



## Overview

This course is the culmination of the language arts skills previously taught for the last eleven years and emphasizes consolidation of literacy, critical thinking, and communication skills. Students will focus on analysis and evaluation of informational texts and literary works from various time periods, genres, and cultures. In addition, they will write research reports, summaries, analytical essays, creative pieces, and refine stylistic techniques for both formal and informal writing. As well, the students will examine the relationships of media forms, audience, and media industry practices. They will also be required to develop important communication skills through class presentations, debates, and speeches. Study of vocabulary, spelling, and formal grammatical structure will be ongoing, with the focus on correctness and conciseness of sentence structure. This course is designed to fulfill the requirements of the BC Ministry of Education Language Arts Learning Outcomes. These public documents are available on the internet at: [www.bced.gov.bc.ca.irp/ela1112/apa.htm](http://www.bced.gov.bc.ca.irp/ela1112/apa.htm) (for learning outcomes.)

## Main Units of Study

Term I:

- Types of literary criticisms
- Composition
  1. Writing workshops
  2. Suiting topic to structure
  3. Diction
  4. Stylistic techniques
  5. Workshop analysis of model compositions
- Non Fiction
- Argumentative Essays
- Research skills, citing, and publishing MLA style
- Grammar and Usage

Recognized problem areas such as punctuation errors, sentence faults, usage errors, as well as improving sentence variety, clarity, precision and emphasis, along with structural grammar review will occur on a regular basis as needed throughout the year.
- Novel Study ( *The Shipping News* )
  1. Review of literary terms
  2. Focus on context, narrative structures, style, characterization, and theme
- Poetry
- Term Examination



Term II:

- Oral communication
- Short stories
- Poetry
- visual literacy

Term III:

- Media study
- Shakespearean drama: *Hamlet*
- Provincial Exam review
- **PROVINCIAL EXAM (WORTH 40 % OF STUDENT'S FINAL GRADE)**

### **Revision**

One of the important aspects of success in this course is the consistent practice of daily revision. Frequently this will involve a reading assignment or research to be completed at home in preparation for the next day's lesson. In addition, the student should ensure that he or she reviews the concepts of that day's lesson to reinforce the material learned. For more formal assignments, usually an adequate amount of time will be given in class to get a good start on an assignment, but there will be times when it will have to be completed at home. Any homework must be submitted on time. Assignments will be checked at the beginning of each class in which they are due and a mark will be given based on completeness and quality. No mark will be given if the homework is not completed for the beginning of each class.

Marks will be deducted for late assignments: 10% per day to a maximum of three days, after which the student will receive a mark of Incomplete. Messy assignments will not be accepted, nor will swearing or crude language be accepted.

### **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

**English 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Mrs. L. Domansky



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Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.

# Principles of Mathematics 12

2010 - 2011

Southpointe Academy

Instructor: Alasdair Ross



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## Overview

The aim of the Grade 12 Principles of Mathematics program is to reinforce understanding of basic concepts and to introduce new techniques in preparation for further study in Post-Secondary Education. The course aims to help students recognize the importance of Mathematics in everyday life, and to develop the skills required to apply theoretical concepts to practical situations.

## Main Units of Study

Manipulating Functions  
Exponential Functions and Logarithms  
Trigonometric Functions of Angles  
Trigonometric Functions of Real Numbers  
Trigonometric Equations and Identities  
Permutations  
Combinations

## Revision

Revision is important part of learning. Students must be prepared to review the material covered in class on a regular basis, particularly immediately prior to tests and examinations.

## Assessment and Reporting

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>



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## **Overview**

This course is intended for students who have completed (or are taking concurrently) Principles of Mathematics 12 or who have completed an equivalent college preparatory course that includes algebra, geometry, and trigonometry.

The course teaches students how to communicate mathematics and explain solutions to problems both verbally and in written sentences. It means that we are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. In this course we will emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

The connections among these representations also are important. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of this course.

6. The main topics are:
7. Functions, Graphs and Limits – apply various functions to solve problems, continuous functions, domain and range, evaluate the limit of a function, one-sided limits, infinite limits.
8. The Derivative – concept and interpretations, computing, graphs, applications.
9. Antidifferentiation – recovering functions from their derivatives, applications.

