

Vanier Catholic Secondary

Course Information
Booklet

2015-2016

The uniqueness of each child is celebrated.

School Leadership Team

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*For additional information on school procedures and policies, please refer to the School Handbook, available for download on the school website:
<http://www.vcss.ca>*

This course handbook is a planning guide to assist students in determining their course of academic studies. Ultimately, each student's program is the responsibility of the student and their parent(s). They should therefore take the time to review their program together, ensuring that they make informed decisions, while keeping in mind their post-secondary goals.

As it can be difficult to make changes once selections have been made, it is important that students are careful choosing their courses. That said, it isn't always possible for timetables to reflect all of a student's wishes, as some courses may be full or may run concurrent with another course they wish (or need) to take.

If questions, concerns or suggestions surface, please contact either the administration or the counselor, as they are available to meet with you to help you make the most of your secondary years. They can assist you with personal problems, academic planning and career decision-making. The counselling offices have information about apprenticeship and cooperative education programs, colleges, trades schools, and universities. As entrance requirements for post secondary programs vary, it is important to be informed when planning what courses to select.

For more information on our school, the Yukon Department of Education policies or the curriculum documentation that we use, please refer to the following websites:

School:	www.vcss.ca
Department:	www.education.gov.yk.ca
BC Ministry:	www.bced.gov.bc.ca

MISSION STATEMENT

To educate children in a Catholic learning environment.

*Through the sharing of knowledge and Christian values
and by celebrating our Catholic faith,
students are assisted in developing a personal faith and
an understanding and appreciation of self and others.*

*Each child has the opportunity to strive for academic excellence and
to reach his or her potential as a life-long learner.*

The uniqueness of each child is celebrated

A STATEMENT OF VALUES AND BELIEFS

*We believe that parents and guardians, students, teachers,
administrators, and the Catholic community
are the key contributors to Catholic education. All work
together for the emotional, intellectual, moral,
physical, social and spiritual development of the whole
child. Values taught by example empower and support
children for a lifetime of learning and participation in
their own community and the global community.*

These values include:

*a strong personal relationship with God,
love, respect and forgiveness of oneself and others,
a sense of self-worth,
critical and creative thinking skills,
interpersonal skills and
witnessing to our faith in the world.*

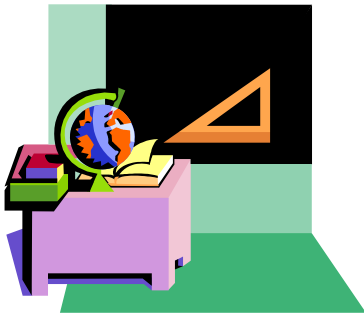
FACTORS TO CONSIDER IN COURSE PLANNING

1. Territorial and provincial graduation requirements.
2. VCSS course requirements.
3. Individual academic strengths and weaknesses.
4. Entrance requirements of post-secondary educational institutions / programs. (Universities, colleges and technological institutes have diverse requirements for their programs. It is important to do some early research so that you have a good sense of the requirements).

***Remember: Secondary School Graduation
does not equal
post-secondary acceptance!***

Helpful Resources

Parents	Discuss course selection options with your parents. Consider the factors listed above.
Websites	All post-secondary institutions maintain websites where they post entrance requirements and general program information.
Teachers	Talk to teachers to get more details about specific courses.
Student Services	Work with a counselor or administrator to clarify information or to help with overall course planning.
Prayer	We encourage you to consider your choices prayerfully, seeking God's direction.



Vanier Catholic Secondary School Graduation Program

Starting in Grade 10, students will begin earning four credits for each course they complete successfully. Graduation requires a total of **80 credits**, and at least 16 credits (4 courses) must be at the Grade 12 level.

The following courses are required for high school graduation:

Language Arts 10	4 credits	Language Arts may include English or Communications courses.
Language Arts 11	4 credits	
Language Arts 12	4 credits	
Mathematics 10	4 credits	Mathematics courses include: Pre-calculus, Foundations or Workplace and Apprenticeship.
Mathematics 11	4 credits	
Science 10	4 credits	Science courses include Biology, Chemistry, Physics, Earth Science, Geology and Mining.
A science at the 11 or 12 level	4 credits	
Social Studies 10	4 credits	
Social Studies 11 or Civic Studies 11	4 credits	
Physical Education 10	4 credits	
Religion/ Planning 10,	4 credits	
World Religions 11, and	4 credits	
a Religion 12 equivalent	4 credits	
Fine Art and/or Applied Skill	4 credits	at the 10, 11 or 12 level
Graduation Transition Stds.	4 credits	Standards include 100 hrs of physical activity per year after PE 10, 30 hours of community service and a graduation transition plan

At least 16 credits (4 courses) must be at the Grade 12 level.

Graduation Program Examinations

Some courses have mandatory exams as required by the Yukon Department of Education. These exams must be written to earn credit for the course.

- Students in **Grade 10** must write three exams:
 - English 10
 - Science 10
 - Mathematics 10 (Apprenticeship and Workplace **or** Foundations and Precalculus)

These exams are worth 20% of the final course mark.

- Students in **Grade 11** must write one exam:
 - Social Studies 11 **or** Civics 11.

This exam will count for 20% of the final course mark.

- Students in **Grade 12** must write one exam:
 - Communications 12 **or** English 12.

This exam will count for 40% of the final course mark.

In addition, other courses may have teacher/school created exams as summative assessments.

Policies

Course Change – Drop / Add Policy

Course changes **may** be possible **within the first ten school days of a semester** under the following conditions:

1. Classes are not filled.
2. There is minimal disruption to the rest of the student's timetable.
3. The teacher of the newly added course agrees to accept the student in their class.
4. The student will make up any work that was missed.

All changes are subject to administrative approval.

After the first 10 days, courses cannot be 'dropped' to take a "skills" block or study period.

** The administration team will occasionally make allowances for exceptional circumstances when applying the "add / drop" policy.*

Study Block Policy

Students in Gr. 8 through 11 are not allowed to have 'study blocks' or open blocks.

Gr. 12 students are granted the privilege of *one study block for the year* (i.e. they must be registered in at least seven courses). If students are registered in six academic courses over the year (3 per semester) and they have sufficient credits, they may be granted an additional study block.

Skills Policy

Our Skills Program has room for students to work independently or to receive one-on-one help. The numbers of students permitted in each block is determined by staff availability. Skills blocks are intended for students who have Individual Education Plans (IEPs) or Student Learning Plans. Students who do not meet these criteria will not be allowed to take a skills block except in exceptional circumstances, as approved by the administration.

Alternative Options for Earning Credits

Correspondence

Correspondence courses are coordinated through the Aurora Virtual School. The school will cover the cost of the courses (~\$700) only if there is a timetable conflict that makes taking the course impossible. The school may request that a course be deferred to the following year before covering the cost.

Dual Credit Courses

Students may take courses at a post-secondary institution (ie – Yukon College) and receive credits at both institutions. Yukon College in particular offers courses aimed at students in grades 11 and 12 who are interested in taking university level courses. Some courses have pre-requisites that students must have completed before the course starts. Selected courses must fit in the student's schedule and must be approved by the counselor.

External Credits

Students can earn external credentials by taking courses, programs or activities that fall outside the normal Yukon school curriculum. Of the many options available, the most commonly accessed are:

Course Name	Credits	Requirements
Athlete 11	4	Competed at Western Canada Summer Games, Arctic Winter Games, or North American Indigenous Games
Athlete 12	4	Competed at Canada Summer Games, Canada Winter Games, or at a national championship
Coach 11	4	Level 1 Theory plus 75 hours of coaching
Coach 12	4	Full Level 1 Certification plus 1 st Aid and 150 hours coaching
Official 11	4	Certification plus 50 hours officiating
Official 12	4	Certification plus 100 hours officiating
Lifesaving 11	2	Bronze Cross
Lifesaving 12	2	National Lifeguard Certification (Red Cross – WSI)

A certification form is available at the office if a student wishes to access this program.

Challenging Courses

A teacher, at the request of a student, may develop a course challenge procedure for a particular course. This process may include a combination of a final exam, a major project, and an oral assessment of learning to ensure all the learning outcomes have been met.

Credit Recovery

Unfortunately, there are times when students are unable to demonstrate mastery of the learning outcomes of a particular course within the regular timeframe of the course. If this is due to circumstances beyond the students' control, there are several options that may be enacted by the administration to "recover" those credits.

