphic designs (computer art and animation [optional]), and textiles (batik, stitchery, weaving, and fabric painting). Marks will be based on studio work and sketchbook. The provincial curriculum is changing and course content may vary.

Art Foundations 10
MVAG-10
Prerequisite: Art Foundations 9 is recommended

This class aids in the development of principles of design through visual expression in ceramics, drawing and painting, graphics, sculpture, and textiles. Students will work on common themes in art, for example: portrait/life drawing, landscape, fantasy, wildlife, and cartooning. Students will also be asked to do longer individualized projects several times during the semester. Graphic design skills and printmaking will also be addressed within the year.

Art Foundations 11
MAF--11
Prerequisite: None

This is a course designed to provide advanced techniques for students progressing from the junior program. An emphasis will be put on the development and use of the elements and principles of design. This course provides experience in drawing, painting, printmaking, textiles, sculpture, and/or pottery at a senior level. Two or three time periods are set aside for individual in-depth projects. Marks will be based on studio projects, sketchbook, and work habits.

Art Foundations 12
MAF--12
Prerequisite: Any appropriate art course at the grade 11 level recommended

This course is designed to develop the individual artistic potential of each student, using media that are introduced at the graduate level. Students work in the major areas of visual expression with a concentration on three major areas. A study of past and contemporary artists where applicable to class work will be included. A portfolio and sketchbook of artwork for future use when applying for art school or other position will be developed. The student will work in at least three areas of visual expression for advanced study that will be spread over the year. The choices will be from drawing and painting, ceramics, graphics, sculpture, textiles, and other media. Students will plan and conduct displays of their work, and have the opportunity to participate in work experience programs. Marks will be based on studio projects, sketchbook, and daily progress.

Drawing & Painting 11
MSADP11
Prerequisite: None; Art 9, Art 10 recommended

This course enables students to gain expertise in a wide variety of drawing, painting, and printmaking media and to develop a unique personal imagery. Throughout this course they will gain skills in projects such as graphic design, illustration, computer art and animation, as well as awareness of the vocational potential of art as a career. The students will explore many approaches and become familiar with design, techniques, and styles in drawing and painting. The main concern of the course will be a better understanding of the potential of different media such as pastels, pencil, inks, and watercolours. Media includes pencil, pen and ink, pastels, charcoal, watercolour, gouache, acrylics, relief printmaking, etching, mono prints, screen-printing. Evaluation will be based on studio work, sketchbook, and daily progress.

Drawing & Painting 12
MSADP12
Prerequisite: Drawing & Painting 11 or Art Foundations 11 recommended

This course is designed to offer students a specialized studio course in drawing, painting, and graphic arts that will allow them to develop both their creative expression and a portfolio of work suitable for post secondary education. The course contains major projects in graphics - etching, relief printing, mono printing, screen printing, and in drawing - charcoal, pencil, pastel, ink; painting - watercolour and acrylics; mixed media. Discussion of past and contemporary artists as it applies to media is included.
See the course description in the IB section

**DRAMA:**

**Introduction To Drama**

As an introduction to drama, the students are introduced to the world of acting through the use of theater games and improvisation. The emphasis is on building confidence and imagination. Students will learn how to cooperate in both small and large group situations. The goal is to have fun while learning. Daily evaluation will be based on participation, cooperation, imagination, and confidence.

**Arts Education 8: Drama**

**Prerequisite:** Completion of Grade 7 recommended

**Introduction To Drama**

As an introduction to drama, the students are introduced to the world of acting through the use of theater games and improvisation. The emphasis is on building confidence and imagination. Students will learn how to cooperate in both small and large group situations. The goal is to have fun while learning. Daily evaluation will be based on participation, cooperation, imagination, and confidence.

**Dance 9-12 (Non Academy)**

Dance 9 MDNC-09DAN
Dance 10 MDNG-10DAN
Dance 11 MDNP-11DAN
Dance 12 MDNP-12DAN

**Prerequisite:** None

This course is a compliment to the acting department as students will both study and perform elements of dance and acting. Creative dance, studio dance, and musical theatre combined with character work will be explored and performed in both groups and ensembles. Please note there are 2 evening performance exams required in the year. The provincial curriculum is changing and course content may vary.

**Choreography 11/12**

Choreography 11 MDNC-11DAN
Choreography 12 MDNC-12DAN

**Prerequisite:** Dance experience

This course is for students who wish to be mentors in our dance program. You will choreograph as both an individual and an ensemble. You will perform as well as provide technical support for the class. Please note there are 2 evening performance exams required in the year.

**Drama 9: Acting and Video**

**MDR—09ACT**

**Prerequisite:** None

This ensemble based course picks up where Drama 8 left off and focuses on improvisation and imagination. The provincial curriculum is changing and course content may vary. Performance in Psycho Session is mandatory.

**Drama 10**

**MDRD-10**

**Prerequisite:** None

This course welcomes students who wish to use Theatre and acting to enrich their life. Through Theatre production and acting students develop skill that prepare them for both post-secondary and career. Performance in Psycho Session is mandatory.

**Acting 11: Theatre Performance 11**

**MTPA-11**

**Prerequisite:** None

This ensemble course begins the fantastic world of acting with scripts. From group written work to the work of the professionals we learn the skills to create strong performances. Performance in Psycho Session is mandatory.

**Acting 12: Theatre Performance**

**MTPA-12**

**Prerequisite:** Students seeking a career in this area please see Mrs. Lacroix.

This ensemble based course combines the fun of the master of improvisation into scripts. We play with work from master playwrights to Saturday Night Live sketches. Performance in Psycho Session is mandatory.
Interdisciplinary Arts Academy

The courses in this section are credit options given to students who successfully audition or interview for the academy in May.

Theatre Production 10-12
MTPR-11LAC
Prerequisite: By audition in May.

This ensemble acting class will complete all production needs for annual shows: set, costumes, props, light and sound. Skill sets are designed for each grade level.

Theatre Production 11/12: Technical (IDS)
MTPRT12LAC
Prerequisite: None

Students interested in lighting, sound or film for theatre please interview with Mrs. Lacroix.

Master Classes: Grade 12 only (Theatre Production)

Art for Set Design, Marketing for Production, Costuming

If you are currently studying the senior course in one of these areas (Art, Marketing, Textiles) you are eligible to apply to use your skills in this cross curricular programme.

Maximum 2 students per course.
Entrance is by interview only book appointment with Mrs. Lacroix.

Theatre Performance 10-12: Actor Training For Productions
Grade 10 MDRR-10LAC
Grade 11 MTPA-11LAC
Grade 12 MTPA-12LAC
Prerequisite: By audition in May.
Actor training for productions.

Choreography 11/12 (Academy Only – Open to only 2 students)

Prerequisite: By audition in May.

