



**Kamloops School of the Arts**

# **COURSE SELECTION BOOK**

**GRADE 8 – 12  
2017 – 2018**

[www.ksa.sd73.bc.ca](http://www.ksa.sd73.bc.ca)



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# GENERAL STUDENT INFORMATION WELCOME

Welcome to Kamloops School of the Arts. KSA offers all of the courses a student needs to graduate along with a diverse complement of art electives and explorations in Drama, Music, Dance, Visual Arts and Media Arts. We are proud of what we have achieved for students, and look forward to another great school year.

## KAMLOOPS SCHOOL OF THE ARTS: OUR APPROACH

Kamloops Schools of the Arts (KSA) offers a creative, "hands-on" and "minds-on" academic experience that integrates all the Arts into the re-designed BC curriculum. KSA is a K-12 school dedicated to the study and exploration of mathematics, science and humanities while allowing students to express their understanding and to learn using the arts. In addition, students study and hone their artistic skills during dedicated studio time with professional artist-teachers. KSA offers programs designed to allow students to develop creativity, critical thinking and communication skills in a supportive, collaborative environment.

## COURSE SELECTIONS

We hope that the course descriptions found in this booklet will help you make wise decisions. Please read them carefully. If you have any questions, please give us a call.

- Students, with support from the Vice Principal and Counsellor, will submit their course requests online. New students may choose the online option or complete a paper form and turn it in to the office.
- Your choice of major, minors, electives, and explorations should be based on your interests, abilities, past school achievements and educational plans. Language, mathematics, and science requirements for post-secondary education need to be considered carefully when selecting courses. If you have any questions please see Mrs. Oetter.
- Students, parents, and guardians are always welcome to discuss course selections and other concerns with our counsellor, Mrs. Oetter.

***It is the responsibility of students and their parents to ensure that their course selections enable them to meet the unique admission requirements of every institution they are considering attending.***

# **STUDENT SUPPORT AT KSA**

## **COUNSELLING SERVICES**

This is a student-centered service, students are encouraged to see a counsellor for help with:

1. Personal and interpersonal difficulties
2. Timetable and course plans
3. Future education and vocational planning
4. Liaison with Community Agencies
5. Scholarship information and application support.

## **HOMEWORK REQUEST**

Homework requests for long-term illnesses should be made to the Counselling secretary.

## **LEARNING ASSISTANCE**

This program offers learning assistance assessment, remediation and course assistance to students referred by counsellors or teachers. Students needing specific help may be timetabled into the LAC room. Some of the services provided by LAC include: assistance with academic courses; adapted learning materials; tutoring; word processing; organizational help; study skills; assignment tracking; test support and proof-reading. Students completing online courses may also use this area. Parents are welcome to contact the school counsellor for further information.

# ACADEMY FEES

## Academy Description

Kamloops School of the Arts – Secondary is a multi-year Fine Arts Academy that offers an in-depth study of the major art forms of Music, Dance, Visual Arts, Drama and Media Arts for grades 10-12. The arts are also integrated into the core curriculum in grades 8 – 12. Because 25% of our students’ learning involves the study of these Arts, the Ministry recognizes KSA as an *Academy*.

## Course Hours per Year

Fine Arts Majors = 120 hours – one 4 credit Fine Arts Major course of study

Grades 10 – 12 Fine Arts Minors = 120 hours – two 2 credit (60 hours each) Fine Arts Minors

Grade 8 and 9 Junior Exploration Courses = 1 credit (30 hours each) Multi-discipline Courses

## Summary of Fine Arts Academy Fees Per Year

Academy Fees Grades 8 – 12	\$40.00
Major Course – Arts Education Grades 8 – 12	\$35.00
Grades 10 – 12 Minor Courses – Minimum of 2 courses per year	\$30 - \$65
Grade 8 and 9 Junior Exploration Courses	\$10-20
<b>TOTAL DUE IN SEPTEMBER</b>	<b>\$105 - \$140</b>

\* See Foods 11 – 12 Page 16 for course specific enhancement fee.

## Locks

Students must put a lock on their lockers. Like agendas, these can be brought from home or purchased at the office for \$10.00.

## Instrument Rental for Band

Based on district guidelines, rental for musical instruments is \$90.00 per year.

# FINANCIAL HARDSHIP POLICY FOR CURRICULAR ACTIVITIES

No student will be denied the opportunity to participate in a course and/or activity associated with a course in which they are enrolled because of financial hardship. Parents / Guardians and/or students should contact the school principal, Ms. Griffith, in order that confidential, respectful and discreet arrangements can be made to ensure a student is not denied an opportunity to participate in a course or activity associated with the course.

## SUGGESTED LIST OF SUPPLIES

**Students will be expected to supply the following:**

- loose leaf paper
- binders
- pens, pencils, and eraser
- metric ruler
- geometry set
- scientific calculator ( with sin, cos, tan)
- dictionary
- pencil crayons or felt pens (optional)
- gym strip: shorts (sweats), t-shirt, socks, runners, warm workout clothing for the winter months and a lock for the PE locker
- lock (for assigned locker)
- Jazz shoes and work out wear for students taking dance.

**Please note teachers may have additional special supply requirements.**



# MINISTRY EXAMS, COURSE CHALLENGE

## REQUIRED PROVINCIAL EXAMINATIONS

All students must complete a provincial math skills (numeracy) exam. This exam will be introduced in the 2017/18 school year. Students may write this exam in any of the graduation years, Grades 10-12, and may choose to re-write in order to upgrade a score. This exam is not tied to a specific course, and therefore, will not impact a student's course mark, but will instead be reported as a separate score.

The English 12 provincial exam will remain in place as is, and will continue to be 40% of the final course mark for English 12, for this year. It will be replaced after the new curriculum is implemented in 2018/19 and the new provincial Literacy exam is implemented.

## COURSE CHALLENGE

On rare occasions, when students believe they have all of the prerequisite knowledge in a given course, they may request to challenge a course. Course challenges must be completed in April or May prior to the student starting school in September. Completed challenges are needed to facilitate the student being timetabled accordingly. Students who wish to challenge a course must meet with Mrs. Oetter to determine eligibility for challenge, and to make necessary arrangements. In order to successfully challenge a course, a student must achieve a minimum of 80% on a final exam for the challenged course. Not all courses are open to challenge. This is to be determined by the principal.

## EXTERNAL COURSES

Credits toward graduation may be earned for successfully completing a wide range of activities that students participate in outside of school. The ministry has approved many course and programs from diverse, community based learning activities. Some of the external courses also fulfil the applied skill / fine art requirement for graduation. Some examples of the courses are:

- Life Guarding course
- Royal Conservatory of Music
- Cadets
- Athletics
- Dance
- TNT Options

Please check the Ministry of Education Website or see Mrs Oetter for more information.

<http://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/external-credentials>



# KAMLOOPS SCHOOL OF THE ARTS PROGRAM REQUIREMENTS GRADES 8 & 9 2017 - 2018

GRADE 8	GRADE 9
English 8	English 9
Socials 8	Socials 9
PE & Health 8	PE & Health 9
Math 8	Math 9
Science 8	Science 9
French 8	French 9
1 Major: Drama, Dance, Art, Music	1 Major: Drama, Dance, Art, Music
4 Explorations: See Course Selection Book	4 Explorations: See Course Selection Book
Career 8	Career 9
Applied Design & Skills Technology 8	Applied Design & Skills Technology 9

Career Education 8 & 9 is offered Wednesday afternoons during the last block of the day. Applied Design & Skills Technology 8 & 9 is offered through integration of core content into English & Science classes. As well, all Gr 8 & 9 students will have to take at least one Exploration each year from the field of Applied Design & Skills Technology.

# KAMLOOPS SCHOOL OF THE ARTS PROGRAM REQUIREMENTS – GRADES 10-12

## GRAD REQUIREMENTS: GRADES 10, 11, & 12

GRADE 10	CREDITS	GRADE 11	CREDITS	GRADE 12	CREDITS
2-English 10 see pg 12-13	4	1-English 11 see pg 13-15	4	1-English 12 see pg 14 Includes Prov. exam	4
Science 10	4	1 – Science 11 see pg 18-19	4	Grad Transitions 12	4
1-Math 10 see pg 16	4	1-Math 11 see pg 17	4	Grade 12 Elective Course	4
Socials 10	4	1-Socials 11 or 12 see pg 20-21	4	Grade 12 Elective Course	4
PE 10	4	Elective Course	4	Elective Course	4
French 10	4	Elective Course	2	Elective Course	4
Fine Arts – Major	4	Fine Arts - Major	4	Fine Arts – Major	4
Fine Arts – Minor	2	Fine Arts - Minor	2	Fine Arts – Minor	2
Fine Arts – Minor	2	Fine Arts - Minor	2	Fine Arts – Minor	2
Planning 10	4	Juried Portfolio	2	Juried Portfolio	2
<b>Grade 10 Total Credits</b>	<b>36</b>	<b>Grade 11 Total Credits</b>	<b>34</b>	<b>Grade 12 Total Credits</b>	<b>34</b>

**NOTE:**

1. Eighty (80) credits in grades 10 – 12 are required for graduation.
2. Sixteen (16) of the credits must be grade 12 level, including English 12 or Communications 12 or First Peoples English 12. The sixteen credits are in addition to the Graduation Transition Plan.