Credit Recovery Option: Moodle or ProActive Courses

These are a series of self-paced learning courses (Moodle is computer based, ProActive is paper-based). Students may be permitted to enroll in one of these course options (or portions of the course) after being recommended by the Head of Student Services, and only after they have not passed that course in a class-based setting. Even then, these courses are suited to students who are capable of working independently and are motivated to keep to a schedule.

Credit Recovery Option: Extra Time

At the discretion of the teacher, students may be granted extra time to demonstrate mastery of the course outcomes they missed during the semester. The administration will only support this option if the teacher is in agreement and feels that the circumstances were, in fact, beyond the student's control. Teachers may use a student's work habits in class, attitude and engagement as factors when making this decision.

ENGLISH LANGUAGE ARTS

Humanities 8

Humanities 8 is a combination of the English 8 and Social Studies 8 curriculums. It is designed not to be two courses running concurrently, but to integrate the two seamlessly. It focuses on the basic communication proficiencies: listening, speaking, reading and writing. Students compose prose and poetry to develop their written skills, with emphasis on sound sentence and paragraph structure. A selection of novels, short stories and poetry will be examined, and the Social Studies 8 curriculum will be used to enhance learning. Students will develop verbal communication skills by giving presentations on a variety of topics.

Humanities 9

Humanities 9 encourages students to further develop the oral and written communication skills they established in Humanities 8. As with Humanities 8, this course is intended to integrate Social Studies and English. A variety of literature including poetry, short stories, novels, drama, prose, and media will be examined to promote comprehension and critical thinking. Language and grammar usage, sentence and paragraph construction, vocabulary enhancement, knowledge of literary terminology, research, essay writing, creative writing and journal entries will further perfect the students' ability to communicate orally and using the written word. The Social Studies 9 curriculum will be used as a means to meet the aforementioned skill based goals.

English 10 EN 10

4 Credits

English 10 focuses on the study of literature including poetry, short story, novels, and non-fiction articles. The course also emphasizes the manipulation of language through writing, including descriptive, narrative, exposition and poetry. The development of essay and response writing will be incorporated into literature units. Students' oral communication skills are developed through presentations, role-playing, interviews and discussion.

Note: A Graduation Program Exam makes up 20% of the final grade.

English 11 EN 11

4 Credits

The objectives of EN 11 are to increase the appreciation, critical evaluation and interpretation of literature and to increase competency in the use of the English language. Students study the short story, novel, a Shakespearean play, poetry, and the essay. Special emphasis is placed on the writing process, whether in the form of analytical writing or fiction. Oral communication skills are developed through presentations, an interview and discussion.

Communications 11 COM 11

4 credits

This is a practical course for students not planning on pursuing university education. The development of speaking and writing skills for everyday living are emphasized. The course includes the study of non-fiction material (such as advertising, newspaper and magazine articles), a modern play, poetry, short stories and a novel. Practical writing will be an important component.

English 12 EN 12

4 credits

Students build upon skills emphasized in Grade 11. The course has a strong literary basis that includes the study of the influential voices of the twentieth century in short story, poetry and the novel. A Shakespearean comedy will be read. There will be a unit in which student-selected nonfiction (newspaper or magazine articles) is analyzed. By the end of the course students should be competent in literary analysis and be able to write a well-constructed and thoughtful essay.

Note: A departmental exam, the British Columbia Provincial, makes up 40% of the final grade.

Communications 12 COM 12

4 credits

This course continues the practical study of English, designed for students not planning to pursue university education. Practical reading, writing, speaking, listening and representing skills are stressed. Developing resumes and writing letters and reports will be emphasized. Contemporary reading material will be featured.

Note: A departmental exam, the British Columbia Provincial, makes up 40% of the final grade.

Note: COM 12 or EN 12 is required for graduation.

Writing 12 WR 12

4 credits

This course is a writing class approved by the British Columbia Ministry of Education. The workshop approach will be used with projects. Real writing activities such as editorials or young authors' pieces will be encouraged. There is no examination in this course. The final mark will be based on portfolios of work developed and collected by the student over the course. This course is designed for students who enjoy writing and possibly are interested in careers linked to writing.

SOCIAL STUDIES

Social Studies 10 SS 10

4 Credits

Consists of the study of Canada (1815 - 1914). Elements include Canadian identity with emphasis on changing relationships of Aboriginal peoples, including women, families, and immigration. The evolution of responsible government and federalism will also be studied, as well as economic and geographic factors.

Sciences Humaines SCH 10

4 Credits

The same goals and learning outcomes of Social Studies 10 are available for study...en français. Students who successfully complete Sciences Humaines 10 are not required to take French 10 and may advance to French 11 in their 2nd semester or in the following school year, whatever fits their schedule best. Assignments, readings, projects and presentations will be adapted to students' language ability while studying the same learning outcomes as Social Studies 10.

Students in Sciences Humaines can expect to participate in a number of excursions and hands-on activities including....

- historical walks of downtown Whitehorse
- visits to the McBride museum
- excursions and presentations relating to our local physical environment
- French-speaking guest speakers

Social Studies 11 SS 11

4 credits

Social Studies 11, a required course for graduation, marks the culmination of student's social studies education. With its focus on historical and contemporary social, cultural, political, legal, economic, and environmental issues, Social Studies 11 contributes to the important goal of preparing students for their future lives as Canadian citizens and members of the international community. The curriculum is designed to engage students in critical reflective inquiry into the challenges facing Canadians at the beginning of the 21st century. The course covers three areas of importance to students' understanding of Canadian society and of their lives as Canadian and global citizens:

- The Canadian Identity
- Canada and the World Community
- Canadian and Global Citizenship

Note: A Graduation Program Exam makes up 20% of the final grade.

Civics Studies 11 CIV 11

4 Credits

The new Civics 11 course is one of two Graduation requirements with Social Studies 11. The aim of Civic Studies 11 is to enhance students' abilities and willingness to participate actively and responsibly in civic life. Civic Studies 11 offers opportunities for students to deliberate individually and with others on civic matters—local to global—for the purpose of becoming informed decision makers and empowered in civic action. The course is intended as a study *in civics*; whereas the study *about civics*

is a means to the end. Civic Studies 11 offers opportunities for students to form reasoned stands on issues, and to participate in socially relevant projects and real life learnings for the purpose of developing civic mindedness. This course enables students to relate their learning in school to their civic duties and expectations, enhance their sense of membership in society, and increase their ability to take more active roles as citizens of Canada and the world.

Note: A Graduation Program Exam makes up 20% of the final grade.

History 12 HI 12

4 credits

This course requires student commitment to considerable reading and essay writing, as well as participation in class discussions. History 12 is a survey course of the 20th Century history. It emphasizes European history and provides an overview of the causes of WW1, the rise of Fascism, WW2, the Cold War, and the formation of the superpowers. Critical thinking, problem solving and writing skills are developed through the study of these major issues. This course is designed to give the student an overview of the political, economic, and social issues of the 20th Century.

Geography 12 GEO 12

4 credits

Geography is the study of the earth, and of the relationship between the earth and mankind. Students will study the surface features or relief of the earth as well as the forces that break down these surfaces. Students will also study our atmosphere in the examination of weather and climate. The various types of soils and vegetation found on our planet and their relationship with climate will be examined. Students will learn how the physical and artificial features of the earth are recorded on topographical maps, and how these maps can be used as a tool in resource planning.

Students will also study the relationship between man and his environment, which is, in part, what the science of Ecology does. Many of the major environmental concerns with which we are faced will be examined such as ozone depletion, the greenhouse effect, water pollution, ocean pollution, tropical forest destruction, acid rain, desertification and desertification, air pollution, waste disposal, wetland destruction, and soil erosion. Students will discuss possible solutions to these problems; investigate how existing energy sources can be used more efficiently, and how alternative energy sources could be utilized. The role of resource management plans and conservation programs in preserving our environment will be examined.

Although it is not a prerequisite for this programme, Earth Science 11 gives students a solid background for Geography 12

Law 12 LAW 12

4 Credits

Law 12 covers the Canadian legal system, its evolution, branches, and procedures. It develops an understanding of the role played by our legal system in preserving civil rights and social order, and facilitating social reform. Students will also find the course a useful background for legal situations that can arise in business and personal life. Units of study include Origins of Law, Civil Liberties, Law of Torts, Criminal Law, Law of Contracts, and Family Law. The considerable course readings are supplemented with in-class mock trials and field trips (i.e.: the Law Courts)

Yukon First Nations Studies 12 FNS 12

4 Credits

Yukon First Nations Studies 12 will focus on Yukon First Nations land tenure traditions, traditional law, the Yukon Land Claim and the resulting settlement and self-government agreements. The course has been designed to involve a wider community in discussions about First Nation relationships to the land. Yukon First Nations Studies 12 is one of three courses available for students to complete the Social Studies 11 graduation requirement. This course has an examination worth 20% of the final mark. All students taking First Nations Studies are required to write the examination in order to receive credit for this course.