## **Main Units of Study**

Precalculus Review  
Limits and Continuity  
The Derivative  
Applications of the Derivative  
The Definite Integral  
Differential Equations and Mathematical Modeling  
Applications of Definite Integrals

## **Detail for the Fall Term for Calculus AP**

TEXTBOOK:



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Finney, Ross L., Franklin D. Demana, Bert K. Waits, and Daniel Kennedy. *Calculus—Graphical, Numerical, Algebraic*. 1st ed. Menlo Park: Scott-Forseman Addison-Wesley, 1999.

**Unit 1: Precalculus Review** (3 weeks)

A. Lines

1. Slope of a line
2. Parallel and perpendicular lines
3. Equations of lines
4. Applications
5. Review

B. Functions and graphs

1. Functions
2. Domain and range
3. Viewing and interpreting graphs
4. Even functions and odd functions - symmetry
5. Families of function
6. Functions defined in pieces
7. Absolute value functions
8. Composition of functions

C. Exponential and logarithmic functions

1. Exponential growth and decay
2. The number  $e$
2. Inverse functions
3. Logarithmic functions
4. Properties of logarithms

D. Trigonometric functions

1. Radian measure
2. Graphs of basic trigonometric functions
  - a. Domain and range
  - b. Transformations of trigonometric functions
  - c. Inverse trigonometric functions

2. Applications

E. Review of the Unit

F. Evaluation test at the end of the Unit

**Unit 2: Limits and Continuity** (4 weeks)

A. Rates of change

B. Limits at a point



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- 1. Definition of limit
  - 2. Properties of limits
  - 3. One-sided and two-sided limits
  - 4. Sandwich theorem
  - C. Limits involving infinity
    - 1. Asymptotic behavior (horizontal and vertical asymptotes)
    - 2. End behavior models
    - 3. Properties of limits
    - 4. Visualizing limits
  - D. Continuity
    - 1. Continuous functions
    - 2. Discontinuous functions
      - a. Removable discontinuity
      - b. Jump discontinuity
      - c. Infinite discontinuity
  - E. Rates of change and tangent lines
    - 1. Average rate of change
    - 2. Tangent to a curve
    - 3. Slope of a curve
    - 4. Normal to a curve
  - F. Review of the Unit
  - G. Evaluation test at the end of the Unit

**Unit 3: The Derivative (6 weeks)**

- A. Definition of the derivative of a function
  - 1. Definition of a derivative
  - 2. Relation between the graphs of  $f$  and  $f'$
  - 3. One-sided derivatives
- B. Differentiability
  - 1. Local linearity
  - 2. Derivatives on a calculator
  - 3. Differentiability and continuity
- C. Derivatives of algebraic functions (Rules of differentiation)
- D. Derivative rules when combining functions
- E. Applications to velocity and acceleration
  - 1. Instantaneous rate of change
  - 2. Motion along a line
- F. Derivatives of trigonometric functions
  - 1. Derivative of Sine function
  - 2. Derivative of Cosine function
  - 3. Derivative of other basic trigonometric functions



- G. The chain rule
- H. Implicit derivatives
  - 1. Differential method
  - 2.  $y'$  method
- I. Derivatives of inverse trigonometric functions
- J. Derivatives of logarithmic and exponential functions
- K. Review of the Unit
- L. Evaluation test at the end of the Unit

## **Revision**

All students are expected to come to class on time and prepared for the lesson and activities. Students are to bring their textbook, workbook, writing utensils, and a scientific calculator to every class. Daily revision, including the review of the homework from the previous class, and the review of the material learned during that day class, is expected. Homework and assignments are to be done neatly and on time. Late submission without good reason is evidence of poor work habits and will be reflected in the student's evaluation. In the case of absences, the student needs to notify the teacher, preferably in writing. It is the student's responsibility to catch up on missed notes and work. Any missed tests must be written as soon as the student returns. Academic honesty is expected at all times.

## **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## **Overview**

The primary aim of the AP Chemistry is to provide a course that is equivalent to a first year University Chemistry course. The course extends the basic concepts covered in Chemistry 11 and 12. Laboratory activities are a significant component of the course.

