

Empowering her to set  
her own course and  
shape her own  
dreams.

ST. MARGARET'S SCHOOL

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# Course Selection Handbook

*Program Guide, 2018/2019*

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BC Ministry Graduation  
Requirements

General Information

Program Requirements  
by Grade

Course Descriptions  
by Subject Area

Athletics

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# Our Educational Principles

*From the St. Margaret's School Strategic Plan...*

## Global Learning; Future Focused

At SMS, experiential learning and technology are harnessed to enhance my learning, creativity, and critical thinking. Academic excellence is pursued while practising real life skills. Because I receive an innovative, inclusive and culturally rich education rooted in best educational practices, I'm equipped to achieve success in a changing global society.

## Unique and Diverse Educational Experience for Girls

Passionate role models show me that I can do anything. Classes are customized to the ways that I learn and subjects explored in ways to capture my interest. At SMS learning is fun! I'm provided with opportunities to reach higher, and I'm up to the challenge.

## Student-Driven Learning

This is a school where students' voices are heard and acted upon. I'm empowered to take responsibility for my learning and shape the overall learning experience. I'm also encouraged to develop leadership abilities, become an independent thinker, take risks and learn from failure, while collaborating with others. At SMS, I own my educational success.

## Character Building

My core values and sense of worth are shaped through meaningful and challenging activities. Amazing volunteer opportunities help me to have a positive influence as I discover passions and develop skills to become the best person I can be.

## Leading From Within

Being a leader at SMS means that I take action without always seeking attention and instead focus on everyday efforts that make an impact on the environment and people around me. My classmates and I understand that challenges calling for leadership are everyday situations and aren't reserved for people at the top of organizations. At SMS, understanding who I am, how I work with others, my strengths and the areas I need to work on all help me to lead from within.

## Personal Growth

It's not just about grades. It's also about developing a healthy lifestyle where I can pursue physical, emotional and spiritual well-being. Through innovative, athletic, social and nature-based activities, I'm discovering that life has so much to offer. At SMS I can explore my interests and feel connected to my community.

# BC Ministry Graduation Requirements

To meet secondary graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), a student must successfully complete a minimum of 80 credits at the Grade 10, 11, and 12 level. These include 48 credits for required courses, a minimum of 28 elective credits, and 4 credits for Graduation Transition Standards..

## 48 credits are Required Courses, including:

Language Arts 10 (4 credits)  
 Language Arts 11 (4 credits)  
 Language Arts 12 (4 credits)  
 Social Studies 10 (4 credits)  
 Social Studies 11 or 12 (4 credits)  
 Mathematics 10 (4 credits)  
 Mathematics 11 or 12 (4 credits)  
 Science 10 (4 credits)  
 Science 11 or 12 (4 credits)  
 Physical Education 10 (4 credits)  
 Fine Arts and/or Applied Skills 10, 11, or 12 (4 credits)  
 Career Life Education 10 (4 credits)  
 Graduation Transition Standards (4 credits)

## PLUS a minimum of 28 elective credits, including:

- ❖ A minimum of 12 credits at the Grade 12 level (at least three courses, or 12 credits) *in addition to a Language Arts 12*
- ❖ Additional Provincially Authorized Elective Courses (at least four courses, or 16 credits) *Note: All Ministry-Authorized and Board/Authority-Authorized courses count for credits*

## Additional Course Requirements

***Students should make themselves familiar with the language requirements of post-secondary programs to which they may apply.***

For example, students wishing to enter some post-secondary programs must successfully complete a second language until at minimum the Grade 11 level. At SMS, all students are programmed into language courses until their Grade 11 year.

## Required Provincial Exams

Students are **REQUIRED** to write the following Graduation Program Exams:

- ❖ Numeracy Exam
- ❖ Communications 12 (40% of grade)
- ❖ Language Arts 12 (40% of grade)
- ❖ Literacy Exam (to be introduced in the 2019-2020 school year)

For more information regarding Graduation Program Exams, and Graduation Requirements, please visit the BC Ministry of Education website at:

Graduation:

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

Provincial Exams:

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

## Graduation Transitions

*(Now offered as Career Life Connections 12)*

This is a mandatory 4-credit component of the 80 credits for graduation, and the 8 credits of Career Education. Students are expected to continue the Daily Physical Activity requirements of 150 minutes per week by taking Physical and Health Education classes, participating on school teams, or by tracking their own fitness program. There is a continuing expectation of 30 documented hours of work or volunteer experience. The completion of a plan to transition out of high school is the majority of the redesigned Career Life Connections curriculum. "Requirements Met" (RM) will be issued on the student's report card upon completion of the above three components.

For more information regarding Graduation Transitions, please visit the BC Ministry of Education website at:

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

For more information on Career Life Connections 12, see page 40.

# General Information

## Academic Advisor and/or ELL Coordinator

Students should stay in contact with their Academic Advisor and/or the ELL Coordinator throughout Grades 10, 11 and 12 to review graduation requirements and post-secondary opportunities.

## Planning Guidelines

At SMS it is expected that students in Grades 9 and 10 carry full timetables and are not permitted to have unassigned blocks, except for very exceptional circumstances approved by the Principal.

We encourage all students to broaden their scope of learning by enrolling in courses from a variety of areas of discipline and exceeding basic requirements for graduation. Students are expected to fully engage in the life of the school through participation in co-curricular (e.g., Outweek) and extra-curricular offerings (e.g., sports and clubs).

**During the course selection process, it is the student's responsibility to:**

1. Learn which courses are required for your program goals by checking into specific university and college entrance requirements.
2. Where a requirement involves a choice of courses (Biology 11 or Chemistry 11, for example), read the course descriptions - seek advice and make decisions that will lead to a manageable workload.
3. Consider all of the demands of your time such as volunteering, sports teams, music lessons and/or work, and plan a realistic course load.
4. Talk to SMS teachers about the courses you are thinking about taking in the coming year or future years.
5. Plan carefully. Class size limitations and timetable conflicts may make changes difficult or impossible in September.
6. Please consult with your parents as you make course selections for next year. Academic Advisors will meet with students to ensure they are on track for graduation.

## Student Services Department

Student Services is home to the Learning Support Coordinator, English Language Learning (ELL) Coordinator, Academic Advisor, Personal Counsellors and Post-secondary and Work Experience Advisor. Students are guaranteed individual attention to help with academic decision-making. In the Learning Services area, there are resources for the following: work experience, post-secondary and career planning, Gap year programs, volunteer opportunities, part-time and summer jobs, educational summer programs, national youth programs (Forum for Young Canadians, Encounters With Canada), and scholarships. University representatives visit throughout the year. Students in Grades 10–12 are encouraged to take advantage of first-hand information by attending these presentations.

## Availability of Courses

To best meet the needs of the greatest number of our students, we base our decisions on a review of student interest, alignment with the Educational Principles as set out in our Strategic Plan, the best use of the academic resources of the School (teachers and space), student enrolment and in accordance with graduation requirements. **It may not always be possible to offer all of the courses listed in the Course Guidebook.**

## Course Changes

Students must carefully select elective courses, in consultation with the Academic Advisor and/or ELL Coordinator, teachers and parents, as course changes may not be possible. Once a student has begun a course, it is expected that she is committed to her choice. In exceptional circumstances, course changes may be approved by the Academic Advisor and/or the ELL Coordinator, and Principal, no later than the end of the first week of October.

# Earning Credits in the Graduation Program

The Graduation Program allows students to earn credits toward graduation for other learning.

## Course Equivalency

A student may apply for course equivalency to recognize a course learned outside of British Columbia that is deemed equivalent to a Ministry-approved or Board authorized course. In order to qualify for equivalency, a student must provide the appropriate documentation as proof of a successful match of a minimum of 80% of course content including learning outcomes, depth and breadth of subject matter, and assessment methods and standards.

If a student has completed education in an international education jurisdiction during the last year of elementary level or at the junior secondary level, and the language of instruction is one in which BC has a Ministry-Developed or a Ministry-Approved language course developed using the languages template, the student can receive credits for an equivalent language course at the Grade 10, 11 or 12 level. For example, a student completing Grade 7, 8 and 9 in China with instruction in Mandarin Chinese would receive credit for Mandarin Chinese 10, 11 and 12. The school would report credit for MAN 10, MAN 11 and MAN 12 with an “E” in the “Course Type” field, and submit a school percentage using the student’s language arts marks from China. If students wish to replace any equivalency mark, they must take the entire course again (through the school, if the course is offered, or through an online school if the course is not offered at the school).

## External Credits

The Ministry authorizes certain courses or credentials for credit toward graduation that are developed outside the Ministry of Education and taken by British Columbia students.

Students who have questions about earning external credits or believe they may qualify for external credits should see their academic advisor and/or principal for more information. Requirements for external credits are also available on the Ministry of Education website:

[www.gov.bc.ca/education/administration/policy/earning-credit](http://www.gov.bc.ca/education/administration/policy/earning-credit)

Credit at the Grade 10, 11 and/or 12 level may be granted to students who have attained a high level of competency in a course of study or area of expertise outside the Ministry. Credits may be granted to those who fulfill requirements in athletics, languages, leadership, music, Cadets, 4-H, Scuba,

driver education, first aid, Duke of Edinburgh Program, Scouts, Guides, lifesaving, computer certification, dance, drama and speech. Other areas of achievement are added by the Ministry of Education from time to time. For example, a student is entitled to receive two credits for completing an ICBC-Approved Driver Education Course. It is the responsibility of the student to bring the correct documentation (approval letter or certificate) to the Academic Advisor.

## Course Challenge

Within the first term of the school year, students new to St. Margaret’s are entitled to use the Challenge process to receive credit for Ministry-developed, Ministry-approved Grade 10, 11 or 12 courses. In consultation with the student and review of documentation of prior learning, a student may be eligible for challenge credit through the successful completion of a challenge assessment, which may include a hands-on demonstration, an oral performance, an interview, a written examination, a presentation of a collection of work or a combination of the aforementioned. A successful challenge is the equivalent of a percentage grade of 80%.

## Independent Directed Studies (IDS)

Independent Directed Studies is intended to allow students to pursue curriculum in more detail (students receive credit plus IDS credit) under teacher supervision. An IDS must be based on a Ministry-developed, Ministry-approved course or Board Authority Authorized Grade 10, 11 or 12 course. Depending upon the depth and breadth of learning, a student may earn 1, 2, 3 or 4 credits that count toward the 28 elective credits needed to meet graduation requirements. A student may apply to pursue Independent Directed Studies through the Academic Advisor and Principal.

## Distributed Learning

Students interested in exploring Ministry approved online courses must first consult with the Academic Advisor and Principal prior to registration.

# Advanced Placement Courses

The Advanced Placement (AP) program makes college and university courses available for students to take while they are still in secondary school. Courses offered in this program are administered by the AP College Board and may be recognized for advanced credit or placement in many Canadian and American universities and colleges.

In addition, students will earn four Grade 12 credits by completing an AP course.

AP courses may be used towards district and provincial scholarships.

## St. Margaret's offers the following AP courses:

AP Calculus AB

AP Computer Science Principles

AP English Literature and Composition

AP Human Geography

AP Studio Art

### Note:

- *Students are charged an AP exam fee that is determined annually by the College Board, approximately \$130 CAN.*
- *Course offerings are subject to enrolment*

this thesis before a panel of school officials and community members.

Once students have met all the requirements, they will receive a special certificate, presented upon their graduation from St. Margaret's School.

PLEASE SEE YOUR ACADEMIC ADVISOR FOR MORE INFORMATION

# Program of Distinction

The Program of Distinction (PoD) at St. Margaret's School is an elective, capstone project completed through independent study over the course of the senior years.

Students who choose this optional program are mentored, recognized, and credited for pursuing excellence in their own chosen field such as Leadership, Fine Arts, Athletics, Global Studies, or Ecological Stewardship.

Students must demonstrate advocacy, service, and leadership on behalf of their discipline both within SMS and the wider community. To participate, students must be in good standing and complete an experiential project, which demonstrates their development of expertise in their chosen field.

In the spring of their Grade 12 year, students prepare and present a type of thesis that showcases their journey, connects their learning in school and out to our school's strategic plan, and includes deep reflection. Students defend

# Post-Secondary Entrance Requirements

University or college entrance is competitive and based upon marks and in many cases, additional written components. Some universities will post a minimum average but the average for acceptance is usually higher. Specific requirements for the 4000+ post-secondary institutions in North America are diverse; however, some generalizations can be made. Here are some general guidelines to consider when planning courses.