## Grad Transitions 2017/2018

Big Idea: Who am I? Who do I want to become?

Planning: What's out there? What interests me? What's important to me going forward? Where do I see myself in 5 years, 10 years?

Process: Narrow your topic/focus – write your story – what does next year hold for you? What are your long term plans? How will you get there? What will it take (**education/travel/money**, etc...)? Where will your resources come from?

Research: Career Cruising, interest inventories, job skills searches, resume building, go to: <http://www.careercruising.com>

**\*Career Cruising Workshop #1 – last week of September 2017**

**\*Career Cruising Workshop #2 – mid October 2017**

**\*Meet with Mrs. Oetter the second/third week of November** – to review progress on Career/Life Plan assignment, review Grad Transitions requirements, and book January interview.

**\*Submit detailed Career/Life Plan (1-3 typed pages)** that details your career goals, post secondary and/or travel plans, requirements, costs, plans to cover costs, etc... I need to see evidence that you've done your research, and have a feasible plan. **\*Due December 1<sup>st</sup>**.

**\*Prepare for exit interview** – you will need the following: up-to-date **cover letter and resume**, submitted a week prior to your scheduled interview.

**\*Complete a 30 minute exit interview by January 30, 2018**



# CORE COURSES

## ENGLISH

### ENGLISH 8 MEN--08

This program is designed to teach students to read for information and enjoyment, to write sentences and paragraphs clearly, and to communicate orally in small and large groups. Materials dealt with will include novels, short stories, poetry, drama and various shorter works. Evaluation will be based on quizzes, homework, exams and on written and oral assignments according to the course outline.

### ENGLISH LANGUAGE ARTS 9 MEN--09

#### Prerequisite: English 8

The “Big Ideas” organizer for the English Language Arts 9 Curriculum first and foremost starts with sharing the understanding that “language and text can be a source of creativity and joy.” Text and story in Language Arts will become a means for students to connect their ideas, and personal experiences to the world of experiences, and varying perspectives around them. Students will spend much time exchanging, presenting, comparing and contrasting their ideas with the ideas of others. “Critical, creative, and reflective” thinking will help students to “construct meaning.” There will be many opportunities to present ideas and to share various points of view through work created in class. Students will be expected to learn literary Elements and Devices as a foundation for understanding and communicating course content. In addition, there will also be many opportunities to write in various forms and for various purposes.

### ENGLISH LANGUAGE ARTS 10 MEN--10

Choose 2 of the 3 choices to satisfy new English 10 requirements

#### COMPOSITION 10 (2 credits)\*

Composition 10 is designed for students who have an interest in developing their skills in written communication in a variety of contexts. The course provides students with opportunities to think critically as they explore, extend, and refine their writing. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in developing and refining their writing abilities.

The following are possible areas of focus within Composition 10:

- narrative, expository, descriptive, persuasive, and opinion pieces
- planning, drafting, and editing processes
- writing for specific audiences and specific disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

#### FOCUSED LITERARY STUDIES 10 (2 credits)

Focused Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or

theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- develop higher-level thinking and learning skills.

This two-credit course is designed to provide an introduction to Focused Literary Studies 11 (four credits).

The following are possible areas of focus in Focused Literary Studies 10:

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- Canadian literature
- First Peoples texts
- thematic studies
- specific author studies

### **SPOKEN LANGUAGE 10 (2 credits)\***

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 10 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance and public speaking. Spoken Language 10 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area.

This course may be of particular interest to:

- students with strong verbal communication skills
- ELL students who want to develop their oral language skills
- students going into professions in which presentation skills are an asset
- students who may wish to help maintain oral traditions

The following are possible areas of focus in Spoken Language 10:

- Performance — suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- Oral tradition — suggested content/topics include oratory, local story knowledge, oral history

### **ENGLISH LANGUAGE ARTS 11**

Choose one of the four choices. These courses may be taken in either grade 11 or 12

### **COMPOSITION 11 MEN--11COM (4credits)\***

Composition 11 is designed for students who have an interest in refining their skills in written communication in a variety of contexts as they continue to explore, extend, and improve their writing. The course provides opportunities for students individually and collaboratively to study, create, and write original, authentic pieces for diverse purposes and in diverse forms. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. They will develop their craft through processes of drafting, reflecting, and revising to build a body of work that demonstrates breadth, depth, and evidence of writing for a range of situations. The course provides opportunities for diverse learners to be supported in

developing and refining their writing abilities.

The following are possible areas of focus within Composition 11:

- narrative, expository, descriptive, persuasive, and opinion pieces, with attention to areas such as thesis development, structure, transitions, hooks and leads, persuasion, argumentation, and the study of a wide range of sample works
- planning, drafting, and editing processes
- writing for specific professional audiences and specific academic disciplines
- how to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source

### **FOCUSED LITERARY STUDIES 11 MEN—11FLS (4 credits)\***

Focused Literary Studies 11 allows students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further develop higher-level thinking and learning skills.

The following are possible areas of focus in Focused Literary Studies 11:

- canonical literature by era — Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20<sup>th</sup> century

- genre-specific studies — poetry, short stories, novels, drama, graphic novels, children’s literature
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies

### **SPOKEN LANGUAGE 11 MEN—11 (4 credits) \***

Spoken language skills are increasingly necessary in everyday, educational, and professional contexts. Spoken Language 11 provides opportunities for students individually and collaboratively to study, create, and use language to produce original pieces in a variety of modes. The course will provide students with opportunities for performance and public speaking. Spoken Language 11 will appeal to students who enjoy public performance or oral storytelling or who want to gain more experience and skill in this area.

Specific groups of students who may be interested in this course include:

- students with strong verbal communication skills
- ELL students who want to develop their oral language skills
- students going into professions in which presentation skills are an asset
- students who may wish to help maintain oral traditions

The following are possible areas of focus in Spoken Language 11:

- Performance — suggested content/topics include spoken word/slam poetry, poetry recitation, oral storytelling, readers’ theatre, radio/podcasts/video posts
- Oral tradition — suggested content/topics include oratory, local story knowledge, oral history

- Professional applications — suggested content/topics include speech writing/presenting, proposals, interviewing, event facilitation, radio/podcasts/video posts (information items), voice-overs

**NEW MEDIA 11 MEN—11NW1**  
(4 credits)\*

New Media 11 is a program of studies designed to reflect the changing role of technology in today’s society and the increasing importance of digital media in communicating and exchanging ideas. This course is intended to allow students and educators the flexibility to develop an intensive program of study centered on students’ interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. New Media 11 recognizes that digital literacy is an essential characteristic of the educated citizen. Coursework is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media.

The following are possible focus areas in New Media 11:

- Media and film studies — suggested content/topics include the globalization of the media industry, influence of media on users’ perceptions, documentaries in the age of digital media
- Journalism and publishing — suggested content/topics include the changing roles and structures within news organizations; risks, challenges, and opportunities associated with professional journalism
- poetry, song lyrics
- Digital communication — suggested content/topics include blogging, writing for

the web, writing for social media, gaming, podcasting

**ENGLISH LANGUAGE ARTS 12**

Choose one of the two choices.

**ENGLISH 12 (4 credits) MEN--12**

Can be taken in either grade 11 or 12

English 12 is designed to ensure that all BC students receive a well-rounded and comprehensive language arts education during the Graduation years, and to provide our graduates with the literacy skills and competencies required for success in further education, in careers and in everyday life. This course represents the essential learning in language arts, including reading and writing, speaking and listening, viewing and representing. Students will explore a wide range of First Peoples and other Canadian texts, as well as multicultural texts. A broad variety of genres and text types is included, such as oral, digital, mixed media, graphic and visual texts. Students should consider this course in conjunction with their choice of ELA 11 courses to cover their interests and goals.

**OR**

**ENGLISH 12 FIRST PEOPLES MEFP-12**

**PROVINCIAL EXAMINATION**

**Prerequisite: English 11**

English 12 First Peoples provides opportunities for all students to:

Engage with First Peoples’ creative expression

Enter the worlds of First Peoples provincially, nationally, and internationally

The course focuses on the experiences, values, beliefs, and lived realities of First Peoples as evidenced in various forms of



text – including oral story, speech, poetry, dramatic work, dance, song, film, and prose (non-fiction and fiction).

English 12 First Peoples is the academic equivalent of English 12. Students will develop the English language and literacy skills and capacities they must have in order to meet British Columbia's graduation requirements.

British Columbia Universities recognize English 12 First Peoples as an academic equivalent to English 12.