Psychology 12**YPSY 12**

4 Credits

Why do people – both individuals and groups – behave as they do? Psychology is the scientific study of behaviour and mental processes. In this course students will gain a familiarity of the basic concerns of psychology: statistics and research methods, the connection between the brain and behaviour, sensation and perception, cognition, motivation and emotion, learning and memory, human development, personality, abnormal behaviours, and different approaches to therapy. These concepts will be explored in class readings and discussion. In addition to regular in-class assignments based on the text readings, students will be expected to complete a research project, a personal project further exploring one of the above topics, a mid-term exam, and a final exam.

Comparative Civilizations 12 CCN 12

4 credits

Comparative Civilizations 12 is a course designed to give students an understanding and knowledge of the accomplishments of past civilizations. This course will examine key individuals and the beliefs and values of European, Asian, African, and Meso-American civilizations that have greatly influenced the world. Topics will include achievements in such disciplines as art, architecture, philosophy, religion, technology, and history. This course will examine both European and non-European civilizations. Possible areas of investigation include: The Origins of Humans, Egypt of the Pharaohs, Classical Greece, Imperial Rome, Dark Ages/Age of Chivalry, The Renaissance, The Age of Exploration, The Enlightenment, The Emperors of China, Ancient India, Feudal Japan, Early Islamic Civilization, Ancient Persia, The Byzantine Empire, The Ottoman Empire, The Meso-American cultures of the Aztecs, Mayans, and Incas. It is expected that students in Comparative Civilizations 12 will study in detail at least four of the civilizations featured in the list above.

This course focuses on the study of the interrelationships among art, culture, and civilization. For the purpose of this curriculum, the terms art and artworks are used in the broadest sense to include literature and the applied and fine arts; culture is the way of life of a given group of people; and civilization is the synthesis of a characteristic set of works of art, beliefs, institutions, and ways of living of people in a specific time and place.

MATHEMATICS

The main goals of mathematics education are to prepare students to:

- solve problems
- communicate and reason mathematically
- make connections between mathematics and its applications
- become mathematically literate
- appreciate and value mathematics
- make informed decisions as contributors to society.

Students who have met these goals:

- gain an understanding and appreciation of the role of mathematics in society
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical problem solving
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity about mathematics and situations involving mathematics.

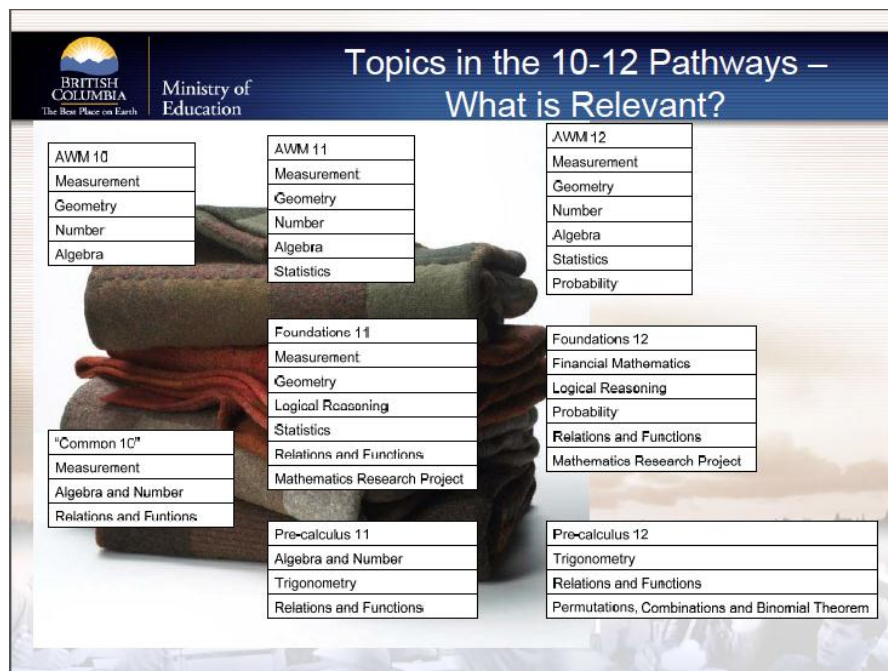
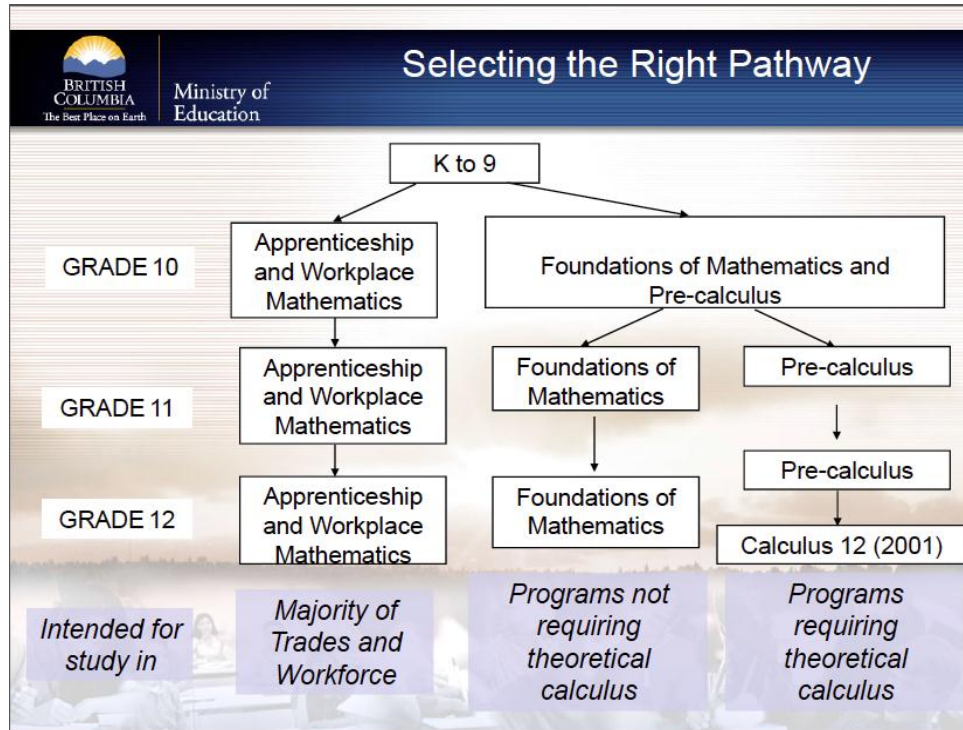
In order to assist students in attaining these goals, teachers are encouraged to develop a classroom atmosphere that fosters conceptual understanding through:

- taking risks
- thinking and reflecting independently
- sharing and communicating mathematical understanding
- solving problems in individual and group projects
- pursuing greater understanding of mathematics
- appreciating the value of mathematics throughout history.

MATHEMATICS

Math courses in the Yukon split into three pathways by the time students have completed their studies. The path students choose to take depends on their goals and aptitudes. The options are as follows:

MATHEMATICS PATHWAYS



MATHEMATICS

Apprenticeship & Workplace Mathematics 10 (AWM10)

Prerequisite: A MA9 course

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, trigonometry and finances. There is a provincial exam at the end of this course that is worth 20% of the final mark.

Apprenticeship and Workplace Mathematics 11 (AWM11)

Prerequisite: AWM10 course

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include measurement, geometry, finances, algebra and statistics. It is each student's responsibility to investigate the requirements of any post-secondary program they may wish to pursue prior to selecting their pathway.

Apprenticeship and Workplace Mathematics 12 (AWM12)

Prerequisite: AWM11 course

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include measurement, geometry, finance and small business options, linear relations, probability and statistics. It is each student's responsibility to investigate the requirements of any post-secondary program they may wish to pursue prior to selecting their pathway.

Foundations of Mathematics & Pre-Calculus 10 (FMP10)

Prerequisite: MA9 recommended 65% minimum

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. Topics include algebra, measurement, relations, functions and trigonometry. There is a provincial exam at the end of this course that is worth 20% of the final mark.