Enthusiastic students apply to Mrs. Lacroix, as this would be collaborated in the musical theatre program.

On Stage 11/12 (Academy Only)
Grade 11 YVPA-1ALAC
Grade 12 YVPA-2BLAC

Stage Management 11/12 (Academy Only)

Prerequisite: See Mrs. Lacroix to book an interview.

This course annually accepts two to three students who wish to learn how to run and produce a production.

MUSIC

Arts Education 8: Music
Prerequisite: Completion of Grade 7

Introduction to Music
As an introduction to music, this course offers students the opportunity to explore the fundamentals of music. Using guitar as the medium of instruction, students will learn to read basic notation, learn the basics of playing rock and roll guitar, overview of the music history, including rock and roll, as well as discussing the current trends in popular music. Evaluation will be based on daily performance and participation. All students will be required to perform a final playing exam on the guitar.

Concert & Jazz Band - Beginning to Level 5

Secondary students are enrolled into the appropriate level of Band on the basis of previous Band or instrumental experience. Students new to GSS and their parent(s) should meet with the Music teacher prior to registration to determine the appropriate level. It is expected that students will develop: an interest in playing an instrument, technical ability, a sense of ensemble playing, and a skill and appreciation which will carry on beyond Secondary School.

** Please note that all students participate in a minimum of three performances, all rehearsals and related activities. Students are to be evaluated on: intonation, phrasing, dynamics, balance, tone quality, tempo, articulation and style for all performance tests and 35% of the mark is derived from an understanding of written/theory concepts. Furthermore, students are graded on attitude (self-improvement, commitment, confidence, leadership, pride, involvement, and ability to follow instructions) attendance/participation and home practice.

Students will be involved in a number of activities including concerts, retreats, tours, workshops, clinics and travel to various performances around the Lower Mainland. Opportunities will arise for travel and exchanges with bands from across Canada and other countries. These trips have to be earned by displaying a good attitude and work ethic, knowing the music well, attending rehearsals, and only with parents' support.

Instrumental Music 8 : Beginning Band (MMU—08-CB: Music 8 Concert Band)

No pre-requisite or musical experience

Beginning Band is an introduction to reading music and playing an instrument in a group setting. Students do not need prior musical experience to succeed in this course. The objective is to provide students with a sampling of how to play an instrument.
information package outlining costs of instrument rental/purchase (students need to have their own instrument) and further details will be available in April. Please contact the school if you have not received this package. This course is for the whole school year, so a solid commitment is necessary. Students will need to spend at least 15-20 minutes a day practicing at home in order to be successful on their instrument.

All students participate in three evening performances throughout the year as a part of this course. Evaluation is also based on: individual responsibility / participation, practice, care and maintenance of their own instrument, individual playing tests, concerts and written music / theory concepts.

Instrumental Music 9: Junior Concert Band
MMU—09-CB
Prerequisite: MMU—08-CB or 1-2 years playing experience

This is a course reinforcing and expanding on the following skills: sight reading in 3 or 4 keys, tone production, proper breathing and posture, understanding of key signatures (both major and minor), articulation, and following the conductor through dynamic and tempo changes. A variety of scores including transcriptions of classical orchestral compositions, arrangements of movie themes, marches, Christmas songs, and pieces arranged specifically for school bands will be taught. As new concepts come up, they will be explained, discussed, and reinforced through the process of learning new pieces.

Music 10: Concert Band
MCMC—10
Prerequisite: MMU—09-CB or 2-3 years playing experience

This course requires the students to demonstrate the skills studied and practiced in Level 1 & 2. More emphasis is placed on the understanding of the written notation as tempos are quicker, key signatures are changed (within a piece) and technique/articulations are challenging. Most importantly, individuals are expected: to practice, to show appropriate attitude, and to be willing to try new things.

Instrumental Music 11: Concert Band
MIMC—11
Prerequisite: MCB 10 or 3-4 years of musical experience

This advanced course is designed to give students a chance to demonstrate their understanding of the theory, technique and ensemble/social skills learned/practiced in previous courses. The emphasis is on performance outcomes, but 35% of the mark comes from the theory concepts covered. Students at this level are expected to demonstrate instrument-specific skills for the younger students. Showing leadership skills are as important as a strong musical aptitude.

Instrumental Music 12: Concert Band
MIMC—12
Prerequisite: MIMC 11 or 4-5 years of musical experience

This course focuses on proficiency on one's instrument, an appreciation for many styles of music and a solid understanding of musical form. Individuals will be given an opportunity to direct the Beginning Band and to expand their knowledge to a second instrument. This option is designed for talented players to realize their efforts (to date) and realize the potential to continue in music as a life-long hobby or career.

Jazz Band 8, 9, 10, 11, & 12:
MMU—08-JB, MMU—09-JB, MIMJB10, MIMJB11, MIMJB12
Prerequisite: ongoing participation in Concert Band, 2-5 years of musical experience

These groups are for musicians who are in their 2nd to 5th year of playing. Classes take place outside the regular timetable. Students are also allowed to learn a 2nd instrument in the Jr. Jazz group if they wish. The focus will be playing rock, swing, blues, Latin, funk, and learning to improvise. As new concepts come up, they will be explained, reinforced throughout the year. The pace of learning is therefore dictated by the progress of the group as a whole. The music teacher will make the decision of whether they should be in the Junior or Senior level based on ability.

Choral Music 9/10/11/12: Concert Choir
MMU—09-CC
MMCC—10
MCMCC11
MCMCC12
Prerequisite: None.

This class is designed to provide students an opportunity to learn proper vocal technique in a group setting. This is a practical course in choral singing and performing. Emphasis is placed on the development of individual vocal technique, the ability to sing in parts, as well as the ability to sing in concerts. Some other areas of study will include: ear training, sight singing, learning to read music, basic piano skills and the study of various vocal artists. Students with or without vocal experience will be able to expand their abilities through the use of exercises and music designed to improve range, tone quality, diction, breath control, and interpretation.

Although a wide variety of choral music and styles are studied, the emphasis is on modern music. Evaluation will be based on daily participation, singing & written work. All students will be required to participate in group performances as part of the course. With enough interest, there may end up being two classes of concert choir – Junior & Senior.

Choral Music 8/9/10/11/12: Vocal Jazz
Grade 8 MMU—08VJZ
Grade 9 MMU—09VJZ
Grade 10 MMVJ-10
Grade 11 MCMJV11
Grade 12 MCMJV12
Prerequisite: This is an auditioned entrance or by permission of the teacher. Students must be in Concert Choir.
This course will meet outside of regular school hours and is designed for dedicated vocal students wishing to work in a small group setting. The focus will be singing rock, swing, blues, Latin, funk, and ballad styles and learning to improvise. Some other areas of study will include ear training, sight singing, reading music, basic piano skills and the study of various vocal artists. This is a performance-based class; regular attendance is mandatory.