## MATHEMATICS

### MATHEMATICS 8 MMA--08

Topics include: the relationships between quantities of ratios, rates, and percents. Fluency with basic operations extend to fractions. Basic algebra. The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships. Analyzing data through graphing.

### MATHEMATICS 9 MMA--09

**Prerequisite: Mathematics 8**

Topics include: Multi-step algebraic equations. Fluency with computations extend to rational numbers using linear relationships to identify regularities and make generalizations. Similar shapes have proportional relationships that can be described, measured, and compared. Analyzing statistical data enables us to compare and interpret.

**Requirements: students must study one of the two following Math 10 courses:**

### APPRENTICESHIP AND WORKPLACE MATHEMATICS 10 MAWM-10 (4 credits)

**Prerequisite: Math 9**

This course is designed to provide students with mathematics skills required to directly enter the work force or to enter most trades apprenticeship programs. **NOTE:** Some trades require a higher level of mathematical understanding as taught in the Foundations/Pre-Calculus math courses. Please check with Mrs. Oetter in regards to the level of mathematics required if you are interested in attending a trade program. **This course only leads into the Apprenticeship and Workplace Math 11 pathway.**

Topics include: basic right triangle trigonometry, using operations to work with formulae, unit conversions and financial literacy, using transversals to explore angle relationships, graphing to interpret and model relationships, and observing trends and relationships by analyzing simulations and data.

A scientific calculator is required.

### FOUNDATIONS AND PRE-CALCULUS MATHEMATICS 10 MFMP-10 (4 credits)

**Prerequisite: Math 9**

This course is designed for students who will be entering universities, colleges and some training programs that require a higher level of mathematical understanding. Some of the mathematics in this course is abstract. **This course leads into either Foundations of Mathematics 11 and 12 or Pre-Calculus Mathematics 11 and 12.**

Topics include: measurement systems, geometry, right triangle trigonometry,



operations including powers that extend to algebraic expressions, working with polynomials, linear relations, and observing trends and relationships by analyzing simulations and data.

A scientific calculator is required.

**Requirements:** *students must study one of the three following Math 11 courses:*

**APPRENTICESHIP AND  
WORKPLACE MATHEMATICS 11  
MAW-11**

**Prerequisite: Apprenticeship and workplace Math 10 or Foundations and Pre-Calculus Math 10** (4 credits)

This course is designed to provide students with mathematics skills required to directly enter the work force or to enter most trades apprenticeship programs. **NOTE:** Some trades require a higher level of mathematical understanding as taught in the Foundations/Pre-Calculus math courses. Please check with Mrs. Oetter in regards to the level of mathematics required if you are interested in attending a trade program.

Topics include: proportional relationships, geometry, algebra, financial literacy, and using statistical analysis to observe trends and relationships.

A scientific calculator is required.

**FOUNDATIONS OF MATHEMATICS  
11 FMOM-11** (4 credits)

**Prerequisite: Pre-Calculus Math 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary programs that do not require the study of theoretical calculus. This may include some humanities and fine arts programs as well as some trades and

technical programs. Topics include: proportion, trigonometry, geometry, measurement, relations and functions, logical reasoning, and using statistical analysis to observe trends and relationships.

A scientific calculator is required and graphing calculator is recommended. Please see teacher for appropriate model numbers.

**PRE-CALCULUS MATHEMATICS 11  
MPREC11** (4 credits)

**Prerequisite: Pre-Calculus Math 10**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs requiring the study of theoretical calculus. This may include mathematics, sciences, engineering and commerce.

Topics include: trigonometry of both right and non-right triangles, operations including rational exponents and radicals extending to algebraic expressions, quadratic and absolute value functions, rational equations, sequences and series, and using functions to model contextualized situations.

A scientific calculator is required and graphing calculator is recommended. Please see teacher for appropriate model numbers.

**PRE-CALCULUS MATHEMATICS 12  
MPREC12**

**Prerequisite: Pre-Calculus 11** (4 credits)  
**(60% minimum recommended)**

This course is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into post-secondary programs requiring the study of theoretical calculus. This may include mathematics, sciences, engineering and commerce. The course includes topics in how functions are related through inverse

operations, analyzing the characteristics of functions allows us to solve equations and understand relationships, transformations of shapes extends to functions in all their representation, logarithm functions and equations, exponential functions and equations, sequence and series, conics, rational functions, polynomials and their functions, combinations, and trigonometric identities.

## **FOUNDATIONS OF MATHEMATICS 12 MFOM-12(4 credits)**

**Prerequisite: Foundations Math 11 (or permission of instructor)**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary programs that do not require the study of theoretical calculus. This may include some humanities and fine arts programs, and some trades and technical programs. Topics include financial mathematics, logic and reasoning, evidence and reasoning, probability, combinatorics, odds and probability, regression analysis, understanding characteristics of a variety of functions helps in modelling data, set theory and conditional statements, and spatial relationships help us create, measure and describe objects in geometry Materials required: scientific calculator ( preferably a 2-line display) Optional Material: graphing calculator (see teacher prior to buying, online free app)

## **SCIENCE**

### **RATIONALE**

In Grades 10–12, the new science curriculum gives students the opportunity to develop the skills, processes, attitudes, and

scientific habits of mind that allow them to pursue their own inquiries using scientific methods. Using critical thinking, creative insight, and their current scientific knowledge, students collaborate, investigate, problem solve, communicate, innovate, discover, and increase their understanding of science through hands-on experiences.

### **SCIENCE 8 MSC--08**

With an emphasis on inquiry based learning, Science 8 topics include: Basic cell biology; What are atoms made of and how does matter change states? Energy can be transferred as both a particle and a wave. The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

### **SCIENCE 9 MSC--09**

**Prerequisite: Science 8**

With an emphasis on inquiry based learning, Science 9 topics will include: Cells are derived from cells. How does the electron arrangement of atoms impact their chemical nature? How do current and static electricity differ? How are the biosphere, geosphere, hydrosphere, and atmosphere interconnected?

### **SCIENCE 10 MSC—10 (4 credits)**

**Prerequisite: Science 9**

The Big Ideas include: Diversity through Genetics; Chemical processes and how they relate to the atom; The Transformation of Energy and its Effect on Living Things; The Formation of the Universe explained by the Big Bang Theory.

**LIFE SCIENCES 11** (4 credits)  
(formerly **Biology 11**)

**Prerequisite(s): Science 10**

The Big Ideas include: Characteristics of Living Things; the Process of Evolution; Taxonomy (how organisms are grouped on the basis of similarities).

**ENVIRONMENTAL SCIENCE 11**  
(4 credits)

**Prerequisite(s): Science 10**

The Big Ideas include: Diversity in Local Ecosystems; Processes and Changes in Local Ecosystems; Sustainability in Local Ecosystems; Conservation and Restoration of Ecosystems.

**ANATOMY AND PHYSIOLOGY 12**  
(4 credits) (formerly **Biology 12**)

**Prerequisite(s): Science 10 and a strong grade in Chemistry 11**

Anatomy & Physiology 12 focuses on human biology. The Big Ideas include: Homeostasis and how the body maintains it; DNA and Cells; Organization of the Human Body Systems

**CHEMISTRY 11 MCH--11** (4 credits)

**Prerequisite(s): Science 10 and a strong grade in Math 10**

The Big Ideas include: Atoms and Molecules; the Mole concept; Chemical Reactions; Solution Chemistry.

**CHEMISTRY 12 MCH--12** (4 credits)

**Prerequisite(s): a strong grade in Chemistry 11**

The Big Ideas include: Dynamic Equilibrium; Solubility Equilibrium; Acids and Bases; Oxidation-Reduction processes; Reaction Kinetics



**PHYSICS 11 MPH—11** (4 credits)

**Prerequisite: Science 10**

This course introduces student to the rules that govern the world around them. This includes the basic laws of one-dimensional motion, understanding of forces such as friction and gravity, concepts such as momentum, energy, power and efficiency, electric circuits and the flow of electricity. The motion of waves is studied and we learn how this motion applies to light, leading us to an introduction of geometrical optics, reflection and refraction. This course also covers the modern concepts of nuclear fission and fusion, Einstein's theory of relativity, and using quantum mechanics to describe small particle behaviour. Student contemplating taking Physics 11 should have successfully completed a math 10

**PHYSICS 12 MPH—12** (4 credits)

**Prerequisite: Physics 11**

This course introduces student to the rules that govern the world around them. This includes conducting experiments and using graphing methods to analyze results of

experiments, vector analysis in one and two dimensions, kinematics with vector analysis and constant acceleration, apply the concepts of dynamics to analyze one-dimensional or two-dimensional situations, analyze the relationships among work, energy, and power, use knowledge of momentum and impulse to analyze situations in one and two dimensions possibly including the conservation of energy, use knowledge of force, torque, and equilibrium to analyze various situations, use knowledge of uniform circular motion to analyze various situations, analyze the gravitational attraction between masses, electrostatics, electric circuits, and electromagnetism. Student contemplating taking Physics 12 should have successfully completed Pre-Calc math 11 and or 12

## **SOCIAL STUDIES AND HUMANITIES**

### **SOCIAL STUDIES 8 MSS--08**

This course will use inquiry, assessment, and comparison to look at how ideologies, the physical environment, and relationships shape societies and events between the 7th century to 1750. Students will use critical thinking, communication skills and personal and social experiences to focus on social, political, economic and technological events, demographics, geography and global conflict. Students will be encouraged to relate historical and current events to their personal and social lives.