## BC UNIVERSITIES

Generally, **four** courses at the Grade 12 level including English 12 or English First Peoples 12; UBC and SFU require a Language 11; non-English speakers must take IELTS or TOEFL unless they meet each university's language proficiency requirements; all require that students pass the English 12 provincial exam. Most business programs and ALL UBC applicants require a **written supplement** (Personal Profile).

### Sciences

English 11 and 12; 2 Grade 11 Sciences (often including Physics 11); 2 Grade 12 Sciences; Pre-calculus 11 and 12; Calculus is recommended.

### Business

English 11 and 12; Pre-calculus 11 and 12; Calculus is recommended.

### Engineering

English 11 and 12; Chemistry 11, Physics 11; Chemistry 12, Physics 12; Pre-calculus 11 and 12; Calculus 12

### Arts

English 11 and 12

### **Link to current UVic requirements:**

<https://www.uvic.ca/future-students/undergraduate/admissions/high-school/bc-yr/index.php>

### **Link to current UBC requirements:**

<http://you.ubc.ca/applying-ubc/canadian-highschools/#british-columbia>

### **Link to current SFU requirements:**

[https://www.sfu.ca/students/admission/admission-requirements/cdn-highschool/bc\\_yukon.html](https://www.sfu.ca/students/admission/admission-requirements/cdn-highschool/bc_yukon.html)

## OTHER CANADIAN PROVINCES

May require **five courses** at Grade 12; non-English speakers must take IELTS or TOEFL unless they meet each university's language proficiency requirements.

### Sciences

English 11 and 12; 2 Grade 11 sciences (often including Physics 11); 2 Grade 12 sciences; Pre-calculus 11 and 12; Calculus

### Business

English 11 and 12; Pre-calculus 11 and 12; Calculus

### Engineering

English 11 and 12; Chemistry 11, Physics 11; Chemistry 12, Physics 12; Pre-calculus 11 and 12; Calculus 12.

### Arts

English 11 and 12

# SMS Passport to Lifelong Learning

*“Education is an investment in the future.”*

St. Margaret’s School (SMS) is proud of its graduates and recognizes that families have invested significantly in the educational journey of their daughter(s) and have demonstrated a commitment to the values and goals of our all-girl learning environment. The School’s vision, “Confident girls. Inspiring women,” derives from the belief that our girls have the capacity to pursue their goals and dreams with confidence, passion and purpose and as such deserve acknowledgment for their time in the Senior Years. In recognition of those girls who enter our Senior Years (Grade 9 – 12), every BC day student will automatically accrue \$1,000.00 each year to a maximum of \$4,000.00 – available in their Grade 12 year. For example, a day student that enters SMS in Grade 9 and remains here until Grade 12 would be eligible for \$4,000.00; a day student who enters Grade 10, would be eligible for \$3,000.00, and so on.

SMS is pleased to offer each BC day school graduate with additional resources/funds to engage in a unique opportunity in Grade 12. Students can access their passport in one of two ways: to fund an expedition during their Grade 12 year to explore new cultures during Spring Break; participate in a service trip; or participate in one of our Exchange programs to Chile or Japan. Or, students can choose use this fund to support the next phase of her learning journey following graduation – tuition at a post-secondary institution or a job training program; a Gap Year; or the pursuit of studies, interests, and passions locally or abroad. This award is available to each of our BC graduates as she sets her own course and shapes her own dreams.

*\* Graduates will be issued the appropriate tax slip upon receipt of funds.*

## AMERICAN UNIVERSITIES

Accept the BC Grade 12 diploma; all require a Language 11. All applicants without American citizenship must prove language proficiency (non-English speakers must take IELTS or TOEFL); **SAT or ACT** is often required and should be taken in Grade 11. Marks from grade 9-12 must be submitted. American institutions

### Sciences

English 11 and 12; 2 Grade 11 sciences (often including Physics 11); 2 Grade 12 sciences;

Pre-calculus 11 and 12; Calculus.

### Business

English 11 and 12; Pre-calculus 11 and 12; Calculus

### Engineering

English 11 and 12; Chemistry 11, Physics 11; Chemistry 12, Physics 12; Pre-calculus 11 and 12; Calculus 12

### Arts

English 11 and 12

## UK UNIVERSITIES

All require **five** Grade 12 courses; students are expected to choose courses that will suit the program of study. Non-English speakers must take the IELTS or TOEFL test.

Universities require students to be focused on one area of study with a strong transcript. AP and SAT scores will be considered, but are not usually mandatory. One personal statement and two teacher references are generally required. Some universities require students to take standardized tests early in their grade 12 year as part of the admission process.

# Provincial Scholarships

(Information taken from the Ministry of Education website).

The Ministry of Education offers the following scholarships to students who are Canadian citizens or Permanent Residents and have a BC address.

## BC Excellence Scholarship

**The BC Excellence Scholarship** is a \$5000 scholarship awarded to 55 students in the province, recognizing well-rounded graduates demonstrating community service and leadership, both inside and outside of their schools, as well as commitment and aptitude for their chosen career paths. Recipients should exemplify competencies such as communication and digital literacy; critical thinking and problem-solving; collaboration and leadership; personal and social responsibility; global and cultural understanding; and creativity and innovation. Each public and independent secondary school in BC may nominate one eligible student, who may then make an application for this scholarship through her school.

## BC Achievement Scholarship

The top 8000 B.C. graduates with the highest cumulative average based on courses required for graduation (both required and elective) are eligible to receive a \$1250 scholarship voucher to use towards their post-secondary tuition. No application is required.

The Ministry will determine recipients based on students' achievement in Grades 10, 11, and 12 courses that satisfy 2004 Graduation Program requirements (including elective courses). Grad Transitions will not be included. A cumulative average percentage will be calculated and form the basis for awarding the BC Achievement Scholarship.

### Recipients must:

1. Meet basic eligibility requirements
2. Fulfill graduation requirements of the Graduation Program by August 31st of the student's graduating year
3. Attain a "B" (73% or above) or better average in their Language Arts 12 course (English 12, Communications 12, English 12 First Peoples)

## District/Authority Scholarships

There are 5500 District/Authority Scholarships distributed across school districts and independent school authorities that recognize graduating B.C. students for excellence in their chosen area of interest or strength. Winners receive a \$1250 scholarship voucher to use towards their post-secondary tuition. You can apply for this scholarship through the Academic Advisor. DAS presentation evening is generally held in April with a number of other schools.

## Pathway to Teacher Education Scholarship

The Pathway to Teacher Education Scholarship is awarded to 20 outstanding high school graduates who have demonstrated a commitment and aptitude for a career path in K-12 teaching. Winners receive a \$5000 scholarship voucher to redeem when they are registered and attending an approved K-12 teacher education program at one of BC's nine Faculties of Education. Students must complete an application package, include a written statement and provide a resume. Please see the Academic Advisor for an application package.

***To be eligible for any of the Provincial Scholarships, the student must be a Canadian citizen or permanent resident (landed immigrant) at the start of the school year, and the student must be a BC resident.***

# English Language Learning (ELL) Program

St. Margaret's School (SMS) has an excellent record of preparing international students for successful entrance to universities and colleges in Canada, the USA, and countries around the world. St. Margaret's goal is to help students complete British Columbia high school graduation requirements with sufficiently high marks to enter university.

St. Margaret's English Language Learning Program (ELL) ensures that each student is provided an educational program that matches her unique strengths and requirements. Once accepted by the school, international students participate in a variety of tests and assessments, including standardized English language proficiency testing, to ensure proper placement in the Regular, Bridge, or Transition Program.

## The ELL program at SMS consists of:

- Transition Program, ranging from Beginner to Advanced levels
- Bridge Program, incorporated into the regular Grade 9 and 10 programs
- English support classes in Grades 11 and 12, ranging from academic credit courses to English tutorials.

Each stage of the student's English Language education supports the important long-term goal of successful graduation and entrance to university or the post-secondary institution of her choice.

## International Program Orientation

International students who are new to SMS are required to attend the one-week Orientation for International Students in August for testing and placement. The morning classes during Orientation not only allow time for evaluation of English proficiency, but also for the students to be introduced to the SMS facilities and staff; our school timetable and routines; our various programs and elective choices; SMS clubs, sports, music lessons and other extra-curricular activities; Victoria and its transit system; our annual five-day camping trip to Strathcona Park and other information which will assist students in settling into life at SMS. The afternoon and weekend activities include shopping for the school uniform and for camping equipment for the Strathcona trip, introduction to residence routines, picnics, walks on the beach, water sports, team-building activities and visits to museums, Butchart Gardens and the local

library. The students receive a detailed itinerary of these and other activities when they arrive in August.

## Testing and Reporting Schedules

By the end of the International Program Orientation in August, the students have completed standardized testing, writing samples and math testing; been placed in the appropriate levels of our program; selected their electives for the coming year and begun to settle into the school routines. Each student's parents are then informed by email or letter of her placement, which will continue to be monitored by her classroom teachers. Occasionally changes in placement need to be made, but once those teacher-initiated changes are complete; there should be no other timetable changes during the first term.

During the year there are four reporting periods in: November, February, April and June. After the first report, parent-teacher interviews are scheduled, which parents or guardians are welcome to attend. As our interview times do not fit many international parents' schedules, we also arrange meetings with a student's teachers as requested throughout the year via email or Skype.

In June the year-end exams are reported on the final report card. The standardized English Language (EL) testing, which is used for placements, is repeated in January and June to help monitor EL learners' progress and project their placements for the coming year. Based on this testing, students who have advanced over their classmates may be moved up a level for Term Two and placement decisions are made for the following September.

## Criteria for Placement of International Students

Each student is placed in an appropriate level of the Regular, Bridge or Transition Program based on her English proficiency, which is determined by:

- Standardized test: Second Language English Proficiency Test (SLEP)
- Standardized test: Comprehensive English Language Test (CELT)
- Oral interview, graded on standardized criteria
- Written work, graded on a standardized 9-point scale
- For a returning student or for a student who has had some schooling in Canada, the recommendations of teachers as to the student's ability to handle the academic expectations of St. Margaret's School are also required.

## Transition Program

An international student whose English ability is not yet sufficient for her to succeed in a regular classroom, even with substantial EL support, is placed in the Transition Program. All students in Transition classes are EL students and the class size is smaller than in the Regular Program to allow more individualized attention to student needs. The Transition Program consists of several levels based on English proficiency and is designed to prepare students for entrance to the Bridge Program. All Transition level students are registered into two blocks of English classes. Further, Transition students will receive support in Social Studies and Science. The amount of time each student remains in the Transition Program varies dependent upon the student's progress in acquiring English. Some students may be in Transition classes for several years while others may progress through a Transition level in less than a year. The placement of each Transition student is reviewed in October and again in February. Students may be moved to another level within the Transition Program at either of these times based on their demonstrated ability. A student who completes a Transition level may be promoted to a higher level within the Transition Program or into the Bridge Program, depending on her achievement and language proficiency.

While in the Transition Program, a student may earn credit towards graduation for any courses designated as Grade 10 or higher in level; this includes all Grade 10 electives, Math 10, Science 10 and the top level of Transition English and Social Studies—Language Acquisition Skills 10T, Literature Acquisition Skills 10T and Social Studies 10T. In addition, students who have studied at a Grade 10 or higher level before arriving at St. Margaret's may be granted credit for equivalent courses they have taken.

## Bridge Program

An international student whose English ability is sufficient for study in the regular classroom but needs some EL support will be placed in the Bridge Program at an age-appropriate grade level. The Bridge Program is designed to support the student in her regular classes at the Grade 9, 10 and 11 level through additional EL classes that provide direct language instruction and background information that the student may lack.

New international students with sufficient English may be placed directly into the Bridge Program and returning students may be promoted into it from the Transition Program.

## Regular Program

An international student who demonstrates a strong command of English will be placed in a regular class at an age-appropriate grade level, based on prior educational experience. In the senior grades she may be required to take a support course if she has weaknesses in her language skills.

SMS strongly recommends the following courses for international students who do not require the support of the Bridge Program, but continue to need to work on their language skills. They may be compulsory for students with weaker language skills.

- Language and Literature 11
- English 12 Supplemental

Each of these support courses is described in greater detail later in this document.

## Summer School

Summer School at St. Margaret's is an excellent chance for students to take advantage of SMS's commitment to individualized learning. Girls who want to improve their English attend our summer school because of the combination of challenging coursework, interesting field trips, and exciting experiential learning opportunities. Please see the ELL Coordinator for more information.

# Grade 9

## Program Requirements

Building on the Middle Years Program at SMS, our Senior Years Program is an exciting time as there are many opportunities for students to succeed and thrive academically, emotionally and socially while maintaining the benefit of connections in a JK-Grade 12 environment. We continue to build on what we identify as the foundations for success in an all-girls learning environment: challenges to excel, experiences that inspire, and preparation for the future.