Foundations of Mathematics 11 (FOM11)

Prerequisite: FMP10

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include measurement, geometry, trigonometry, logic, statistics, quadratics, systems, and research. Graphing calculators will be provided to students and signed out through the library. It is each student's responsibility to investigate the requirements of any post-secondary program they may wish to pursue prior to selecting their pathway.

Foundations of Math 12 (FOM 12)

This is an academic course. Topics include finance, logic, probability, relations and functions. Graphing calculators will be provided to students and signed out through the library.

Pre-Calculus 11 (PREC11)

Prerequisite: FMP 10 recommended 65% minimum

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies that require the study of theoretical calculus. Topics include absolute value, radical and rational functions, trigonometry, quadratic functions, systems, reciprocals, sequences and series. Graphing calculators will be provided to students and signed out through the library. It is each student's responsibility to investigate the requirements of any post-secondary program they may wish to pursue prior to selecting their pathway.

Pre-Calculus Math 12 (PREC 12)

Prerequisite: PREC 11 recommended 65% minimum

This is an academic course designed for students who have a particular interest in mathematics, or who have career aspirations in the fields of engineering, mathematics, the sciences, economics, and some business programs. The main purpose is to develop the skills needed to continue on with the study of calculus. This course relies heavily on topics covered in previous grades. It is strongly suggested that students with less than 60-65% in Pre-Calculus Math 11 discuss their course selection carefully with their teacher. Topics include graphing transformations, polynomial, rational and radical functions, logarithms, trigonometry and combinatorics. Student success is often a combination of good prerequisite skills along with good attendance and strong work habits.

Calculus 12 (CALC 12)

Prerequisites: PREC12 recommended 70%

This is an academic course intended to meet two objectives. To provide students with: 1) skills in calculus while they are still in high school, 2) a better preparation for calculus in college and university. Content will include units on differentiation and integration and applications of each. Students who plan on registering in a university or college math course are strongly recommended to take this course.

SCIMATICS

The concept of **Scimatics** is to combine the studies of **Science and Mathematics** into one integrated subject, allowing the students to learn how the two disciplines are intimately connected to each other. This combination allows for more time to address mathematics concepts and for daily practice of these concepts through grades 8 and 9. Students are also taught many concepts through problem-based learning with as many “hands-on” experiences as possible.

Scimatics 8

Math 8 reviews many of the basic skills in mathematics and then applies them to problem solving. It gives the student a sampling of the topics studied in future levels of mathematics. The use of calculators will be encouraged in the latter part of the course.

The Science 8 program is designed to introduce students to a laboratory approach to scientific inquiry. Students are taught how to use equipment, follow instructions and work safely in the science lab. The content topics for the course are cell theory, matter & energy, the earth’s surface, and science process skills.

Scimatics 9

Grade 9 is a critical year in the study of Mathematics. A good grasp of basic algebra is the prerequisite for ALL higher Mathematics courses. Students at this stage should have no problem using whole numbers, decimals, fractions, positive and negative numbers (integers). Concept organizers in this course include Number Concepts and Operations, Patterns and Relations, Shape and Space, Statistics and Probability, and Problem Solving.

In science, students will further develop their understanding of the major fields of Science. The following units are the basis for Science 9: Micro-organisms, atoms and elements, fundamental forces, quantum theory and Earth’s cycles.

SCIENCE

Science 10 SC 10

4 Credits

Science 10 will further develop students' understanding of the major fields of science. Laboratory skills, such as microscope use, will be emphasized. The following topics will be studied: biology (life systems and functions, reproduction, heredity and genetics), chemistry (chemical symbols, formulae and reactions), physics (electricity and magnetism) and earth science (geology and meteorology).

Note: A Graduation Program Exam makes up 20% of the final grade.

Biology 11 BI 11

4 Credits

This course examines the spectrum of life forms on earth. After introducing Biology, the course discusses classification and theories of change in life forms. The investigation and/or dissection of representative life forms are common. The following topics are the basis for Biology 11: Microbiology - viruses, bacteria, protista; Mycology - fungi; Plant Biology - algae, gymnosperm and angiosperm; Animal Biology - sponges, jellyfish, worms, snails, starfish, insects, chordate; Adaptation and Evolution; and Ecology - dynamics of population change due to varying birth rates, death rates, predation and disease.

Chemistry 11 CH 11

4 Credits

Chemistry 11 is an introductory laboratory course concerned with the description, classification and theory of matter. It is recommended that students choosing Chemistry 11 have a solid mark from Science 10 and a strong background in Mathematics. The following topics are the basis for Chemistry 11: Laboratory Safety; Measurement and Communication; Classification of Matter - atoms and molecules; Periodic Table properties and structures; Chemical Reactions - calculations involving reactions (stoichiometry); Solutions; and Organic Chemistry.

Physics 11 PH 11

4 Credits

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. The application of physics to everyday situations is highlighted throughout the curriculum. The following topics will be studied: wave motion and geometric optics, kinematics, dynamics in one dimension, energy, special relativity, nuclear fission and fusion.

Applications of Physics 11 AP 11

4 Credits

The Applications of Physics 11 and 12 curriculum is relevant to a wide range of human concerns and achievements. The concepts of physics have a profound effect on the way we think about our universe, our societies, our interactions with the environment, and ourselves. Technological change, which stems from the application of science concepts, is often accompanied by extensive social change.

By placing physics concepts in the context of technology and its role in society, the Applications of Physics 11 and 12 curriculum helps students develop knowledge and skills that they can apply directly in further studies and careers in the sciences, technologies, and trades. By using, designing, and constructing a variety of devices, students develop the knowledge, skills, and attitudes that enable them to adapt to and take advantage of technological change.

The pedagogical approach in Applications of Physics 11 and 12 focuses on hands on problem solving methods suited to the interests and abilities of a wide range of students. Students learn basic concepts of physics as they participate in activities including labs and close examinations of commonly used technologies. They develop their knowledge further by designing and constructing various devices for use in classroom activities. To enhance their learning, they visit local workplaces and use local expertise to help them solve problems relevant to themselves, their school, and their community.

Science and Technology 11 ST 11

4 Credits

Science & Technology 11 (MSCT 11) 4 credits Prerequisite: 50% in SC 10 The course is designed for students with a wide range of abilities and deals with issues of Science and Technology as they relate to our society. The course is based on modules and projects with ten topics selected from the following: health, recreation, telecommunications, the home, computers at work, resource management, forestry, transportation, military technology, energy and the environment, waste, food production and distribution and space. Emphasis is on daily progress rather than exam performance. Note: This course fulfills the Science graduation requirement, but does not serve as a prerequisite for grade 12 Science courses.

Biology 12 BI 12

4 Credits

Biology 12 concentrates on the physiology of the human body. The following topics are the basis for Biology 12: Cell Biology - molecular compounds, structures and processes; Human anatomy and physiology - cells, tissues, organs and organ systems. A detailed study of the structures of a system is followed by an examination of how it functions to maintain the body's health. Topics are covered at an advanced level and in detail. Labs focus on all major areas covered within the course, and include the dissection of a complete animal vertebrate, which is used to compare its organ system similarities to human counterparts.

Chemistry 12 CH 12

4 credits

Chemistry 12 is a problem-centered laboratory course involving more advanced concepts. Students enrolling in Chemistry 12 should have shown an aptitude and an interest in Chemistry. Top marks in this course will demand a new level of commitment to study and preparation. The following units are the basis for Chemistry 12: Reaction Kinetics; Equilibrium; Solubility of Ionic Substances; Acids, Bases and Salts; Oxidation - Reduction Reactions.

Physics 12 PH 12

4 credits

Physics 12 is an advanced course for those who might be expecting to continue studying science at a post-secondary institution. This course helps develop analytical, experimental and problem solving skills. The following topics will be studied: two-dimensional kinematics and dynamics, momentum and energy, gravitation and circular motion, equilibrium and electromagnetism.

Geology 12 GEOL 12

4 Credits

Geology 12 is a course that explores local and regional geology. The following units are the basis for Geology 12: Earth Materials-rocks and minerals; Time and Fossils Records; Internal Processes-plate tectonics, earthquakes, volcanoes; Surface Processes-water, glaciation, wind, weathering and erosion; Resources-minerals and energy

Sustainable Resources: Mining 12 SRM 12

4 Credits

Sustainable Resources: Mining 12 is a course available for students to satisfy the Grade 11-12 Graduation Program science requirement.

