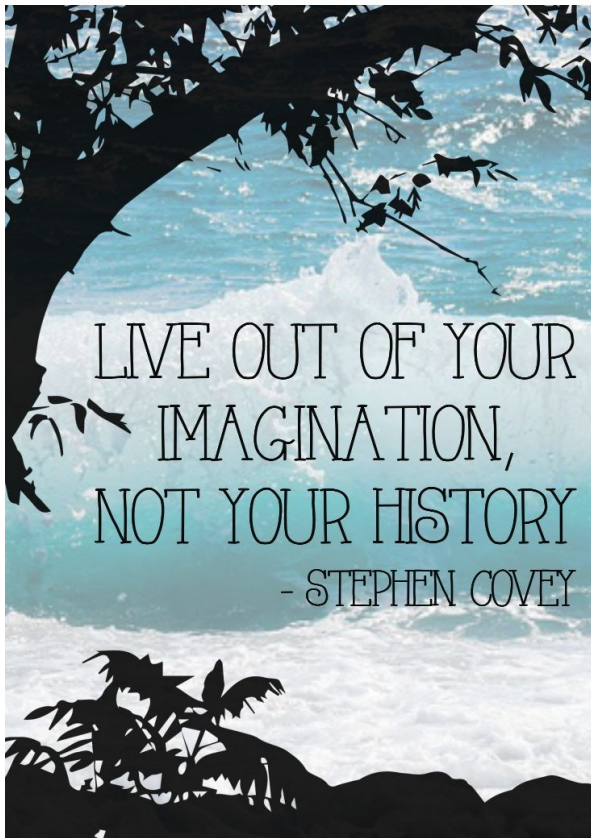




Arts Calibre Academy
arts inspired education

Secondary School Course Guide 2023/2024



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1. Philosophy and Approach



At ArtsCalibre Academy, we strive to offer individualized programming for students which allows every student to achieve their personal potential. In their daily academics both middle and senior students will enjoy interest-based activities delivered by specialized instructors. Along with a highly qualified Fine Arts programme teachers integrate the Arts into teaching to increase rigor and develop a deeper and enriched understanding of the curriculum. This stimulates students intellect and peaks their curiosity, creativity and imagination. The beauty of these techniques is that they easily engage the students and immediately help create an environment for focused inquiry and cross-curricular learning opportunities. The instructional

techniques used will focus emphasis on broader goals of problem solving and creative thinking through the creation of kinesthetic and interactive experiences. The Arts are a meaningful part of the ArtsCalibre curriculum promoting creativity and self expression while teaching patience and teamwork. Exposure to the Arts expands the ability to look at issues from multiple perspectives and to invent solutions in unique ways.

“To achieve goals you’ve never achieved before you need to start doing things you’ve never done before.” **Stephen Covey**

Maintaining our low student-to-teacher ratio allows our school to tailor curricular instruction that will provide the individual attention required to meet the needs of each and every student. Enrichment is built into our curriculum which ensures capable students are challenged to accelerate their learning in both linear and semester timetables.

The ArtsCalibre Middle and Secondary School model strives to foster academic excellence intrinsically through the arts process.

Each student will engage in their learning supported by the following core competencies of:

- Leadership
- Artistic expression
- Calm/focus/alert
- Creative problem solving and critical thinking

This instills a passion for life-long learning that brings purpose to one’s educational goals.

2. The Leader in Me

We are all choosing to be part of a school community that grows its worth every year. We provide meaningful connections to our community and curriculum. It is in these meaningful community connections that students are taking risks, exploring social skills, developing critical thinking and problem solving skills. Through positive and supportive experiences students are honing their leadership skills, preparing them for the bigger world.

Students will be passionate learners. We have the small class sizes set up to meet the individual needs of every student to help them achieve their potential.

ArtsCalibre Academy supports students in finding their passion and purpose while fostering Artistic Excellence

Our Strengths Assessment

Students will be assessed every six weeks and their progress will be tracked.

The areas of focus are:

- Academic Foundations
 - *Literacy and Numeracy Assessments*
- Communication Skills (Both Oral and Written)
 - *Public Speaking*
 - *Empathy*
 - *Critical Thinkers*
- Leadership Skills
 - *Problem resolution*
 - *Social skills*
 - *Respect*
 - *Collaboration*
- Self Awareness
 - *Personal Boundaries*
 - *Personal Responsibility*
 - *Building a strong identity*
 - *Exploring creativity*

“Every human has four endowments – self-awareness, conscience, independent will and creative imagination. These give us the ultimate human freedom. The power to choose, to respond, to change.”

Stephen Covey

Modelling

Modelling inspires trust. We model for our students, building trust and encouraging them to be their best.

Aligning

Through 7 Habits of Leadership, we help students align their goals to achieve their highest potential.

Empowering

Empowering is the fruit of the above three roles. When all the other three are in place, students will be empowered to realize their full potential.

Pathfinding

Through leadership we help students find the path that leads them to their personal and professional goals. When there is a shared vision that inspires, students can connect emotionally and their level of engagement increases. The motivation becomes intrinsic rather than extrinsic.

“The arts aren’t just important because they improve math scores. They’re important because they speak to parts of children’s being which are otherwise untouched.”

Sir Ken Robinson

*“You must **prepare** the ground, **plant** the seed, **cultivate**, and **water** it if you expect to reap the harvest.”* **Stephen Covey**

3. Project-Based Learning

The project-based learning approach to the curriculum provides students with an opportunity to explore an area or topic of interest; they take an idea or concept, develop it and then present it in some fashion for assessment. It eliminates the question that students often ask, “why am I doing this and when would I use this in the real world?” Well designed project-based learning has been shown to result in deeper learning and more engaged, self-directed learners.

Project-Based Learning has:

- *Real world connections*
- *Is core to learning*
- *Implements structured collaboration*
- *Is student driven*
- *Has ongoing multi-faceted assessments*

4. Applied Design, Skills and Technology

The Applied Design, Skills and Technology curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing, and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways.

Students will choose their own topic for two terms and the final term will be connected to our travel/service project.

5. Choice Clubs (Wednesday STEAM Lab)

Students in Grades 6 to 12 engage in morning and/or afternoon STEAM Lab offerings. They are designed to expose students to a variety of activities ranging from Fine Arts Exploration to Film Design. These semester-based activities take place every Wednesday and may change from year to year.

STEAM Lab choices may include:

- Ceramics
- Coding
- Creative Writing
- Culinary Arts
- Dance
- Film Design
- Financial & Personal Planning
- Horseback Riding
- Life Skills
- Musical Theatre
- Robotics
- Stagecraft
- Textiles & Jewellery Design
- Woodworking

“ I believe our only hope for the future is to adopt a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity. Our education system has mined our minds in the way that we strip -mine the earth for a particular commodity. And for the future, it won't serve us. We have to rethink the fundamental principles on which we're educating our children.”

Sir Ken Robinson

6. Timetable Core Courses

ArtsCalibre Academy's Middle/Secondary School offers an enriched timetable that exceeds BC Curriculum requirements and offers a wide variety of experiences to stimulate students' interests. In their daily academics, the senior students enjoy interest-based lessons and activities delivered by specialized instructors. We have a low student-to-teacher ratio, allowing us to tailor instruction and provide the individual attention required to meet the needs of each and every student. Enrichment is built into our curriculum which ensures capable students are challenged and engaged in their courses.

To complement our academic programmes, we offer our students various additional supports by providing learning assistance to students who require it. This includes one-on-one tutorials, a teacher and educational assistant in the classroom, along with individualized timetables.

*"Creativity is
as important
as literacy."*

Sir Ken Robinson

Sample Course Schedule

There are 25 to 30 class sessions in a typical week cycle. Students are enrolled in nine to ten courses.

The timetable consists of the core courses: English, French, Math, Science, Social Studies, and PE.

Each student also takes a semester of courses in Music, Fine Arts, Advisory and Applied Design, Skills and Technology, Drama, and a linear course of Visual Arts.