### **SOCIAL STUDIES 9 MSS--09**

#### **Prerequisite: Social Studies 8**

This course will use inquiry, assessment, and comparison to look at how ideologies, the physical environment, and relationships

shape societies and events between 1750-1919. Students will use critical thinking, communication skills and personal and social experiences to focus on social, political, economic and technological events, demographics, geography and global conflict. Students will be encouraged to relate historical and current events to their personal and social lives.

### **SOCIAL STUDIES 10 MSS—10**

(4 credits)

#### **Prerequisite: Social Studies 9**

The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who are able to think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.

Through their study of historical events, students will gain an understanding of the people, places, issues, and events that have shaped the world they live in. Social studies provide students with an understanding of their place in the world and the connections between the human and natural environment. These interconnections, as well as a deepening understanding of the economy, Canadian society, and our democratic institutions, form the basis of all of our Social Studies Curriculum. Social studies 10 focuses on a greater emphasis of key disciplinary thinking skills, including inquiry and project based learning. Socials 10, through the study of conflict, injustices, political institutions and a study of perspective in Canada and the World: 1919 to the present, continues the work of educating Canadian and global citizens that are knowledgeable and involved in our inclusive, multicultural society.

# **SOCIAL STUDIES**

## **11/12**

Choose at least one of the 5 choices.

### **20TH CENTURY WORLD HISTORY 11** **MSS--11-20C(4 credits)**

As the title of the course indicates, this course is designed to educate students in world events throughout the 20th Century. Students will use historical inquiry processes and skills to learn about big ideas such as nationalist movements uniting people in common cause or conflict, the rapid development of technologies in the 20th century and the changes they invoked, as well as the breakdown of long-standing imperialist structures and the rise of new economic and political systems. Throughout, students will have the opportunity to research, analyze, recognize, reason, and assess these controversial developments and to determine our responsibility to respond.

### **COMPARATIVE CULTURES 11** **MSS--11CT1 credits)**

Comparative Cultures 11 is a course designed for those students interested in understanding the diversity and complexity of cultural expression throughout the world and history. Students will examine how one culture enhances our understanding of other cultures, as well as how interactions between belief systems, social organization and language can influence artistic expressions of culture. Students will study a wide variety of cultures ranging from Mesopotamia, to ancient Greece to the Orient to modern civilizations throughout the world.

### **LAW STUDIES 12 MLAW-12 (4 credits)**

Law Studies 12 continues the process of educating students in their role of citizens through understanding legal rights and responsibilities. Students will learn how laws can maintain the status quo as well as be a force for change. Key areas of focus will be the Constitution of Canada and the Canadian Charter of Rights and Freedoms, as well as criminal law, civil law, and family law. Other topics will range from the institutions of Canada's correctional system to global dispute resolution agencies.



### **BC FIRST NATIONS STUDIES 12** **MFNS-12 (4 credits)**

#### **Prerequisite: Social Studies 10**

This elective course is open to students in grades 11 & 12. BC First Nations Studies is an exciting course that takes an engaging approach to understanding modern, cultural, and traditional First Nations studies. This course is taught with an arts and hands-on approach. This course is intended for students of all cultural backgrounds, and prepares students for university.

### **SOCIAL JUSTICE 12 MSJ—12** **(4 credits)**

Social Justice is a practical, project based course that incorporates a blend of theoretical examination of how social justice issues are interconnected (and how complex the causes may be) with hands-on problem - solving. Students can expect to be very involved in local and global issues and to produce at least one major independent project per term.



# INTERDISCIPLINARY STUDIES

## MARKETING 11/12 (4 credits)

This course will provide students with first hand experience in designing and developing a full business plan. Community expert support allows the students aspects of having and creating a business. This class covers topics related to marketing including: products, price, place & promotion. This course is designed to promote leadership, through activities that give the students the opportunity to apply and refine those skills. Practical experiences are offered in group dynamics, organizational skills, time management, social/community involvement, leadership styles and decision-making, and committee management. Activities include professional meetings, involvement in community organizations, and school projects that require responsible planning, organization and management.

## PSYCHOLOGY 11 (4 credits)

This course will provide knowledge and skills to students interested in understanding themselves, improving interpersonal skills or pursuing careers in psychology, sociology, social work or the helping professions. Issues facing young people such as development, family, violence, sexuality and peer pressure will be discussed throughout the year. Instruction to help students make sense of themselves and others and will generally be of a practical nature. Self-understanding is the central theme of this course.

## PSYCHOLOGY 12 (4 credits)

This course continues to develop knowledge and skills for those interested in pursuing a career in psychology or related fields such as sociology, social work, education or possibly business or marketing. This course is more academic in focus and will include a brief overview of a first-year university psychology course. Making sense of human behaviour including self, is the central theme of the course.

# HOME ECONOMICS

## FOODS & NUTRITION 10 – 12 (4 credits)

**Prerequisite: None**

**Enhancement Fee: \$35.00**

\*Food Safe Certifications will be offered at an additional cost\* Students will gain knowledge of the basics of cooking principles. They will become familiar with the terminology, tools, and skills needed to follow basic recipes. Emphasis will be on preparing fast, healthy, and delicious food. Topics include: time management, basic baking theory, budgeting, and nutrition. The food safe program will be covered in this course. Students may choose to receive their certification at an additional cost. Students must be able to work cooperatively in groups and complete written assignments as part of the course

# LANGUAGES

## FRENCH 8 MFR--08

Students will use stories, creative works, and real-life situations to develop speaking and listening skills. Students will learn common high frequency vocabulary and structures to express opinions, likes, physical states and

to answer basic questions. The goal is to use writing, listening, speaking, and reading to express ourselves in French and understand aspects of French culture.

### **FRENCH 9 MFR--09**

#### **Prerequisite: French 8**

Through participating in meaningful conversations about familiar topics, listening and viewing with purpose, and exploring stories and creative works, students will deepen their understanding of French culture and their ability to communicate in the four areas of French learning. Students will work with past, present and future time frames and commonly used vocabulary in order to describe and compare, express needs and opinions, describe events and re-tell stories both orally and written. They will continue to develop oral skills through meaningful real-life situations and original works in a variety of forms.

### **FRENCH 10 MF--10 (4 credits)**

#### **Prerequisite: French 9**

Themes studied in the French program include French celebrations; travel in France, daily life, sports and leisure activities, as well as introducing countries in La Francophonie. These topics are discussed using a communicative approach to second language learning. This approach is combined with the mastery of specific grammatical components, which are also evaluated.

### **FRENCH 11 MFR—11 (4 credits)**

#### **Prerequisite: French 10**

The goal of the French 11 program is to further develop the use of the language in a variety of daily situations using all four language skills. Grammar instruction plays a prominent role in the program in order to gain useful language tools for more varied and precise expression. Students must be prepared to take risks with the language to expand their ability to communicate in varied situations. Active participation in this class is essential for success.

### **FRENCH 12 MFR--12(4 credits)**

#### **Prerequisite: French 11 ( 60% or higher recommended)**

The primary objective of the French 12 program is to further develop the students' communication skills learned in French 8 to 11. These skills involve speaking, listening, reading and writing in French. The emphasis is on expanded writing skills, advanced reading selections and sustained French conversations. These goals will be attained through journal writing, the study of magazine articles, French lyrics, poetry and newspaper clippings. Oral skills will be further developed through interactive role-play and use of the target language in class.

## **PHYSICAL EDUCATION & HEALTH**

**The following gym strip and materials are to be supplied by all students: gym shoes, gym shorts or sweat bottoms, gym shirt or sweat top, and a lock for the gym locker. The student should also have warm workout clothing for the winter months.**

## **PHYSICAL EDUCATION & HEALTH 8 MPHE-08**

Physical Education & Health 8 is a co-ed course. This course will deal with active living, movement and personal and social responsibility. Students will be introduced to how healthy choices and relationships can influence our physical, emotional and mental well-being. Participation is a vital component of the course.

## **PHYSICAL EDUCATION & HEALTH 9 MPHE-09**

**Prerequisite: Physical Education & Health 8** The focus of this course is on both daily and life-long participation in physical activity. Students will be exposed to other aspects of a healthy lifestyle, including relationships and emotional and mental well-being. Marks will reflect motor skills, fair play, knowledge and pursuit of fitness. Individual and team sports will be covered in classes. Participation is a vital component of the course.

## **PHYSICAL EDUCATION & HEALTH 10 MPHE-10 (4 credits)**

**Prerequisite: Physical Education & Health 9**

Students will participate in physical activities designed to enhance and maintain personal fitness. They will have the opportunity to explore the factors that influence physical, mental and emotional well-being. Students will also be able to explore goal-setting in these different aspects of healthy lifestyles.