This course is offered because of the importance of mining to the Yukon society and economy. Integrated throughout this course will be content related to jobs, careers, technology, and safety to promote awareness of opportunities for students. This career and job exploration will ensure students have an understanding of direct and indirect career opportunities. Throughout this course there will also be an emphasis of the impact of extracting and processing the resource on the environment. There will also be discussion around the topic of sustainability and how extracting and processing the resource does not always lead to negative environmental effects.

For the purposes of this course, mining refers to activities related to both mineral resources and hydrocarbons recovered from fossil fuels.

MODERN LANGUAGES

FRENCH

The primary objective of Vanier's French program is communication. Unlike traditional grammar-orientated programs, territorial courses are taught in themes where students learn vocabulary, structures and grammar appropriate to the subject matter. Because communication is the primary goal of this program, grammar has less emphasis, but still plays an important role.

This communicative approach is reflected in the course material, grading and in the final exams, which are divided into written and oral sections. ALL students will have both oral and written exams. It is recommended each student have a French/English dictionary and a Bescherelle for personal use.

Beginner French 8

French 8 is designed for students with little or no previous experience studying French. Emphasis will continue to be placed on listening, comprehension, oral participation and reading skills. Students will expand their knowledge of grammatical structures and vocabulary.

Beginner French 9

Students will further develop their oral and written abilities from Beginner French 8. There will be an increased emphasis on reading and writing. Students will identify similarities and differences between French cultures and their own. Development and mastery of vocabulary and grammatical structures will be emphasized.

Post-Intensive French

All students who participated in Intensive French programming in elementary school will be automatically enrolled in post-intensive French courses.

Post-Intensive French focuses on natural, personalized and authentic interactions. In post-intensive French courses, you will:

- learn language orally first, using correct form and structures
- read related texts focussing on new words, accurate pronunciation, flow and comprehension
- write assignments and complete projects connected to the theme or topic
- share and discuss what you and others have experienced and written

Post-Intensive French 8

The main units studied in PI French 8 are...

Les Grands Canadiens
Les Sports Extrêmes
Ma Vie/La Vie D'autrefois

Students of French 8 will also participate in a variety of activities/excursions such as Franco-connexion, Secondaire en Spectacle, -Café français, -Snowshoeing, -Variety of food-related activities, physical activity, film-viewing, etc.

Post-Intensive French 8

The main units studied in PI French 9 are...

- La responsabilité sociale
- La musique, les émotions et le visuel
- Mystères et Énigmes
- Le petit écran : la télévision

Students of French 9 will also participate in a variety of activities/excursions such as Franco-connexion, Secondaire en Spectacle, Café français, volunteering with the Food Drive/Food Bank, variety of food-related activities, physical activity, film-viewing, hands-on activities and excursions, exchanges with Intensive French students @ CKES

French 10 FR 10

4 Credits

The main units studied in French 10 are...

- les villes de la Francophonie /voyager (itinéraire, donner des directives, survivre en français dans une ville)
- Mon enfance/Ma vie d'enfance et mes intérêts
- Le grand écran....le cinéma et les films
- la technologie
- moyens de transport et pollution

Students of French 10 will also participate in a variety of activities/excursions such as Franco-connexion, Secondaire en Spectacle, Café français, variety of food-related activities, physical activity, film-viewing, hands-on activities and excursions, exchanges with Intensive French students @ CKES

French 11 FR 11

4 Credits

Prerequisite: FR 10 or Sciences Humaines 10

The main units studied in French 11 are...

- I À Votre Santé: sports, sport centres, nutrition, fitness, exercise, team sports
- II Le Pouvoir De La Photo: unité de photographie
- III Moi Dans 10 Ans
- IV Les Arts: la musique, la peinture, l'art visuel, art zine

Students of French 11 will also participate in a variety of activities/excursions such as Franco-connexion, Secondaire en Spectacle, Café français, variety of food-related activities, physical activity, film-viewing, hands-on activities and excursions, cheese-tasting, photo workshops and excursions, sport activities, hands-on art activities, exchanges with Intensive French students @ CKES, opportunity to participate in the 5 week EXPLORE program begins in French 11

French 12 FR 12

4 Credits

The main units studied in French 12 are

- Tourisme Yukon (local excursions, studying tourism, flora/faune of the Yukon, photo project)
- Stereotypes Et Clichés Francophones
- Qui Suis-Je Vraiment?
- La Francophonie Internationale: travel unit, customs, getting ready, traveling overseas, dos and dongs, booking tickets, planning a trip, researching a French-speaking destination)
- Les Carrières (personality tests, research/meet with people working in interested professions; job application, résumé, mock job interviews; pros/cons of various occupations)
- La 12e Année + Sujets Controversés (grad, uniforms, controversial subjects in school; suggestions to improve schooling and school system)
- Justice Sociale Et L'environnement
- L'impact De La Technologie

Students of French 12 will also participate in a variety of activities/excursions such as Franco-connexion, Secondaire en Spectacle, Café français, Vedette de la semaine, Photo shoot du Yukon, musée McBride, visite à l'AFY, organization de la Cabane à sucre; danse, variety of food-related activities, physical activity, film-viewing, hands-on activities and excursions, cheese-tasting, photo workshops and excursions, exchanges with Intensive French students @ CKES, opportunity to participate in the 5 week EXPLORE program available in French 12

Beginner's Spanish 11 BSP 11

4 Credits

Beginner Spanish 11 is a course designed to introduce students to basic communicative elements of the Spanish language and provide them with the language required to communicate basic needs, interests, questions and information. Students in Grades 10, 11 or 12, with no or limited knowledge of the Spanish language may choose this course.

The study of the Spanish language goes hand in hand with the study of Spanish and Latin-American culture. Students will therefore participate in various activities such as meeting native speakers, learning about and participating in various traditions and exploring the wonderful world of Spanish/Latin-American music, food and film.

The main topics to be studied in Beginner Spanish 11 are...

- Survival Spanish: Para Empezar
- The Wonders Of The Spanish-Speaking World (physical geography/country study)
- Passtimes And Friends (likes and dislikes, describing self and others)
- School (classes, rooms, schedules, objects, activities, preferences....)
- Food/Restaurants (recipes, cooking, meals, preferences, ordering food)
- Outdoor Activities, Places, Travel And Future Plans

Throughout the course, students can expect to....

- learn and study festivals and special days in the Spanish-speaking world
- try and make a variety of foods related to the Spanish-speaking world
- study cultural icons and symbols of the Spanish-speaking world
- meet native speakers of Spanish

Spanish 11 is a course designed to further develop students' language abilities in Spanish. Students from Grades 10, 11 and 12, with prior knowledge of the Spanish language may register for this course.

The study of the Spanish language goes hand in hand with the study of Spanish and Latin-American culture. Students will therefore continue to participate in various activities such as meeting native speakers, learning about and participating in various traditions and exploring the wonderful world of Spanish/Latin-American music, food and film.

The main topics to be studied in Spanish 11 are....

- El Yukon Y Turismo En El Yukon (studying, speaking, presenting the Yukon.....in Spanish)
- Fiestas Y Festivales (festivals and fiestas of the Spanish-speaking world)
- Cities And Travel In Spanish-Speaking Countries (itinerary, plans, cultural activities.....)
- Giving Directions/Reading Maps
- Music And Music Discovery Of The Spanish-Speaking World
- Cooking And Making Recipes of the Spanish-speaking world (reading recipes; giving instructions)
- Famous People Of The Spanish-Speaking World
- Talking About Self, Childhood Moments, Childhood Experiences
- Shopping For Clothing/Making Purchases
- House And Home (bedroom, house, objects in the house, chores...)

Throughout the course, students can expect to....

- learn and study festivals and special days in the Spanish-speaking world
- make a variety of foods related to the Spanish-speaking world
- study cultural icons and symbols of the Spanish-speaking world
- meet native speakers of Spanish
- view Spanish films
- discover Spanish music

RELIGIOUS EDUCATION

Religious Education classes are mandatory for all students. We expect all students, regardless of their faith perspective, to participate actively and respectfully in religion classes. The knowledge, skills and attitudes cultivated in these classes will serve them well in life.

Religious Education is an essential and integral part of the life and culture of Vanier Catholic Secondary School. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious Education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person- physical, intellectual, emotional, social and spiritual.

The objectives of the religious education program are invitational; that is, the course content does not indoctrinate, rather it offers students an opportunity to explore how the Catholic faith responds to issues facing all people. The religious education program is structured around the Church Liturgical Year and teaches about our faith in a manner appropriate to the age and development of the students.