## **Main Units of Study**

Unit 1: Atomic Structure and Periodic Properties  
Unit 2: Thermo-Chemistry  
Unit 3: Kinetics  
Unit 4: Chemical Bonding and Molecular Structure  
Unit 5: Nuclear Chemistry  
Unit 6: Gases  
Unit 7: Solids, Liquids, and Solutions  
Unit 8: Equilibrium  
Unit 9: Thermodynamics  
Unit 10: Reaction Types  
Unit 11: Acids and Bases  
Unit 12: Redox and Electrochemistry

Throughout the year, students will complete laboratory activities designed to complement the theoretical concepts introduced in the course.

## **Revision**

Revision is important part of learning. Students must be prepared to review the material covered in class on a regular basis, particularly immediately prior to tests and examinations.

## **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

**AP Chemistry 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Alasdair Ross



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Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview

Biology 12 will be taught in accordance to the B.C. Ministry of Education Prescribed Learning Outcomes. Students will gain knowledge and understanding of various topics in Biology with emphasis on those processes relating to Human Biology. Students will also acquire the skills to apply and interpret their knowledge and to conduct a scientific inquiry.

## Main Units of Study

**Textbook:** Inquiry Into Life by Mader (McGraw Hill)

10. Cell Biology – cell structure, cell compounds and biological molecules, DNA replication, protein synthesis, transport across cell membrane, enzymes.
11. Human Biology – digestive system, circulatory system, respiratory system, nervous system, urinary system, reproductive system.

## Revision

- All students are expected to come to class on time and prepared for the lesson and activities.
- Students are to bring their textbook, binder, writing utensils, and a scientific calculator to every class. The binder is to have page dividers to separate the units and it must be maintained in a neat and organized manner.
- Daily revision, including the completion of review questions and preparatory reading, is expected.
- Homework and assignments are to be done neatly and on time. Late submission without good reason is evidence of poor work habits and will be reflected in the student's evaluation.
- In the case of absences, the student needs to notify the teacher, preferably in writing. It is the student's responsibility to catch up on missed notes and work. Any missed quizzes and tests must be written as soon as the student returns.
- The completion of all work, including assignments, tests, presentations, laboratory activities etc., is mandatory for course completion.
- Academic honesty is expected at all times.
- Biology 12 students write an internal exam in December. There is a provincial exam in June that counts for 40% of the final course mark. Students who opt out of the provincial exam will write a similarly weighted internal exam.



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## **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview

The aim of the Grade 12 Chemistry Program is to extend the basic concepts covered in Chemistry 11 and to develop an understanding of the importance of Chemistry in the real world, to introduce new techniques in preparation for further study, and to help students develop the skills required to apply theoretical concepts to practical situations.

## Main Units of Study

- 1) Reaction Kinetics – Introduction, Collision Theory, Reaction Mechanisms, Catalysts
- 2) Dynamic Equilibrium – Introduction, Le Chatelier's Principle, Equilibrium Constants
- 3) Solubility Equilibrium – Introduction, Solubility, Precipitation, Quantitative Aspects
- 4) Acids, Bases and Salts – Properties and Definitions, Strong vs Weak Acids and Bases, pH and pOH,  $K_a$  and  $K_b$ , Hydrolysis, Indicators, Neutralisation, Buffer Solutions, Acid Rain
- 5) Electrochemistry – Introduction, Balancing Redox Reactions, Electrochemical Cells, Corrosion, Electrolytic Cells

Throughout the year, students will complete laboratory activities designed to complement the theoretical concepts introduced in the course.

## Revision

Revision is important part of learning. Students must be prepared to review the material covered in class on a regular basis, particularly immediately prior to tests and examinations.

## Assessment and Reporting

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance

**Chemistry 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Alasdair Ross



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on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills. It provides opportunities for students to understand and apply the principles and concepts of physics to practical situations.

The treatment of the topics is mathematically more rigorous than in Physics 11, partly because vector problems in Physics 12 are usually done in two dimensions.

Prerequisite: Physics 11 (hopefully B or better), solid math skills, and competence with a scientific calculator.