**Music 10: Guitar**

MMGR-10
See Instrumental Music 11/12: Guitar

**Instrumental Music 11/12: Guitar**

MIMG-11
**Prerequisite:** Previous guitar experience or by permission of the teacher.

This course expands on the skills introduced in the guitar portion of Fine Arts 8. Students will focus on fundamental rock & roll chord progressions, basic music literacy and develop the basic techniques of a blues guitar player. Students will also explore basic recording techniques using current recording hardware and software. Students are required to play in at least one public performance during the year.

**IB Music / World Music**

See the course description in the IB section
VIDEO & MEDIA ARTS

Drama 9: Acting & Video 9
Details under the Drama section

Film & Television 11
MDFT-11
Prerequisite: None.

This course expands on the work covered in Video 10. Study topics include advanced camcorder operations and shot composition, sophisticated non-linear (computer) editing programs as well as lighting and sound, directing and acting for the camera. In-depth film and television history and analysis are major areas of focus. Students will be expected to explore new filming and story techniques in their videos, and to critique student and professional work. Marks will be based on written work and research projects, quizzes, in-class video assignments, three major video productions, daily participation and attendance. Access to a camcorder is recommended.

Film & Television 12
MDFT-12
Prerequisite: Drama 11: Film & Television recommended

This course is designed for advanced students of video production. Principles of visual storytelling, lighting, sound, camera operations, non-linear editing, storyboarding, acting and directing continue to be highlighted. Students are expected to explore advanced computer editing programs and the special effects they provide. Film analysis covers a range of topics, from the director as auteur to the independent director and the writing of movie reviews. Job opportunities and education in the film industry are covered, and students are encouraged to compile a copyright-free profile of their own work. Marks will be based on written work and research projects, quizzes, in-class video assignments, three major video productions, daily participation and attendance. Access to a camcorder is recommended.

SECOND LANGUAGES

French 8
Prerequisite: Completion of Grade 7 recommended

Students will acquire French language skills in reading, writing, speaking and listening. They develop an interest in and an understanding of French speaking people from around the world and their culture. Although the emphasis is on the communicative approach, written work and basic grammar are also introduced at this level. The course is enriched through cultural materials in order to meet students’ abilities and interests. Comprehension in reading, writing, speaking and listening is evaluated through class participation, assignments, unit projects, class presentations, quizzes and tests. The program Ça Marche and supplementary material will be used.

NOTE: Japanese and French are offered at Garibaldi Secondary School. Students intending to take the IB diploma should take French 8, 9 and 10.

French 9
MFR--09
Prerequisite: Completion of French 8 recommended

This course is designed to expand oral, written, reading and listening skills through increased vocabulary and grammar. In this course, the communicative approach continues. More extensive vocabulary and grammar is gradually introduced to enrich the program to a more fluent use of the French language. Students are exposed to basic everyday situations in a French environment. French culture is also discussed throughout the course. Speaking, reading, writing, and comprehension skills are evaluated through class work, assignments, unit projects, class presentations, quizzes and tests. The program Ça Marche and supplementary material will be used.

French 10
MFR--10
Prerequisite: Completion of French 9 recommended

This course is designed to further increase the fluency in reading, writing, speaking and listening skills. The communicative approach is maintained. More grammar is introduced. Writing assignments increase in length and are done individually and/or in groups. Students will be evaluated on speaking, listening, reading and writing skills, which are used in assignments, unit projects, class presentations, quizzes and tests. The program Ça Marche and supplementary material will be used.

French 11
MFR--11
Prerequisite: French 10 recommended

This course is designed to further increase the fluency of the student’s oral, written, reading and listening skills. This course also serves as a language requirement for university entrance, if required. Expansion of vocabulary and grammatical knowledge continues through the communicative approach. The class is conducted in French as much as possible. Students will be evaluated on their speaking, reading, comprehension, and writing skills. They are evaluated through class participation, assignments, unit projects, quizzes and oral exams.

French 12
MFR--12
Prerequisite: This course is for students who have shown a good ability in French 11. A high C+ average in French 11 is recommended.
French 12 is considered equivalent to the first year university level requirement in a second language. The communicative approach is used once again. This course continues the process of developing reading, writing, speaking and listening skills to a higher level of fluency. The course is conducted in French as much as possible. Students will be evaluated on their speaking, reading, comprehension, and writing skills. They are evaluated through class participation, assignments, unit projects, quizzes and oral exams.

**IB French B Standard Level**
IFRS-11SFR
See the course description in the IB section

**Japanese 9**
MJA-9

**Prerequisite:** None

日本語はとてもおもしろいです。If you can read this, then move on up to the next level of Japanese. Otherwise, welcome to an exciting adventure in foreign language studies!

Japanese 9 is a provincially prescribed curriculum that serves to provide students with the skills they need to actively participate in daily conversation as well as in higher levels of Japanese studies. Japanese 9 focuses on the acquisition of functional Japanese as well as mastery of the hiragana syllabary.

**NOTE:** Japanese and French are offered at Garibaldi Secondary School. Students intending to take the IB diploma should take French 8, 9 and 10.

**Introductory Japanese 11 (open to students in Grade 9 and above)**
MBJA-11

**Prerequisite:** none

Introductory Japanese 11 is a provincially prescribed curriculum that serves as a prerequisite for Japanese 11. The successful completion of Introductory Japanese 11 should provide students with a level of competence that will allow them to participate successfully in Japanese 11. Introductory Japanese 11 is a four-credit Grade 11 course, but it can be offered at the Grade 10 level. Emphasis is on practical, everyday uses of language. Students will develop basic oral, writing and reading skills. Activities will include learning hiragana and katakana, cultural activities, and Japanese holidays.

Table of Contents  Course List
A mark of 60% or higher is recommended in the prerequisite course.
Guide to Mathematics Pathways for Students

Workplace Mathematics Pathways Grades 10 & 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 into the workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Foundations of Mathematics Grades Pathways 11 & 12
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 theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

Pre-calculus Grades 11 & 12 Pathways
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra and number, measurement, relations and functions, trigonometry, and permutations, combinations and binomial theorem.

Mathematics 8
**Prerequisite:** Completion of Grade 7 recommended

This course provides an important foundation for secondary Mathematics. It covers number operations, including fractions and integers, introduction to algebra, equation solving, rational and irrational numbers, exponents, geometry and data analysis. The provincial curriculum is changing and course content may vary.

Mathematics 9
**MMA--09**
**Prerequisite:** Minimum of 60% in Mathematics 8 is recommended

Topics covered in this course include exponents, rational numbers, linear equations, polynomials, circle geometry, surface area, statistics and probability. The provincial curriculum is changing and course content may vary.