To ensure that students have every opportunity for success, we have created a Grade 9 program which provides a strong focus in academics, leveraging the unique ways in which girls learn best, social-emotional wellness, leadership, creativity and curiosity, inquiry and critical thinking, and student responsibility. We want to recognize student successes each year and celebrate as they advance toward receiving the B.C. Dogwood Diploma.

The primary responsibilities of students at SMS are to:

- Be engaged in their learning
- Attend all classes
- Complete assignments, projects and homework to the best of their ability
- Take advantage of extra-curricular activities and co-curricular experiences offered at SMS

Strong progress, attendance and engagement are closely monitored to ensure success. The Senior Years can be a transition for students and their families and is often a time of increased student independence.

## Available Supports

The Senior Years Principal, Homeroom Teachers, Subject Teachers and Student Services staff are available to students who have questions or concerns.

The Grade 9 homeroom teachers are responsible for monitoring Grade 9 attendance and progress. The homeroom teachers consult and liaise with the teachers, parents and Principal to ensure that all Grade 9 students stay on track and succeed at SMS.

The Academic Advisor and Counsellors are available to provide students with academic, personal, and career counselling throughout the school.

Learning support is available for students as needed.

## Grade 9 Required Courses

1. Language Arts 9 OR Transition English (for ELL students upon recommendation)
2. Mathematics 9
3. A Modern Foreign Language option
4. Science 9
5. Social Studies 9
6. An Arts Education option
7. Applied Design, Skills and Technologies Project options \*NEW - chosen in September
8. Career Education 9 (half year)
9. Leadership 9 (half year)
10. Physical and Health Education 9

NOTE: THE SCHOOL WILL SCHEDULE STUDENTS INTO EACH OF THE ABOVE COURSES.

## Grade 9 Modern Foreign Language Options

French 9

Bridge to French 10

Introduction to Japanese 11

Introduction to Spanish 11

## Grade 9 Arts Education Options

Looking to grow a bigger brain? Fine arts is the answer. Repeated scientific studies have shown that doing fine arts is not only fun, it is good for you. Memory, the capacity to discern, learn, problem solve, and create are all enhanced through engagement with fine arts disciplines. Embrace your inner creative beast, and feed your mind and soul! Grade 9 fine arts courses will help build your confidence through improving your skill with which to express yourself.

Art Studio 9

Choral Music 9

Drama 9

Introductory Band 9 (possibly outside of timetable)

Concert Band/Orchestra 9 (possibly outside of timetable)

## Grade 9 Applied Design, Skills and Technologies Options \*NEW - chosen in September

### Arts in the Digital World 9: Music, Drama, Media and Visual Arts in Collaborative Applied Design, Skills, and Technology

Students will learn critical leadership skills while providing service to the school and community through research and the creation of a STEAM project combining Fine Arts and ADST curriculum. This course will include each of the Fine Arts (Music, Drama, Media and Visual Arts) in a collaborative and multi-faceted culminating term project. The course is a combination of leadership theory, personal growth, design thinking, and practical application. Students will investigate sources of information and compare differing perspectives and technologies related to the project while developing an appreciation of the past with an eye toward the future. Essentially, students become members of a production company with students playing a variety of roles, such as actor, director, set and prop designer, musician, and technician. In addition, students will have extensive exposure to field professionals, workshops, festivals, and conferences.

Students in Grade 9 will have opportunities to explore specific areas of Applied Design, Skills and Technologies while continuing to build their design thinking and foundational skills through one of the four modules. They will be working as a team towards a presentation at the end of each term. At the end of the term, they will switch to a different team and begin working on a new project.

### ADST 9 – Drama and Writing Collective Creation

In this module students learn how to write a play as a team. Collective creation is a collaborative method of playwriting where students devise a play as a group. They decide on the topic, share their vision and write a play for production. It gives students the chance to be creative writers, find their authentic voice and be part of the journey that leads to performance.

### ADST 9 – E.A.T. (Experiments in Art and Technology)

Working primarily with the multimedia platforms, students will develop skills in digital arts such as digital photography, *Photoshop*, and *iMovie* in creating the term project. They will also use technology and social media to build promotional materials.

### ADST 9 – S.E.A.M. (Sound Engineering And Music)

Sound engineers work on the technical aspects of sound and music production by mixing, reproducing, and manipulating the equalization and electronic effects of both live and digital sound. Students will gain experience with *GarageBand*, and other programs, in designing and producing aural imaging by learning about controlling microphones, sound levels, outputs, and acoustics to produce the best quality of sound for a variety of purposes.

### ADST 9 – CRE8 Behind the Scenes

In this module students will engage in activities and tasks which support the final presentation. They will design and build props, set-pieces, costumes, make-up, and design and produce theatrical lighting. They will apply STEM components in using technology to enhance the term project, such as entry level robotics.

DEPENDING ON SCHEDULING REQUIREMENTS, STUDENTS IN ELECTIVES MAY BE PROGRAMMED INTO A MULTI-GRADE COURSE.

# Grade 10

## Program Requirements

Grade 10 marks the official beginning of the graduation diploma program. All courses numbered 10 and above will earn credits toward the Dogwood Diploma, which requires 80 credits. (See page 3)

## Grade 10 Required Courses

1. Language Arts 10 \* (four credits total):
  - ❖ **EITHER** Composition 10 (2 credits) **OR** Focused Literary Studies 10 (2 credits)
  - ❖ **PLUS** one additional Language Arts 10 option (2 credits)
2. A Mathematics option
3. Science 10
4. Social Studies 10
5. A Modern Foreign Language option
6. An Arts Education option **OR** Applied Design, Skills & Technologies option
7. Career Life Education 10 (2 credits)
8. Leadership 10 (2 credits)
9. Physical and Health Education (Fitness & Conditioning) 10
10. One additional elective course option

## Grade 10 Language Arts Options (2 credits each)

New Media 10  
Creative Writing 10  
Spoken Language 10

**\*Note: ELL Bridge Students will be timetabled into Spoken Language 10 outside of the timetable PLUS all four of the following Language Arts 10 courses within two timetable blocks:**

*Term 1:*

Focused Literary Studies 10 **AND**  
Composition 10

*Term 2:*

Creative Writing 10 **AND**  
New Media 10

PLUS

Evening English Tutorial (upon teacher recommendation)

**\*Note: ELL Transition 1 Students (Grade 10 age) will be timetabled into the following Language Arts 10 courses:**

*Term 1:*

Language Acquisition Skills 10T **AND**  
Spoken Language 10

*Term 2:*

Literature Acquisition 10T **AND** one of the following  
(guided by teacher recommendation):

Creative Writing 10  
New Media 10  
Spoken Language 10

PLUS

Evening English Tutorial (upon teacher recommendation)

## Grade 10 Mathematics Options

Foundations of Mathematics and Pre-Calculus 10  
Pre-Calculus 11 (with permission)

## **Grade 10 Modern Foreign Language Options**

Bridge to French 10  
French 10  
French 11  
Introduction to Japanese 11  
Japanese 11  
Introduction to Spanish 11  
Spanish 11

## **Grade 10 Arts Education Options**

Choral Music 10  
Drama 10  
Introductory Band 10 (possibly outside of timetable)  
Concert Band/Orchestra 10 (possibly outside of timetable)  
Visual Arts 10

## **Grade 10 Applied Design, Skills and Technologies (ADST) Options**

Textiles and Fashion Design 10  
Culinary Arts 10  
Entrepreneurship & Marketing 10  
Global Journalism 10: Newspaper, Photographic and Broadcasting  
Media Arts 11  
Programming 11  
Yearbook/Photography 11

DEPENDING ON SCHEDULING REQUIREMENTS, STUDENTS IN ELECTIVES MAY BE PROGRAMMED INTO A MULTI-GRADE COURSE.

# Grade 11

## Program Requirements

### Grade 11 Required Courses

1. Language Arts (English) 11\*
2. A Mathematics 11 option
3. A Modern Foreign Language option \*\*
4. A Science 11 option
5. A Social Studies option
6. Career Life Education 11 (2 credits)
7. A Physical Education option
8. Two Additional Elective Course options

**\*Note:** In addition to Language Arts 11, ELL students will be timetabled into Language and Literature 11 PLUS Spoken Language 10 outside of the timetable, and upon recommendation.

**\*\*Note:** Students wishing to enter some post-secondary programs must successfully complete a second language until at minimum the Grade 11 level.

### Grade 11 Mathematics Options

Foundations of Mathematics 11  
 Pre-Calculus 11  
 Pre-Calculus 12 (with permission)

### Grade 11 Modern Foreign Language Options

Bridge to French 10  
 French 10  
 French 11  
 French 12  
 Introduction to Japanese 11  
 Japanese 11  
 Japanese 12  
 Introduction to Spanish 11  
 Spanish 11  
 Spanish 12

### Grade 11 Science Options

Biology 11  
 Chemistry 11  
 Physics 11  
 Science for Citizens 11

### Social Studies Options

AP Human Geography 12  
 Comparative Cultures 12  
 Economics 12  
 Law Studies 12  
 Philosophy 12  
 Social Justice 12  
 20th Century World History 12

### Grade 11 Physical Education Options

Fitness and Conditioning 11  
 Outdoor Education 11

## Grade 11 Additional Elective Course Options

*Students are required to select two additional course options.*

*They may opt to take additional Modern Foreign Language, Science, or Social Studies courses from the option lists above.*

*Students are encouraged to include in their timetable a course in Applied Design, Skills and Technologies or Arts Education and Physical Education, or choose from a selection of available Grade 11 courses as follows:*

Art Studio 11

Visual Art 3-D 11

Introductory Band 11 (possibly outside of timetable)

Concert Band/Orchestra 11 (possibly outside of timetable)

Choral Music 11

Drama 11

Culinary Arts 11

Textiles & Fashion Design 11

Entrepreneurship & Marketing 11

Global Journalism 11: Newspaper, Photographic and Broadcasting

Media Arts 11

Programming 11

AP Computer Science Principles 12

Yearbook/Photography 11

Leadership 11

Independent Project 11: Program of Distinction

DEPENDING ON SCHEDULING REQUIREMENTS, STUDENTS IN ELECTIVES MAY BE PROGRAMMED INTO A MULTI-GRADE COURSE.

# Grade 12

## Program Requirements

### Grade 12 Required Courses

1. Language Arts: English 12  
**OR**  
 Language Arts: English First Peoples 12  
**OR**  
 AP English Lit & Composition PLUS English 12  
**PLUS** for ELL students upon recommendation:  
 English 12 Supplemental
2. Graduation Transitions (Career Life Connections 12)
3. Additional Elective options (minimum of 5)

NOTE: GRADE 12 STUDENTS ARE ADVISED TO INCLUDE ONE STUDY BLOCK IN THEIR SCHEDULE. STUDENTS WITH HEAVY COURSE LOADS MAY SEEK AN APPOINTMENT WITH THE ACADEMIC ADVISOR TO REQUEST PERMISSION TO INCLUDE ADDITIONAL STUDY BLOCKS IN THEIR SCHEDULE.

### Grade 12 English Course Options

Language Arts: English 12  
 Language Arts: English First Peoples 12  
 AP English Literature & Composition (plus English 12)  
 Communications 12  
 English 12 Supplemental (for ELL students upon recommendation)

### Grade 12 Mathematics Course Options

Foundations of Mathematics 11  
 Pre-Calculus 11  
 Pre-Calculus 12  
 AP Calculus AB/Calculus 12  
 AP Computer Science Principles 12

### Grade 12 Modern Foreign Language Course Options

Bridge to French 10  
 French 10  
 French 11  
 French 12  
 Introduction to Japanese 11  
 Japanese 11  
 Japanese 12  
 Introduction to Spanish 11  
 Spanish 11  
 Spanish 12

### Grade 12 Science Course Options

Biology 11  
 Biology 12  
 Chemistry 11  
 Chemistry 12  
 Physics 11  
 Physics 12  
 Science for Citizens 11

### Social Studies Course Options

AP Human Geography 12  
 Comparative Cultures 12  
 Economics 12  
 Law Studies 12  
 Philosophy 12  
 Social Justice 12  
 20th Century World History 12

## **Grade 12 Arts Education and Applied Design, Skills and Technologies (ADST) Options**

Art Studio 11/12

AP Studio Art 12

Visual Art 3-D 11/12

Introductory Band 11 (possibly outside of timetable)

Concert Band/Orchestra 11/12 (possibly outside of timetable)

Choral Music 11/12

Drama 11/12

Culinary Arts 11

Global Journalism 11: Newspaper, Photographic and Broadcasting

Leadership 11

Leadership 12

Media Arts 11/12

Programming 11/12

Textiles & Fashion Design 11

Yearbook/Photography 11

Independent Project 12: Program of Distinction

## **Grade 12 Physical and Health Education Course Options**

Fitness and Conditioning 11/12

Outdoor Education 11/12

DEPENDING ON SCHEDULING REQUIREMENTS, STUDENTS IN ELECTIVES MAY BE PROGRAMMED INTO A MULTI-GRADE COURSE.