First Peoples Principles

First Peoples Principles of Learning

First identified in relation to English 12 First Peoples, the following First Peoples Principles of Learning generally reflect First Peoples pedagogy.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

Course Offerings

| Grade 10 | |
|-----------------|--|
| MCLE-10 | Career Life Education 10 |
| MMUVJ10 | Choral Music: Vocal Jazz 10 |
| MCTWR10 | Creative Writing 10 (Elective—not offered every year) |
| MDNC-10 | Dance Choreography 10 (See Dance Section) |
| MDCF-10 | Dance Foundations 10 (See Dance Section) |
| MDRM-10 | Drama 10 |
| MEFNM10 | EFP New Media 10 (2 credits. To meet the new grad requirements of 4 credits of Indigenous-focussed courses, EFP Literary Studies and New Media 11 will be offered every couple of years) |
| MCMP10 | English Composition 10 (Semester 1) |
| MLTST10 | English Literary Studies 10 (Semester 2) |
| MADEM10 | Entrepreneurship & Marketing 10 |
| MFMP-10 | Foundations of Math & Pre-Calculus 10 |
| MFR—10 | French 10 |
| MMUCB10 | Instrumental Music: Concert Band 10 |
| MTMET10 | Metalwork 10 |
| MMUTH10 | Musical Theatre 10 |
| MVAPH10 | Photography 10 |
| MPHED10 | Physical and Health Education 10 |
| MSC—10 | Science 10 |
| MSS—10 | Social Studies 10 |
| MTXT-10 | Textiles 10 |
| MVAST10 | Visual Arts 10: Art Studio |
| MVAC-10 | Visual Arts 10: Ceramics and Sculpture |
| MVAM-10 | Visual Arts 10: Media Arts (Film Design Emphasis) |
| MWWK-10 | Woodworking 10 |
| | Applied Design, Skills & Technology Semester Courses Project-based course driven by student choice |

Course Descriptions

Career Life Education 10—MCLE-10

Career Life Education is an introduction to the world of Career Education. Students will participate in a variety of career-related events to increase their awareness and begin exploring the incredible range of opportunities available for future pathways. Students will be required to complete a brief assignment following each event and/or presentation. Career Life Education is a required course for graduation and will be added to student timetables automatically. This course does not count as an elective course.

Choral Music: Vocal Jazz 10—MMUVJ10

This class meets regularly during school. Attendance at rehearsals and performances is required. Performances occur in the evenings and may take place away from the school. Students will be introduced to the elements of vocal jazz through a variety of musical styles including Broadway, Swing, Ballad, Blues, Rock, Latin and Bossa Nova.

- Vocal Jazz articulations, singing and microphone techniques
- Emphasis is on gaining confidence in the Vocal Jazz idiom
- Lots of optional solo opportunities

* Note: There is no audition required.

Creative Writing 10—MCTWR10 (not offered every year)

Creative Writing 10 is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres. Within a supportive community of writers, students will collaborate and develop their skills through writing and design processes. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, and practice their writing. The following are possible areas of focus within Creative Writing 10:

- Contemporary creative forms such as “slam” poetry, oratory, rap, drama, song, graphic novels
- Creative non-fiction and historical fiction
- Poetry and song lyrics
- Multi-modal creative forms that combine visual, written and oral texts.

Course Descriptions (Continued)

Drama 10—MDRM-10

This course is open to all students, regardless of experience. As a continuation from Drama Foundations 9, this course includes:

- Improvisation skills
- Script reading and writing
- Character identification and development
- Group-led productions/skits
- Team building through performance
- Demonstration of an understanding of literary intent and audience appeal.

EFP New Media 10—MEFNM10 (not offered every year)

EFP New Media 10 is designed for students who are interested in exploring the increasing importance of digital media in communicating and exchanging ideas. This area of choice provides students with opportunities to think about the use of new media and its effects on individuals and on First Peoples communities and cultures. Students will work individually and collaboratively to develop skills needed in an increasingly complex digital world as they demonstrate understanding and communicate ideas through a variety of digital and print media.

- Media and film studies related to First Peoples themes — ideas include representation of First Peoples in media and documentaries in the age of digital media
- Journalism and publishing related to First Peoples themes — ideas include changing roles and structures within news organizations and how journalism and publishing can support preservation and revitalization of language and culture
- Digital communication related to First Peoples themes — ideas include blogging, writing for the web, writing for social media, gaming, and podcasting.

English Composition 10—MCMPS10 (Semester 1—taken in conjunction with English Literary Studies 10)

Composition 10 is designed to support students in their development of written communication through a critical process of questioning, exploring, and sampling. Within a supportive community of writers, students will work individually and collaboratively to explore and create coherent, purposeful compositions. Students will read and study compositions by other writers and consider a variety of styles as models for the development of their writing. The course builds students' writing competencies by introducing them to varied structures, forms, and styles of compositions.

Continued...

Course Descriptions (Continued)

English Composition 10—MCMPS10 (Semester 1—taken in conjunction with English Literary Studies 10) Continued

Students have opportunities to individually and collaboratively study, create and write original pieces, exploring audience and purpose. They also develop their craft through processes of drafting, reflecting and revising. The following are possible areas of focus within Composition 10:

- Narrative, expository, descriptive, persuasive and opinion pieces
- Planning, drafting and editing processes
- Writing for specific audiences and specific disciplines
- How to cite sources, consider the credibility of evidence, and evaluate the quality and reliability of the source.

English Literary Studies 10—MLTST10 (Semester 2—taken in conjunction with English Composition 10)

Literary Studies 10 is designed for students who are interested in the literature of a particular era, geographical area, or theme, or in the study of literature in general. The course allows students to delve more deeply into literature as they explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time.

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

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

Entrepreneurship & Marketing 10—MADEM10

This course takes a project-based approach in covering topics such as economics, finance, international business, entrepreneurship and marketing. The course will guide students through basic business concepts while taking into account social, ethical, and environmental considerations. Students will develop skills related to critical thinking, graphic design, public presentations, word processing, web page design and a wide range of computer skills. Students will also compete in an online stock market simulation. This course is a great investment in your future and will also lead you to upper-level business courses if so desired.

Course Descriptions (Continued)

French 10—MFR—10

Pre-requisite: French 9 or equivalent

This is an engaging course where students experience French in the context of various themes. Vocabulary and grammar are studied using the “communicative approach” which balances reading and writing exercises with listening and speaking activities.

40% – SPEAKING/LISTENING

30% – READING/WRITING

30% – SUMMATIVE PROJECTS AND PRESENTATIONS

The various themes include Francophone Countries, Volunteerism, TV Newscasts, Extreme Weather, and Careers.

Foundations of Mathematics and Pre-Calculus 10—MFMP10

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

A beacon provides:

- Guidance
- Clarity
- Focus
- Shared language
- Accountability
- Direction

Learning is increased when teachers, parents and students have a shared language, concept, goal, direction, focus, and accountability. Math Beacon guidebooks were created so all students have the best possible learning opportunity. Methods in using the guidebooks continue to evolve.

Math 10 Foundations & Pre-Calculus Chapters:

Chapter 1 - The Real Number

Chapter 2 - Exponents

Chapter 3 - Relations

Chapter 4 - Characteristics of Lines

Chapter 5 - Linear Relations

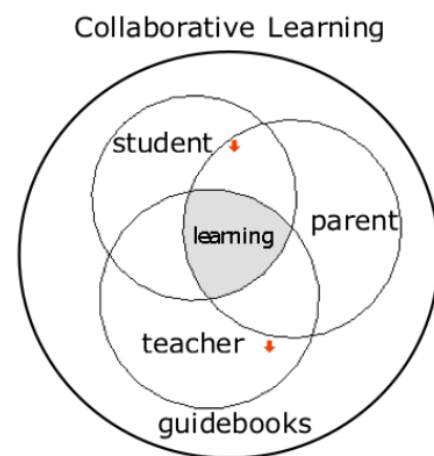
Chapter 6 - Systems of Linear Relations

Chapter 7 - Polynomials

Chapter 8 - Measurement Systems

Chapter 9 - Trigonometry

Chapter 10 - Arithmetic Series and Sequence



Course Descriptions (Continued)

Instrumental Music: Concert Band 10—MMUCB10

Band occurs during a regularly scheduled block within the school timetable for the entire year. Concerts, festivals, and other performances may occur in the evenings and sometimes take place away from the school.

- Continuation of the acquisition of performance skills on woodwind, brass and percussion instruments
- Elements of music include sight-reading, music terminology, rhythm, melody, dynamics, harmony, musical notation, articulation, phrasing, posture, intonation, balance and blend.
- Music history and literature
- Performance in the Concert Band and/ or in a small ensemble such as a brass or woodwind quintet
- Advanced grade 9 students may be invited to join Jazz band, depending upon required instrumentation.

Metalwork 10—MTMET10

Currently under development.

Musical Theatre 10—MMUTH10

Prerequisite: Successful audition

This course meets for three hours on Wednesdays. It prepares students for the full-length school musical. A considerable time commitment during the run of the school musical is required.

Important Points to Consider: The students who choose this class may be expected to spend 3 to 5 hours per week outside of school time in preparation for the musical. For two weeks before opening night, the rehearsal schedule will be more demanding and may include evening and weekend rehearsals. The play must be a priority over other extra-curricular activities during this two-week time period. Students choosing this course must be responsible, self-disciplined and committed.

Course Descriptions (Continued)

Photography 10—MVAPH10

This is an introductory photography course, which means that students do not need any previous experience. Photographs are everywhere. We see photography hanging on our walls, in the magazines we read, and on the websites that we surf. We can buy cameras in many places, including the disposable cameras that the grocery store sells. Some people even take photographs as their job.

In this course students will focus on digital photography and the ways that you can improve the photographs they take by using simple techniques with even basic digital cameras. Digital photography has made it easier than ever to take photographs, but the person taking the photo is still important when it comes to taking a good photograph. The photographer must put the picture together in front of the camera and tell the camera when to take the picture.