Mathematics 9 Honours
**MMA--09HON**
**Prerequisite:** Recommendation of Mathematics 8 teacher

This course covers Mathematics 9 in its entirety, providing enrichment material and more in-depth study of Math topics. The provincial curriculum is changing and course content may vary.

Workplace Mathematics 10
**MAWM-10**
**Prerequisite:** Essentials of Mathematics 9 or Mathematics 9 – recommendation of teacher

Topics covered in this course are algebra, geometry, measurement, number, consumer skills and trigonometry.

Foundations of Mathematics and Pre-Calculus 10
**MFMP-10**
**Prerequisite:** Minimum of 60% Mathematics 9 is recommended

Topics covered in this course are algebra, number, geometry, measurement, relations and functions, trigonometry and logical thinking.

Foundations of Mathematics and Pre-Calculus 10 Honours
**MFMP-10HON**
**Prerequisite:** Recommendation of Mathematics 9 teacher

This course covers Foundations of Mathematics and Pre-Calculus 10 in its entirety, providing enrichment material and more in-depth study of Math topics. This course is designed for highly motivated students.

Workplace Math Pathway
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 workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Foundations of Mathematics Pathway
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 theoretical calculus. Topics include financial mathematics, geometry, measurement, number, logical reasoning, relations and functions, statistics and probability.

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

Workplace Mathematics 11
**MAWM-11**

Table of Contents  Course List
**Prerequisite:** Apprenticeship and Workplace Mathematics 10 or Foundations of Mathematics and Pre-Calculus 10 recommended

This course is designed for students intending to enter into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, and statistics.

**Foundations of Mathematics 11**

MFOM-11  
Prerequisite: Foundations of Mathematics and Pre-Calculus 10 recommended

This is an academic course that expands on some of the topics studied in Foundations and Pre-Calculus Math 10. Topics: Systems of equations and quadratic functions, logical reasoning, statistics, spatial and angle geometry. Check with your counselor to see if this course will meet your post secondary entrance requirements. This course is for students who plan to enter post-secondary studies in programs that do not require the study of theoretical calculus.

**Pre-Calculus Mathematics 11**

MPREC- 11  
Prerequisite: Minimum of 60% in Foundations of Mathematics and Pre-Calculus 10 recommended

This course is designed for students intending to enter into post-secondary programs. Topics include algebra and numbers, trigonometry, relations and functions.

**IB Mathematics Standard Level**  
IMM—11SMA  
See the course description in the IB section

**Pre-Calculus Mathematics 12**

MPREC—12  
Prerequisite: Minimum of 70% in Pre-Calculus Mathematics 11 is recommended

This course is designed for students strong in Mathematics and is required for several university options. Topics covered are trigonometry, quadratic relations, exponential and logarithmic functions, polynomial sequence and series, permutations, combinations and statistics. Use of a graphing calculator is required.

**Calculus 12**

MCALC12  
Prerequisite: This is a course for students who have completed or are enrolled in Pre-Calculus Mathematics 12 or IB Mathematics SL and would like an introductory course in Calculus.

This course is designed for secondary students and should serve as a bridge to the calculus courses required in first year university.
SCIENCE

Science 8
Prerequisite: Completion of Grade 7 recommended

Students are introduced to the method of science, basic science equipment, and laboratory techniques. Students will be given the opportunity to develop scientific knowledge, skills, and positive attitudes. During the year they will be exposed to different scientific methods (measuring, calculations, collecting data, graphing data, laboratory write-ups) and to the fields of biology (the cell and its processes, human body systems, diseases), earth science (water systems, weathering, erosion), physics (fluids and dynamics, optics). The provincial curriculum is changing and course content may vary.

Science 9
MSC–09
Prerequisite: Completion of Science 8 recommended

Science 9 involves the further investigation of the methods of science, basic science equipment, and laboratory techniques. Students will be given the opportunity to develop scientific knowledge, skills, and positive attitudes. During the year, they will further investigate the fields of chemistry (investigating matter), physics (electricity and its applications), biology (reproduction) and astronomy. Marks are based on laboratory write-ups, written and oral assignments, tests, and projects. The provincial curriculum is changing and course content may vary.

Science 9 Honours
MSC–09HON

This course involves the further investigation of the methods of science, basic science equipment, and laboratory techniques. Students will be given the opportunity to develop scientific knowledge, skills, and positive attitudes. During the year, they will further investigate the fields of chemistry (investigating matter), physics (electricity and its applications), biology (reproduction) and astronomy. Marks are based on laboratory write-ups, written and oral assignments, tests, and projects. The provincial curriculum is changing and course content may vary.

See the Special Programs section on page 5 for more information on the International Baccalaureate Programme IB and Honours.

Science 10
MSC–10
Prerequisite: Completion of Science 9 recommended

Science 10 aims to extend the understanding of the method of science, basic science equipment, and laboratory techniques. Students will be given the opportunity to develop scientific knowledge, skills, and positive attitudes. During the year they will further investigate the fields of chemistry - changes in matter, radio chemistry, atomic structure; physics - electricity and magnetism, household circuitry, and biology - life functions and ecology, reproduction, and pollution control. Marks will be based on laboratory write-ups, written and oral assignments, tests, and projects.

Science 10 Honours
MSC–10HON

Science 10 aims to extend the understanding of the method of science, basic science equipment, and laboratory techniques. Students will be given the opportunity to develop scientific knowledge, skills, and positive attitudes. During the year they will further investigate the fields of chemistry - changes in matter, radio chemistry, atomic structure; physics - electricity and magnetism, household circuitry, and biology - life functions and ecology, reproduction, and pollution control. Marks will be based on laboratory write-ups, written and oral assignments, tests, and projects.

Life Sciences 11 (Biology)
MBI–11
Prerequisite: Successful completion of Science 10 recommended

This course is intended for students who are interested in studying living things from the microscopic level (viruses) to the more advanced level of organisms (plants & animals). The course consists of the following conceptual themes: the diversity and unifying characteristics of living things and the process by which living things adapt to a changing environment over time.

Anatomy & Physiology 12 (Biology)
MBI–12
Prerequisite: Successful completion of Life Sciences 11 (Biology) with a high C+ average is strongly recommended. It is also recommended that students be enrolled in or have completed Chemistry 11.

This course is intended as a foundation for students who are interested in pursuing a post-secondary education in a biology related field. The course consists of two main themes: cell biology & biochemistry (DNA, proteins, enzymes, cell function, etc.) and human biology (the structure and function of organ systems and the how the body responds to changing conditions).

Biology IB Standard Level & Higher Level – SL & HL
IBIH–11BIO
See the course description in the IB section

Chemistry IB Standard Level – SL
IBIS–11CHE
See the course description in the IB section

Table of Contents  Course List
Chemistry 11
MCH--11
Prerequisite: Successful completion of Science 10 recommended

This course is designed to develop the students’ understanding of the science of chemistry. It gives the students a chance to examine the matter around them and gain an understanding of the atom and the world. This course contains units in the following: the scientific method, description of matter, classification of matter, the theory of matter, the mole concept, calculations involving reaction, gases, bonding, the periodic table, solution chemistry and organic chemistry. Marks will be based on laboratory reports, assignments, projects, quizzes and exams.