The curriculum is developmental. Students in Grade 8 deal with basic beliefs of the Catholic faith as professed through the Apostles' Creed. Students in grade 9 will focus on the call to Christians to be Christ-like in their actions towards all people by examining The Beatitudes from Matthew's gospel. Students in Grade 10 examine our culture and how Christ's message applies to our world today. Grade 11 students study the major world religions of the world including Hinduism, Judaism, Buddhism, Christianity, Islam, as well as First Nation Spirituality. Grade 12 students have a choice between: Social Justice 12, Family Studies 12, Philosophy 12, and Religion 12. All Grade 10-12 courses are for credit.

Religious education has four essential characteristics. It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith. It is based on **Sacred Scripture** through which we hear the mystery of God revealed. It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives. It is presented within the tradition of the **Catholic faith community**, which based on Church teaching and sacramental and liturgical life, provides students with experience of faith, prayer, love and justice.

Prayer

Prayer is a fundamental part of our school's daily life because relationship with God is the ultimate goal of catechizes. Respecting individual differences and our changing human needs, prayer is experienced in many different ways: silent reflection, guided reflection, scriptural prayer, song, and more formal community prayer. As we enter into prayer, we give praise and thanks to God's loving presence and call upon the Holy Spirit to guide, nourish and empower our lives through Jesus Christ.

Celebrations

Another important aspect of the catechetical process at VCSS is our school wide celebrations. Students engage in all aspects of the planning and organizing for these monthly gatherings. When we celebrate, we engage in three activities, each responding to a human need. First, we stop and remember an event -- our reason for celebrating. Second, we tell the story of the event -- proclaim God's word. Third, we express our sense of wonder and thanks in ritual gesture or symbol.

Religion/CAPP 8

“Stand by Me”

The focus of this program is to assist young people in nurturing their relationships Christ in the context of a spirit-filled community. By using the “faith summary” of the Apostles’ Creed, this course allows students to participate in exploring the dimensions of a relationship with God, Jesus, and the community of the Holy Spirit. The program also includes a focus on understanding the Catholic Mass as an integral aspect of the Catholic Faith.

The rationale for centering the Grade 8 program on the Creed can be found in the very characteristics of the Creed. The Creed is:

- 1) Trinitarian
- 2) Holistic
- 3) Rooted in Tradition
- 4) Communal
- 5) A Response to God

This course also includes a unit on organization and planning, wherein students will be taught strategies to be organized in their schoolwork. Furthermore, they will have the opportunity to review basic Information Technology outcomes such as logging on to the school network, accessing school email, and using programs like PowerPoint and Microsoft Word.

Religion/CAPP 9

“Be With Me”

This course is an introduction to the study of theology through Matthew’s gospel, particularly through Jesus’ *Sermon on the Mount*. Students will explore The Beatitudes and how Jesus’ teaching on treating others with respect and dignity applies to our lives today.

This course uses the life and teachings of Jesus from the New Testament to examine the 7 sacraments, to introduce the idea of social justice, and to continue the study of family life and sexual health.

Religion YREL 10

2 Credits

Please note: Religion 10 and Planning 10 are combined into one single course

Christ and Culture

This course will examine the relationship between the person and the message of Christ and the dominant attitudes of contemporary culture. Central to the course is the sacramental nature of Jesus through His incarnation, through the sacramentality of the Church, through persons, and through and all of creation. Beginning with students’ own life experiences, students acquire a deeper and more systematic knowledge of Christ and the message of the Gospel and the Church. Connections between the Church and contemporary society are explored in terms of what it means to be a responsible adolescent in an inherently counter-cultural Christian community, while living within the context of a secular world. In addition to this, students will explore a variety of topics related to the themes of personhood, relationships, and sexuality. Lastly, the students will also have the opportunity to experience first hand the call and response to “Community Service”.

Planning 10

PLAN 10

4 Credits

Please note: Religion 10 and Planning 10 are combined into one single course

Planning 10 is a mandatory graduation requirement for all students under the new graduation requirements. The course is designed to help students develop the confidence and skills they require to become self-directed individuals who display initiative, set priorities, establish goals, make thoughtful decisions and take responsibility for pursuing their goals in an ever-changing society.

As part of planning 10, students learn about and consider eight possible Focus Areas that relate to courses widely available at school. The focus areas include:

- Business and Applied Business
- Fine Arts
- Design and Media
- Fitness and Recreation
- Health and Human Services
- Liberal Arts/Humanities
- Science and Applied Science
- Tourism, Hospitality and Foods
- Trades and Technology

World Religions 11

YREL 11

4 Credits

World Religions introduces students to various expressions and responses to humanity's encounter with mystery in our quest for life's meaning. This course explores Hinduism, Judaism, Buddhism, Christianity, and Islam, as well as First Nations Spiritually. Students will study the wisdom found in the major faith traditions concerning the spiritual dimension of human experience, self-understanding, and the role of the individual within the family.

The purpose of this program is to familiarize students with the language of religious discourse and to develop an awareness of the place and function of religion. This exploration can lead students to a more authentic adherence to their own traditions and a deeper understanding of the Christian faith. In studying various religious traditions, students are able to break down prejudices and misconceptions and, at the same time, strengthen and affirm their own search for answers to life's meaning.

Religion 12 (Ethics)

YREL 12

4 Credits

The aim of the grade 12 program is to assist students in understanding themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of Sacred Scripture, and the experience and teaching of the Catholic Church.

The introductory units explore the fundamental issues at work in a Catholic approach to ethics. It examines this from two angles. The first angle explores a philosophical understanding of the human person as ethical. It invites reflection on the rich ethical tradition that has emerged over the centuries from Aristotle to contemporary thinkers. The second angle uses sacred Scripture to explore what our Judeo-Christian tradition brings to ethics and the consideration of the good.

In the second part of the course, Revelation and reason are placed in dialogue with each other. Students will consider the good that people search for in the various aspects of life. Students will

reflect on the good of freedom, of justice, of love, of community, and of forgiveness. This course allows for reflection in considering how this “good” impacts current events, “hot topics”, and individual lives.

Philosophy 12

YPHIL 12

4 Credits

This course addresses four fundamental philosophical questions about life: What does it mean to be human? What is art and how do we know what is beautiful in the arts? What are good and evil? What is a just society? While these questions by no means represent all the branches of philosophy they have been at the center of philosophical inquiry for a long time. Two related questions are also included as essential to each unit of study found within the course: What is human knowledge? What is a meaningful life?

Throughout the course, students learn to think logically and to apply both creative and critical-thinking skills. They learn to communicate their own answers to philosophical questions and evaluate the role philosophy plays in the quest for human happiness and social order. Students also learn the skills necessary to research and investigate various traditions in philosophy and the application of philosophy to other subject areas such, as history, science, art, and religion.

Major philosophers throughout history are introduced including Plato, Aristotle, Augustine, Kant, Rousseau, Hobbes, Locke, Nietzsche and Marx. A central skill based focus of the course is learning how to write university level humanities papers.

Social Justice 12

SJ 12

4 Credits

The aim of Social Justice 12 is to raise students’ awareness of social injustice, to encourage them to analyze situations from a social justice perspective, and to provide them with the knowledge, skills, and an ethical framework to advocate for a socially just world.

A progressive, democratic country values inherent differences in its society as well as the creation of a caring and fair community. This course encourages students to believe that the pursuit of social justice is an important responsibility for all, and to develop a commitment and ability to work toward a more just society. Social Justice 12 includes an emphasis on action, providing opportunities for students to examine models of social change and to engage in their own initiatives to effect social change. This course involves reaching out to the community through various efforts and field trips, as well as building connections with other groups who working for justice.

This course will provide opportunities that encourage students to examine their own beliefs and values and the origins of those beliefs, and to support or challenge their beliefs and values through reflection, discussion, and critical analysis. This course builds on students’ innate desires to right the wrongs they see in the world, motivating them to think and act ethically, and empowering them to see that they have agency and a role in effecting positive change in the world.

The aim of the Family Studies 12 curriculum is to provide students with the knowledge, skills, and attitudes that will assist them in making informed decisions related to parenting, adolescence, adulthood, family and interpersonal relationships, and housing and living environments.