# Course Descriptions

## ENGLISH LANGUAGE ARTS COURSES

### Language Arts (English) 9

Why do we love stories so much? How do they help us understand ourselves? Will understanding stories better – and telling and writing stories ourselves – help us connect to others locally and around the world? Students in English 9 will read, write, listen to, and view a variety of texts throughout the year as we contemplate the answers to these questions and many more. Using an integrated and interdisciplinary approach, students will explore how texts are crafted as well as consider the ways their own language can be used to describe, persuade, narrate, and analyze. Inquiry projects, creative assignments, and the incorporation of First Peoples' ways of knowing, as well as poetry and genre studies, will provide additional opportunities for students to play with language, improve their skills, support each other, and think critically.

### Composition 10

2 CREDITS

The focus of Composition 10 is to explore, extend and refine your nonfiction writing. This course is designed for students who have an interest in developing their skills in written communication in a variety of contexts through the processes of planning, pre-writing, drafting, editing, revising and publishing. Students will be provided with both individual and collaborative opportunities to think critically as they refine their writing to create coherent, purposeful compositions.

### Focused Literary Studies 10

2 CREDITS

The focus of this course is to explore the literature of a variety of eras and cultures. Students will engage with a range of literary topics to increase their literacy and higher-order thinking skills while investigating specific themes, periods, authors, and areas of the world. The course will draw from a scope of texts that demonstrate a variety of genres, including novels, stories, and poetry.

### New Media 10

2 CREDITS

New Media 10 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. Students will express understanding and communicate ideas through both print and digital

media, including viewing and creating texts that combine words, visuals, audio, and gestures.

### Creative Writing 10

2 CREDITS

The focus of this course is to explore creative expression through written language. In this course, students will collaborate and develop their skills through the writing and design process. A variety of fiction and non-fiction literature resources will be explored, including short stories, poetry, songs, and graphic novels, while encouraging students to express themselves creatively as they experiment with, reflect upon, extend, and refine their own writing.

### Spoken Language 10

2 CREDITS

Explore the power of the spoken word through the vehicles of slam poetry, speeches, storytelling, podcasts, oral history, and more! This course engages students in the individual and collaborative processes of studying, creating, and using language to produce original work. This course will appeal to students who yearn for the opportunity to expand and enhance their performance and public speaking skills.

### Language Acquisition Skills 10T

IEL COURSE: 4 CREDITS

Language Acquisition Skills 10T is a companion to Literature Acquisition Skills 10T. The course will focus on communicative skills in preparation for the regular English program. Listening and speaking skills will be supported through a variety of individual and group activities both in the classroom and in the language lab. Students will work from a variety of written and listening activities directly connected to the texts. These materials are chosen to provide high quality language that is linguistically accessible while encouraging student motivation, imagination, interaction, and collaboration. Listening, pronunciation and grammar skills will be practised in the language lab through a variety of activities.

### Literature Acquisition Skills 10T

IEL COURSE: 4 CREDITS

Literature Acquisition 10T is a companion course to Language Acquisition Skills 10T. The course will focus on literature-based communicative skills in preparation for the regular English program. Literary themes, ideas and terms will be taught through the reading and discussion of a variety of fiction, non-fiction, poetry, and drama. In conjunction with the teaching of this literary framework, there will be ongoing listening, speaking, vocabulary, and writing activities and time will be given to exploration of cultural and Canadian themes and topics arising from the literature studied. Students will work from a literature text

and additional materials will include novels, non-fiction articles, videos, and other sources as needed. Materials are chosen to provide high quality language that is linguistically accessible while encouraging student motivation, imagination, interaction and collaboration.

## Language and Literature 11

IEL COURSE: 4 CREDITS

This course may be required for international students who are new to the school or for returning students on the recommendation of their English or Social Studies teacher. This course is intended as a support course for students who are enrolled in English 11 and/or Social Studies 11. It seeks to improve student comprehension and achievement by providing students with greater insight into the cultural and historical context of the content studied in the other two subject areas.

Students will be required to participate in class discussions and reflect upon a variety of media and text to demonstrate their ability to gather and organize important details in order to express themselves in a thoughtful and well-developed manner. Revision of vocabulary and basic English skills—such as subject/verb agreement, verb tenses, spelling rules and sentence structure/combining—will assist students to focus on the language skills necessary for success in a Canadian academic setting. Although all of the skills—listening, speaking, reading, writing, viewing and representing—are integral parts of our communication system and are practised in this course, the emphasis is on the skills of academic reading, discussing, and writing.

## Language Arts: English 11

4 CREDITS | PREREQUISITE: ENGLISH 10

This course builds on students' previous experiences, so that they can apply their growing understanding to a wider and more sophisticated selection of fiction, drama, and poetry. All students are encouraged to discover points of commonality and distinction in form, purpose, and theme across genres and texts. Units of study will enable students to hone their analytical and evaluative skills while actively responding to texts in unique ways.

Group projects, in-class activities, and independent studies will allow students to respond creatively, in multiple genres themselves, to all kinds of written and image-rich texts found in our ever-changing literary landscape. Students read selections from a wide variety of Canadian, British, and American authors. Literature studied depends upon student interest, as students help choose texts from works in translation, 19th century novels, modern classics, and Shakespearean drama. All Grade 11 students complete an

annotated bibliography using a variety of sources and requiring appropriate academic format and documentation.

## GRADE 12 ENGLISH LANGUAGE ARTS COURSES

All students complete the multidisciplinary research paper for English 12, English 12 Supplemental, and AP English, in combination with at least one other senior course. Appropriate academic format and documentation of a variety of sources is expected in this paper. All Grade 12 students complete the multi-disciplinary paper regardless of their registration in an English 12 level course.

### Language Arts: English 12

4 CREDITS | PROVINCIAL EXAMINATION | PREREQUISITE: ENGLISH 11

English 12 gives students numerous occasions to craft and reflect upon texts of all types, to fine-tune the skills they have been developing throughout their English language arts studies, and to explore new ways of manipulating words in a supportive and intellectually challenging environment. Students must be prepared to read, to think, to write, and to re-write in order to be well prepared for post-secondary expectations. Much of the literature studied in this course is 20th and 21st century, with a particular focus on the short story, essay, and poem; however, students traditionally also read one Shakespearean play and one 19th century novel, as well as a number of independent selections during their units of study. Writing practise further develops students' ability to analyze, interpret, and critically assess literature and a variety of other texts. *Students write the SMS preparatory English 12 exam and the required English 12 provincial exam.*

### Language Arts: English First Peoples 12

4 CREDITS | PROVINCIAL EXAMINATION | PREREQUISITE: ENGLISH 11

English First Peoples 12 builds upon and extends students' previous learning experiences in English Language Arts. This course is grounded in the First Peoples' Principles of Learning. While the focus is primarily on First Peoples' voices from British Columbia, students also engage with texts that reflect First Peoples' perspectives from elsewhere in Canada and throughout the world. The course is designed for students who are interested in delving deeply into the oral and written literature and visual texts in a range of media. The course focuses on the experiences, values, beliefs, and lived realities of First Nations Peoples as evidenced in various forms of text, including oral story, poetry, song, performance, film, and prose. *Students write the SMS preparatory English First Peoples 12 exam and the required English First Peoples 12 provincial exam.*

## AP English Literature and Composition / English 12

4 + 4 CREDITS | PREREQUISITE: SEE INSTRUCTIONS BELOW

The best literature is interwoven into the fabric of our lives: “To be, or not to be: that is the question” (Shakespeare’s *Hamlet*); “She walks in beauty, like the night” (Lord Byron); “Reality exists in the human mind, and nowhere else” (George Orwell); “In the end, we’ll all become stories” (Margaret Atwood). If you would like to explore a number of very famous texts, learn how works echo and reverberate in our world, and become a better writer yourself, AP English Literature and Composition is the course for you!

Not only will this course prepare you for the required English 12 provincial exam, it will also get you ready for the AP English Literature and Composition exam, AND prime you for the expectations and requirements of English classes at post-secondary institutions. If you successfully write both exams, you will be eligible to receive multiple credits: 4 credits for English 12 and 4 credits for AP English Literature and Composition. (All students registered in this course MUST write the SMS preparatory English 12 exam AND the English 12 provincial exam. The AP exam is optional, but, if written, requires payment of a fee to the College Board.)

As the College Board states, this “course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.”

### First Prerequisite: Reading Level

You should be able to read and comprehend college-level texts and regularly apply the conventions of standard written English in your writing.

### Second Prerequisite: Summer Reading

If you choose this course you should contact the teacher in order to discuss what novels you have already studied in previous English classes (or on your own). You will then be given a specific reading list in order to whet your appetite for the coming year.

“Reading in an AP course is both wide and deep,” says the College Board. You are encouraged to read widely over the summer, so that once you begin your studies in the fall, you will be able to engage in deep and thoughtful discussions about all things literary.

## Communications 12

4 CREDITS | PROVINCIAL EXAMINATION | PREREQUISITE: ENGLISH 11

This course is designed as a support for students to further develop their communication skills through the processes of critical thinking, reading and writing. Communications 12 focuses on the practical and professional applications of comprehension and composition with regard to the everyday use of the English language. Students will explore visual and digital modes of expression, in addition to a variety of foundational reading and writing activities. *Students will be required to write the Communications 12 provincial exam upon completion of this course.*

## English 12 Supplemental

IEL COURSE: 4 CREDITS | PROVINCIAL EXAMINATION | PREREQUISITE: ENGLISH 11

The English 12 Supplemental course is intended for EL (English Language) learners who will benefit from an increased amount of instructional time in Language Arts 12. With the extra time provided, students will have more opportunity to focus on English grammar and written expression in order to enhance their ability to communicate in correct English. A supportive approach will be taken towards terminology in order to help students gain confidence in applying terms to literature studied. All students complete at least one research project, which requires them to use multiple sources including electronic media. Appropriate academic format and documentation is expected. Enrolment in this course will be determined by student achievement in previous English courses and/or teacher recommendation.

## SOCIAL STUDIES COURSES

### Social Studies 9

In what ways have you worked toward something you really wanted? Did you always achieve the results you intended? If not, did anything change as a result? Everything changes, all the time, but sometimes change shows up in our history in similar yet different forms, and it is important to discover why. In this course you will examine some of the major historical changes around the world, many of them the result of a society choosing to initiate change. You will get immersed in the geography and histories of a number of revolutions, the lasting impacts of European contact and colonization, the establishment of Canada as a nation, and Canada's government system. Social Studies 9 will bring you from 1750 to 1919 through examining the variety of ways in which people have worked toward achieving the kind of society they wanted, often with unanticipated consequences.

### Social Studies 10

4 CREDITS

Do you ever wonder why things happen, in the way that they do? Rarely do historical events happen in isolation; instead, a variety of factors have led to the occurrence of significant circumstances in time, left for us to examine and learn from. This course allows you to develop your critical thinking skills through examining major world events including both World Wars, all the while connecting to and questioning current events from both Canadian and global lenses.

### Comparative Cultures 12

4 CREDITS

What is culture? What is the impact of culture on our daily lives and who we are? This course examines several topics within cultural studies such as cultural expressions, conflicts, and interactions. Comparative Cultures 11 will also examine a variety of cultures in Europe, Africa, Asia, and the Americas taking into consideration time and place. While many of the people and cultures explored are thousands of years old, the themes and lessons learned from the past are relevant to us today.

### Economics 12

4 CREDITS

Do I choose more sleep or extra studying? Do I go to a movie with friends or watch Netflix at home? Do I really need that new shirt? Can you think of a time when you made a choice and, in doing so, had to give something up? Economics is all about choice because there is not enough for everyone to have all needs and wants satisfied. This course uses a hands-on approach to introducing basic economic principles. You will delve into a variety of topics through games, simulations, and workshops to gain a holistic understanding of today's dynamic global economy. After learning the foundations of economic thought, you will then apply critical thinking when examining controversial topics such as the role, responsibilities, and power of the consumer, government, and business (including local and transnational corporations), the impact on the environment and people, and the importance of sustainable practice. There is much more that shapes the global economy besides GDP, capitalism, and financial gain, including your own choices.