Chemistry 12
MCH--12
Prerequisite: Successful completion of Chemistry 11 with a high C+ average is strongly recommended. It is also recommended that students be enrolled in or have completed Math 11 P.

This course gives the students an understanding of chemistry. The course consists of three units: Unit 1 - Chemical Energetic and Equilibrium (chemical energetic, kinetics and equilibrium), Unit 2 - Acid, Base, and Salts and Unit 3 - Oxidation - Reduction. Students will be evaluated based on laboratory work, assignments, written and oral reports, quizzes and tests.

Environmental Science 11
Prerequisite: Completion of Science 10 recommended

This course is intended for students who would like to complete an introductory course or who wish to carry on to a Grade 12 level course and/or post-secondary studies in Environmental Sciences. This course involves the study of local ecosystems. It consists of four core units: diversity, processes and changes, sustainability, and conservation/restoration. This course may offer opportunities to conduct field work in an outdoor setting.

Physics 11
MPH--11
Prerequisite: Completion of Science 10 recommended. It is recommended that Mathematics 10 Principles or Honours also be completed.

This course is designed to begin introducing the students to a set of general theories that will describe a wide range of phenomena and objects in this universe. This course provides insight into the scope, nature, relevance, and limitations of physics. The course contains three sections: Section 1 - motion in one dimension (kinematics, dynamics, special relativity), Section 2 - energy (mechanical, electrical, heat, nuclear), and Section 3 - waves and photons (transmission of energy - wave phenomena, optics - light, mirrors & lenses). Marks are based on homework assignments, laboratory reports and written exams.

Physics 12
MPH--12
Prerequisite: Successful completion of Physics 11 with a high C+ average is strongly recommended. It is also recommended that students be enrolled in or have completed Math 11 Principles or Honours.

This course provides students with grounding in the discipline of physics, the most basic of all sciences. In Physics 12, you will engage in systematic investigations that will help you understand the universe. This course consists of five sections: Section 1 - vectors, Section 2 - motion in two dimensions, Section 3 - universal gravitation & circular motion, Section 4 - charges & currents & electric circuits, and Section 5 - electromagnetism. Evaluation is based on homework assignments, lab reports and written exams.
INTRODUCTION TO THE IB DIPLOMA PROGRAMME AT GARIBALDI SECONDARY

The International Baccalaureate (IB) Programme is a district programme based at Garibaldi. Its purpose is to ensure that all highly motivated and talented secondary students in School District #42 have equal access to the opportunities provided through this internationally renowned programme. This is a district-wide programme that offers a coordinated curriculum from grade 9 through grade 12 for talented and highly motivated students. IB includes challenging academic experiences in an environment of positive stimulation that comes from working within class groupings of similarly motivated and talented students.

The IB is offered as an integral part of the broad educational programme at Garibaldi Secondary. A high degree of flexibility is built into the programme to ensure that students have the opportunity to make choices and selections that provide maximum personal benefits.

IB is recognized throughout North America as equivalent to first year university courses. Students who achieve well in IB subjects will generally receive university credit for their efforts.

For Grades 9 and 10 Honours (Pre-IB): The Pre-IB course offerings include English, Social Studies, Mathematics and Science. Each Pre-IB Course will include the material required for the Ministry course, but because of the selected nature of the students, the learning environment will be distinctly different and more emphasis will be placed on higher level skills including analysis, research, writing, problem-solving and working in cooperative groups. The grades in IB and Pre-IB Courses are adjusted to reflect the same achievement levels required for Ministry courses.

IB for Grades 11 and 12: Each IB course will encompass all requirements of the Ministry course, including excellent preparation for Provincial Examinations (although, by choosing to complete the full Diploma, students will already have chosen their graduation route: The IB Diploma is considered as equivalent to graduation in BC; thus, IB Diploma students need only write the English 12 provincial exam in Grade 12). The enriched learning environment will provide the opportunity for much more in-depth study with a continued emphasis on higher-level skills.

IB Diploma or IB Certificate: Students ideally will choose to complete the full IB Diploma. This requires IB subjects including: two languages (English & Spanish or another second language can be arranged in special cases), one social science (History, Economics), one science (Biology, Physics), Mathematics and one other subject (any one from the previous list or Art). The IB Diploma also requires the Theory of Knowledge course and the completion of an independent 4000 word research essay as well as a commitment to at least 200 hours of creative, active and service endeavours (CAS) to be completed during grades 11 and 12. Many students will find that the IB Certificate programme better meets their personal, educational and career goals. These students choose only the IB subjects that best meet their personal learning needs and complete other graduation and post secondary requirements in "regular" classes. Certificate students will be permitted where space is available and should complete at least three IB exams. Please contact Mr. Moore at Garibaldi for more information (smoore@sd42.ca).

Honours Courses:
If a grade 9 or 10 student is interested in eventually enrolling in the IB Diploma Programme in their grade 11 year, he/she should enroll in Pre-IB courses. Garibaldi offers the following Pre-IB courses:
- Grade 9:
  0. English 9 – Honours
  0. Science 9 – Honours
  0. Social Studies 9 – Honours
  0. Math 9 – Honours
- Grade 10:
  0. English 10 – Honours
  0. Science 10 – Honours
  0. Social Studies 10 – Honours
  0. Math 10 – Honours

**Enrollment in Honours courses will be based on students’ grades in the previous level of course, as well as on teacher recommendations.

IB Diploma Programme – for Grade 11 and 12 Students
Essentially, there are two ways to participate in the IB Diploma Programme. As stated in the introduction to IB above, the Diploma Programme (DP) is a full programme of study taken over two years (grades 11 and 12). It involves the selection of six courses (see below), as well as the fulfillment of three other requirements – a course called Theory of Knowledge (TOK), a service component called Creativity/Action/Service (CAS), and an independent research paper of approximately 4000 words, due in the second year of the programme (extended essay). If a student does not want to take on a full Diploma Programme, but still desires to take some courses at the IB level in grades 11 and 12, he/she can take individual IB courses (preferably at least three) that will then lead to a certificate awarded for each successfully completed IB course. A certificate in a Higher Level IB course can still lead to college/university credit, depending on the student’s final grade in the course.