## Main Units of Study

*Vector Kinematics* ( Two Dimensional)

- Vectors and Relative Velocity
- Motion and Constant Acceleration

*Dynamics-Forces*

*Vector Dynamics* (Two Dimensional)

*Work, Energy, and Power*

*Momentum*

- a. One Dimensional
- b. Two Dimensional

*Equilibrium*

*Circular Motion*

*Gravitation*

*Electrostatics*

- Electric Force and Electric Field
- Electric Potential Energy and Electric Potential

*Electric Circuits*

**Physics 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Mrs. Irene Slater



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- Ohm's Laws and Kirchhoff's Laws
  - Power and Energy

*Electromagnetism*

- Magnetic Forces
- Magnetic Induction

*Review*

**Revision**

Teacher Expectations

- Respect for people and things around you
- Regular attendance
- Punctual arrival to class
- Self-motivated home study program
- Willingness to learn
- Initiative to seek out extra help if having difficulty

**Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

<i>Provincial Final Examination</i>	<i>40 %</i>
<i>Classroom Work</i>	<i>60 %</i>

This includes all achievement accomplished during:

- Fall Term
- Winter Term
- Spring Term
- Mid-Term Examinations

**Physics 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Mrs. Irene Slater



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Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.

**AP European History**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



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## **Overview**

The course is divided into four quarters. Each quarter consists of four units. Each unit is concluded with a 25 item multiple-choice quiz and a thematic essay. I use items and essay prompts from released AP Exams as well as original items and prompts.

This course is designed to be a seminar-based course supplemented by teacher lecture and student presentations. Attendance is crucial if the student wishes to earn participation grades and effectively learn the complex themes of AP European History.

## **Main Units of Study**

### First Quarter

Unit 1: End of Feudalism and Renaissance

Unit 2: Reformation and New Monarchies

Unit 3: Opening of the Atlantic, Rise of the World Economy,  
Rise and Fall of Habsburg Power, French Wars of Religion

Unit 4: Tudor/Stuart England: The Rise of Constitutionalism and the Age of Louis  
XIV: The Success and Failure of Absolutism

### Second Quarter

Unit 5: England and France in the 18th Century plus Prussia,  
Russia and Austria

Unit 6: Scientific Revolution plus Hobbes, Locke, and Rousseau

Unit 7: Enlightenment and Enlightened Despots

Unit 8: French Revolution

### Third Quarter

Unit 9: Liberalism, Nationalism, and the Industrial Revolution  
1760-1850

Unit 10: Romanticism and Reaction and Marxism 1815–1871

Unit 11: England, France, and Germany: Domestic and Foreign (plus unification of Italy  
and appearance by Russia)

Unit 12: Imperialism and World War I

### Fourth Quarter

Unit 13: Russia 1881-1939

**AP European History**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



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Unit 14: World Between the Wars and World War II  
Unit 15: Postwar International and Domestic Politics and Changes in the World Economy  
Unit 16: 20th century culture, demography, and “new thinking”

### **Revision**

There are 34 weeks in the school year and a total of 16 units. Each unit will, therefore, consume roughly 2 weeks of class time. It is the student’s responsibility to stay up to date with course readings. The textbook readings will follow the chronological order of the units. Additional readings, presentations, videos, and other research and preparation assignments will be assigned throughout the year on a class-by-class basis.

Students will be required to fulfill the requirements of each quarter in order to pass the course. This means that in each quarter, the student **MUST** write the quarter paper **AND** write the quarter examination

Students must also complete the final Visual Closure Project which will tie-in all the major themes and issues of European History. The breakdown of tangible evidence is listed below.

### **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student’s progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



## Overview

History 12 is ostensibly the study of world events in the 20<sup>th</sup> Century with a particular emphasis on the years 1919-1991. The course in reality is much more complex than that. As any historian will say, in order to understand contemporary events one must understand the events that have preceded the issues. Thus, if the course is going to start with the signing of the Treaty of Versailles in 1919, the course must also endeavour to create a backdrop of the events that led to the Paris Peace conference.