Through their participation in Family Studies, students will be encouraged and enabled to:

- develop the knowledge, skills, and attitudes necessary to make informed decisions throughout the various stages of life, and to understand the effects of their decisions on themselves and on others
- develop an understanding of their changing responsibilities to themselves and to family members and friends throughout the various stages of life
- develop the knowledge, skills, and attitudes to understand the importance of effective communication

The complete Family Studies curriculum consists of six modules (Child Development and Parenting; Adolescence; Adulthood; Families in Society; Interpersonal and Family Relationships; and Housing and Living Environments). The study of any two of these modules make up a Family Studies course. As such, course content may vary from year to year depending upon student and/or teacher interest.

ACTIVE LIVING

Physical Education 8 PE 8
Physical Education 9 PE 9
Physical Education 10 PE 10

4 Credits

Our physical education program develops in students the knowledge, attitudes, motor skills and fitness required to maintain healthy, active lifestyles. Our goal is for every student to recognize the value and enjoyment of an **active living** lifestyle.

In consideration of the Ministry of Education's curriculum guide and our available resources, the physical education program may include the following activities: volleyball, basketball, badminton, soccer, handball, football, softball, and track and field.

Physical Education 11 PE 11

4 Credits

Physical education 11 is an elective course that focuses on each student's individual physical fitness through recreation opportunities within the community. The goal of this course is to enable students to take a leadership role in planning their own active lifestyle. Through community recreation, students will gain the necessary information needed to fully understand the benefits of various types of activity. This involves nutritional awareness, knowledge of human physiology and performance enhancers i.e. steroids. Class activities may include water polo, under water hockey, curling, ice skating, kick boxing, golfing and fitness training.

Many facilities we will visit are privately owned; therefore, a course fee of \$35.00 will be charged. This fee will not include our planned trip to Mt. Sima.

Physical Education 12 PE 12

4 Credits

Physical Education 12 is an elective course that continues to focus on active living. Students will develop their knowledge of personal health issues and will also begin to develop their leadership skills in relation to sports. This certification provides students with the knowledge of leadership responsibilities, styles and teaching progressions. Class activities may include water polo, under water hockey, curling, ice-skating, kickboxing, golfing and fitness training.

Many facilities we will visit are privately owned; therefore, a course fee of \$35.00 will be charged. This fee will not include our planned trip to Mt. Sima.

BA Fitness Leader 11 UBFL 11

4 Credits

This provincially-recognized course is designed to provide students with the knowledge on how to keep themselves and others fit for a lifetime. The CFES (Canadian Fitness Education Services) Fitness Knowledge course is the first step in becoming a certified fitness trainer. Each student will receive a manual and program booklet. The result of the course (if the student earns a mark of 80% or more on each section of the final exam) is a Level 1 BCRPA Certification.

Course fee of \$40 includes the CFES manual.

FINE ARTS

Vanier offers a challenging and fun instrumental music program for students in grades 8 through 12. This program is cumulative and builds on the skills learned in the first year. Music enriches the individual through creative expression, development of technical skills and challenging the mind logically and intuitively.

Studies show that students involved in an instrumental music program consistently score 6 -8 % higher in their academic studies. Further benefits include a focus on positive attitudes, strong cooperative teamwork and development of self-esteem and self-confidence.

Music 8

No experience necessary! You will learn how to play your chosen instrument while learning to read and write your own music. You will gain experience performing with others and have solo opportunities. Grade 8 band students perform several times a year and have their own music retreat in the spring.

Music 9

This is a continuation of Music 8 where you will learn to play, read, and write more complicated music. A broader selection of music styles will be performed and students will have an opportunity to explore sound recording and technology.

Instrumental Music: Concert Band 10-12 IMCB 4 Credits

Students need at least two years of experience on their instrument. Students will perform complicated pieces requiring both ensemble and solo performance. This group travels to represent our school at various Canadian and International festivals.

Instrumental Music: Jazz Band 10-12 IMJB 4 Credits

This is an intensive performance group that includes both instrumentalists and vocalists. This group uses a combination of written music, chords, and improvisation in its performance.

Choral Music 8 - 9 Choral Music 10 – 12 (C)MJV 10-12 4 Credits

This vocal group works on singing technique using a variety of styles. You will learn how to read music, project your voice, sing in tune, harmonize with others, extend your vocal range, and microphone technique. Previous voice experience is not required.

Rock Band 8 - 9
Rock Band 10 – 12

(C)MJV 10-12

4 Credits

Rock Band focuses on rhythm section playing in various styles. Students need to have a basic knowledge of piano, guitar, bass or drums. Students will improve their playing while learning to play in a group and arrange songs to suit their ensemble. Rock Band performs several times throughout the year.

Music: Comp & Tech 11/12 MCT 11/12

4 Credits

This course will be set up in the rock band format with guitar, bass guitar, piano, drums and vocals. This hands-on course will focus on learning how to rehearse effectively together to reach a performance level. Practical skill development will include learning how to transcribe tunes, play in time, work out parts and be able to perform in public.

Music to be played will include cover tunes, basic blues and improvisation and original compositions. Chord theory and use of Band in a Box software will be taught leading to original compositions. Recording technology using professional level equipment (a Digi 002 recorder and ProTools software) will lead to learning how to record in different setups and then the actual recording of pieces learned. This will lead to production of a CD of work by the year's end

FINE ARTS

Art 8
Art 9

The focus of visual arts classes is to make and respond to art. As student progress through these courses, they build on the knowledge and skills developed in the previous grade. Principles of design are taught to help students organize their compositions. A variety of media and techniques such as drawing, painting, printmaking, collage, pottery and sculpture may be explored. At the grade 9 level, projects in these areas become more demanding and require a clear understanding of elements and principles of design.

Visual Arts: General 10	VAG 10	4 Credits
Art Foundations (Visual) 11	AF 11	4 Credits
Art Foundations (Visual) 12	AF 12	4 Credits

These programs require students to produce art using a variety of techniques and media such as drawing, painting, printmaking, and clay work. Students are expected to respond to their own work, the artwork of peers and artists through history. Elements and principles of design are reviewed. Students are introduced to stylistic art developments in historic and modern art. Gallery visits are also included. It is recommended that students taking Art 10 have successfully completed Art 9 or equivalent.

Drama 8
Drama 9

This course is an introduction, then an extension to improvisational drama; students learn basic theatrical skills, and develop concentration and confidence in order to perform in front of their peers. Movement, speech, improv, theatre studies are examples of topics covered. Participation in all activities is mandatory, and is an essential component of the students' mar

Graphic Arts 11 LD	VAMT 11	4 Credits
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The Graphic Arts 11 course consists of two main components:

- (1) Desktop Publishing & Design
- (2) Web Page Design

During the desktop publishing and design component, students will learn about design principles, designing with type, graphic file types, imaging hardware and image manipulation software. Students will then use these skills and specific Internet techniques to create their own web page.

Drama, Film and Television 11	DFT 11	4 Credits
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Film and Television 11 provides opportunities for students to develop the knowledge, skills, and attitudes they need to respond to and create film and television works. In Film and Television 11 and 12, students gain practical experience in some of the major areas of the industry, including acting, scriptwriting, and production. This experience introduces students to the standards of the film and television industry. Students also examine the important roles that film and television play in society.



APPLIED SKILL

Information Technology 8/9

These classes introduce students to computer use in a project-based environment. Students will create multimedia projects, with some computer programming. Students who choose these courses should be able to work both independently and in groups.

Information Technology 10 INT 10

4 Credits

This class focuses on web page design and development. Graphics programs are used to manipulate graphics for web pages. Students will learn to use HTML language. The ability to work independently is essential for this course.

Computer Programming 11

This course is an introduction to the procedures and techniques of computer programming. Students will utilize current software to create computer programs. Topics will include: Hardware and Operating Systems, Website Development, Procedural Programming, Relational Databases, Object-Oriented Programming, Visual Programming and Robotics and Hardware interfacing.

Home Economics 8

This course concentrates on two areas: Textile Studies and Food Studies.

In Textile Studies, students will learn about safety, sewing equipment, and sewing terminology. They will also learn how to use a sewing machine and will have the opportunity to construct two projects: a drawstring gym bag with an applique of their choice, and a beanbag frog.

In Foods & Nutrition, students will learn basic food preparation, nutrition, safety and sanitation. Emphasis is placed on preparing healthy and delicious breakfast and snack foods. Classes will be comprised of theory, cooking demonstrations, and cooking labs.

Home Economics 9

This course concentrates on two areas: Textile Studies and Food Studies. There is no prerequisite for this course.

In Textile Studies, students learn about safety, sewing equipment, and sewing terminology. They will use a sewing machine and follow a commercial pattern to sew pajama bottoms. They will also learn about hand sewing techniques and will apply these skills to creating a sock monkey.