Physical and Health Education 10—MPHED10

The aim of this physical and health education course is to provide students with an opportunity to build upon the acquired skills and understanding of the sports and activities introduced to them in PHE 9. In addition, there will be greater opportunities to explore new activities with a focus on incorporating personal goals related to skill, fitness, and health. In class activities will incorporate both cooperative and competitive game situations, as well as exposure to new, non-traditional physical activities students would not have experienced in PHE 9. As with all PHE courses, the overarching hope is that students will leave this class healthier, more physically literate, and more confident in their abilities to participate in an active lifestyle well into the future.

Students can expect to cover the following areas of the health curriculum: this course includes:

- Mental health/wellness
- Sexual health
- Consent
- Body image
- Eating disorders
- Psychoactive substances
- Addiction and healthy friendships/relationships.

Course Descriptions (Continued)

Science 10—MSC—10

Topics covered will include:

- **Biology** – “Genes are the foundation for the diversity of living things”: DNA, genes and chromosomes, inheritance, natural and artificial selection, genetics and ethical considerations.
- **Chemistry** – “Chemical processes require energy change as atoms are rearranged”: atom rearrangement in reactions, acid/base reactions, conservation of mass, energy change during reactions, practical applications and implications of chemical change.
- **Physics** – “Energy is conserved and its transformation can affect living things and the environment”: potential and kinetic energy, conservation of energy and energy transformations, impacts of energy transformation technologies, nuclear radiation and radioactivity—technologies, implications and applications
- **Astronomy** – “The formation of the universe can be explained by the big bang theory”: components of the universe over time, astronomical technologies and data collection methods.

Social Studies 10—MSS—10

Socials Studies 10 is a required course for the Graduation Program.

Social/Historical Focus: Students will study Canadian history, society and culture from 1815-1914 including the formation of Canada, responsible government and rebellions in Canada. Students will learn about economics in BC, Canada, and the Pacific Rim, and consider environmental issues as they pertain to Canada and the global community.

Textiles 10—MTXT-10

This course is designed to introduce clothing construction techniques. Students will add to their knowledge of sewing machines and hand sewing. Students will identify sources of inspiration and work towards developing textile designs which consider how tools and materials can be effectively repurposed and recycled.

Content includes:

- Design opportunities
- Origins, characteristics, and care of natural and manufactured textiles
- Hand and machine construction techniques for producing and/or repairing textile items
- First Peoples traditional and current textile knowledge and practices
- Strategies for altering patterns and upcycling
- Principles of design used in the design of textile items.

Course Descriptions (Continued)

Visual Arts 10: Art Studio—MVA10

Students will develop proficiency in a variety of art mediums with emphasis on understanding the elements and principles of design. Contemporary and historical art research and other sketchbook work are required throughout. Students should develop self-motivation and work habits that will enable them to work more independently in Senior Art courses.

Projects may include:

- Drawing techniques – gesture, continuous line, tonal, observation, self-portrait and perspective
- Painting – watercolour, acrylic, Gouache vs. oil, airbrushing, murals and spray painting
- Sculpture – mixed media, mold making, papier maché
- Ceramics – basic techniques in clay including hand throwing, wheelwork, slab work and glazing
- Printmaking – etching block printing, stencil.

Visual Arts 10: Ceramics & Sculpture—MVAC-10

Ceramics is designed to introduce clay methods and techniques to students through the use of hand-building and wheel-throwing. Students produce a variety of ceramic pieces. Students receive an historical and cultural overview of ceramics.

Visual Arts 10: Media Arts—MVAM-10 (Film Design Emphasis)

Students will learn about elements and principles of design, image development strategies and editing. Students will learn how to generate ideas both individually and collectively, how to engage in a creative process that includes planning, experimentation, and revision, and how to analyze and critique creative work constructively to improve quality and effectiveness.

Course Descriptions (Continued)

Woodworking 10—MWWK-10

This **introductory** course is designed for students in grades 10, 11 and 12 who have not previously taken woodworking at the secondary level. Students will be assigned four main projects: a hand tools project; a skill-building project to allow students to become more familiar with the wood shop and its tools; and a design-focused project. For the remaining part of the course, students will be able to focus in areas of personal interest such as turning bowls on the lathe, wood carving, furniture making, or creating wood art. Optional projects may include: skateboards; baseball hats; chess boards; wood pens, etc. Most projects will allow for students to modify the project design.

Optional Projects: students may ask to complete personal projects or use wood other than pine. Students may be asked to pay the cost of the additional materials needed to complete these optional, take-home projects.

This course is a pre-requisite for Advanced Woodworking 10 to 12.



Course Offerings

| Grade 11 | |
|-----------------|--|
| MACLV11 | Active Living 11 |
| MCLC-12 | Career Life Connections 11/12 |
| MMUCH11 | Choral Music: Chamber Choir 11 |
| MCINF11 | Computer Information Systems 11 |
| MDNC-11 | Dance Choreography 11 (See Dance Section) |
| MDCF-11 | Dance Foundations 11 (See Dance Section) |
| MDRM-11 | Drama 11 |
| MDFT-11 | Drama: Film & Television 11 |
| MELNM11 | EFP Literary Studies and New Media 11 (4 credits. This course meets the new grad requirements and will be offered every couple of years) |
| MCMPS11 | English Composition 11 (Semester 1) |
| MLTST11 | English Literary Studies 11 (Semester 2) |
| MEPSS11 | Explorations in Socials Studies 11 |
| MFOM-11 | Foundations of Mathematics 11 |
| MFR—11 | French 11 |
| MIMCB11 | Instrumental Music: Concert Band 11 |
| MMAP-11 | Marketing and Promotion 11 |
| MMUTH11 | Musical Theatre 11 |
| MVAPH10 | Photography 11 |
| MPREC11 | Pre-Calculus 11 |
| MTROB11 | Robotics 11 |
| MVAD-11 | Studio Arts 2D 11 |
| MWWK-11 | Woodworking 11 |
| | Applied Design, Skills & Technology Semester Courses Project-based course driven by student choice |

ArtsCalibre Academy partners with the South Island Distance Education School (SIDES) for the Science courses required for graduation. As our Middle/Secondary students move up to grades 11 and 12, our increased enrollment numbers will enable us to offer the necessary Sciences for graduation within the timetable.

Course Descriptions

Active Living 11—MACLV11

The aim of this course is to increase continued participation in physical activity while promoting a comfortable and supportive learning environment. Students will continue to explore traditional and new physical activities with the aim of discovering fun and accessible interests both at school and within the greater community. The focus for classes is always on participation and enjoyment, with student participation and engagement being the leading factors in daily activity choices.

Away trips from the school may require a small course fee, however, participation in these activities comes at a greatly reduced rate to what the general public might pay. Please know that no student will be turned away from participation due to financial hardship. Examples of possible field trips or guest instructors/lessons include: golf, mini golf, horseshoes, archery, beach volleyball, self-defence, skating, tennis, laser tag, racquetball, Frisbee golf and much more!

Career Life Connections 11—MCLC-12

Career Life Connections is **4 credits** (inside the timetable), mandatory for graduation.

Career Life Connections enable students to investigate career-life options and to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions and take responsibility for pursuing their goals throughout life. Students will have opportunities to explore their post-secondary education and career options, to expand their job seeking skills, to develop their financial literacy skills, and to gain a greater awareness of local social issues and connect with community organizations to help make a positive difference in the lives of others. In addition, as students take this course in their grade 11 year, it will provide them with the invaluable opportunity to begin to work on their Capstone Project under the direct guidance and support of the Career Life Connections teacher and assist them in preparing for their Capstone Project presentation required in Grade 12.

* This course does not count as an elective course.

Choral Music: Chamber Choir 11—MMUCH11

This class meets regularly during school. Attendance at rehearsals and performances is required. Performances occur in the evenings and may take place away from the school. Students will be introduced to the elements of vocal jazz through a variety of musical styles including Broadway, Swing, Ballad, Blues, Rock, Latin and Bossa Nova.

- Vocal Jazz articulations, singing and microphone techniques
- Emphasis is on gaining confidence in the Vocal Jazz idiom
- Many optional solo opportunities.

* Note: there is no audition required to participate in Chamber Choir.

Course Descriptions (Continued)

Computer Information Systems 11—MCINF11

This course focuses on the hardware and software of a PC computer. Students will explore the evolution of computer technology, including hardware, software, networks and the Internet. Going through the **Cisco Networking Academy – IT Essentials units 1 to 8**, students will cover computer assembly and disassembly, ongoing preventative maintenance and installation and configuration of operating systems. This course qualifies for the career path including Computer Studies 10 and Computer Information System 12 (Dual Credit).

Drama 11—MDRM-11

This course is open to all students, regardless of experience. As a continuation from Drama Foundations 10, this course includes:

- The theory of comedy and drama
- Comic styles and delivery
- The emotional inventory of the actor
- Advanced investigation of improvisation
- Team building through performance.