## Main Units of Study

### 1. CONFLICT AND CHANGE: 1900-1919.

*Topics covered:*

- Boer War
- Colonial Rivalries
- Anglo-German naval race
- Rise of Nationalism
- Russian Revolution(s)
- Causes of WWI
- WWI
- Treaty of Versailles

### 2. PROMISE AND COLLAPSE: 1919-1933

*Topics covered:*

- Implications of the Treaty of Versailles
- League of Nations
- Weimar Republic
- Fascism, Nazism, Communism
- Stalinism and 5 year plans
- Rise of Adolf Hitler and the Nazi party in Germany
- Mass production in the United States
- Causes of the Great Depression
- Colonial rule in India and Middle East

### 3. TURMOIL AND TRAGEDY: 1933-1945

*Topics covered:*

- 2) The effects of the Great Depression
- 3) Adolf Hitler and Nazism in Germany



- 4) Causes and Events of WWII
- 5) Causes and rise of Anti-Semitism in Germany
- 6) Steps to the "Final Solution" and Holocaust
- 7) Total War
- 8) Political events that led up to World War II

#### 4. TRANSFORMATION AND TENSION: 1945-1963

*Topics covered:*

12. The Rise of Superpowers and the causes of the Cold War
  - Division of Germany
  - American Containment
  - Korean War
  - Cuban Missile Crisis
  - Marshal Plan and Truman Doctrine
  - China + Middle East during the Cold War
  - Decolonisation of India, Africa, and Indo-China
  - Economic Integration post 1945
  - Arms and Space race
  - Struggle for Human and Civil rights in USA and South Africa

#### 5. PROGRESS AND UNCERTAINTY: 1963-1991

*Topics covered:*

- 6) Vietnam War, Afghanistan and role of Superpowers
- 7) War in the Middle East
- 8) SALT treaties, Détente, Glasnost, Perestroika
- 9) End of the Cold War
- 10) Decline of Communism in USSR and Eastern Europe
- 11) Nationalism in the late 20<sup>th</sup> century
- 12) Influence of Women and Public opinion on National Policy and Economic affairs
- 13) China and its changing role
- 14) Resource Competition between nations
- 15) Computer Revolution

### **Revision**

As this is a provincially examinable course students will have the option of sitting the school exam or the provincial exam in June. Students should expect to work both independently and in groups for various essays, presentations, and analysis assignments. Students should also be prepared to lead discussions based on a variety of sources.

**History 12**  
2010 - 2011  
Southpointe Academy  
Instructors: Tom Lupton



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### **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview Discovering French Rouge

This is a very challenging program in which the students will have to work very hard. We will offer engaging exercises and strategies to improve listening, reading, writing and more importantly speaking skills in every unit. Throughout the year the students will explore France and the distinctive French-speaking cultures. They will be offered real-world activities that promote cultural awareness and familiarize themselves with French speaking countries. The students will develop strategies for more accurate communication. This program will integrate technology for engaging, real-world instruction. The extensive video and audio program presents and practices vocabulary and grammar in authentic cultural contexts. There is a free online workbook accessible to all students that offer's extra practice available on the internet. I highly recommend the students to familiarize themselves with **Classzones.com**. This website presents a variety of engaging resources, from WebQuests to test preparation tools, all correlated to Discovering French Nouveau, Rouge edition.

This program will prepare the students to succeed in the (optional) French provincial exam.

Lastly, I hope I can further stimulate the student's interest in French and the culture of the French-speaking world so that they will be eager to continue beyond this level.

## Main Units of Study (Units may be subject to change)

- Unit 1: Au jour le jour \* Looking good; one's daily routine
- Unit 2: Soyons utiles! \* Being helpful around the house (**Subjunctive**)
- Unit 3: Viva la nature! \* Vacation and outdoor activities; the environment and it's protection
- Unit 5: Bon Voyage! \*Travel
- Unit 6: Séjour en France \* Hotels and other places to stay when traveling

## Revision

- Classzones.com - test preparation, flashcards, and extra exercises
- DR MRS VANDERTRAMP verbs
- Passé compose;, Imparfait, **Subjonctif**:: Être, avoir, aller, faire, venir, connaître, savoir
- Regular and irregular adjectives

## Assessment and Reporting

**Course Français 12**  
2010 – 2011  
Southpointe Academy  
Instructor: Monsieur Lum



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Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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### **Overview**

Spanish 12 students develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and aural materials. Students work towards mastery of formal writing and presentation skills through quality, authentic, and level-appropriate audio and visual recordings. They will also be exposed to the world of literature and current events of Spanish-speaking countries through authentic written texts, and other nontechnical writings that develop students' reading and comprehension abilities. The class is conducted in Spanish and it includes frequent writing and integration of skills with a rigorous review of grammatical structures.