## **PHYSICAL EDUCATION & HEALTH 11 MPHE--11 (4 credits)**

**Prerequisite: Physical Education & Health 10**

This program is broad in scope and is open to boys and girls of all ability levels. Every effort will be made to allow student input and choice in program design. Students will safely participate in a wider range of physical activity. Emphasis will be on how finding enjoyable activities, organization, and goal setting can help lead to lifelong health and well-being. Active participation is one of the prime considerations in evaluating this course.

## **PHYSICAL EDUCATION & HEALTH 12 MPHE--12 (4 credits)**

**Prerequisite: Physical Education & Health 10**

The goal of this course is to have students safely participate in physical activities. They will be able to relate how physical activity is an important part of overall health. Students will also demonstrate how applying healthy decisions in other aspects of their lives relates to their personal well-being. Active participation is of prime consideration in evaluating the activity sessions.

## **LEADERSHIP AND CAREER DEVELOPMENT**

### **PEER TUTORING 11 / 12 (4 credits)**

**Prerequisite: Must be grade 11 or 12 and must have supervising teacher's permission**



This is a participatory course that offers students an opportunity to provide assistance to others in their school. Students will work under the supervision of a teacher to provide assistance to students as individuals and/or small groups in a variety of learning activities. Students will be provided training and tutoring techniques. They develop skills in learning styles, communication, interpersonal relations, leadership, teamwork, and conflict management.

### **TEACHER ASSISTANT 11 / 12** (4 credits)

**Prerequisite: Must be grade 11 or 12 and must have supervising teacher's permission**

This course is designed for students who are motivated in the area of leadership. Students will work with the teacher, and under the teacher's supervision, to provide assistance for individuals/groups in a variety of learning activities and environments. Students will learn how to plan and teach sample lessons to small groups. This course is meant for students to develop, strengthen and maintain skills for leadership, personal relations, decision making and teamwork.

### **LEADERSHIP 11/12** (4 credits)

**Prerequisite: None**

Leadership 11/12 will enable students to develop valuable life skills that will be useful in school, community organizations, or places of employment. These skills include communication, public speaking, event planning, time management, goal setting, and peer mentoring to name a few. Students will use the skills learned to help create a positive climate at KSA as well as in the community. This is a project-based course which allows students to take charge

and be the decision makers. If you are a hardworking, committed individual who would like to have fun, this is the course for you.

### **CAREER EDUCATION 8 AND 9**

Career Education focuses on identifying and implementing steps needed to achieve career goals. The course will discuss how personal, educational and community choices impact different career paths. Students will also investigate the diverse perspectives of work, as well as the changing economic and labour markets both locally and globally. Goal setting, cultural awareness, graduation requirements, and workplace safety will all be discussed. This course will be delivered Wednesday afternoons, during our Arts & Extension (A & E) block.

### **APPLIED DESIGN, SKILLS & TECHNOLOGIES 8 AND 9**

The intention of this course is to provide students with experience and exposure to applications of design, and to begin developing skills with technology that will be required in the 21<sup>st</sup> Century. This course will be offered through a combination of in-class integration (for example, Digital Literacy in English, Power Technology in Science 8 and Robotics & Electronics in Science 9), and from a choice of standalone electives offered as Explorations (see pages 29-32).

### **PLANNING 10** (4 credits)

Planning 10 is a course that is done on line. This course is a graduation requirement. The aim of Planning 10 is to enable students to develop the skills they will need to be self-directed individuals who set goals, make thoughtful decisions and take responsibility for pursuing their goals

throughout life. Students are provided the opportunity to plan for learning in the graduation program, to explore a wide range of career and post-secondary educational options, to think critically about health issues and to develop financial literacy skills. All grade 10 students in School District #73 complete Planning 10 on line allowing them to work at any pace, at any time, from any place. With on line education becoming more prominent in education and business, we believe that all students should experience one on line course prior to graduation. Planning 10 on line provides increased flexibility in the student timetable, and allows an additional elective course. KSA has developed a support plan for Planning 10 students. Students meet every Wednesday during A & E block where they receive guidance and extra help with this course.

Planning 10 is to be completed by June of the student's Grade 10 year

### **JURIED PORTFOLIO / INDEPENDENT MAJOR STUDY 11 AND 12**

This 2 credit capstone course, compulsory for all grade 11's & 12's, helps prepare students to apply to fine arts programs in universities as well as show casing their very best work. It is an independent study course. Students will meet throughout the year with a teacher specialist in their chosen discipline to receive guidance and feedback as they prepare a portfolio showcasing their accomplishments in their chosen Major. Teachers will also assist in developing the content and criteria for each portfolio. In January, Grade 12 students will present their portfolio to a panel that will provide a mark. At year-end, Grade 11 students will present their portfolio to a panel that will provide a mark based on the previously established criteria.

## **JUNIOR MAJORS & EXPLORATIONS**

New this year, students in grades 8 and 9 will have the opportunity to sample from a wider range of elective options. Each student will still choose a Major Art form to study.\* Major courses are offered every other day and run all year. On the alternating days, students will select 4 Exploration courses, each offered for one term. Exploration courses replace Minor courses at the junior level in order to increase options and also, to ensure that Kamloops School of the Arts fulfills the Ministry of Education's grade 8/9 requirements for Applied Design and Skills Technology (ADST) course work. Each student will need to select at least one ADST course from the Explorations offered. ADST courses are marked with a double asterisks (\*\*).

\*Student interest in Choir will actually have a double Major as Choir is offered after school, typically on Tuesdays and Thursdays.

## **JUNIOR DANCE MAJORS**

**For Health reasons, work out clothing and jazz shoes are needed for all dance majors.**

### **DANCE MAJOR 8**

**Prerequisite: Previous Dance Experience or Teacher Approval**

This program focuses on creative movement. Skills are taught and explored through the study of modern ballet, jazz and stage dance. Small and large group ensembles are the focus of polished performances. Dancers complement their practical dance skills with

the study of dance terminology, kinesiology, and history of dance, composition, criticism, injury prevention and body awareness. Body positioning, structure and technique are emphasized.

## **DANCE MAJOR 9**

### **Prerequisite: Grade 8 Dance or Teacher Approval**

This program focuses on creative movement. Skills are taught and explored through the study of modern ballet, jazz and stage dance. Small and large group ensembles are a focus of polished performances. Dancers complement their practical dance skills with the study of dance terminology, kinesiology, and history of dance, composition, criticism, injury prevention and body awareness. Body positioning, structure and technique are emphasized. Skills in Dance 9 continue from those built in Dance 8.



## **JUNIOR DRAMA MAJORS**

### **DRAMA PERFORMANCE 8**

Drama Performance 8 introduces students to the forms and conventions needed to pursue theatre at the high school level. These skills will be explored through character work, role play, improvisation, and scenes. Students will develop their ability to express themselves through art. There will be a focus on communication with peers, their

own perspectives, as well as the perspectives of the characters they are playing. The students will also have a chance to perform for audiences at various points throughout the year. Through exploration, students will grow in their readiness to take risks and try new approaches.

**DRAMA PERFORMANCE 9** Drama Performance 9 builds on the forms and conventions learned in Drama Performance 8. Students will get a chance to apply and extend their knowledge to strengthen their abilities as performers. Students will deepen their craft through scene work, improvisation, movement, and voice work. The focus will increase on character exploration by examining the perspectives and experiences of people from different times, places, and cultures. There will be a chance to perform for audiences at various points throughout the year. By studying these aspects, students will have a better understanding of other perspectives and how those perspectives can influence people's choices and actions.

## **JUNIOR MUSIC MAJORS**

### **INSTRUMENTAL MAJOR 8: CONCERT BAND 8 (MUSIC 8)**

This course is designed to teach students at the beginner and intermediate level knowledge of basic instrumental musicianship. This course provides musical experiences that allow students' identities to be explored and expressed. Students gain insights into perspectives and experiences of cultures from a variety of times and places. Students will learn the language of music to create and communicate. This course is a performance based course that requires both

solo and ensemble performances from the student.

### **INSTRUMENTAL MAJOR 9: CONCERT BAND 9 (MUSIC 9)**

This course is designed to continue to enhance students level of instrumental abilities, knowledge and musicianship. This course provides musical experiences that allows students' identities to be explored and expressed. This course gains insight into perspectives and experiences of cultures from a variety of times and places. Students will learn the language of music to create and communicate. This course is a performance based course that requires both solo and ensemble performances from the student.

### **CONCERT CHOIR 8/9**

Please note that Vocal Majors 8 & 9 run outside of the regular school day, on Tuesday and Thursday afternoons 3:05 - 4:20 pm. This enables students to take this major as well as another during their Majors block.