Drama: Film & Television 11—MDFT-11

This course is open to all students, regardless of experience. As a continuation from Drama Foundations 10, this course includes:

- Developing film or television projects for an intended audience or with an intended message
- Exploring historical and contemporary Canadian film and television, and emerging media
- Reflecting on a variety of film and television productions
- Identifying the influences of social, cultural, historical, and contexts in film and television
- Demonstrating personal and social responsibility associated with film and television productions
- Identifying educational, personal, and professional opportunities in the film and television industry, and in emerging media
- Exploring First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through film and television productions
- Adhering to safety protocols and procedures in all aspects of film and television production
- How history, culture, and community can influence film and television productions.

Course Descriptions (Continued)

EFP: Literary Studies + New Media 11—MELNM11

This course meets the new graduation requirement of 4 credits of Indigenous-focussed courses and is open to students in Grade 10, 11 and 12.

Students will gain a deeper understanding of how language constructs and reflects personal, social and cultural identities. A person's sense of identity is a product of linguistic factors including oral tradition, story, recorded history, and social media. Students will also develop a meaningful understanding of the relationship between text and context. This course infuses the perspectives and traditions of First Peoples teachings.

English Composition 11—MCMPS11 (Semester 1—taken in conjunction with English Literary Studies 11)

Currently under development.

English Literary Studies 11—MLTST11 (Semester 2—taken in conjunction with English Composition 11)

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

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

Course Descriptions (Continued)

Explorations in Social Studies 11—MEPSS11

In Explorations in Social Studies 11 students will build a strong foundation across many skill sets, engage in inquiry and community-based learning, and improve critical thinking abilities. Students will explore various perspectives of the past, present, and future of cultures and geography through the lenses of law, social justice, philosophy, and economics. This course will allow students to enhance their understanding of our world and their place in it.

Foundations of Mathematics 11—MFOM11

This course leads to either Foundations of Mathematics 12.

2011 Math 11 Guidebooks:

Chapter 1 - Series and Sequence

Chapter 2 - Trigonometry

Chapter 3 - Factoring and Rational Equations

Chapter 4 - Quadratic Functions

Chapter 5 - Solving Quadratic Equations

Chapter 6 - Radicals

Chapter 7 - Absolute Value and Reciprocal Functions

Chapter 8 - Linear Quadratic Relationships

French 11—MFR—11

Satisfies the post-secondary entrance language requirement.

Suggested Pre-requisite: French 10 or equivalent

40% – SPEAKING/LISTENING

30% – READING/WRITING

30% – SUMMATIVE PROJECTS AND PRESENTATIONS

- This course emphasizes communication as the main goal of learning; oral/ aural communication comprises 50% of the course work
- Writing, use of various new tenses, reading of extensive passages, idiomatic usages, and more complex sentences
- Various themes include health, sports, school systems, relationships, and youth.

Course Descriptions (Continued)

Instrumental Music: Concert Band 11—MIMCB11

Band 11 is for students who have completed three or more years of music instruction on a woodwind, brass, or percussion instrument. The Grade 11 Band occurs during a regularly scheduled block within the school timetable for the entire year.

Course Content:

- Continuation of the acquisition of performance skills on woodwind, brass, and percussion instruments
- Elements of music including sight-reading, terminology, rhythm, melody, dynamics, harmony, musical notation, articulation, phrasing, posture, intonation, balance and blend.
- Ensemble playing and sectional work will be required.
- Concerts occur in the evenings and are part of the course work required.

Marketing & Promotion—MMAP-11

Marketing & Promotion 11 will prepare students for the world of work that they will encounter upon graduation as well as prepare them for additional study in the areas of commerce, marketing and economics at the post-secondary level. Marketing & Promotion 11 is an introductory course that focuses on retail business and learning how to make informed decisions in a variety of businesses situations. Throughout the course students will use their new skills in the following areas:

- Apply their business knowledge to a variety of guided field trips to businesses
- Research, analyze and learn from the effective techniques of local businesses
- Evaluate and assess what it means to be a valued employee and employer
- Create and design an effective marketing research project
- Analyze current advertising strategies of local and international business
- Create, design and present an effective advertising campaign.

Musical Theatre 11—MMUTH11

Prerequisite: Successful audition

This course meets once a week for three hours. It prepares the students for the full-length school musical. A considerable time commitment during the run of the school musical is required.

Important Points to Consider: The students who choose this class may be expected to spend 3 to 5 hours a week outside of school time in preparation for the musical. For two weeks before opening night, the rehearsal schedule will be more demanding and may include evening and weekend rehearsals. The play must be prioritized over other extra-curricular activities during this two-week period. Students choosing this course must be responsible, self-disciplined and committed.

Course Descriptions (Continued)

Photography 11—MVAPH11

Have you ever wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.

There are 8 units in this course. The first unit “Taking the First Shot” will be completed as your FIRST ASSIGNMENT. Once you submit your first assignment, you will have access to your course and complete the unit 1 quiz. For units 2 through 8 you will complete 4 tasks for each unit: a set of concept questions, a lab, a photography assignment and a quiz. Each unit is worth 10%.

Unit 1: Taking the First Shot

Unit 2: Moving into Manual

Unit 3: A snapshot of History

Unit 4: The Nature of Light

Unit 5: Creative Composition

Unit 6: Producing Great Images

Unit 7: Manipulation and Management

Unit 8: Present your Work

Required Resources: A computer with internet access and a digital camera. The camera must have the capability for the user to set certain modes (Manual, Aperture, etc.) necessary to meet BC Performance Standards.

Pre-Calculus 11—MPREC11

This course leads to Pre-Calculus 12.

2011 Math 11 Guidebooks

Chapter 1 - Series and Sequence

Chapter 2 - Trigonometry

Chapter 3 - Factoring and Rational Equations

Chapter 4 - Quadratic Functions

Chapter 5 - Solving Quadratic Equations

Chapter 6 - Radicals

Chapter 7 - Absolute Value and Reciprocal Functions

Chapter 8 - Linear Quadratic Relationships

Course Descriptions (Continued)

Robotics 11—MTROB11

Some programming experience is an asset

Robotics 11 is an introductory robotics course where students will learn the fundamental skills to design, program, and develop the electronics to engineer their own robot.

Using Arduino circuit boards, sensors, and motors, students will complete a series of electronics projects in order to learn the fundamentals of digital circuits and programming. They will then explore the basics of computer assisted design and learn 3D modelling techniques to design and fabricate robot components on our 3D printer and CNC machine. Finally, students will engage in building a custom robot to solve a real-world problem.

Studio Arts 2D 11—MVAD-11

Students will choose and devise assignments, with teacher guidance, in the following areas:

- Drawing mediums – pencil, pen& ink, technical pen, dry pastels, oil pastels, pencil crayon, paint markers
- Painting mediums – watercolour, gouache, acrylic, oil latex, spray paint and air brushing
- Printmaking – etching, screen printing, linoleum, calligraphy and dry point
- Design – composition, illustration and posters
- Digital tablet projects
- Mural projects
- Portfolio preparation and design will be completed under teacher guidance for grade 12 students.

Woodworking 11—MWWK-11

Advanced Woodworking 11 – Students who have completed Woodworking 9 or 10 will be following an advanced woodworking course. We will build on skills developed in previous woodworking course(s) and allow students to attempt more complex projects. Students will be given an introductory assignment that will take 30% of the course. The remaining time will allow students to design and build a more complex project of their choice.

The principles of quality design will be explored as students select, draw, and modify their projects. Assistance will be provided with design concepts, flowcharts, and jig or fixture construction. Students may focus on a particular area of woodworking or explore a variety of areas such as furniture, cabinetry, carving, woodturning (lathe), wood sculpture.

Optional Projects: Students may be permitted to complete personal projects or use wood other than pine.

Course Offerings

| Grade 12 | |
|-----------------|--|
| MWH—12 | 20th Century World History |
| MACLV12 | Active Living 12 |
| MENFP12 | BC English First Peoples 12 |
| MCLC-12 | Career Life Connections 12 (Capstone Project) |
| MCMCC12 | Choral Music 12: Concert Choir |
| MDNTP12 | Dance Technique and Performance 12 (See Dance Section) |
| MDNC-12 | Dance: Choreography 12 (See Dance Section) |
| MDFT-12 | Drama: Film & Television 12 |
| MENST-12 | English Studies 12 |
| MFOM-12 | Foundations of Mathematics 12 |
| MMUOR12 | Instrumental Music: Orchestra 12 |
| MMUTH12 | Musical Theatre 12 |
| MVAPH12 | Photography 12 |
| MPREC12 | Pre-Calculus 12 |
| MWEX-2A | Work Experience 12A |
| | Applied Design, Skills & Technology Semester Courses Project-based course driven by student choice |

Literary Studies 12 may be taken as an elective (may not be offered every year).

ArtsCalibre Academy partners with the South Island Distance Education School (SIDES) for the Science courses required for graduation. As our middle/secondary students move up to grades 11 and 12, our increased enrollment numbers will enable us to offer the necessary Sciences for graduation within the timetable.

Course Descriptions

20th Century World History—MWH—12

This is a survey course of 20th Century history, beginning with the aftermath of World War I in 1919.