Students will choose their courses from the following list:

IB Courses Offered at Garibaldi Secondary

1. Language A1 – Higher/Standard Level
   a. English – SL/HL
   b. Some other languages are possible on a self-taught basis at the standard level only.
2. Language B or ab initio – Standard Level
   a. French B
3. Individuals and Societies – Higher/Standard Level
   a. History HL
   b. Economics SL/HL
   c. Philosophy SL/HL
4. Experimental Sciences – Higher/Standard Level
   a. Biology SL/HL
   b. Chemistry SL
5. Mathematics – Standard Level
   a. Mathematics SL
6. The Arts – Higher/Standard Level
   a. Visual Arts SL/HL
   b. Music

IB FEES
(For students starting IB September 2014)
Note these are only the exam fees all other fees are covered by the School District

Full Diploma Fees:
Gr. 11 - $400.00 per year, payable upon acceptance into the program (usually February of Gr 10 year)
Gr. 12 - $400.00 per year, payable during course selection in March of Gr 11 year.
**Instructions for Diploma Students:**

1. You must choose one course from each of the first five groups, and one more course from Group 6, or one more course from Group 3 or 4.

2. You must select English either HL or SL, French SL and History HL. A science either Biology HL or Physics SL must be chosen. You must then select one additional course Economics HL or SL, Art HL or SL or another science.

3. You must choose at least 3 Higher Level courses with a maximum of 4 Higher Level courses. That is a total of six IB courses.

4. You will be registered in the TOK course automatically upon declaring yourself an IB Diploma student.

5. If you intend to pursue sciences at university after graduation, you will also enroll in a Chemistry 11 class in your grade 11 year.

6. Once you have chosen your six courses, you have planned both your senior years, as all IB courses are two-year courses, with exams in May of your grade 12 year.

**Instructions for Certificate Students:**

1. Choose the IB courses you wish to enroll in (to get the full advantage from the IB Program, you should choose to take at least 3 IB courses).

2. Please remember that all the IB courses are taught over two years. You cannot take an IB course for only one year.

**IB Courses**

**IB English A1 Higher & Standard Level**  
JENH-11ENG or IENS-11ENG  
**Prerequisite:** Successful completion of En10 Pre IB recommended

English A1 HL is a course designed with internationalism as the focusing principle. Although all works studied will be in English, at least five works will be translations from a language other than English. In all sections of the course, we will read and compare works from non-western, non-English speaking societies. Students will study important literary works from writers in India, Nigeria, the Caribbean, Italy, France, and Argentina alongside works from English, Canadian, and American writers. As it is the dominant literary genre of the current century (and was for most of the previous two centuries), and because it is the form that has attracted the most international attention, the novel is the main focus of this course. However, students will also study poetry, drama, essays, and short fiction.

The course aims to investigate several of the most important goals of literary education. In one part of the course, students will undertake a detailed chronological study of English Literature (Part 2), including Shakespeare. At other points in the course, students will have opportunities to learn about various cultures through comparative studies of selected texts. And, as so much of the course assessment is based on the close reading and analysis of texts, students will, in all parts of the course, study and practice the skills of formal textual analysis. Assignments and evaluation tools (both IB-assessed and teacher-assessed) are designed to foster students’ facility with literary criticism. Students will be assessed in both written and oral formats, and will be expected to both know the material studied and to express their ideas both felicitously and correctly in Standard English. To this end, students will practice writing in its formal and informal styles on a daily basis for the two years of the course.

The central aim, and one that all aspects of the course are designed to foster, is the development in students of a deep appreciation for literature as an important means of understanding the world. We will always look at literary texts as works of art, indicative of both the individual artist’s views, and also of his/her culture.

**IB French B Standard Level**  
IFRS-11SFR  
**Prerequisite:** Successful completion of French 10 recommended

The main focus of this two-year course is to develop the ability to communicate accurately and effectively in speech and writing within a range of contexts. The main focus of this course is the development of language acquisition that should enable students to understand and use the language accurately and effectively. A variety of themes will be explored in this course. Students will be expected to handle a large range of texts of various formats for a given range of situations. The four primary language skills are: Listening, Speaking, Reading and Writing. These language skills will be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to French culture. A successful IB language B student should not only learn and assimilate basic language structures but should also be able to use the language in a range of situations and purposes for which and in which the language is used. These situations extend to the domains of work, social relationships and, at higher level, may include the discussion of abstract ideas. A range of texts and material is used. The textbook for this course is IB French B. Students are required to read a variety of texts up to 800 words in length, write in different formats up to 400 words, and speak for 8 minutes and the end of the second year of this course.

**IB History Higher Level**  
IHH-11HHI  
**Prerequisite:** Successful completion of SS10 Pre IB recommended

IB History of the Americas (Higher Level)

This course consists of an in depth study of the twentieth century. We will study significant world events, issues, and individuals, with special emphasis on the Americas (Canada, the United States, and Latin America). Our investigations will be carried out on two levels: firstly, students will gain an in-depth knowledge of the events, their causes and their effects. Secondly, students will develop skills that allow them to look at these events from different perspectives, analyze historical documents and arguments, and express their own historical ideas fluently and confidently. It is hoped that students will value the study of history in its own right: that their studies will enrich their lives and further their insights into the world we live in, how we got here, and the problems we face. More practically, however, students will also develop skills recognized by universities and employers: how to gather, evaluate, and analyze information and how to communicate complex ideas effectively.

During the first year we will cover the first half of the twentieth century, up to the end of the Second World War. Topics will include the causes, course and consequences of the First World War, the Russian Revolution and the rise of Stalin, the rise of Fascism in Europe, the causes of the Great Depression, life in the Americas during the Depression, the
causes and course of the Second World War, and life in the Americas during the Second World War.

The second year of the course will cover the second half of the twentieth century – mainly the Cold War. We will focus on the causes and early history of the Cold War, survey the major events of the conflict, and conduct a study of the collapse of communism in Eastern Europe. We will also take a more in depth look at the rise and rule of Castro in Cuba and Mao in China. Closer to home, we will look in depth at the Civil Rights Movement. Time permitting, we will conduct a survey of the Middle East in the twentieth century. Near the end of the second year we will set aside some time to prepare for the IB exams, which consists of three separate papers. The IBO also requires that each student complete an historical investigation on a topic of his or her choice.

IB Economics Standard & Higher Level

IECS-11ECO or IECH-11ECO

Prerequisite: Successful completion of SS10 Honours recommended

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially about the concept of scarcity and the problem of resource allocation.

Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real-world examples. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies and many other related fields of study. Economics does not exist in a vacuum, because it naturally must consider how economic theory is to be applied in an international context. The scientific approach characterizes the standard methodology of economics. This methodology can be summarized as a progression from problem identification, through hypothesis formulation and testing, arriving finally at a conclusion. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions. Encouraging students to explore such questions forms the central focus of the economics course.

No particular background in terms of specific subjects studied for national or international qualifications is expected or required and no prior knowledge of economics is necessary for students to undertake a course of study based on this specification. However, a familiarity with economic concepts would be an advantage.