### **VOCAL MAJOR/ ARTS EDUCATION 8 (Choral Music)**

This course is for students of all levels of skill interested in developing their individual and ensemble singing ability. Musical growth requires patience, readiness to take risks, and a willingness to try new approaches. As such, choral music is an ideal vehicle to develop strong individuals and to achieve individual and collective expression. Students develop an understanding and appreciation for a variety of musical styles, contribute to the community's musical life, and perform music demonstrating mastery of relevant technical and musical skills. Students

should have a strong desire to sing individually and with others and will need to be able to work independently as well as with others in a cooperative environment. Daily home practice is required as is participation in performances as required by the Music Department.

### **VOCAL MAJOR / ARTS EDUCATION 9 (Choral Music)**

This course is for students of all levels of skill interested in developing their individual and ensemble singing ability. Through choral music, we explore perspectives and experiences of people from a variety of times, places, and cultures. Musical growth requires patience, readiness to take risks, and a willingness to try new approaches. As such, choral music is an ideal vehicle to develop strong individuals and to achieve individual and collective expression. Students develop an understanding and appreciation for a variety of musical styles, contribute to the community's musical life, and perform music demonstrating mastery of relevant technical and musical skills. Students should have a strong desire to sing individually and with others and will need to be able to work independently as well as with others in a cooperative environment. Daily home practice is required as is participation in performances as required by the Music Department.



# JUNIOR VISUAL ARTS MAJOR

## VISUAL ART 8

The “Big Ideas” organizer for the Art 8 Curriculum addresses opportunity for growth through creative “risk taking” in the arts. In Visual Art, “Purposeful Play” engages students through an introduction to a variety of mediums and creative experiences. There is opportunity for individual expression as well as “collective expression.” Students build foundation skills in Visual Art as they work with the Elements and Principles of Art and Design through guided instruction.

## VISUAL ART 9

The “Big Ideas” organizer for the Art 9 Curriculum addresses exploration, insight, and emerging perspectives. Students in this course experience these new perspectives through artistic, and cultural lessons. Ideas become a springboard in this course to develop images, in relation to the context of specific time periods, locations, related influences, and self-reflection. The language of Art and Design Elements and Principles are taught to communicate about these new concepts. This course is about Exploring, Creating, and Critiquing.

# JUNIOR EXPLORATIONS

**\*A reminder that all grade 8/9 students will need to select at least one Exploration from Applied Design Skills Technology (ADST). ADST courses are identified with a\*\***

## FOODS 8/9 EXPLORATIONS\*\*

This introductory course introduces students to the basics of baking. In this course students will learn many aspects of food preparation, basic measurements, cooking, nutrition, and safety/sanitation. Attention will also be given to basic safety and sanitation routines, food marketing, the impact of culture on the foods we eat. This is a hands on course. Students will be expected to be able to work cooperatively in groups, as well as complete written assignments as part of the course.

# JUNIOR DANCE EXPLORATIONS

## HIP HOP 8/9

Students are introduced to the history of Hip Hop while learning movement based on rhythm and body isolations, demonstrating control, power and precision. Basic jazz vocabulary, technique and concepts are introduced. The class includes warm-up skill development and combinations.

## JAZZ 8 9

This course is designed for beginner jazz dancers. This course teaches jazz technique through the use of floor work, centre work, and dance combinations. Students learn creative movement and choreography given by the teacher. This course is designed for students who are interested in dance but have chosen a major in a different subject discipline. Students in dance major who want more jazz rehearsal time could also enrol in this exploration subject.



# **JUNIOR DRAMA EXPLORATIONS**

## **JUNIOR TECHNICAL THEATRE 8/9**

In this course students will learn the basics of setting up and taking down a production. They will learn how to use the light and sound board. The course will also cover the roles of backstage crew and how to set up and organize a stage. Students will get hands on experience by helping to set up and run various productions put on by the school throughout the year.

## **JUNIOR IMPROVISATIONAL DRAMA 8/9**

Improvisational Drama is a course for students interested in exploring the basic fundamentals of improvised drama. Improvisational drama can be defined as the exploration of unscripted performance that stresses, above all, truthful “playing” under imaginary circumstances. Students will work together to build a class ensemble / community with an emphasis on creating work that addresses spontaneity, creativity, acceptance, the group mind, risk-taking and heightened awareness. Students should be ready to collaborate with an ensemble and be willing to take creative risks through exercises, games and scene work.

# **JUNIOR MEDIA ARTS EXPLORATIONS**

## **JUNIOR VIDEO PRODUCTION 8 / 9\*\***

In this course you will learn about topics such as basic camera operation, video editing in iMovie, lighting and sound basics for video and story boarding. This course is delivered through a project and critique

format. Students develop projects from idea to finished project which are then critiqued in class by teacher and class.

## **JUNIOR STOP MOTION ANIMATION 8/9\*\***

Students will be introduced to the principals of animation and the features of animation computer software called iStopmotion. Assignments will involve students working with clay, paper, and other media to create stop motion animations. This course is delivered through a project and critique format. Students develop projects from idea to finished project which are then critiqued in class by teacher and class.

## **JUNIOR DIGITAL PHOTOGRAPHY 8/9\*\***

This introductory course will expose students to the basics of digital photography techniques, basic photo composition and basics of layout. This class will be project and critique based; students will be expected to work independently and participate in class critiques.

**JUNIOR YEARBOOK 8/9\*\*** Students will be responsible for the production of the school yearbook, and may be assigned work in the areas of photography, copy writing, page layout, advertising and/or distributions. The yearbook is produced using a desktop publishing program in cooperation with a commercial publisher. As students become more advanced, they will learn to create their own templates which can be used in the annual book.

# **JUNIOR MUSIC EXPLORATIONS**

## **JUNIOR WORLD DRUMMING 8 / 9**

This course is open to any student wishing to learn about playing world hand drums and percussion. This course will focus on teaching the fundamentals to play percussive music in a group. This course helps students gain insight into perspectives and experiences of cultures from a variety of times and places. No previous musical knowledge is required for this course.

*\*\*Indicates an ADST course*

### **JUNIOR GUITAR 8 / 9**

This course is designed for beginner guitarists. Students will learn various skills such as chords, strumming and finger picking. Students will get to play in a variety of musical genres. Instruction is done in both large groups and individual one on one time. Students who have previous knowledge in guitar have the ability to progress their skills further in more technical areas as well. No previous musical knowledge is required for this course.

### **JUNIOR JAZZ BAND 8 / 9**

This is an enrichment course for students who already take instrumental music as a major. Exceptions will be made for guitar and piano players with the teachers permission. This course introduces students to concepts of more modern musical styles such as rock and roll, swing, jazz, dixieland. Students will develop improvisational skills to be played in small and large ensemble.



## **JUNIOR VISUAL ARTS EXPLORATIONS**

### **JUNIOR CERAMICS & SCULPTURE 8/9**

In this course, you will explore working with various sculptural materials such as clay, wire, plaster, and mixed media. Expect to use clay and sculptural materials to hand build, carve, and model. You will use paints, glazes and stains to finish your work.

### **WEARABLE ART 8 & 9**

This course will explore fashion as conceptual art on the canvas of the body. Art fashion can be exhibited as art, or used to create characters for performance, photographs and videos, or to develop your own iconic look and become a living work of art. The creative process unfolds through research, discovery, and production that combine and form the basis of an art practice. This course focuses on creating works of art meant to live on and around the body. Students will research and create interactive and participation-based projects that explore both physical and psychological engagement. Topics will include fashion, textiles and materials, body language, and nonverbal communication.

### **JUNIOR DRAWING 8/9**

In this course you will develop skills and techniques specific to drawing. Classroom projects will use various media such as graphite, drawing pencils, ink, charcoal, pastel. Assignments will include single and mixed media. Students will also be introduced to art movements of the past as well as contemporary art.

## **JUNIOR PAINTING 8/9**

Students will develop skills specific to painting including learning techniques specific to different mediums such as water colour and acrylics. Assignments will include single and mixed media.

## **CRAFTS 8/9\*\***

**Prerequisite: None**

You will go crazy for crafting in this wonderfully creative course! Students in crafts learn to crochet, knit, weave, bead, embroider, and create jewelry using a variety of mediums, techniques and patterns. This course allows students to create beautiful pieces of unique art that they can learn how to market, wear or gift. When possible, local and re-purposed materials will be used. Inspiration and inclusion of outdoor materials will be encouraged. Students in crafts also learn to use complimentary colour and design in mixed media art, and are encouraged to explore and represent self-expression in their pieces.

## **Fly-Fishing 8/9**

This course has been designed to encourage students to explore and make better use of the outdoors, in a safe and respectful manner. The following is a list of the various learning opportunities that exist in this comprehensive program: • Fly Tying: (Basic Techniques, Pattern Replication & Pattern Design) • Knot Tying • Casting Techniques • Rod & Reel Set Up • Fly Fishing Methodology & Practical Fishing Experiences • Freshwater Fish Biology & Life Cycles • Aquatic Invertebrate Biology & Life Cycles • History of Local Fly Fishing including Early Secwepemc Fishing Techniques • Understanding the BC Freshwater Fishing Synopsis • Lake

Environment & Ecosystem Management • Impact of Invasive Species on Area Lakes • Reading and Interpreting Bathymetric Maps • Outdoor Ethics • Boating Safety • The Eco-tourism Potential of Fly Fishing in our Region

Students will be expected to come prepared with basic fly tying materials. A small fee will also be payable for materials as the course progresses.