Topics covered will include:

- The Paris Peace Conference
- Fascism in Germany and Italy in the inter-war years
- Russia/Soviet Union (1917-1941)
- United States (1919-1941)
- World War 2 (1939 to 1945)
- The Cold War (1945 to 1989),
- USSR and Eastern Europe (1945-2000).

Civil rights issues of various nations, post-WWII era and other interesting topics.

The **Core Competencies** of this class will focus on: • Use historical inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, locations, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) • Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Compare and contrast continuities and changes for different groups at particular times and places (continuity and change) • Assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and analyze multiple consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about controversial actions in the past or present, and assess whether we have a responsibility to respond (ethical judgment).

Active Living 12—MACLV12

Active Living 12 focuses on the development of a personalized approach to a healthy and active lifestyle. This course requires students to participate in a variety of sport and recreational activities that have the potential to engage students' interest throughout their lives. Students will experience activities that include: team games, individual sports, and minor games that all emphasize recreational participation. Regular fitness activities will also be included. Students are given a choice of activities in order to give them a stake in their learning. This allows for a differentiated program that is tailored to student interest and skills. It will also provide students with opportunities to refine previously learned athletic skills and reinforce the attitudes/strategies learned in PE 9/10.— e.g. co-operation, teamwork, good sportsmanship, leadership, respect for individual differences, and interpersonal relationships.

Continued...

Course Descriptions (Continued)

Active Living 12—MACLV12 (Continued)

Objectives:

The student will learn to enjoy physical activities at the recreational level. They will learn rules, strategies, techniques and movement principles as they relate to various games and activities. Students will improve various social skills and will further their understanding of the terms fitness and health while applying this knowledge in life.

Requirements:

- An understanding of the fundamental movements and skills required during game play
- A basic understanding of fitness programming
- Proper attire for each day (shorts/track pants, shirt/sweatshirt, supportive shoes, etc.) Please note not to bring or wear inappropriate clothing
- Come to class on time and be prepared to start on time
- Apply strategies for promoting mental well-being, including strategies for developing and maintaining healthy relationships for self, and for others.

BC English First Peoples 12—MENFP12

English 12 First Peoples is one of three provincial courses available for students to satisfy the Grade 12 English Language Arts graduation program requirement in British Columbia. It is designated as a four-credit course, and has a Graduation Program examination (worth 40% of the final course mark), which all students must write in order to receive credit for this course. Like English 12, English 12 First Peoples (EFP 12) is designed to satisfy the entrance requirements for the full range of post-secondary educational programs. Students are expected to demonstrate understanding of sophisticated texts of recognized literary merit and complete challenging assignments to rigorous academic standards.

What makes this course different from the existing English 12 course (apart from the unique development process) is that it:

- Is based entirely on the study of “texts” representing authentic First Peoples voices (“texts” is here understood to refer to oral, audio, visual, cinematic, and electronic media works as well written works)
- Incorporates First Peoples principles of learning in the curriculum content and espouses their application in the teaching of the course (pedagogical approaches promoted include direct learning, learning outside of the classroom environment, and incorporating a recursive approach to texts)
- Places increased emphasis on the study and command of oral language and on First Peoples oral tradition
- Recognizes the value of First Peoples worldview, and the importance of culture in language and communication (e.g., the participation of guest speakers from local First Nations or Métis communities in learning is encouraged)
- Promotes teaching the curriculum through a focus on themes, issues, and topics important to First Peoples (as identified by the Advisory Team).

RESOURCES:

<https://www.fnesc.ca/bc-first-peoples-12-teacher-resource-guide/>

Course Descriptions (Continued)

Career Life Connections 12—MCLC-12

This course is a graduation requirement and will be added to student timetables automatically. CLC 12 does not count as an elective course. Career Life Connections enables students to develop the skills needed to be self-directed individuals who set goals, make thoughtful decisions and take responsibility for their future pursuits.

Using the Core Competencies, Career Life Connections focuses on applying the following skills and strategies to one's own personal life journey, specifically exploring:

- Deepening career life concepts and thoughtful self-knowledge to inform personal life-long learning choices and post-graduation plans
- Using self-advocacy and employment marketing strategies, such as creating one's own effective public profile
- Employing developed social capital, such as leadership and collaboration skills, to cultivate community networks
- Engaging in a substantive experiential learning opportunity of 30 hours or more that is intended to expand and/or deepen student exposure to career-life possibilities, such as service learning, volunteerism, employment, fieldwork projects, entrepreneurship, and passion projects
- Designing, assembling, and presenting a Capstone portfolio during an exit interview, celebrating the learning journey and next steps toward preferred futures.

Choral Music 12: Concert Choir—MCMCC12

This course occurs during a regularly scheduled block within the school timetable. Students receive much individual attention and learn theory, sight singing, and vocal technique in a friendly, supportive atmosphere. Students learn and perform choral music from a variety of styles including pop, Broadway, jazz, folk and classical. This class includes performances outside of regular school hours.

Students will focus on:

- Singing techniques: vocal production, tone, articulation
- Elements of stage presence
- Various styles of music from classical to contemporary
- Music Literacy (music reading skills)
- Basic musicianship in an ensemble
- Work and perform in small ensembles

Course Descriptions (Continued)

Drama: Film & Television 12—MDFT-12

Currently under development.

English Studies 12—MENST12

The required **English Studies 12** course builds on and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to:

- Refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- Think critically and creatively about the uses of language
- Explore texts from a variety of sources, in multiple modes, and that reflect diverse worldviews
- Deepen their understanding of themselves and others in a changing world
- Gain insight into the diverse factors that shape identity
- Appreciate the importance of self-representation through text
- Contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- Expand their understanding of what it means to be educated Canadian and global citizens.

* As part of graduation requirements students must complete a Literacy Exam (**no longer with 40% of final English 12 grade**).

Course Descriptions (Continued)

Foundations of Mathematics 12—MFOM-12

This course fulfills the graduation requirement for Mathematics 12.

Math 12P/Math30 Guidebooks:

Chapter 1 - Transformations

Chapter 2 - Logs

Chapter 3 - Polynomial functions

Chapter 4 - Trigonometry

Chapter 5 - Trigonometry Identities and Equations

Chapter 6 - Combinatorics

Chapter 7 - Radical functions

Chapter 8 - Rational functions

Chapter 9 - Composite functions

Instrumental Music: Orchestra 12—MMUOR12

It is expected that students have had four to five years of experience on a brass, woodwind or percussion instrument to join this course.

- Continuation of the acquisition of performance skills on woodwind, brass and percussion instruments
- Elements of music including sight-reading, terminology, rhythm, melody, dynamics, harmony, musical notation, articulation, phrasing, posture, intonation, balance and blend
- Ensemble playing and sectional work will be required
- Concerts occur in the evenings and are part of the course work required.

Musical Theatre 12—MMUTH12

Prerequisite: Successful audition

This course meets for three hours on Wednesdays. It prepares the students for the full-length school musical. A considerable time commitment during the run of the school musical is required.

Important points to consider: The students who choose this class may be expected to spend 3 to 5 hours a week outside of school time in preparation for the musical. For two weeks before opening night, the rehearsal schedule will be more demanding and may include evening and weekend rehearsals. The play must be prioritized over other extra-curricular activities during this two-week time period. Students choosing this course must be responsible, self-disciplined and committed.

Course Descriptions (Continued)

Photography 12—MVAPH12

In this course, students will refine their photography skills through creative risk taking. Students will improve their ability to reflect and connect their photos in different contexts. Students have the flexibility of using a variety of camera types, from DSLRs to Smartphones.

Required Materials:

- Smartphone, Point and Shoot Camera or DSLR
- Tripod

Pre-Calculus 12—MPREC12

This course fulfills the graduation requirement for Math 12.

Math 12P/Math30 Guidebooks:

Chapter 1 - Transformations

Chapter 2 - Logs

Chapter 3 - Polynomial functions

Chapter 4 - Trigonometry

Chapter 5 - Trigonometry Identities and Equations

Chapter 6 - Combinatorics

Chapter 7 - Radical functions

Chapter 8 - Rational functions

Chapter 9 - Composite functions

Work Experience 12A—MWEX-2A

A minimum of 100 hours of work experience, in school-approved work placements are required for each course. Hours also may be used from your current job after registering for the course and completing the Work Experience Placement Agreement, Safety Checklist, and a Training Plan. As well as the hours spent within the work force, students must complete assignments on self-assessment and a journal reflection. Work Experience 12A and 12B are a great opportunity for students to develop employability skills (for 12B, your placement must align with a career path you wish to pursue to qualify for the course credits).

Work Experience is scheduled outside the timetable.

Course Descriptions For Dance

Dance 10-12

Designed to instruct students in the techniques of dance for the purpose of personal gain, strength, and performance. We will work on dance combinations and instruction in individual body control, strength, stamina, style and line.