### AP Human Geography 12

4 CREDITS | PREREQUISITE: SEE INSTRUCTIONS BELOW

What is human geography? Simply put, it is the many ways in which we, as humans, interact with the world around us. This course will help you think like a geographer; more specifically, it will help you to 'see' geography around every corner (for example: when you visit a new location, go shopping, watch the news, read a restaurant menu, listen to music, or go to a sporting event). The AP Human Geography course is organized around seven major units: Geographical Perspectives, Population and Migration, Agriculture, Culture, Economic Development, Urban Development, and Political Geography. By examining these units like a geographer, valuable new insights and deeper connections to the world, and your role in it, are revealed. This course currently includes the College Board's "AP with WE Service Learning" program, which enriches this already robust experience through learning more deeply about the issue of food insecurity and hunger, and creating a meaningful local class-led service project that we will complete after the exam in May. To earn credit in this course, students must write the AP Exam in May; this entails paying an AP Exam fee.

#### Prerequisite: Reading Level

There is no prerequisite for this course; however, you should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in your writing. Also, reading of the assigned text *Why Geography Matters More Than Ever* during the summer and throughout the year is required.

## Law Studies 12

4 CREDITS

Have you ever found yourself on the edge of your seat when watching courtroom dramas, wanting to stand up and shout “OBJECTION!”? What if you had the chance to do this inside an actual courtroom? Law 12 aims to create relevant opportunities for you to better understand the legal system that exists around us today. The course addresses Canada’s criminal and civil law, explains the court system, the arrest, detention, and investigation process, practical knowledge of family law, legislation concerning First Peoples and youth, overall knowledge of rights as individuals, and much more. You will actively participate in class through analyzing case studies, group and individual inquiry projects, discussions, and strut your legal stuff during mock trials. You will visit the Provincial Court to observe trials, tour the Saanich Police Station and speak with police officers, have the opportunity to participate in the BC Mock Trial Competition, and actively participate in presentations of other guest speakers who address relevant topics as the course unfolds.

## Social Justice 12

4 CREDITS

What matters to you? What matters to those around you? What are some of the most pressing social justice issues, locally and globally right now? In what ways have humans stood up for each other and done the right thing - or not - in the past? How can we learn from past injustices to make better choices for our future? Social justice examines our world with a human-centred focus by making complex and abstract ideas real and relevant. The way to do this is through simulations and modules to have you experience what life is like for marginalized populations. If you want to re-humanize injustices of the past and present, determine what matters to you and how you can make a difference as an active, contributing member of the world, then this course is for you.

## 20th Century World History 12

4 CREDITS

In 20th Century World History we take an in-depth look at the past century to learn about various events and actions that shape our understanding of our world today. Through the course we examine the impacts of globalization and industrialization on the various events that took place in the century that was. The 20th century saw a range of conflicts and global events including two World Wars, the Cold War, and a transition in the structure of economic relationships between countries. The course builds off Social Studies 10 and 11 by taking a more global perspective to the various 20th Century events explored. In our ever changing society a greater understanding of our recent past will help

contextualize the present.

## Philosophy 12

4 CREDITS

Do you ever find yourself on the losing side of an argument? Have you ever fathomed the meaning of your existence, being, and reality? These are the types of skills and many questions Philosophy 12 will provide and seek to answer. This course is designed as a survey to examine methods of reasoning, as well as various theories within a range of topics such as knowledge, ethics, morality, justice, and freedom. Find out the *truth* about these and many other topics and ideas in Philosophy 12... that is if the *truth* actually exists.

## MATHEMATICS COURSES

### Mathematics 9

This course follows the provincial Mathematics 9 curriculum. Concepts introduced in earlier grades are expanded and students develop specific mathematical skills that are required in more advanced mathematics and science courses. The following topics are studied: operations with rational numbers, exponent laws, spatial and proportional reasoning, operations with polynomials, graphing linear relations, multi-step equation solving, statistics and financial literacy. Throughout the course emphasis is placed on the development of curricular competencies such as reasoning and analyzing, understanding and problem solving, communicating and representing ideas, connecting mathematical ideas, and reflecting on solving strategies.

A SCIENTIFIC CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

### Foundations of Mathematics & Pre-Calculus 10

4 CREDITS

This course follows the provincial Foundations of Mathematics and Pre-Calculus curriculum and is designed to provide students with the skills necessary to enter either the Foundations of Mathematics pathway or the Pre-Calculus pathway. The following topics will be studied: powers, radicals, polynomials, linear relations, functions, systems of equations, right angle trigonometry, experimental probability and financial literacy.

A GRAPHING CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

### MATHEMATICS 11 AND 12

There are two mathematics pathways available for students starting at the Grade 11 level: **Foundations** and **Pre-Calculus**. The goals of each pathway are to provide pre-requisite attitudes, knowledge, skills and understandings for specific post-secondary programs.

Both pathways provide students with mathematical understandings and critical thinking skills. When choosing a pathway, students should consider their current interests and future plans. For particular programs, requiring a calculus background, it should be noted that some universities **will not accept the Foundations of Mathematics pathway**.

Since different universities have different admission requirements, it is very important to check with the

university when making decisions on which pathway is appropriate.

It should be noted that the pathways are designed in such a way that students can take courses in more than one if desired.

## FOUNDATIONS OF MATHEMATICS PATHWAY

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus such as social sciences, humanities or fine arts.

### Foundations of Mathematics 11

4 CREDITS | RECOMMENDED PREREQUISITE: FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 WITH A MARK OF C+

This course is designed to prepare students for Foundations of Mathematics 12. It satisfies the graduation requirement for a Grade 11 mathematics course.

Course content includes: financial mathematics, scale diagrams and proportional reasoning, geometry, logical reasoning, trigonometry, statistics, systems of linear inequalities, and quadratic functions

A GRAPHING CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

## PRE-CALCULUS PATHWAY

This pathway is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as mathematics, sciences, engineering, medicine, or commerce.

### Pre-Calculus 11

4 CREDITS | RECOMMENDED PREREQUISITE: FOUNDATIONS OF MATHEMATICS AND PRE-CALCULUS 10 WITH A MARK OF C+

This course is designed to prepare students for Pre-Calculus 12. It satisfies the graduation requirement for a Grade 11 mathematics course. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of calculus. The following topics are studied: sequences and series, trigonometry, quadratics, radical and rational expressions, absolute value functions, and system of equations and inequalities.

A GRAPHING CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

## Pre-Calculus 12

4 CREDITS | RECOMMENDED PREREQUISITE: PRE-CALCULUS 11 WITH A STANDING OF C+

This course is an entrance requirement to many university programs and it is a co-requisite for Calculus 12. Students are presented with problems that require the integration of various skills and concepts developed in previous years. The following topics are studied: transformations of functions, trigonometric functions, identities and equations, exponential and logarithmic functions, permutations, combinations and the binomial theorem. Students who obtain less than 70% in Pre-Calculus 11 should be prepared to seek extra support in order to achieve successful results.

A GRAPHING CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

## AP Calculus AB / Calculus 12

4 CREDITS | RECOMMENDED PREREQUISITES: PRE-CALCULUS 11 WITH A MARK OF C+. CO-REQUISITE OR PREREQUISITE: PRE-CALCULUS 12.

This course is based on the Advanced Placement (AP) Calculus AB course of the American College Board, and it includes all of the content of the British Columbia Calculus 12 curriculum. Calculus 12 is recommended for any student who intends to take a calculus course at the college or university level. The topics included in the course are functions, limits, differentiation, applications of derivatives, antiderivatives, applications of antiderivatives, integration techniques, the definite integral and applications of the integral. In order for a student to have the AP designation on their transcript, they must write the AP Calculus AB exam in May. Writing the exam and scoring a 4 or 5 (out of 5) enables students to earn post-secondary credits at most colleges and universities.

If a student successfully completes the course and chooses not to write the AP exam, they will earn credit for BC Calculus 12.

Students who choose to write the AP examination will be required to pay the College Board exam fee.

A GRAPHING CALCULATOR IS REQUIRED. THE RECOMMENDED GRAPHING CALCULATOR IS THE T1-84+

## AP Computer Science Principles

4 CREDITS

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world.

The course is unique in its focus on fostering students to be creative. Students are encouraged to apply creative processes when developing computational artifacts and to

think creatively while using simulations to explore questions that interest them. Students design and implement innovative solutions using an iterative process similar to what artists, writers, computer scientists, and engineers use to bring ideas to life.

Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts.

To earn credit in this course, students must complete two performance tasks worth 40% of the overall AP Score as well as an end-of-course AP Exam in May worth 60% of the final grade. An AP Exam fee is required.

## SCIENCE COURSES

### Science 9

This is a general science course that includes the study of biology, chemistry, physics and earth science. Within biology we study reproduction, including cell division, embryonic development, and the reproductive strategies of various species. Additionally, we investigate ecological structures and cycles within nature. We pay special attention to the results of human interactions with the land, water and sky. The chemistry unit includes a study of atoms, elements, compounds, and reactions. During the physics unit, the characteristics of electricity are experimentally explored. Topics include static electrical charge, electric current, series and parallel circuits, and electrical energy consumption. As part of the earth science unit, students will study matter cycles, solar radiation and sustainability of systems. The scientific method is used as a means for ensuring valid and reliable data throughout all units of study. Frequent laboratory activities allow the practice of scientific safety and proper use of common scientific tools. We practice our scientific method knowledge through the completion of an independent science fair experiment or innovation (early spring).

### Science 10

4 CREDITS

This is a general science course that uses the idea of energy transfer to guide inquiry throughout the course. Topics of study include the exploration of genetics, chemical processes and reactions, global energy transformation, and the formation of the solar system. We begin with a study of genetics, exploring how genes are the foundation to diversity on earth. DNA structure and cell division are reviewed, and we then move into the topics of gene inheritance and mutation. The study of genetics ends with applications and ethical consideration of genetic applications. The study of chemistry opens with a review of atomic structure and the formation of compounds. We move on to chemical reactions and reaction rate, and end with a study of nuclear reactions and radiation. The study of chemistry is guided by the principle that chemical processes require energy while atoms are being rearranged. Global energy transformation is introduced through the study of kinetic and potential energy. Applications of potential and kinetic energy are then studied locally and globally as impacts of energy transfer in technology and industry are examined. The course ends with a study of how the big bang theory explains the formation of the universe. Safety, proper use of scientific equipment, ethics, and valid/reliable experimental processes will be

integrated into each unit of study. Emphasis will be placed on students developing their scientific writing abilities through practicing proper laboratory reporting procedures, with focus on analysis, discussion of findings, and the use of cause and effect statements.

### Biology (Life Science) 11

4 CREDITS | PREREQUISITE: SCIENCE 10

Students will refine their scientific process skills, enabling them to safely and correctly design, carry out, and interpret data from a variety of lab procedures. The major themes for the study of Biology 11 include unity and diversity, evolution, and ecological relationships. Viruses and their effects on human health are included in the course. The study of Taxonomy involves the application of the Kingdom system of classification to appreciate the diversity of organisms found in the Kingdoms Monera (bacteria), Protista, Fungi, Plants and Animals. The botany unit involves the study of algae, mosses, ferns, gymnosperms and angiosperms. Study of the Kingdom Animalia involves a survey of a representative sample of organisms with emphasis on their life processes and their adaptations to the environment, including the relationship of structure to function. Laboratory classes include extensive use of the microscope, culturing of microorganisms, observation of live specimens in the lab and field, and dissection of preserved specimens.

### Chemistry 11

4 CREDITS | PREREQUISITE: SCIENCE 10

This is a general course designed to survey many important principles of chemistry. It expands upon the chemistry concepts learned in Science 9 and 10, and then covers new topics to provide a strong foundation for Chemistry 12 and further studies in post-secondary science. The following topics are explored: the SI system of measurement and related numerical skills, the nature of matter and chemical reactions, equation balancing and classification, application of the mole concept and stoichiometry, the periodic table and trends, atomic structure, solution chemistry, and chemical bonding including polarity and intermolecular forces. The study of stoichiometry (calculations involving reactions), provides a basis for topics in covered in Chemistry 12. A unit in organic chemistry prepares students for success in Biology 12. Emphasis is placed on providing students with ample opportunity to develop skills in experimental inquiry, chemical laboratory techniques, the use of specialized lab equipment, data analysis, and writing lab reports. This course meets the science requirement for graduation and for university entrance.

## Physics 11

4 CREDITS | PREREQUISITE: SCIENCE 10

Physics is the science dealing with the properties and interactions of matter and energy. It is beneficial for students interested in any of the sciences to study physics because the laws of physics form the foundation upon which the other main areas of science are built.

Physics 11 provides an introductory overview of the subject. The main topics of study are kinematics, dynamics, linear momentum, work, mechanical and thermal energy, geometric optics, wave motion applied to light and sound, special relativity, and nuclear physics. Throughout the course emphasis is placed on experimental inquiry and problem solving. This course meets the science requirement for graduation and for university entrance.