Let's have fun in this awesome new course!!

## **JUNIOR WRITING EXPLORATIONS**

**JUNIOR CREATIVE WRITING 8 / 9**This course has been designed to engage and encourage students in the process and skills necessary for formal creative expression in writing. Through the vehicles of short stories, poetry, written advertisements and / or cartoons, students will craft their ability to persuade, entertain and engage their readers. In this workshop style course, students will be expected to share with and respond to their peers. Sharing good writing and identifying why it is effective is one of the best ways to inspire young writers.

## **JUNIOR MULTI DISCIPLINE EXPLORATIONS**

### **MUSICAL THEATRE 8/9**

This course introduces music, theatre and dance skills to prepare students for senior musical theatre. Students are involved in small scale performances. Students work on vocal skills used in combination with stage movement, acting and dance.



## **SENIOR MAJORS & MINORS**

Students in grades 10 – 12 continue to hone their skills through year long study of a fine arts Major course and two semester long Minor courses chosen from any of the 5 Arts disciplines.

## **SENIOR DANCE MAJORS**

**DANCE MAJOR 10** (4 credits)

**Prerequisite: Grade 9 Dance or Teacher Approval**

This program builds on the skills learned in the Junior Dance major program. Focus is on performance in large and small group ensembles. Students develop their dance skills with the use of Contemporary, Ballroom, Stage and Jazz dance genres. Students in this course learn a variety of jazz disciplines, including Afro jazz, Broadway jazz and Lyrical jazz styles. Students continue to complement their practical and performance based skills with the study of dance terminology, kinesiology, dance history, composition, criticism, injury prevention and body awareness.

**DANCE MAJOR 11** (4 credits)

**Prerequisite: Grade 10 Dance or Teacher Approval**

This program focuses on choreography from the teacher and creative choreography by students in large and small group ensembles. Students study a variety of dance disciplines, including a variation of jazz styles,

Ballroom, Contemporary and stage dance. Students begin to explore their focus of juried portfolio work. Dancers are involved in polished performances held in the Kamloops community. Dancers continue their study of dance terminology, kinesiology, dance history, composition and dance criticism. Students in this course are required to start exploration of solo work.

**DANCE MAJOR 12** (4 credits)

**Prerequisite: Grade 11 Dance or Teacher Approval**

This is the final year of the Dance Major program where students work to showcase their skills learned in a variety of dance styles. Students work to lead the senior program in warm-up, floor work and centre work. Students demonstrate their skills in solo, small group and large group dance numbers which are performed in the Kamloops community. Students in Dance 12 are expected to continue their study in dance composition, criticism and body awareness.

## **SENIOR DRAMA MAJORS**

**DRAMA 10: THEATER PERFORMANCE** (4 credits)

**Prerequisite: Grade 9 Drama or Teacher Approval**

Acting is the focus of Drama10. Students are expected to have synthesized the attitudes, knowledge and skills attained in their junior years and to attend to the deepening of their creative processes as an actor through interpretation, characterization and performance. Course content includes: Objectives, Emotions, Character Back

History, Movement, Entrances and Exits, Useful Space, Speech Skills, Script Analysis, Reader's Theatre, Monologue, Scene and Performance.

**THEATRE PERFORMANCE 11:  
ACTING (4 credits)**

**Prerequisite: Grade 10 Drama or Teacher Approval**

The deepening of a personal repertoire of performance skills is the primary focus of Theatre Performance 11. Students will continue to develop body and voice techniques; apply a variety of internal and external characterization strategies; work with a range of theatre styles and forms; and understand the significance the script plays in any given performance through script analysis and writing. Students will continue to engage in character studies, critical analysis and the exploration of the world of the play.

**THEATRE PERFORMANCE 12:  
ACTING (4 credits)**

**Prerequisite: Grade 11 Theatre Performance or Teacher Approval**

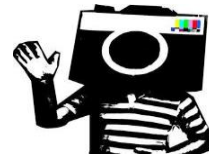
Theatre Performance 12 provides the senior actor to take on the role of director. Exploration of the world at play will deepen students' capacities to engage with the world of theatre. Through participation in the rehearsal and performance process, students learn the skills and attitudes necessary to perform within a theatre company, including valuable personal and interpersonal skills that students can apply in broader social and career contexts.

## **SENIOR MEDIA ART MAJORS**

**MEDIA ARTS 10 (4 credits)**

**Prerequisite: None**

All three grade levels of this course focus on developing the knowledge, skills and attitudes students need to respond to media artworks and create art using media arts technology. In these courses, media arts technology may include still photography, film and video, computer technologies, and electronic and digital recording. The emphasis in Media Arts 10 will be on learning to use media tools and becoming confident in analyzing the visual elements and principles of art and design as well as learning about image development, and incorporating sound movement, time and light.



**MEDIA ARTS 11 (4 credits)**

**Prerequisite: Media Arts 10 or Teacher Approval**

In addition to the learning outcomes for Media Arts 10, students will examine past and present influences of media arts technology on the arts and society and use that knowledge to anticipate future developments. Students will also have opportunities to develop skills required to use various media arts technologies as tools for visual expression as well as learning to design, create and present images and sound that reflect their own individuality and creativity. The emphasis in this course will be on teacher directed projects.

**MEDIA ARTS 12 (4 credits)**

**Prerequisite: Media Arts 11 or Teacher Approval**

In addition to the learning outcomes of Media Arts 10 and 11, students will have opportunities to explore career options related to media arts, and develop skills useful in pursuing those options. As well, this course will examine how technology is used to influence meaning and purpose in media artworks. The emphasis in Media Arts 12 will be on independent, student directed projects.

## **SENIOR MUSIC MAJORS**

**INSTRUMENTAL MAJOR 10:  
CONCERT BAND 10 (4 credits)**

**Prerequisite: Minimum Two Years of Instrumental Experience or Teacher Approval**

This course is designed to teach students at the intermediate level continued knowledge of instrumental musicianship. Music offers unique ways of exploring one's identity and sense of belonging. This course allows students to gain insight into perspectives and experiences of cultures from a variety of times and places. Students will learn that growth as a musician is dependent on perseverance, resilience, and reflection. This course is a performance based course that requires both solo and ensemble performances from the student.

**INSTRUMENTAL MAJOR 11  
(INSTRUMENTAL MUSIC 11)  
CONCERT BAND (4 credits)**

**Prerequisite: Minimum three years of instrumental experience or teachers approval**

This course is designed to teach students at the intermediate and advanced level continued knowledge of instrumental musicianship. Music offers unique ways of exploring one's identity and sense of belonging. This course gains insight into perspectives and experiences of cultures from a variety of times and places. Students will learn that growth as a musician is dependent on perseverance, resilience, and reflection. The nuances of expression are understood through deeper musical study and artistic performance. As a senior level course students will have the ability to take on a mentorship roll with younger musicians.

**INSTRUMENTAL MAJOR 12:  
(INSTRUMENTAL MUSIC 12)  
CONCERT BAND (4 credits)**

**Prerequisite: Minimum four years of instrumental experience or teachers approval**

This course is designed to teach students at the advanced level continued knowledge of instrumental musicianship. Music offers unique ways of exploring one's identity and sense of belonging. This course helps students learn that music can be adapted to facilitate limitless expression and a meaningful body of work. Students will learn techniques to enhance the quality and authenticity of their musical processes. This course is a performance based course that requires both solo and ensemble performances from the student. As a senior level course students will have the ability to take on a mentorship roll with younger musicians.



*Please note that Vocal Majors run outside of the regular school day, on Tuesdays and Thursdays from 3:05 - 4:20 pm. This enables students to take this major as well as another during their Majors block.*

### **VOCAL MAJOR/CHORAL MUSIC 10** (4 credits)

Choral Music 10 is for students of intermediate singing ability who have knowledge of the basic rudiments of music. Growth as a musician is dependent on perseverance, resilience and reflection, and as such, choral music is an ideal vehicle. Singing in a choir is one of the most powerful ways to effect change, within ourselves and within our communities. Vocal students will develop an understanding and appreciation for a variety of musical styles, contribute to the community's musical life and perform music demonstrating mastery of relevant technical and musical skills. Students should have a strong desire to sing individually and with others, and will need to be able to work independently. Daily home practice is required as is participation in performances as required by the Music Department.