In Foods & Nutrition, students will learn about kitchen safety and sanitation, nutrition, and food labeling. Students will apply cooking principles to prepare healthy and delicious recipes with emphasis on snack foods and simple meals. Classes will be comprised of theory, cooking demonstrations, and cooking labs

APPLIED SKILL

Foods and Nutrition 10

4 Credits

This course is designed to give students the practical and theoretical knowledge to empower them to make educated choices about what they eat. Students will apply safety and prevention of foodborne illnesses as they use appropriate cooking methods to produce a variety of foods. Recipes will include baking, breakfasts, Mexican, Italian, and Asian foods with a focus on simple, healthy meals. Theory will include the relationship between nutrition and healthy living, meal planning, food trends, and global sustainability. Classes will be comprised of theory, cooking demonstrations, and cooking labs with a strong emphasis on hands-on learning.

There is no prerequisite for this course.

Food and Nutrition 11/12

4 Credits

The course combines the Foods and Nutrition 11 and 12 courses. The course content alternates every year so that students will not repeat material if they take the course over two consecutive years.

This course is designed to give students the practical and theoretical knowledge to empower them to make healthy food choices for themselves and their families. Emphasis will be placed on quick, simple meals but more complicated recipes will also be explored. Students will learn to budget food purchases and manage time and energy. Classes will be comprised of theory, cooking demonstrations, and cooking labs with a strong emphasis on hands-on learning. Students will also have the opportunity to earn their FoodSafe – Level 1 certificate.

There is no prerequisite for this course.

Textile Studies 10/11/12

4 Credits

This course is designed to allow students to improve their sewing skills as they construct a variety of textile projects. The focus of the class is on personal skill development and all levels of sewers are welcome. Some projects will be chosen by the teacher but there is also ample opportunity for students to choose projects that are appropriately challenging for their skill level. Projects may include garments (pajamas, shirts, hoodies, etc.) and crafts (pencil cases, quilted pillows, bags, etc.). Other crafts such as embroidery and beading will also be explored. There is a strong hands-on focus in this class and students are expected to sew daily.

There is no prerequisite for this course.

Industrial Arts 8

This course will provide students with exploratory experiences in three basic areas: Drafting using Auto CAD, Woodwork, and Metalwork. Students will use hand tools, portable power tools and some machines to produce a variety of projects.

Industrial Arts 9

In a multiple activities setting, students will explore the following areas: woodwork, the wood lathe, metalwork, small engine mechanics, welding, and drafting using Auto Cad. Students will use hand tools, portable power tools and some machines to produce a variety of projects.

Woodwork 10

TEW 10

4 Credits

This course will provide the students with basic instruction in the safe and proper use of woodworking machines and tools. The student will have an opportunity to develop a level of competency in the use of these machines and tools and will construct a cabinet project.

Carpentry 11

CJ 11

4 Credits

Carpentry 12

CJ 12

4 Credits

This course will provide the student with a basic knowledge of the house building industry as well as with a basic understanding of both building code and house building terms. The student will receive instruction in the safe and proper use of woodworking machines and tools. The student will have an opportunity to develop a level of competency in the use of these machines and tools and will construct a variety of construction related projects, including a scale model shed, a small cabinet project, and aid in the construction of a 12 x 20 storage shed.

Mechanics 10 MX 10

TEC 10

Mechanics 11 MX 11

TEC 11

4 Credits

This course is designed to introduce the student to the field of power mechanics. Students will receive lectures and do hands-on activities related to two and four stroke cycle engines, the electrical system, the fuel system, the lubrication system and the cooling system. Students will have the opportunity to work on their own project in the shop. They may choose to work on any small engine machine (snow machine, motor bike, outboard, chain saw, etc). Students will perform a variety of tasks ranging from carburetor cleaning to complete engine rebuilds. Students will also work on automobiles at Yukon College and will learn basic automobile maintenance including tune-ups, vehicle winterizing, auto detailing, minor electrical repairs, brakes, starting and charging systems, tire rotation, and wheel balance.

SR Mechanics "Sled Ed"

AT 11/12

4 Credits

This course is designed to provide the student with the opportunity to continue their training in the field of power mechanics. Students will receive lectures and do hands on activities related to two and four stroke cycle engines, the electrical system, the fuel system, the lubrication system and the cooling

system. Students will have the opportunity to work on their own project in the shop. They may bring in snow machines that they re-build. Engine and bodywork will be a component of "SLED ED". Students will be required to complete a welding project. Students will learn Arc, Gas and Mig welding. The students should own a snow machine for the fullest participation in "SLED ED". The students will, from time to time, go on snowmobile trips together.

Entrepreneurship 12 ENT 12

4 Credits

Entrepreneurship 12 is designed to take students through the stages required to develop and begin operating a business. Students will learn about the personal characteristics that make a successful entrepreneur, the elements of a successful product and business, steps involved in starting and maintaining a business, and the relevant elements of business practices which allow businesses to grow. Students will conclude this course by creating a realistic and viable proposal for a future product or business venture, including product or business details, viability and business plan, marketing materials as well as a product or company logo.

- Personal Characteristics of a Successful Entrepreneur
- Where do ideas come from?
- Types of Products & Businesses
- Profiles: successful entrepreneurs of yesterday & today
- Money Management: Personal Credit (Cards)
- Crowdsourcing funds to launch your business.
- Business Basics: Raising Capital (Stocks, Bonds & Loans)
- Venture Capitalism: Case Studies
- Branding, Marketing & Advertising
- Business Ethics
- Technology (including Social Media) & Business
- Supply & Demand
- Market Trends
- Feasibility of a Product / Business

Leadership 9 - 12 HS 12

4 Credits

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

INDIVIDUALIZED WORK PLACEMENT OPTIONS

Yukon Secondary School Apprenticeship Program (YSSAP)

YSSAP is intended for those students in Grade 11 and/or 12 who have already made a firm career decision in one of the apprentice trades. Students will be placed with an employer who is willing to indenture (enter into an apprenticeship agreement with) the student after graduation. Successful applicants to this program must bring a high level of academic success, a strong interest and skills in that field of work and a willingness to learn. As regular attendance at work is also an important employability skill, students who have maintained a high attendance pattern at school will be given priority in the application process.

The rewards for the students are many:

- school transcript credits earned while on the work placement
- transference of hours worked while in the pre-apprenticeship to the first year of apprenticeship once the student graduates
- minimum wage for the pre-apprenticeship work hours

Entry into the pre-Apprenticeship Program is by application. Employers willing to participate contact the school, program vacancies are advertised, then students apply directly to the employer. All applicants should be prepared for a screening interview.

Once the successful applicant is chosen by the employer, the School Counselor and Co-operative Education Coordinator work closely with the student and his/her family to ensure that an appropriate course of studies is chosen which leads to fulfilling graduation and apprenticeship requirements.

BA Work Experience 12A	WEX 12A	4 Credits
BA Work Experience 12B	WEX 12B	4 Credits

Priority will be given to students who have maintained a good attendance pattern.

Partnerships: In a joint effort between Vanier Catholic Secondary and the business community in Whitehorse, resources will be used to provide hands-on learning experiences outside the classroom. Students will be placed in work locations specifically selected to match individual interests and abilities. The participating employer and the school jointly develop, monitor and evaluate the student's Co-op placement. Students will be evaluated on performance, attendance, assignments and term projects.

These credits can also be offered to students who serve as "Teacher Assistants" throughout the semester within Vanier Catholic Secondary or at our partner schools.

SHARED PROGRAMS

Entrance into shared programs is based on an application process that is administered by the hosting school.

Vanier Catholic Secondary does not play any part in the selection process.

Application forms are available in the Vanier Catholic Secondary office or from Wood Street School in the spring of each year.

Yukon is blessed to have world-class experiential programs available to all students regardless of their home school.

For the 2015-2016 school year, the options for shared programs are expected to be:

Wood St. School <http://www.yesnet.yk.ca/schools/woodstreet/index.html>

ACES 10
FACES 10
MAD 10
MAD 11
MAD 12
ES 11
CHAOS 10

Porter Creek Secondary <http://www.yesnet.yk.ca/schools/pcss/>

FADS 10
FADS 11
FADS 12

FH Collins Secondary <http://www.fhcollins.ca/index.html>

Sport Program 10
Sport Program 11
Sport Program 12

Please visit the websites for each of these schools, or contact the schools directly, for the most up-to-date information on these programs and the application materials.