Internationalism can be defined as the ideal or practice of cooperation and understanding among countries. Economics has an important role to play in promoting such international cooperation and mutual understanding because of its focus on global issues. This course aims to promote awareness in students of how the impact of economics can both improve cooperation and understanding between countries and, unfortunately, cause extensive damage.

To achieve this understanding, students must be taught to consider economic theories, ideas and happenings from the points of view of different individuals, nations and cultures in the world economy. Although complete knowledge is impossible, students can search for understanding through a wide range of different aspects of the global economy. Their search may inspire a lifelong interest in the promotion of international understanding.

Having followed the Diploma Programme course in economics, candidates will be expected to:
1. Have an understanding and knowledge of economic concepts and theories
2. Apply economic theory to a range of circumstances and a variety of situations
3. Analyze information through the use of economic concepts and theories
4. Evaluate concepts and theories from different economic perspectives.

NOTE: this course is a 2-year course covering grade 11 and 12.

IB Biology Standard Level & Higher Level

IBIS-11BIO

Prerequisite: Successful completion of Sc10 Pre IB recommended

COURSE DESCRIPTION: This is a two year course

This course is designed to expose students to an overview of various Biological themes. The major themes covered will include Human Health and Physiology, Cell structure and Biochemistry, Cellular Processes and Applications, Evolution and Ecology. Throughout the course it is expected that students will have opportunity to actively participate in practical work related to each topic covered with a total of 45hrs of practical work over two years. Additionally, students will be involved in a Group 4 Project in which they will have the opportunity to work with students from other science disciplines to design, perform, and interpret results of a lab. Students will be graded through their practical lab work, as well as, through three external exams to be written in May of the 2nd year of this course.

IB Chemistry Standard Level

IBIS-11CHE

Pre-requisites—Successful completion of Science 10. A grade of 73 or higher is recommended.

Chemistry IB Standard Level is a two year course that allows students to learn a broad range of chemistry topics. They will complete 40 hours of lab work and develop (omit traditional) practical lab skills and techniques. This course also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavors and are important life-enhancing, transferable skills in their own right. Students are also able to appreciate scientific study within a global context through stimulating and challenging opportunities, and become critically aware, as global citizens, of the ethical implications of using science and technology.

Through studying chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, (omit) the emphasis (will be on) a practical approach through experimental work that characterizes this course.

Specific topics include stoichiometry, bonding, kinetics, oxidation and reduction, atomic theory, states of matter, equilibrium, organic...
chemistry, periodicity, energetics, acids and bases and biochemistry.

**IB Mathematics Standard Level**

IMM—11SMA

**Prerequisite:** Successful completion of a 10 Pre IB recommended

Math is defined as the study of measurement, properties, and relationships of quantities, using numbers and symbols. However, Math is far more than that. Math is the language of science. Math is the means to understanding our physical world. Math is the universal language. Without Math, it would be difficult, if not impossible, to make connections between the sciences. Math is the international language by which we communicate about science and life.

This course will cover the following seven topics, as outlined below: Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Statistics and Probability, and Calculus. Throughout the course, there will be opportunities for the students to explore and challenge their own beliefs about the world through Portfolios (Internal Assessment), and assignments (school-based assessments).

The goal of this course is to develop the students’ understanding and appreciation of math, and to provide them with the necessary tools and skills to continue to become knowledgeable, reflective learners. The course will provide the students with ample opportunities to develop their abilities to think critically, to take chances, and to develop and explore their curiosity.

**NOTE:** this course is a two-year course covering grade 11 and 12.

**IB Philosophy Higher & Standard Level**

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions, such as the following.

- What is it to be human?
- Do we have free will?
- What do we mean when we say something is right or wrong?

These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying philosophy provides an opportunity for students to engage with some of the world’s most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on actively engaging students in philosophical activity. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

Students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-

**IB Art Higher & Standard Level**

IARH-11ART or IARS-11ART

I.B. Art is a two-year course and offers an opportunity for the dedicated Art student to explore their own creativity while learning new skills. To a greater extent it is a self-directed course guided by the teacher and meeting the high quality of work and strict framework that is the IB programme.

To be successful in IB Art the student will be responsible for creating a body of ORIGINAL art work, explore fully a culture other than their own, learn new skills and make extensive use of their Investigation Work Books.

The Investigation Work Books are enriched sketchbooks that will include sketches, studies and ideas that show a clear connection to the student’s finished pieces. Contextual research, creative and critically written understandings will be encouraged. Pasted clippings and ‘stream of consciousness’ writings will show a connectedness to other areas of study.

Students will be encouraged to pursue subjects of importance and relevance to their lives. Works evolving from personal experience will be original and unique. Theme and focused enquiry of subject matter, style and medium will be explored. Their finished work would be expected to reflect and show synthesis of their chosen cultural investigation.

**External assessment: 60%**

A) Is based on: a formal exhibition of the student’s portfolio as adjudicated by an external IB assessor; the Candidate Record Note Book which is a photo journal of the student’s progression and finished work.

**Internal Assessment: 40%**

The internal assessment is worth 40%, assessed by the school teacher using mark band descriptors, and externally moderated.

The assessment is solely based on 25-30A4/letter sized copies of the Investigation Work Book pages. The selected pages should meet the assessment criteria, show visual and written response to ideas, progression and generation of imagery and show connectedness to some of the finished pieces that are being submitted in the Candidate Record Booklet.

In a nutshell, IB Art is for the student who loves Art, naturally keeps a sketchbook and who seeks and assimilates art, in all its diversity, both in the local community and the world at large.

Consultation with the Senior Art teacher is necessary to fully understand the criteria and commitment required of the IB Art student.

**IB Theory of Knowledge**

ITK—11THE

Theory of Knowledge (TOK) is about exploring what we know and how we know it. It is intended to foster critical and analytical thinking within students as they probe a series of open-ended questions that will challenge their own biases and perspectives. Students will investigate how it is we come to know things (through emotion, reason, sense perception and language), and the differences and links between various areas of knowledge (natural sciences, human sciences, history, the arts, ethics, and mathematics).

Participation in debates, seminars, and presentations, as well as the completion of various written assignments, is expected. The IB organization also requires students to complete an essay on

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**Course List**
a prescribed topic and to complete an in-depth presentation. Theory of Knowledge is required for all students who wish to obtain the full IB diploma.

**IB Music Higher & Standard Level / World Music**

This course will explore music from around the world from many different time periods. This course has listening, history, performance and composing requirements and offers a strong foundation for further study in music at the university/college level.

Prior music experience is mandatory and it is highly recommended that students have already completed Advanced Theory Rudiments or be enrolled in a theory class (ask Ms. Bell about your options for this). All IB Music students need to be in a performing ensemble (Band or Choir) to fulfill the IB requirements.