### **VOCAL MAJOR/CHORAL MUSIC 11** (4 credits)

Choral Music 11 builds on the skills of the previous years. This performance based course explores the nuances of expression as understood through deeper musical study

and artistic performance. Students are further encouraged to explore our enduring understanding in music comes from perseverance, resilience and risk taking. Students should have a strong desire to sing individually and with others, and will need to be able to work independently. As a senior choral student, individuals will be encouraged to take on leadership roles within their sections as well as with the larger ensemble. Daily home practice is required as is participation in performances as required by the Music Department.



### **VOCAL MUSIC/CHORAL MUSIC 12** (4 credits)

Choral Music 12 continues to develop students as mature, thoughtful musicians. Through purposeful artistic choices, students are able to enhance the quality and authenticity of the musical process. Students will also develop their capacity to be creative and innovative through music, making connections and transferring across contexts of one's life. Through the study of music, and in this case, choral music, students will discover how music communicates traditions, perspectives and indeed, world views. This performance-based course relies on the senior students to show leadership and skill through their interactions with the ensemble. Daily home practice is required as is participation in performances as required by the Music Department.

## SENIOR VISUAL ART MAJORS

### VISUAL ART 10 (4 credits)

In this course you are given the opportunity to explore drawing, painting, printmaking, sculpture and ceramics through independent projects and class assignments. Students with previous art courses will be further challenged and expect to spend some time out of regular class hours as you develop your portfolio work. All students need to keep a sketchbook.

### ART FOUNDATIONS 11 (4 credits)

This course is open to students with or without experience. In this course you are given the opportunity to explore drawing, painting, printmaking, sculpture and ceramics through independent projects and class assignments. Students with previous art courses will be further challenged and expect to spend some time out of regular class hours as you develop your own portfolio work. All students need to keep a sketchbook.

### ART FOUNDATIONS 12 (4 credits)

**Prerequisite: Art Foundations 11 or Teacher Approval** Art Foundations 12 is for students wishing to further the development of their art skills. In consultation with your teacher you will focus on personal studies in drawing, painting, printmaking and 3D work. Expect to spend out of class time developing your portfolio. All students need to keep a sketchbook.

## SENIOR DANCE MINORS

### SENIOR HIP HOP 10 – 12 (2 credits)

This course is a continuation of the concepts and skills learned from Hip Hop Junior.

## SENIOR DRAMA MINORS

### SENIOR DRAMA PRODUCTION 10-12 (2 credits)

This course will cover the elements of production design, technical theatre, and theatre management. It will include lighting design, sound design, set design, and costume design.

The students will go over the hierarchy of a production and crew responsibilities. They will also cover the order in which tasks are undertaken and the steps it takes to produce a piece of theatre from rehearsals to the final show. During this course students will be working with the Junior and Senior Theatre classes to help design and produce their plays

### SENIOR THEATRE HISTORY 10 – 12 (2 credits)

Students will engage in a critical and creative journey along the time line of theatre history. Forms, practices and social contexts of theatre through the ages are the focus. This course is inquiry based and project driven.

### SENIOR IMPROVISATIONAL DRAMA 10 – 12 (2 credits)

Students will deepen their repertoire of the fundamental skills acquired from the introductory course. Physical Theatre will



be introduced, with a focus on the body as the “honest instrument”. Students will create original pieces, encompassing the ridiculous and the sublime. Students should be ready to collaborate with an ensemble and be willing to take creative risks through advanced games, scene work and fully developed performances.

## **SENIOR MUSIC MINORS**

### **JUNIOR JAZZ BAND 10-12 (2 credits)**

This is an enrichment course for students who already take instrumental music as a major. Exceptions will be made for guitar and piano players with the teachers permission. This course introduces students to concepts of more modern musical styles such as rock and roll, swing, jazz, dixieland. Students will develop improvisational skills to be played in small and large ensemble.

### **HISTORY OF ROCK & ROLL 10-12 (2 credits)**

In history of rock and roll you will learn where rock music started and how it evolved. You will get a chance to listen to and explore many of the revolutionary artists who defined rock 'n' roll in their decade. Subgenres will be explored from rockabilly to riff rock, punk, metal, and beyond. You will learn about the musical and business trends in rock, major technological innovations, the prime innovators, and the historical context that has seen rock alternately flourish and struggle over the past 60 years.

### **GUITAR 10 AND INSTRUMENTAL MUSIC 11/12: GUITAR (2 credits)**

This course is designed for beginner and advanced guitarists. Students will learn

various skills such as chords, strumming and finger picking. Students will get to play in a variety of musical genres. Instruction is done in both large groups and individual one on one time. Students who have previous knowledge in guitar have the ability to progress their skills further in more technical areas as well. No previous musical knowledge is required for this course.

### **WORLD DRUMMING 10 – 12 (2 credits)**

This course is open to any student wishing to learn about playing world hand drums and percussion. This course will focus on teaching the fundamentals to play percussive music in a group. This course gains insight into perspectives and experiences of cultures from a variety of times and places. No previous musical knowledge is required for this course.

## **SENIOR MEDIA ARTS MINORS**

### **SENIOR WEB DESIGN 10 -12 (2 credits)**

Students will create web pages using basic HTML. This course focuses on basic scripting, layout and design and publishing skills. Students will learn the basics of web page creation including: backgrounds, inserting images, hyperlinks, text formatting, tables and lists. Code structure, functionality and page layout will be stressed. In addition, the topic of web ethics will be covered. Students enrolled in this course need to be computer literate and will acquire basic electronic productivity tools.

### **SENIOR VIDEO PRODUCTION 10 – 12 (2 credits)**

This course is a continuation of the Moodle studies in Introductory Video Production.

With a firm understanding of the basics of video production techniques and camera features, students will create video products to help learn academic subjects through the integration of this art form. Students have the freedom to create film and edit academic topics of their choice to create quality educational videos. If time permits, students will be permitted to create a non-academic video project of their choosing.

### **SENIOR DIGITAL PHOTOGRAPHY 10-12 (2 credits)**

Students build upon the skills learned in the introductory course, learning more advanced digital photography techniques. Students will also be called upon to mentor students in the introductory level.



### **SENIOR YEARBOOK 10 -12 (2 credits)**

In the senior levels of this course, students may be assigned to lead groups in the production process. They may also be assigned as editors of the book. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation. Students who participate in publishing the yearbook will leave the class with marketable skill in desktop publication. In addition students will gain invaluable skills in organization, teamwork and business practices.

### **FILM STUDIES 10 & 11 / CINEMA LITERATURE 12 (2 credits)**

Film Studies is a course that helps students understand both the history of film as an art form and to enable them to understand how the makers of film structure their work to communicate ideas and feelings to an audience. Film is both a powerful communication medium and an art form. Emphasis will be placed on exposing the class to a wide variety of styles and genres as well as formulating and justifying criticisms of the works. Hands-on projects, written analysis and participation in class discussions will be requirements for successful completion of the course.

## **SENIOR VISUAL ARTS MINORS**

### **SENIOR CERAMICS & SCULPTURE 10 – 12 (2 credits)**

Using your previous experiences in Ceramics and Sculpture you will be presented with assignments to challenge your skills. You will need to be motivated and open-minded. Expect to spend some time out of class working on class projects and independent explorations.

### **SENIOR DRAWING & PAINTING 10 – 12 (2 credits)**

Using your previous experiences in Drawing and Painting you will be presented with assignments to challenge your skills. You will need to be motivated and open-minded. Expect to spend some time out of class working on projects and independent explorations. All students will be expected to keep a sketchbook.

# SENIOR WRITING MINORS

## INTRODUCTION TO SCRIPT WRITING 10 (2 credits)

This course is designed to introduce students to the art of scriptwriting. The focus in this introductory course is on basic understanding of the elements involved in writing a script, with specific focus on character development and writing dialogue. Students will create scripts from both original material and published works. When possible, scripts will be rehearsed and performed by Drama students.



## SCRIPT WRITING 11 (2 credits)

Review and extend concepts introduced in the Introduction to Script Writing 10. Students will further their understanding of the elements involved in writing and effective script. The focus will be to develop each student's voice by writing to engage a specific audience. Script Writing 11 students will have some opportunity to adapt published work, but will focus on original work. Students will complete a portfolio, elements of which they may choose to include in their Juried Portfolio, as well as have the opportunity, where possible, to have scripts rehearsed and performed by Drama students. one's voice both in terms

of believable dialogue and writing to empower and educate is the focus in this senior course. Students will be expected to write about controversial subject matter in a manner that demonstrates understanding of the topic and awareness and respect for the intended audience. As in previous script writing courses, students will compile a portfolio, elements of which may be included in Juried Portfolio. Coordination with the Drama department will work to see as many scripts, as possible, brought to the stage.

## SCRIPT WRITING 12 (2 credits)

This course builds on the skills developed in previous Script Writing courses. Finding

# SENIOR MULTI DISCIPLINE MINOR

## SENIOR MUSICAL THEATRE 10 – 12 (2 credits)

This level of Musical Theatre course introduces students to the varied aspects of musical theatre performance, with special attention to the fundamentals of voice production, stage movement, acting, characterization and dance. Students have the opportunity to perform in either small-scale and/or large scale production.