## Physics 12

4 CREDITS | RECOMMENDED PREREQUISITE: PHYSICS 11

This course further develops some of the Physics 11 topics and provides a grounding that is beneficial to students going on to post-secondary study in any of the sciences. The course is structured in a manner similar to that of Physics 11, with emphasis on experimental inquiry and problem solving. Topics include vector kinematics, vector dynamics, mechanical energy, vector momentum, equilibrium, circular motion, gravitation, electrostatics, circuitry, and electromagnetism.

## Chemistry 12

4 CREDITS | PREREQUISITE: CHEMISTRY 11

This course builds on the fundamental chemical concepts developed in Chemistry 11. However, Chemistry 12 requires students to think more deeply about the topics by applying the chemical principles learned to new situations and to understand the natural processes, which occur in the world. The course begins with a look at methods used to control reaction rates and their real world applications. After studying the basic concepts of dynamic chemical equilibria, knowledge of these processes will be applied to explain the solubilities of substances, acid-base reactions and electrochemistry. Students further develop their skills in experimental inquiry, the use of laboratory equipment, data analysis, chemical problem solving, and writing formal lab reports. Considerable abstract reasoning ability and strong skills in algebra are essential for success in this course, due to the significant mathematical component.

## Biology 12 (Human Anatomy and Physiology)

4 CREDITS | RECOMMENDED PREREQUISITE: CHEMISTRY 11

This course emphasizes cell biology and human physiology with the underlying theme of homeostasis and the regulation of life functions. Scientific skills and critical thinking skills are extended beyond those developed in Biology 11. Cell structures are studied and their relationship to their functions is explored. A biochemistry unit involves the study of the importance of water, acids, bases and buffers to biological systems. The chemical structure and functional significance of important biological molecules is investigated. DNA and protein synthesis are studied in depth, including the uses for recombinant DNA and emerging biotechnology. An extensive unit on human biology includes the study of the digestive, circulatory, respiratory, nervous, urinary and reproductive systems. Laboratory work includes investigations of homeostasis, cell membrane transport, biochemistry, recombinant DNA and enzyme action. Select organs as well as a fetal pig are dissected to study mammalian anatomy, and discover the relationship between structure and function. A Chemistry 11 credit is recommended when selecting Biology 12, for success in the biochemistry topics included in the course.

## Science for Citizens 11

4 CREDITS | PREREQUISITE: SCIENCE 10

Are you interested in some of the more practical applications of science? Well than this course is for you! Science for Citizens 11 is designed for students who are not looking to embark on a science career, but for students who are looking to broaden their understanding of science in the world around them. This course will begin by taking you on a journey through personal and home science, exploring the how and the why of topics such as health and nutrition, allergies, supplements and medications, non-Western health practice, safe use of household chemicals, home appliances, and electronics. Then students will begin to explore local and workplace science with the opportunity to earn the WHMIS certification through the study of proper handling of hazardous substances. Topics such as waste recycling and disposal will also be studied through field work at various local recycling centers. Finally the course will wrap up with a study of global science. Inquiry into the causes and impacts of current global issues such as climate change, extreme weather events, agricultural practices and energy needs on human life and survival both locally and globally will be the focus.

## MODERN FOREIGN LANGUAGES COURSES

Parlez-vous français? Hablas español? Nihongo ga hanasemasu ka?? Many of you do already, but the Senior Years offers you the chance to enhance the skills you learned in the younger grades and to build on them so that you can meet people, make friends, ensure you can go on a date, travel with confidence and have fun!

For those of you who have not yet had the opportunity to learn these beautiful languages you are in luck! We offer introductory courses to all students in grades 9 – 12. Did you know that becoming multilingual can also enhance your English? Canada, in its beautiful diversity, is a very special place for exploring other cultures and learning new languages. If you wish to work, travel or study anywhere in the world being multilingual is a huge asset. So try one of our Senior Years Modern Foreign Language courses where you will learn to speak, read, write and understand a new language, which in itself will enrich your life and broaden your horizons in ways that you cannot yet imagine!

### French 9

PREREQUISITE: FRENCH 8 (OR EQUIVALENT)

At the start of this fun-filled course, you can show off the French you have learned so far by speaking and listening to the language as much as possible in the classroom, actively participating in group and partner work and creating a self-portraits or biographies. Learning about Francophone culture as well as expanding your knowledge of French will happen by way of projects and skits, by listening to native speakers, completing a wide variety of written tasks and lots of vocabulary through games. You will study such topics as school, cities, travelling, fashion and leisure activities, an such holidays as Mardi Gras and the Carnaval .

### French 10

4 CREDITS | PREREQUISITE: FRENCH 9

French 10 will be taught in an interactive way with the goal of helping you to become a good communicator in situations relating to the present, the past and the future. You will need to speak French as much as you can in class and use your creative skills to produce skits and projects. Much of the coursework will be practiced in small groups or with a partner, and a few short stories and movie clips will be included. You will also learn to express your opinion and discuss themes that you find interesting. The topics include travel and holidays, restaurant scenes and etiquette, shopping for food, entertainment and shows of all sorts, travel and possibly other themes that the class might choose to study. Our cultural topics will include some geography of

France and customs/traditions of other francophone countries. You will also have the opportunity to try out some more French cooking. Using a laptop, tablet or smartphone can be very useful for learning a language so you may be asked to bring one to class from time to time.

### Bridge to French 10

4 CREDITS | PREREQUISITE: NO PRIOR KNOWLEDGE OF FRENCH

Have you ever wanted to speak French, but have not had the chance? Just imagine being able to chat to someone in French face to face, by e-mail or through any social media! If you should travel to Eastern Canada, Europe, Africa or the Caribbean, then French is THE language you need to know! So here is your chance! At SMS you can take our unique, vibrant, interactive beginner course if you are in Transition, Bridge, or Grades 9 -12. Once you have completed this course, you may choose to take French 10. The goals are to teach you to speak, read, write and understand French in various everyday situations whilst also having fun. You will learn to communicate on a variety of topics such as yourself, family and friends, home and community, school, free time activities and hobbies. In addition, you will learn about the francophone world, its culture and people as you study some of the traditions, history, geography, food and customs of France and Quebec. For all our students, both international and local, this is an excellent introduction to Canada's other official language, spoken by one third of the population of this country and in over 50 countries worldwide.

### French 11

4 CREDITS | RECOMMENDED PREREQUISITE: FRENCH 10

Those of you who select French 11 are in for a treat with the myriad of topics and activities to be explored. This course involves the study of more sophisticated language and a variety of literary works and cultural themes, including Beauty and The Beast and extracts from Les Misérables or other shows/films. Short stories and fables or fairy tales will be selected by you and studied throughout the year, and grammatical concepts will be explained and taught in context. Written compositions and projects will be based on such themes as: friendships, appearance and character traits, famous people, fashion, daily routines, the environment, holidays and travel, future plans, and weather forecasts. You will also have the chance to prepare a French dish.

Students are strongly encouraged to bring a laptop or tablet to all classes.

## French 12

4 CREDITS | PREREQUISITE: FRENCH 11

In this final year of the French program at SMS, you will expand your knowledge of literature and cultures acquired in the earlier grades, and gain a stronger grasp of the French language in order to be well-prepared for study at the post-secondary level. Short compositions and discussions will be included in the weekly routine, but you will select a novel and a few short stories, and complete a project on a literary or cultural topic of your choice. Oral presentations are also part and parcel of this course, but you can choose to present using PowerPoint, Prezi or other software programs of choice.

Themes in this course include: health and fitness, pop culture, the arts, music, preparing for a trip to France, specific readings and topics pertaining to European history and other themes selected by the class.

Students are strongly encouraged to bring a laptop or tablet to all classes.

## Introduction to Spanish 11

4 CREDITS

This is a vibrant beginner course that engages students by integrating language and culture. As an elective course, it is open to Grades 9–12. This is an intensive course that in one year covers the outcomes of Spanish 9 and 10. The course is designed to grow each learner's confidence as they learn to communicate about topics that are relevant to their everyday lives: personal information, school life, food and city life. Classes are highly interactive with a focus on putting new skills into practice. Students can expect to participate in cultural presentations, role-plays, games and a variety of activities that seek to strengthen their ability to listen, read, write and speak in Spanish. The girls will explore both the language and the diverse Hispanic cultures with the help of a variety of media and presentations.

## Spanish 11

4 CREDITS | RECOMMENDED PREREQUISITE: INTRO TO SPANISH 11, OR SPANISH 10

Spanish 11 offers students the chance to broaden their ability to communicate in Spanish and enables them to add greater depth to their intended message. Students continue to explore topics that are engaging and current: Family, Hispanic cultural celebrations, social justice at home (chores), and leisure activities. A greater emphasis is placed on expressing opinions and, by the end of the year, students are able to express personal experiences and plans in the present and future tenses. A variety of media and authentic tasks are used to bring language and culture to life in this classroom and students can expect to participate in a variety

of discussions and presentations in order to display newly acquired skills.

## Spanish 12

4 CREDITS | PREREQUISITE: SPANISH 11

Spanish 12 seeks to solidify the ability to communicate on most topics in a natural and comfortable manner. Students at this level are exposed to a higher level of grammatical structures and vocabulary that target their current interests and future plans. This is a highly interactive course, which relies on willingness to participate and take risks with the Spanish language. A variety of media and literary sources are used to integrate culture with language as students explore themes such as honesty vs. manners, traveling vs. tourism, self-expression through fashion and cultural values through narratives. The girls will continue to learn about the rich Hispanic cultures of the Spanish-speaking world while reflecting on their own culture and making comparisons with the Hispanic world.

## Introduction to Japanese 11

4 CREDITS

This is an introductory course that does not assume any prior knowledge of Japanese. It is an intensive course that in one year covers the outcomes of Japanese 9 and 10. Students will be exposed to hiragana from the start. By January they will be expected to read and write hiragana, and recognize katakana and some kanji by the end of the school year. Students will develop the ability to read and listen for essential information. Classes will involve explanations, practical applications, games, songs and variety of communicative activities. Also, students will experience Japanese cultural activities. Students who successfully complete this course may continue on to Japanese 11 the following year.

## Japanese 11

4 CREDITS | RECOMMENDED PREREQUISITE: INTRO TO JAPANESE 11

In this course, students learn further prescribed kanji for recognition and for reading and writing. Students will also achieve mastery of reading and writing katakana. Students acquire the grammar and vocabulary that will enable them to speak, understand, read and write Japanese to the degree that they will be able to carry on basic conversations. Major themes of study include: asking for and giving locations/directions, describing people, making plans and arrangements by telephone, asking permission, giving instructions and writing simple compositions on a variety of topics. Oral/ aural skills are stressed as well as reading and writing. Students will also experience Japanese cultural activities and those who successfully complete this course may continue on to Japanese 12 the following year.

## Japanese 12

4 CREDITS | RECOMMENDED PREREQUISITE: JAPANESE 11

At this level students are able to exchange detailed information on familiar topics and interests; express plans, goals, and intentions; give information and reasons to support points of view on various topics; interact in a range of social and learning contexts; acquire information from authentic Japanese sources, and convey that information in oral, visual and written forms. This course involves written, oral/ aural components with a high level of grammar. The classes will be conducted in Japanese as much as possible. Students will have the opportunity to challenge the JLPT (Japanese Language Proficiency Test: University first year Japanese level, held in Vancouver, and they will also participate in the Asian Language Speech Competition, held at the University of Victoria).

## ARTS EDUCATION COURSES

### VISUAL ARTS

#### Art Studio 9 and Art Studio 10

4 CREDITS

These courses are designed to encourage you to apply your imagination to explore and communicate your attitudes and feelings. Through experiences with the visual arts, you will gain pleasure, enjoyment, and a deepened awareness of yourself and your place in your environment, community, and culture. In order that you may express yourself confidently, the main focus of the course will be on skill development, building observational capacity, and deepening your ability for sustained concentration. In enhancing artistic depth, you will also be provided with opportunities in aesthetic appreciation, some art history and art criticism as well as personal expression in each of the following areas: ceramics, sculpture, drawing, painting, printmaking, fashion design, photography, and graphics.