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**Group 1**

**English**

**Group 2**

**French**

**Group 4**

**Biology**

**Chemistry**

**Group 3**

**History**

**Economics**

**Philosophy**

**Group 5**

**Math**

**Group 6**

**Art**

**Music**

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OTHER COURSES

Peer Leadership 11
YIPS-1BPER
Prerequisite: None

Students from grades 10 to 12 will be hand selected by the instructor and counselors based on previously demonstrated key leadership skills. Through participation in a variety of classroom and activity sessions, students will have the opportunity to use and develop skills that may include team building, managerial skills, human relations and communications. Students will be involved in organizing a variety of activities throughout the school and community. Students will be responsible for some out of school and after school events, which are beyond regularly scheduled class time.

Psychology 11
YPSYC1A
Prerequisite: None

This course will provide students with an overview of the diverse areas of study within psychology, a social science. Students may take the course because of a general interest in human behaviours or as a preview to first-year psychology at college or university. The course contains learning theory, memory, body and behaviour theories of personality, emotion and motivation, sensation and perception and social psychology. Marks will be based on assignments, journals, quizzes/tests, experiments, and class participation.

Psychology 12
YPSYC2A
Prerequisite: Psychology 11 recommended

This course is a continuation of Psychology 11 as well as a more in-depth exploration and extension of certain topics. Students who are serious in learning more about human nature or who are considering psychology in a post-secondary setting should consider taking this course. Starting from a biological perspective, the course explores the human mind. More specifically, sensation and perception, theories of personality, human development, social interaction, motivation, emotion, psychopathology, research, statistics and careers in psychology will be explored. Students will complete projects on subjects such as the brain and stages of development. Marks will be based on a demonstration of student learning in a variety of ways such as written assignments, presentations, visual displays, tests and oral contributions in class. As this is an academic course, a fair amount of written output and reading is required.

Student Aide 11
YIPS-1ASA
Prerequisites: Recommended - Grade 11/12
- Permission of Student Learning Center
- Recommendation of two teachers on staff
- Agreement by one teacher to be sponsor
- Preference given to “Order of Distinction” students

Grade 10 - Must have a minimum average of 65% in all core subjects
- Permission of Student Learning Center staff
- Recommendation of two teachers on staff

This course has been developed to provide secondary school students with a continued opportunity to experience a practical immersion into the working dynamics of the modern classroom. Through successful completion of Student Aide 11, students will have established a sound foundation of academic support skills. This mentorship continues in Student Aide 12 as students will once again join an experienced teacher and a course, which they have an opportunity to select. Taking the course will challenge students to help peers overcome difficulties in academics, discipline, and motivation. Through their efforts to become effective Student Aides, students will have the further opportunity to fine-tune their own academic effort and

Student Aide 11 (International)
Grade 11 YIPS-1ASAI
Grade 12 YIPS-2BSAI
Prerequisites: Same as Student Aide 11/12

This course has the same standards and expectations of Student Aide 11/12 but focuses on assisting international students to face the linguistic and cultural challenges they will encounter during their stay at GSS.

Students must be prepared to spend some time outside of their student aide block to plan and attend events designed to welcome and integrate international students into the Garibaldi community.

An interview with Mr. Cowie (Garibaldi’s International Student Coordinator) is required of all students who sign up for this course to determine their suitability.

Student Aide 12
YIPS-2BSA
Prerequisite: Recommended –
- Permission of Student Learning Centre staff
- Recommendation from two other Garibaldi staff members.
- Student must have 60% in Student Aide 11 to take Student Aide 12.

This course has been developed to provide secondary school students with a continued opportunity to experience a practical immersion into the working dynamics of the modern classroom. Through successful completion of Student Aide 11, students will have established a sound foundation of academic support skills. This mentorship continues in Student Aide 12 as students will once again join an experienced teacher and a course, which they have an opportunity to select. Taking the course will challenge students to help peers overcome difficulties in academics, discipline, and motivation. Through their efforts to become effective Student Aides, students will have the further opportunity to fine-tune their own academic effort and

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achievement. This course is meant for students who have a passion for learning and for developing diagnostic, prescriptive and reflective peer tutoring skills.

**Student Aide 12 Advanced**

YIPS-2BSAA

**Prerequisite:** Recommended – Permission of Student Learning Centre staff, recommendation from two other Garibaldi staff members, minimum 60% in Student Aide 11 & 12

This course has been developed to support and challenge students who wish to expand their peer tutoring knowledge and experience bases. They are given the opportunity to further practise and refine strategies and skills learned through successful completion of Student Aide 11 & 12 courses. This course offers considerable opportunity for personal growth in curriculum support and delivery skills. In addition, students are given the freedom to self-direct research and resource building activities. Communication skill development is also offered through one to one, seminar, and classroom leadership roles. Finally, the course offers students the opportunity to experience the satisfaction of efficiently and effectively assisting peers who need reliable academic knowledge and skill support.

**Career Preparation Work Experience**

MWEX-2AWE or MWEX-2BWE

**Prerequisite:** None

This course consists of 100 hours of approved work experience (unpaid). The work experience should be in the career area selected for the Career Preparation program.

**Student Support Services**

**Guided Inquiry 10, 11, 12 Distributed Learning Course**

**Instructor:** Kristi Lauridsen (District Facilitator for Gifted Education)

4 credits, 120 hours

This course has been developed to provide teacher and peer support, encouragement, and enrichment opportunities for talented students who wish to pursue inquiry into topics of interest to them. Such inquiry may be undertaken as an extension of regular academic course content or may represent an interdisciplinary approach to make connections across subject areas. As well, a major component of the course consists in opportunities for students to work together with peers to develop the skills of inquiry, such as problem development, critical analysis, project management, and presentation to authentic audiences. Students will participate in team activities and discussions as well as completing independent projects designed in consultation with the course instructor.

The course will be run as an online course with a face-to-face component. There will be one mandatory class meeting per month, on a Thursday afternoon from 3:30-5:00 (specific dates and locations TBA); students will complete the remainder of the course requirements online. This is a Board Authorized, 4-credit course, which counts toward graduation and can be taken up to three times if the student wishes (grade 10, 11, and 12 level). Students in grades 8 and 9 are welcome to enroll in Guided Inquiry 10.

Students interested in taking this course should contact the course instructor at Kristi_Lauridsen@sd42.ca for further information and assistance with registering.

**Support Services**

- Garibaldi offers a wide range of support services for students. These include counseling, learning assistance, and behavioural support. In addition to our counselors and learning support teachers we also have a youth care worker and aboriginal support worker at the school. Student access to these programs and services is done through School Based Team. School Based Team receives the names of students from teachers and parents/guardians then meets weekly to assesses the needs of these students and make recommendations for support services to assist these students.

Please see the Garibaldi website (gas.sd42.ca) to see the complete range of support services provided or contact the counseling department at the school for more detailed information (604 463 6287).