The course will be divided into four segments (dance forms) to give students an in-depth understanding of and experience with:

- Tap
- Ballet
- Modern
- Jazz

Each segment will be divided into several categories:

- Orientation
- History
- Technique
- Creative
- Vocabulary
- Performance

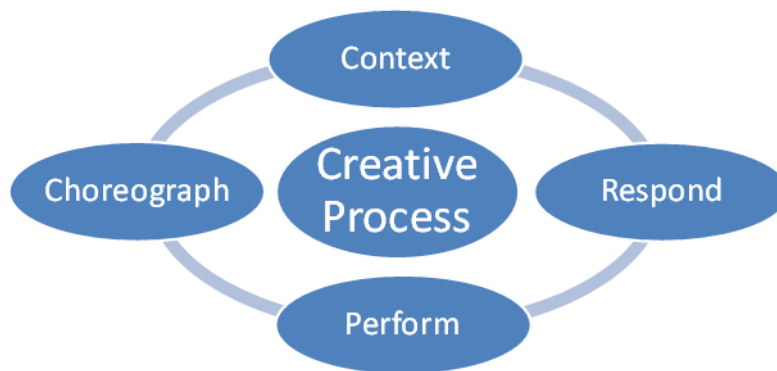
Course Descriptions For Dance (Continued)

Dance Choreography 10-12

This unit explores multiple cultures of dance as origins for unique styles of movement. Across the unit students will experience multiple styles of dance, analyze movement concepts and gestures within cultural styles, and associate styles of dance with the historical context from which they originate. The unit culminates in students creating a piece of work that could be performed at a cultural festival as a depiction of that culture’s traditional dance form. In addition, students will respond to the work of their peers through written reflection.

Dance Performance and Technique 10-12

Dance is not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.



Graduation Checklist

Student Name _____

British Columbia Ministry of Education Graduation Requirements

| GRADE 10 | | GRADE 11 | | GRADE 12 | |
|---|----------------|--|----------------|--|----------------------------------|
| Course (credits) | Credits earned | Course (credits) | Credits earned | Course (credits) | Credits earned |
| Language Arts (4) <input type="checkbox"/> Creative Writing 10 <input type="checkbox"/> Composition 10 <input type="checkbox"/> New Media 10 <input type="checkbox"/> Spoken Language 10 | | Language Arts (4) <input type="checkbox"/> Composition 11 <input type="checkbox"/> Creative Writing 11 <input type="checkbox"/> Literary Studies 11 <input type="checkbox"/> New Media 11 <input type="checkbox"/> Spoken Language 11 <input type="checkbox"/> English First Peoples 11 | | Language Arts 12 (4) <input type="checkbox"/> English Studies 12 <input type="checkbox"/> English First Peoples 12 Graduation Assessments <input type="checkbox"/> Numeracy 10 <input type="checkbox"/> Literacy 10 <input type="checkbox"/> Literacy 12 | Ministry required but no credits |
| Career Education <input type="checkbox"/> CLE 10 (2) Outside TT | | Career Education <input type="checkbox"/> CLE 11 (4) | | Career Education <input type="checkbox"/> Capstone 12 (2) Outside TT | |
| Mathematics (4) <input type="checkbox"/> Workplace 10 <input type="checkbox"/> Foundations & Pre-Calculus 10 | | Mathematics (4) <input type="checkbox"/> Workplace 11 <input type="checkbox"/> Foundations 11 <input type="checkbox"/> Pre-Calculus 11 | | + 3 Grade 12 Courses (12) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ | |
| Science (4) <input type="checkbox"/> Science 10 - or - <input type="checkbox"/> Sciences Naturel 10(FRIMM) | | Senior Science (4) <input type="checkbox"/> Life Science 11 <input type="checkbox"/> Chemistry 11 <input type="checkbox"/> Physics 11 | | <input type="checkbox"/> Environmental Science 11 <input type="checkbox"/> Anatomy & Physiology 12 <input type="checkbox"/> Chemistry 12 <input type="checkbox"/> Physics 12 | |
| Social Studies (4) <input type="checkbox"/> Social Studies 10 - or - <input type="checkbox"/> Science Hum. 10 (FRIMM) | | Senior Social Studies (4) <input type="checkbox"/> Explorations of Social Studies 11 <input type="checkbox"/> 20 th Century World History 12 <input type="checkbox"/> Science Humaines 11 (FRIMM) <input type="checkbox"/> BC First Peoples 12 | | <input type="checkbox"/> Comparative Cultures 12 <input type="checkbox"/> Law Studies 12 <input type="checkbox"/> Social Justice 12 <input type="checkbox"/> Physical Geography 12 | |
| Physical & Health Ed(4) <input type="checkbox"/> PHE 10 | | Elective #1 | | Elective #1 | |
| Elective #1 | | Elective #2 | | Elective #2 | |
| Elective #2 | | Elective #3 (Eng.) - or - <input type="checkbox"/> Francais Lang 11(FRIMM) | | Elective #3 (Eng.) - or - <input type="checkbox"/> Francais Langue 12 (FRIMM) | |
| Elective #3 (Eng.) - or - <input type="checkbox"/> Francais Lang 10(FRIMM) | | | | | |
| Column Credit Total | | Column Credit Total | | Column Credit Total | |

- Yes, I have a Fine Arts or Applied Skills 10, 11, or 12 listed. OR No, I do not have a Fine Arts or Applied skills.
 Yes, I have 13 required courses complete (52 credits). OR No, I have ___ courses complete (___).
 Yes, I have 7 or more Grade 10-12 electives (___ credits). OR No, I have ___ electives complete (___).
 Yes, I wrote Numeracy 10 & Literacy 10 & 12 Assessments OR No, I didn't write Numeracy 10 & Literacy 10 & 12
 Yes, I am in a position to Graduate with _____ credits. OR No, I am not in the position to Graduate.

Sample Course Schedule by Learning Group

| Time | Block | Monday | | | | Tuesday | | | | Wednesday | Thursday | | | |
|-------------|-------|---------------------------------------|-----------------------------|----------------------|--------------------------------|---------------------------------------|----------------------------------|--|--|---|---------------------------------------|----------------------------------|--|--|
| | | Spruce | Cypress | Sequoia | Alder | Spruce | Cypress | Sequoia | Alder | | All | Spruce | Cypress | Sequoia |
| 7:30-8:00 | 1 | | | | | | | | | | | | | |
| 8:00-8:30 | 2 | | | | | | | | | | | | | |
| 8:30-9:00 | 3 | Homeroom | Homeroom | Homeroom (Shalyn) | Homeroom | Homeroom | Homeroom | Homeroom (Shalyn) | Homeroom | Homeroom (Shalyn) | Homeroom | Homeroom | Homeroom (Hannah) | Homeroom |
| 9:00-9:30 | 4 | | | | | | | | | BUS TO STEAM LAB | | | | |
| 9:30-10:00 | 5 | Morning Meeting/Literacy (Chloe) [SP] | Math (Katie) [CY] | English (Trish) [C] | Math (Shalyn) [S] | Morning Meeting/Literacy (Chloe) [SP] | Math (Katie) [CY] | Math (Shalyn) [S] | Modflex (Hannah) [C] | STEAM LAB & ONSITE Textiles & Jewelry Design (Graeme/Blair) Fin & Pers Plan (Shalyn) [S] Writing Composition (Trish) [C] | Morning Meeting/Literacy (Chloe) [SP] | English (Katie) [CY] | Modflex (Hannah) [S] | English (Trish) [C] |
| 10:00-10:30 | 6 | | | | | | | | | | | | | |
| 10:30-11:00 | 7 | Gym (Blair) [G] | Gym (Blair) [G] | Math (Shalyn) [S] | English (Trish) [C] | French 6 10:15 (Audrey) [SP] | Social Studies (Katie) [CY] | Modflex (Hannah) [S] | Math LAB (Shalyn) [C] | | Math (Chloe) [SP] | Modflex (Hannah) [CY] | Science (Katie) [C] | Modflex (Trish) [S] |
| 11:00-11:30 | 8 | | | | | | | | | | | | | |
| 11:30-12:00 | 9 | Social Studies (Chloe) [SP] | English (Katie) [CY] | Math (Shalyn) [S] | Indigenous Studies (Trish) [C] | Arts Exploratory S2 (Hannah) [G] | French 7 (Audrey) [CY] | Science (Katie) [C] | Math (Shalyn) [S] | | Arts Exploratory S2 (Hannah) [G] | Social Studies (Katie) [CY] | English (Trish) [C] | Modflex (Chloe) [S] |
| 12:00-12:30 | 10 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH | BUS BACK/LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:30-1:00 | 11 | | | | | LUNCH Choir (Sandra) [C] | LUNCH Choir (Sandra) [C] | LUNCH Choir (Sandra) [C] | LUNCH Choir (Sandra) [C] | | LUNCH Band (Sandra) [C] | LUNCH Band (Sandra) [C] | LUNCH Band (Sandra) [C] | LUNCH Band (Sandra) [C] |
| 1:00-1:30 | 12 | Math Workshop (Shalyn) [SP] | Math Workshop (Shalyn) [CY] | Gym (Blair) [G] | Modflex (Trish) [C] | Math (Chloe) [SP] | Arts Exploratory S2 (Hannah) [G] | French 8 12:45-1:45 (Audrey) [S] Non-French Mod (Shalyn) [SR] | Science (Katie) [C] | | Science (Chloe) [SP] | Arts Exploratory S2 (Hannah) [G] | Modflex 12:45-1:45 (Trish) [S] | Science (Katie) [C] |
| 1:30-2:00 | 13 | | | | | | | | | | | | | |
| 2:00-2:30 | 14 | Science (Chloe) [SP] | Social Studies (Katie) [CY] | Modflex (Shalyn) [S] | Gym (Blair) [G] | Social Studies (Chloe) [SP] | Science (Katie) [CY] | Art Explorations S2: Dance (Sandra) [G] Film Design (Trish) [C] | Art Explorations S2: Dance (Sandra) [G] Film Design (Trish) [C] | | Social Studies (Chloe) [SP] | Science (Katie) [CY] | Art Explorations S2: Dance (Sandra) [G] Film Design (Trish) [C] | Art Explorations S2: Dance (Sandra) [G] Film Design (Trish) [C] |
| 2:30-3:00 | 15 | | | | | | | | | BUS BACK | | | | |
| 3:00-3:30 | 16 | | | | | | | | | | | | | |
| 3:30-4:00 | 17 | | | | | | | | | | | | | |
| 4:00-4:30 | 18 | | | | | | | | | | | | | |
| 4:30-5:00 | 19 | | | | | | | | | | | | | |