#### Art Studio 11 and Art Studio 12

4 CREDITS EACH | PREREQUISITE: VISUAL ARTS 10

These courses are designed to help you develop advanced visual awareness in at least four of the five following areas: drawing/painting, sculpture, ceramics, textiles, printmaking, and graphics. They also include art history research and further development in art appreciation and criticism techniques. If you are looking to build confidence and capacity in your artistic abilities, the Grade 11 course is your starting point. The emphasis at this level is on becoming more artistically independent, focusing on the development of personal expression and style, and developing a composition. In addition to traditional streams of visual arts, this course is recommended should you wish to pursue studies in advertising, architecture, all areas of design (such as fashion, interior or industrial design) film, humanities, biology, or kinesiology. If you are planning further studies in art you will be shown how to prepare a portfolio. You are also free to propose your own projects. Art Studio 12 students will be expected to produce original work.

#### AP Studio Art 12

4 CREDITS | PREREQUISITE: 86% IN ART 10 OR 11

If you are a highly motivated art student who is seriously interested in pursuing art at the postsecondary level, AP Studio Art is for is you. This program rewards your commitment and ability to work independently with the opportunity to receive college credits at participating colleges and universities through the AP College Board. More importantly, through the pursuit of a concentrated,

self-directed project you will discover your capabilities as an artist. You may choose between completing the 2-D Design or Drawing portfolio (which includes painting).

To receive credit, you will submit a portfolio of 24 pieces of work to the AP College Board in the first week of May. Minimum requirement for enrolment is completion of 4 credits in Visual Art 10 and/or 11. The course may be completed over 2 years. Course registration, portfolio preparation and assessment fees are approximately \$130. Media costs will vary depending on student need.

#### Visual Arts 3-D 11 and Visual Arts 3-D 12

4 CREDITS EACH | PREREQUISITE: ART 9 OR ART 10

Thinking of pursuing a career in engineering, architecture, industrial or interior design? These courses provide opportunities for development in building your three dimensional capacity. You will learn a variety of additive and subtractive sculptural techniques from a combination of the following: large format sculpture using found objects; installation; modeling; ceramic sculpture; hand built and thrown pottery; mosaic; stained glass; mould making and casting; architectural or small object design and modeling. This course is more craft based and explores less traditional approaches to sculpture. Visual Arts 3-D 12 students are expected to produce original work and will complete a self-directed project in the final term. This course is recommended if you wish to pursue studies in any design field, especially those that are project/product based or require building prototypes.

### INSTRUMENTAL MUSIC

#### Goals of the Instrumental Music Program:

Develop the mastery of performance skills and techniques on band and string instruments.

Develop effective ensemble performance skills.

Foster a learning environment of support and respect among students of different musical backgrounds.

Enhance the enjoyment of music performance and develop students into lifelong music performers and supporters.

#### Introductory Band 9-12

GRADES 10-12: 4 CREDITS EACH

If you ever wanted to learn a brass, woodwind, or percussion instrument, this course is your gateway! As a student in this performance course, you will learn about the process of making music on an instrument. Topics will include, though not limited to: assembly of instrument, posture, breath control, embouchure development, tonguing, reading staff, pitches, rhythms, dynamics, articulations, pitch, tuning, and development of technique. Students will also learn the

organization and responsibilities of being part of a musical team. Traditional band methods and repertoire will be performed. Students will be expected to provide their own instrument and method text. At the beginning of the course, students will have the opportunity to experience various instruments before choosing one that suits her.

## Concert Band/Orchestra 9-12

GRADES 10-12: 4 CREDITS EACH

This performance course is open to all students who play a brass, woodwind, percussion, or string instrument (violin, viola, cello, string bass). This course will develop more advanced techniques and musicality through a variety of literature, from both band and orchestral genres. Chamber ensembles may be formed to supplement student musical learning and experiences. Students will be expected to perform in school assemblies, celebrations, and concerts. A major emphasis of the program is active participation and teamwork. Through theoretical, historical, and performance skills, students will gain an understanding of how a musician develops physical, cognitive, and affective skills, along with critical thinking within the arts. Students are expected to provide their own instrument and method text (woodwind, brass, percussion/drum set, piano, bass, guitar, strings). Students in the class will study and perform many different styles of jazz including Dixieland, Bebop, Bossa Nova, Swing, and Standards. Students will learn to play at a high level on their instruments, study music theory, and improvise as part of the ensemble. Traditional and contemporary scores including swing, blues, rock and Latin are researched, studied and performed with emphasis placed upon stylistic treatment, advanced instrumental techniques, and advanced musicianship. Review/analysis of performance(s) and/or performance literature is also required. Public performances are utilized as an outgrowth and culmination of the classroom learning situation.

## CHORAL MUSIC

### Choral Music 9–12

GRADES 10-12: 4 CREDITS EACH | PREREQUISITE: PREVIOUS VOCAL EXPERIENCE RECOMMENDED

Do you love music? Do you enjoy singing? Come and sing with us!

Choral Music gives you the opportunity to participate in a rewarding, collaborative environment with a focus on your musical development and the performance of repertoire. Quality repertoire will be drawn from a wide variety of genres and may include choral arrangements of folk songs, pop songs, sacred music, and classical choral repertoire.

Participation in performances is a course requirement. Performances may include assemblies, school ceremonies, Remembrance Day, Carol Service, Spring Concert and festivals.

## DRAMATIC ARTS

### Drama 9

The overall goal of Drama 9 is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

### Drama 10-12

4 CREDITS EACH

This course is designed to deepen an understanding of human behaviour, motivation, diversity, culture and history. It employs the elements of theatre, costumes, props, lighting, scenery, music and sound. The course strives to enrich the learning experience by re-enacting stories and mounting productions. Students gain experience in the various roles of actor, director, writer, designer and audience member.

Acting, playwriting, theatre production and dramatic forms and techniques from a wide range of authors, genres, and cultures are studied. Learning includes identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students assume responsibility for decisions made in the creation and presentation of the drama and analyze and reflect on the experience.

## **APPLIED DESIGN, SKILLS AND TECHNOLOGIES COURSES**

**Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning and creation that includes skills and concepts from traditional and First Peoples practice; from existing disciplines of Business Education, Home Economics, Information Technology, and Technology Education; and from new and emerging fields.**

**Students in Grade 9 will have opportunities to explore specific areas of Applied Design, Skills and Technologies while continuing to build their design thinking and foundational skills. As a result of their exploration, students may begin to show particular interest in specific Applied Design, Skills, and Technologies areas and set more specialized learning goals in Grades 10 to 12.**

### **Grade 9 Applied Design, Skills and Technologies Options \*NEW - chosen in September**

#### **Arts in the Digital World 9: Music, Drama, Media and Visual Arts in Collaborative Applied Design, Skills, and Technology**

Students will learn critical leadership skills while providing service to the school and community through research and the creation of a STEAM project combining Fine Arts and ADST curriculum. This course will include each of the Fine Arts (Music, Drama, Media and Visual Arts) in a collaborative and multi-faceted culminating term project. The course is a combination of leadership theory, personal growth, design thinking, and practical application. Students will investigate sources of information and compare differing perspectives and technologies related to the project while developing an appreciation of the past with an eye toward the future. Essentially, students become members of a production company with students playing a variety of roles, such as actor, director, set and prop designer, musician, and technician. In addition, students will have extensive exposure to field professionals, workshops, festivals, and conferences.

Students in Grade 9 will have opportunities to explore specific areas of Applied Design, Skills and Technologies while continuing to build their design thinking and

foundational skills through one of the four modules. They will be working as a team towards a presentation at the end of each term. At the end of the term, they will switch to a different team and begin working on a new project.

#### **ADST 9 – Drama and Writing Collective Creation**

In this module students learn how to write a play as a team. Collective creation is a collaborative method of playwriting where students devise a play as a group. They decide on the topic, share their vision and write a play for production. It gives students the chance be creative writers, find their authentic voice and be part of the journey that leads to performance.

#### **ADST 9 – E.A.T. (Experiments in Art and Technology)**

Working primarily with the multimedia platforms, students will develop skills in digital arts such as digital photography, *Photoshop*, and *iMovie* in creating the term project. They will also use technology and social media to build promotional materials.

#### **ADST 9 – S.E.A.M. (Sound Engineering And Music)**

Sound engineers work on the technical aspects of sound and music production by mixing, reproducing, and manipulating the equalization and electronic effects of both live and digital sound. Students will gain experience with *GarageBand*, and other programs, in designing and producing aural imaging by learning about controlling microphones, sound levels, outputs, and acoustics to produce the best quality of sound for a variety of purposes.

#### **ADST 9 – CRE8 Behind the Scenes**

In this module students will engage in activities and tasks which support the final presentation. They will design and build props, set-pieces, costumes, make-up, and design and produce theatrical lighting. They will apply STEM components in using technology to enhance the term project, such as entry level robotics.

## CULINARY ARTS 10/11

4 CREDITS

This course will focus on developing intermediate food preparation methods and techniques. Students will develop and apply knowledge about nutrition and healthy eating to their food preparation and meal planning. Students will also explore the social, economic and cultural influences and career opportunities in the food industry. Throughout the year, students will participate in a variety of cooking challenges to showcase their developed skills and knowledge. Throughout the course students will create a photo portfolio documenting the meals they learn to prepare. Students will be encouraged to:

- Develop the knowledge, skills and attitudes necessary to use a variety of food preparation techniques to prepare nutritious, tasty, attractive foods in a cost and time effective manner.
- Assess the function of ingredients and develop knowledge of basic food science.
- Apply the principles of nutrition to their own food preparation.
- Understand global issues related to food preparation and consumption and how they affect their food choices.
- Develop the knowledge, skills and attitudes to understand the importance of effective food safe practices, communication, and teamwork.

## Entrepreneurship and Marketing 10/11

Entrepreneurship intends to impart the basic concepts of entrepreneurial skills to learners that will enable them to create jobs for themselves as well as for others in future. This course will help learners to apply the business knowledge, skills and attitudes they acquire, to solve environmental, economic and social problems in everyday life. Students will learn about the importance of good working habits, to develop positive attitudes towards work and promote interest in self-employment. It will also help learners to initiate, organise and control a small business.

## Global Journalism 10: Newspaper, Photographic and Broadcasting

4 CREDITS

Students will create informative print, media, and electronic products for school and community audiences in diverse formats (e.g., yearbook entries, newspapers, radio and television broadcasts, photojournalism, web pages).

Students will investigate sources of information and compare differing perspectives on key issues, developing both a sense of news and news judgement. They will also learn editorial conventions and practices, principles of print and web design, and management skills, and will explore legal and ethical uses of information that is made public, as well as journalism careers.

## Media Arts 11 and Media Arts 12

4 CREDITS EACH

Media Arts 11 and 12 focuses on developing the knowledge, skills, and attitudes that students need to respond to media artworks and create art using media arts technology. In this course, media arts technology may include still photography, film and video, computer technologies, and electronic and digital recording.

In Media Arts 11 and 12, students use available technologies to create and manipulate personally meaningful images and applied designs in order to elicit specific audience responses. In developing their media artworks, students apply visual elements and principles of design using light, sound, and time, as well as traditional art-making processes. In addition they will examine the impact of 20th-century technology on the creation of visual artworks. Students also investigate and critically examine the social, cultural, and historical contexts of media arts in order to gain an understanding of the role and influence of media artworks in society.

## Yearbook 11 / Photography 11

2 CREDITS PHOTOGRAPHY/2 CREDITS YEARBOOK | PREREQUISITE: ENGLISH 9

This course is for students in Grades 10–12 to become familiar with the requirements of print/electronic media and to practise techniques of desktop publishing.

**Yearbook 11:** The primary purpose of Yearbook 11 is to produce the school yearbook, The Cardinal. The production of a yearbook also gives students the opportunity to gain practical skills relevant to the world of work. Students can learn planning, cooperative organization and critical-thinking as well as creative problem solving and decision-making skills. Moreover, they will examine the purpose of the yearbook and learn to integrate theme, writing, photography and graphic design in a way that will create an accurate account of the school year.

**Photography 11:** This course is designed to improve students' visual thinking through the medium of digital photography. Students are given opportunities to observe and express themes by applying composition, visual design and technical skill using a camera. Digital photography and the digital darkroom are explored.

Students have the opportunity to improve their digital photography skills and learn to use Adobe Photoshop to edit and improve their work.

It is expected that each student supplies her own digital camera. Students can work with any digital camera that does allow some manual features. There are a limited number of school cameras available for loan.

## Programming 11 and Programming 12

4 CREDITS EACH

Programming includes methodology, programming structures, user interface design, structures and objects, application development, and robotics.

The goal is for students to become effective, independent users of technology for the retrieval, creation, storage, manipulation and presentation of information, and then apply this to areas of interest. Students will be involved in project/problem based learning situations that apply the lesson concepts. Projects are determined by the student's independent path through the course material in collaboration with the teacher.