| Friday | | | |
|-----------------------------|--------------------------------|---------------------------|--------------------------------|
| Spruce | Cypress | Sequoia | Alder |
| | | | |
| Homeroom | Homeroom | Homeroom (Hannah) | Homeroom |
| Gym (Blair) [G] | Math/English (Katie) [CY] | Modflex (Hannah) [S] | English (Trish) [C] |
| Math (Chloe) [SP] | Gym (Blair) [G] | English (Trish) [CY] | Science (Katie) [C] |
| Science (Chloe) [SP] | Outdoor Education (Katie) [CY] | Gym (Blair) [G] | Indigenous Studies (Trish) [C] |
| LUNCH | LUNCH | LUNCH | LUNCH |
| Social Studies (Chloe) [SP] | Advisory (Sandra) [CY] | Science (Katie) [C] | Gym (Blair) [G] |
| Dance Troupe (Sandra) [G] | Dance Troupe (Sandra) [G] | Dance Troupe (Sandra) [G] | Dance Troupe (Sandra) [G] |
| | | | |
| | | | |
| | | | |

| ROOM LEGEND | |
|-----------------------|----|
| Staff Room | SR |
| Spruce Homeroom | SP |
| Cypress Homeroom | CY |
| Gym | G |
| Shakespeare (Stage) | S |
| Carnegie (Lower Hall) | C |

7. Elective Courses

Students will have a choice of three Fine Arts electives to enhance their learning and provide an opportunity for choice in the timetable.

Elective options may include:

- Band (Beginner)
- Band (Intermediate)
- Band (R&B)
- Choir
- Dance
- Digital Arts
- Guitar/Ukulele
- Life Skills
- Mechanics I
- Mechanics II
- Metal Work
- Pottery
- Stagecraft
- STEAM
 - Science*
 - Technology*
 - Engineering*
 - Art*
 - Math*
- Stop-Motion Animation
- Theatre Arts
- Visual Arts
- Woodworking
- Yearbook

“Imagination is more important than knowledge ... For knowledge is limited, whereas imagination embraces the entire world.”

Albert Einstein



*“You must **prepare** the ground, **plant** the seed, **cultivate**, and **water** it if you expect to reap the harvest.”* **Stephen Covey**

8. Grades 9-12

The Grade 9 to 12 experience allows students to gain depth in their programming as they prepare for entry into post-secondary institutions. With a focus on the Arts, courses offered to this cohort are rigorous and are intended to provide transferable skills that will support their success as they transition from high school. Courses are offered in a combination of linear and semester styles, which allow students to gain the different benefits offered in both delivery styles. In order to offer our students the widest range of choice, some of our courses run on alternate years. These courses will be offered based on student interest.

We also offer Advanced Placement courses for students who want to accelerate their learning. This allows students to enter post secondary institutions with the pre-requisites already in place.

The key to success is supporting students along their educational path with constant assessment and advisory check-ins; helping them realize their life's purpose and career passion, and guiding them on their journey.

BC Graduation Requirements

Dogwood Diploma

Required courses to graduate:

- At least 16 credits must be at the Grade 12 level including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 1. Two Career Education courses (8 credits in total)
 2. Physical and Health Education courses (8 credits total)
 3. Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 4. Social Studies 10 (4 credits), and a Math 11 or 12 (4 credits)
 5. A Language Arts 10, 11 or 12 and/or an Applied Design, Skills and Technology 10, 11 or 12 (4 credits).

In addition, students on the new Graduation Program must also complete two new graduation assessments aligned with the redesigned curriculum — one in literacy and one in numeracy.

Please note the required courses listed above are the minimum requirements to achieve the BC Dogwood Diploma. Elective programming must be chosen wisely to ensure the requirements for University entrance are met.

At ArtsCalibre Academy we meet with each student starting in Middle School and throughout their Secondary years to assist them in achieving their graduation goals.

Frequently Asked Questions

Q1. When does this requirement take effect?

The new requirement will be implemented in the 2023/24 school year. It will be necessary for any student graduating in the 2023/24 school year, and in all subsequent years, to meet this new requirement.

Q2. Will all students need to complete this requirement?

Yes, all students working towards the BC Certificate of Graduation (Dogwood Diploma, in both English and French) will be required to complete the new graduation requirement, including students at B.C. independent and certified offshore schools.

Q3. Will the new requirement impact students' transitions to post-secondary?

No, the model includes options for students to meet the new requirement through completion of existing provincial courses which are already accepted by post-secondary institutions in Canada.

For post-secondary programs offered outside of Canada, or with highly specific entrance requirements, students could potentially choose a Grade 10 level course or include the new requirement as an elective.

The new requirement aligns with actions taken by public post-secondary institutions to introduce required Indigenous education coursework for students, including BC teacher education programs and UBC School of Law.

If you have additional questions, including available course options for your child, please contact your local school or school district.



Ministry of Education and Child Care Contact Information



GradRequirements@gov.bc.ca



gov.bc.ca/indigenous-focused-grad-requirement

Indigenous Focused Graduation Requirement



BRITISH COLUMBIA | Ministry of Education and Child Care



As part of the Province of British Columbia's commitment to truth, reconciliation, and anti-racism, the Ministry of Education and Child Care is implementing a mandatory Indigenous-focused graduation requirement for all students.

The new requirement builds on work-to-date to integrate Indigenous perspectives and content across the redesigned K-12 provincial curriculum and into professional development and standards for BC educators. There are several ways students will be able to meet the new requirement, depending on their school or school district's specific course offerings.

What's Changing?



Meeting the requirement

Four credits, of the 80 credits required to graduate with a BC Certificate of Graduation, **must include an Indigenous-focused course(s)** (the typical BC course is 4 credits).

Current options that students can choose from:

Provincial courses

- Eight English First Peoples courses, Grades 10-12, BC First Peoples 12 and Contemporary Indigenous Studies 12.
- These courses also satisfy other graduation requirements in English language Arts and Social Studies.
- For a full list of Provincial course options, including credit values of each course, please see the Ministry website.

First Nations language courses

- 18 First Nations Language courses, Grades 10-12.
- For a full list of First Nations language course options, please see the Ministry website.

Board/Authority authorized (BAA) courses

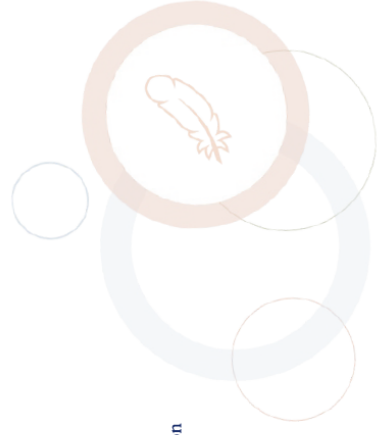
- Boards/Authorities can authorize locally developed courses to enable students to meet this requirement.
- Engaging local First Nations in developing such courses is required for BAA courses to meet this new graduation requirement.
- Please contact your school or school district to obtain information regarding available BAA courses.

Why the change?

This change to the BC Graduation program represents an important next step towards lasting and meaningful reconciliation. The new graduation requirement will provide all B.C. students with the necessary time and opportunity to develop a deeper understanding of the experiences, cultures, histories, and contemporary contexts of Indigenous peoples in Canada.

The Indigenous-focused graduation requirement responds to commitments in the Action Plan for the *Declaration on the Rights of Indigenous Peoples Act* and is consistent with the obligations in the BC Tripartite Education Agreement.

The new requirement also reflects ongoing work by the Ministry of Education and Child Care, the First Nations Education Steering Committee, and other education partners to address Indigenous-specific racism in the K-12 education system.



9. The Duke Of Edinburgh

Global Leadership Program

We believe that not all learning happens in the classroom. In fact, we believe that some of life's biggest lessons happen in the least likely locations. This is how our framework helps young people discover a talent, trait or passion at which they can excel, giving them the confidence to take their future in stride.

The Duke of Edinburgh's International Award is a global program with the goal of challenging, empowering and recognizing young people between the ages of 14 and 24. From coast-to-coast-to-coast since 1963, we have helped motivate young Canadians to set goals and challenge themselves to take control of their lives and futures.

The classroom is not the only place to nurture the potential of one of our country's greatest natural resources – our youth. We strive to reach young Canadians in communities across the country and provide a platform that helps them chart their individual path and equips them with important life skills.



ArtsCalibre Students

Gold Level Award

ArtsCalibre Academy encourages all students to take this development program. The program provides high school credits for the community service and leadership, which is infused in our approach to learning.

Students can begin the process of working through the three levels of this program — Bronze, Silver and Gold. They receive two credits per level towards graduation. At the end of grade twelve, students can receive the Gold Level Award receiving six graduation credits.

ArtsCalibre Academy is a provider of the Award Program giving young people the best possible start. Confidence, resilience, teamwork — just some of the skills young people get through their Award that help them in life and improve their chances of moving forward in education or gaining employment.

What Drives us?

Our Award program challenges young Canadians to develop skills and tools to improve themselves and their communities by encouraging them to go beyond their comfort zone. Many young people, through lack of confidence, opportunity or education, feel incapable of affecting real change in their communities. Our unique program is designed to help them discover that they are more capable and powerful than they ever dreamed.

**The Duke of
Edinburgh's
International Award
CANADA**

At-a-glance guide to completing your Duke of Ed Award.

Award Requirements (Summary of Conditions)

| Award Level & Age Requirements | Service | Skills (activity must be passive and/or non-athletic in nature) | Physical Recreation (activity must be active and/or athletic in nature) | Adventurous Journey (for other Adventurous Journeys you must be 18 or older and project must be pre-approved in advance) | The Gold Project (must be 16 years of age to embark on The Gold Project in order qualify for Gold level) |
|---|--|--|--|--|---|
| BRONZE Minimum start age 14. Complete 4 sections as indicated. | 13 weeks Average of one hour per week dedicated to each activity over the time period Plus an additional 13 weeks in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards. | To encourage the development of personal interests, creativity or practical skills | To encourage participation in sport and physical recreation for the improvement of health and fitness | To encourage a spirit of adventure and discovery while undertaking a journey in a group | Additional requirement completed at Gold level to broaden participants' experience through involvement with others unknown to them in a new setting |
| SILVER Minimum start age 15. Complete 4 sections as indicated. | 26 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to the Award (have not achieved Bronze) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards. | 13 weeks Average of one hour per week dedicated to each activity over the time period | 13 weeks Average of one hour per week dedicated to each activity over the time period | Preliminary training: Practice Journey 1 day Qualifying Journey: 2 days + 1 night 6 hours of purposeful effort per day | n/a**** |
| GOLD Minimum start age 16. Complete 5 sections as indicated. | 52 weeks Average of one hour per week dedicated to each activity over the time period If a Direct Entrant to The Award (have not achieved Silver) then an extra 26 weeks is required in either: Service, Skills or Physical Recreation. Participants select which section the extra weeks will be dedicated towards. | 26 weeks Average of one hour per week dedicated to each activity over the time period | 26 weeks Average of one hour per week dedicated to each activity over the time period | Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 3 days + 2 nights 7 hours of purposeful effort per day | n/a**** |
| Examples | Voluntary work with seniors, challenged youth, homeless groups etc. School activities with peers, student council, year book, etc. | Music, computer programming, crafts, graphic arts, life skills, collections, etc. Must be a passive rather than an active undertaking. | Individual or team activities such as: soccer, karate, fencing, swimming, hockey, basketball, ballet, dance, skiing, yoga, cycling, badminton, etc. *If you break a sweat, it counts! | Preliminary training: Practice Journey 2 days + 1 night Qualifying Journey 4 days + 3 nights 8 hours of purposeful effort per day | 5 days + 4 nights Training courses, student exchanges, cultural or service projects, conferences, etc. |

Participants must be registered with their Division before starting their Award
 Participants must complete all sections at one level before progressing on to the next level
 ****Participants must be at least 16 years of age to embark on their Gold Project.

Revised September 2017

dukeofed.org/bc



10. International Travel

Grade 7-12

Travel Plans

In the third term, students in Grades 7-9 will have the opportunity to travel. This is to provide students with the opportunity to set goals and fundraise as well as learn about other cultures and countries. Part of the requirements for the program is that they must set goals to fundraise for the trip. This coming year our plans are to travel to either Italy or Cuba. In the term leading up to the trip, students will learn about where they are travelling to. We will also prepare a cultural exchange whereby students will share our culture/traditions with young citizens of other countries.



“ Creativity is intelligence having fun.”

Albert Einstein

Benefits of Student Travel:

Compassion

Exposure to the problems and positive aspects of other lifestyles helps students see their world in a different way.

Confidence

Living and working for any amount of time in a culture that is different from home can help prepare students for college in ways more profound than any sleep – away camp or vacation. Overcoming challenges while travelling help students grow confidence and prepare them for life’s obstacles.

Networking

International travel, especially with a group or through a formal program, provides students with a global network of contacts and references.

Better Academic Performance

Research has shown that travel increases gains in academic content knowledge. Travelling while young, of course while fun, is also an important investment to enhance a students' academic performance in the future.

Perspective

Unfamiliarity and separation from home are great incubators for thought. New experiences will question one's preconceived ideas. This enriching experience challenges students to open their minds regarding food, friends and their basic needs.

Individuality

Travel provides experiences to define a person's place and purpose and establishes lifelong values and priorities. Discovering a new place is also a chance to discover one's self, without the usual influences of home.

Growth and Independence

While away from home and the ease of a regular support system, students have opportunities to see what they are capable of accomplishing by themselves. Travelling allows students to develop themselves in ways that cannot be achieved without stepping outside of their "comfort zone".

Appreciation

Getting away from home is also a chance to allow a student to realize what they miss most. Experiencing another place and culture is an opportunity to appreciate what they already have and realize the importance of the little things that may otherwise go unnoticed.

New Friendships

Cultural immersion through travel and service programs can also help break down language barriers and open new channels of lifelong communication. Exploring a new place opens doors to establish new friendship and relationships that never would have been acquired without travelling.

ArtsCalibre Academy will travel every two years to provide the time needed to plan and fundraise for the experience. There is also a service component to the travel plan in which we give back to our local community.



11. Outdoor Pursuits

Grade 6-12

Outdoor education strengthens a child's self-confidence and self-esteem. It provides a great non-competitive atmosphere to the traditional academic environment. Students can achieve useful non-academic, yet similarly useful and valuable skills, such as independence, self-reliance, and confidence.

At ArtsCalibre Academy, students in grades 6-12 (this may change slightly depending on the learning groups) will spend two nights camping. Students are expected to be actively involved in the planning of meals and supply lists. Once they have successfully completed a two-night trip, they can apply to do a five-day and then a seven-day trip.

Students receive credit for Outdoor Pursuits as part of their graduation in addition to Active Living in grades 11 and 12.

"The arts aren't just important because they improve math scores. They're important because they speak to parts of children's being which are otherwise untouched." **Sir Ken Robinson**

12. Teaching Team

Miss Chloe Crosby-Ratte

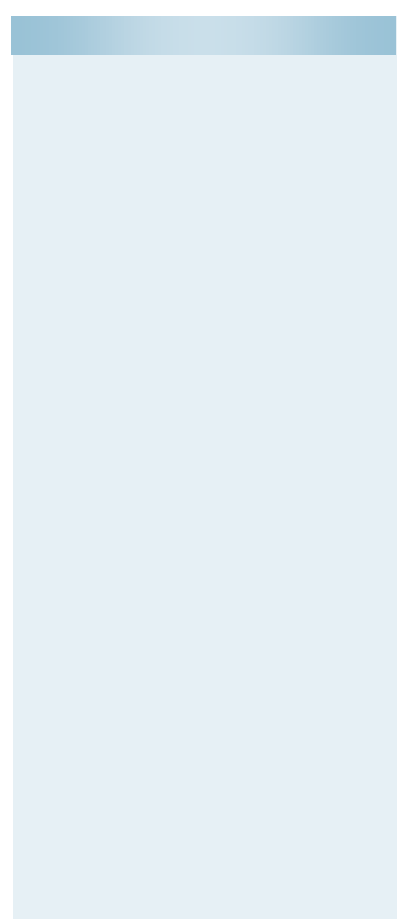
Miss Hannah Blumer

Miss Katie Tracey

Ms. Trish Snowdon

Ms. Sandra Walton

Miss Shalyn Starr



We don't learn from
experiences, we learn from
reflecting on the
experience.
-John Dewey



ArtsCalibre Academy
arts inspired education

3909 St. George's Lane, Victoria, BC V8N 4E3
250-382-3533 admissions@artscalibre.ca
www.ArtsCalibre.ca