## Textiles & Fashion Design 10 and Textiles & Fashion Design 11

4 CREDITS EACH

Have a passion for fashion and are wondering how to get started? This course will teach you how! Basic skills in fabric construction and applying colour and design to various materials are emphasized in this course. Once basic skills projects are completed, depending on your success, you will have the option of pursuing a more skills based program or moving forward into a designed based course producing an accessory and full garment. Depending on student interest, projects may include the following: hand and machine sewing, weaving, quilting, knitting, felting, embroidery and cross-stitch. For the fashion design portion you will be expected to design and create an accessory or garment using repurposed materials.

There will be a materials cost for patterns and fabric.

## Leadership 9

This course is designed to give students the opportunity to develop introductory leadership knowledge and skills at school and in the community. Through a variety of classroom projects and activities, and collective volunteer opportunities, students will learn to identify leadership qualities in themselves, other people, and organizations in society. Three main themes are explored throughout the year, along with connections to the SMS monthly values: Self-Awareness, Connections, and Looking Forward. This course will provide students with the confidence and opportunity to continue on into defined leadership roles, and participate in Leadership 10. Upon their 14th birthday, students will have the opportunity to begin their journey with the Duke of Edinburgh Program.

## Leadership 10

4 CREDITS

This course is designed to give students the opportunity to develop leadership knowledge and skills at school and in the community. Through a variety of classroom activities, service-learning, and events students will develop personal and group leadership qualities and skills. Learning outcomes for this course are grouped under the curriculum organizers: communication skills, meeting procedures, event planning, team building and service. This course will provide students with the confidence and opportunity to continue on into defined leadership roles and participate in Leadership 11.

This course is required for anyone wishing to be elected to School Council.

## Leadership 11

4 CREDITS

This course is open to students in Grades 11 and 12. It is designed to accommodate students of differing abilities and confidence levels. Students have the opportunity to examine the principles of leadership, and to apply them in individual and team situations within the class and in their volunteer and service activities. Students will apply the event planning, meeting procedures and team building acquired in Leadership 10 to class and school wide initiatives (eg. Certification Day and Service Day). An essential component for the course credit is a designated number of hours of service and volunteering.

This course is required for any Grade 11 or 12 students wishing to be elected to School Council.

## Leadership 12

4 CREDITS | PREREQUISITE: LEADERSHIP 11, OR (FOR NEW STUDENTS) DEMONSTRATED LEADERSHIP EXPERIENCE

This course focuses on the theoretical and practical applications of leadership. Students will be encouraged to explore the components of leadership in an experiential way. Time in class will be divided between classroom instruction and practical workshops. Students will acquire and develop their basic knowledge of leadership, developing effective communication and conflict resolution skills, and ultimately developing the skills to plan, evaluate and implement ideas. Students will propose, implement and evaluate an individual or partner passion project that benefits our school community in a meaningful way. They will also have the opportunity to learn more about themselves to increase their own self-esteem and ability to deal with adolescent issues.

## Independent Project 11-12: Program of Distinction

2 OR 4 CREDITS

The Independent Project is a student driven initiative that focuses on increasing student engagement, personalized learning and mastery. Students will be given the opportunity to determine their own learning outcomes in an area of passion and demonstrate a level of mastery in either content/knowledge or skill which can also include the creation of new information. Although much of the curriculum will be driven by the interests of the participants, it is expected each individual will share and teach their passion to others as well as participate in a “collaborative endeavor of inquiry” that revolves around a key issue or area of interest. The course is divided into four sections: Orientation – Who am I as a Learner; Identifying and Addressing my Guiding Questions; Demonstrating Mastery of a Personal Endeavor (either in knowledge or skill) and finally, Completion of the Collective Endeavour. Please see your advisor for further information.

## **PHYSICAL AND HEALTH EDUCATION COURSES**

The goal of the Physical Education program is to provide students with the opportunity to develop the knowledge, skills and attitudes necessary to incorporate physical activity into their regular routines, leisure pursuits and career requirements throughout their lives. The program is structured to provide students with experiences that encourage them to enjoy and value physical activity.

Students are encouraged to explore, take risks, work with others cooperatively and achieve a personal functional level of fitness. Throughout the year, students participate in a variety of team sports, pursue personal fitness and conditioning goals and develop an understanding of the importance of lifelong active living.

During course selection, students should select the specialized streams of interest to ensure they receive a diverse physical education experience at SMS.

### **Physical and Health Education 9**

In this course students will have the opportunity to develop skills in individual and team sports, personal fitness, active health and nutrition and there is an emphasis on lifelong active living. Assessment is based on skill development, knowledge, personal fitness, participation, sportsmanship and leadership. Attendance, participation, effort and fair play are important aspects of this course.

### **Physical & Health Education: Fitness and Conditioning 10–12**

4 CREDITS EACH | RECOMMENDED PREREQUISITE: PE 9

Fitness and Conditioning provides opportunities for students to gain the knowledge and skills to become their own personal trainer and develop a long term personal healthy living plan appropriate to their lifestyle.

The course will focus on understanding the components of fitness, assessing personal fitness, learning and using different training techniques, assessing and regulating heart rate during exercise, designing a personal training program.

Students will experience a variety of fitness options that they may continue to use after high school to remain fit and healthy. The focus of the course is on individual fitness. Field trips and activities in the community will enhance and extend the learning outcomes of the course.

This course will fulfill the Personal Health aspects of the new Graduation Transitions requirements.

### **Physical Education: Outdoor Education 11–12**

4 CREDITS EACH | RECOMMENDED PREREQUISITE: PE 9

Outdoor Recreation is a course designed for highly motivated students wishing to build upon and enhance their skills in outdoor recreation pursuits. The course will include workshops and activity sessions outside of the regular school day. Students will have the opportunity to pursue activities including: sailing, rowing, ocean kayaking, outrigger canoe, climbing, canoeing, cycling, stand-up paddling. Students will have the opportunity to achieve certification in: Small Craft Operators license, First Aid and CPR, Canoe instructors certification.

This course will fulfill the Personal Health aspects of the new Graduation Transitions requirements.

## GUIDANCE COURSES

### Career Education 9

In this course you will explore preferences and skills to aid in making informed decisions related to your education and future career goals. You will identify the effort and perseverance required to reach these goals. Related discussion includes learning how economic and labour market changes require us to be flexible and adaptable. This course builds on Career Education 8 and provides a foundation for Career Life Education 10, the required Graduation Program course.

### Career Life Education 10 (formerly Planning 10)

2 CREDITS

Students will explore a variety of Personal Development topics that are essential in career development:

- understanding graduation requirements;
- balancing the demands of work/school and personal life, and experiencing the impact of digital footprints;
- understanding and practicing workplace etiquette;
- awareness of the benefits of personal financial planning;
- establishing an initial network of family, friends and community members, and recognizing diverse perspectives in our communities;
- investigating metacognition (learning how to learn) and other internal factors, and how they prepare students to embrace lifelong learning; and
- creating a “starter” resumé.

### Career Life Education 11 (formerly Planning 10)

2 CREDITS

Students will review the topics covered in Career Life Education 10 and continue with a variety of Career Life Plan topics:

- essential career skills
- employability and employment standards
- workplace safety
- labour and market trends (local, national, global)
- post-secondary opportunities
- resumé updates and revisions.

- transcripts and graduation requirements
- cover letter (print, email) – purposeful practice
- entrance tests: SAT/ACT, TOEFL/IELTS, Literacy, Numeracy, and other Admission Tests students should know about
- summer programs for application enhancement
- financial planning
- work experience exploration

### Career Life Connections 12 (formerly Graduation Transitions)

4 CREDITS

Graduation Transitions (GT) is a 4-credit program. Students will continue their personal development as they prepare and complete their applications to university or college, and pursue laying the foundation for other post-secondary plans by cultivating and nurturing their communication skills. Students will connect to their communities and analyze their transferable skills for the world beyond high school. There is a requirement of a minimum of 30 hours spent in employment, career exploration and/or volunteering. Students will be supported in finalizing and articulating their post-secondary transition plan, including submitting appropriate applications for admission and scholarships, and will be guided through a variety of applications such as the Common Application, UCAS, scholarships, personal statements, and UBC Personal Profile. There is no grade given, but a designation of RM (requirements met) for 2018-2019.

## Athletics

There are many opportunities for SMS students to participate in extra-curricular and interscholastic athletics, as well as in-school intramurals. Extra-curricular sports are held after school hours and are grouped according to age and ability. The divisions are Elementary (Grades 3-5), Middle School (Grades 6-8) and Junior/Senior (Grades 9-12). SMS competes in both the Independent Schools Association (ISA) and British Columbia Secondary School Sports. The following sports teams are regular fixtures of SMS's athletic program:

### Fall Season Athletics

- Volleyball
- Swimming
- Rowing
- Cross Country

### Winter Season Athletics

- Basketball
- Badminton
- Spring Season Athletics
- Soccer
- Track & Field

## Outweek

### Strathcona Park Lodge

Outweek selection will be completed via a sign-up process in early Spring. Information will be provided to students in their homerooms for those who have completed re-enrolment. New students will sign-up in September.

Grade 9 – 12 and new students in this age range will have the opportunity to select their choice of activities for their Strathcona Outweek. These activities include: White Water Kayaking, Ocean Kayaking, Scuba, Ocean Canoeing, Lake Canoe Trips, Alpine Hikes, Caving, Wilderness Art, Service and Rock Climbing. Many students may also use this week to complete the requirements for their Duke of Edinburgh Award. All activities at this grade level include a minimum of a two-night overnight and may be up to four nights if it is one of the Ocean Kayak or Canoe trips.

## Clubs and Activities

Each year's extra-curricular activities are truly representative of our student's interests and passions.

### Examples of Recent Clubs:

- Student Council
- Outreach Committee
- Multicultural Committee
- Peer Tutoring
- Robotics
- Golf Club
- Triathlon Club
- Badminton
- Green Club
- Cheerleading Club
- Art Club
- Theatre Club
- Wellness Club
- Rainbow Club
- Math Competition Club
- Ukulele Club
- Model UN Club

**NOTE:** CLUBS MAY VARY FROM YEAR TO YEAR

# Exchange & Service Opportunities

The following Exchange, Service and Cultural trips abroad are offered as opportunities for SMS students during her Senior Years.

Viability of each trip is dependent upon sufficient student commitment.

BC day students in Grade 12 can access their Passport to Lifelong Learning to offset the costs of these trips.

## Chile Student Exchange

TRIP COST: APPROXIMATELY \$4500

We offer the Chilean Cultural Exchange Trip in partnership with St. Margaret's British School in Concon, Chile. The three week exchange takes place in March each year. Students are billeted with a family in Chile and will then host a Chilean student the following fall when they come to SMS.

The cost of the trip is approximately \$4,500 depending on flight costs and US currency. This includes the Atacama Desert trip.

## Japan Student Exchange

TRIP COST: APPROXIMATELY \$3000

We offer the Japan Cultural Exchange Trip in partnership with Eiwa School in Shizuoka Japan. The two week trip takes place in September each year. Students are billeted with a family in Japan and will then host a Japanese student the following spring when they come to SMS.

The cost of the trip is approximately \$3000 depending on flight costs and Japanese currency. This includes a one-night stay in Tokyo.

## ME to WE International Service Trip

TRIP COST: APPROXIMATELY \$5000 \*

SMS partners with ME to WE, the service trip branch of WE Charity, to create the trip of a lifetime.

This experience goes well beyond "voluntourism."

Leading up to the trip, students will work together to learn more about the country, community, and culture in order to have some element of what to expect.

Upon arrival, the focus shifts to building connections with the community, learning about local issues to build empathy and understanding, and giving service on a current local project to develop leadership skills while making a difference

for others. This trip truly embodies and honours the SMS motto of *Servite in Caritate*. Students return with a better sense of self as well as a direction of where they want to make their mark in this world, shifting from a "me" culture to a "we" culture.

## Europe Trip

TRIP COST: APPROXIMATELY \$5500

SMS often organizes a Europe trip with EF tours for the Spring break holidays. In the past, we have ventured throughout the cities and countryside of La Belle France, to Italy and Greece where we are surrounded by the history that we learn at school, to the scenic cities and towns of coastal and interior Spain, and to England where we explore in the footsteps of great literary masters.

## Quebec Trip

TRIP COST: APPROXIMATELY \$3500

This 6 day adventure, during the Quebec Carnival in February, takes us to two of the oldest Canadian cities: Quebec City and Montreal. On this excursion we have the opportunity to put our French language skills into practice while participating in one of the biggest winter festivals in Canada. As part of this excursion, students will visit historic sites, participate in a festive evening at a Sugar Shack, visit the famed Ice Hotel and enjoy a variety of winter activities, including dog-sledding and outdoor ice-skating.



# ST. MARGARET'S SCHOOL

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