Course Text - Realidades 2, (Realidades 3)

### **Main Units of Study**

#### *Repaso*

Greetings and farewells, give and receive phone numbers and addresses  
Alphabet, cardinal numbers, colours, days of the week, months, seasons, weather, nationalities, descriptive adjectives, family, school, free time activities, sports,  
Present tense - AR, ER, IR regular verbs, irregular verbs  
Past tense regular verbs  
Future Ir + infinitive  
Interrogatives

#### *Tu y tu Comunidad*

Talk about things you did and where you did them  
Explain why you couldn't do certain things  
Describe things you bought and where you bought them  
Give directions for getting to places  
Understand cultural perspectives on shopping  
Understand cultural perspectives on neighbourhoods

#### *Recuerdos del pasado*

Discuss childhood activities (what you used to do)  
Describe holiday celebrations  
Talk about your family and relatives  
Describe people, places, and situations in the past  
Understand cultural perspectives on childhood songs  
Understand cultural perspectives on holidays and special events

**Spanish 12**  
2010 - 2011  
Southpointe Academy  
Instructor: Joan Clarke



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*En las noticias*

Discuss emergencies, crisis, rescues, and heroic acts. Describe an accident scene  
Talk about injuries and treatments  
Describe past situations and settings  
Describe weather conditions  
Understand cultural perspectives on natural disasters and legends  
Understand cultural perspectives on health

*La television y el cine*

Talk about what you saw on television  
Discuss movie plots and characters  
Give opinions about movies  
Understand cultural perspectives on television programs in Spanish speaking countries  
Understand cultural perspectives on movies

*Buen Provecho*

Talk about food and cooking  
Give commands  
Indicate duration, exchange, reason, and other expressions  
Understand cultural perspectives on recipes and food preparation  
Understand cultural perspectives on special foods and outdoor vendors

*Como ser un buen turista*

Talk about visiting an airport  
Plan a trip to a foreign country  
Make suggestions about safe travel  
Read about travel destinations in Spanish speaking countries  
Discuss traveling in a foreign city, staying in a hotel  
Explain how to be a good tourist  
Understand cultural perspectives on traveling in Spanish-speaking countries

*Como sera el futuro*

Discuss professions and make plans for the future  
Talk about future events. Make predictions about the future  
Express doubt and ecological issues  
Understand cultural perspectives on folk art  
Understand cultural perspectives on ecological problems and solutions.



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### **Revision**

Regular review of class work (grammar) and vocabulary is essential for success in this course. Students will have the opportunity for extensive practice in class using their new language in a wide variety of communicative tasks. Students will also review and work with new vocabulary and language structures in daily homework tasks.

### **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student's progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.

**Art 10-12**  
**2010 - 2011**  
Southpointe Academy  
Instructor: Mrs. Moira Elliott



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### **Overview**

For those of you enrolling in my 2010 – 2011 Art Program, I should like to stress that I intend to change the focus considerably this year.

The program will be unfamiliar to you for the first two terms, as the emphasis will be academic – concentrating on drawing technique (specifically applied to drawing the head and the figure) and the study of painting techniques - especially blending and brush stroke variety. The study of painting will be quite exacting during the first term. You will select a painter of your choice, and attempt to match the colour, shape and form EXACTLY on your own canvas.

We will be studying the vocabulary of art – especially the Principles and Elements of Art and Design. We will apply this vocabulary to all of our projects.

You will work each week in your sketch book to practice your skills – more about this when I go over expectations during your first art class.

A major written project will be expected (don't worry – you will have five weeks to complete this in!) in the latter part of the first term.

This year, for the first time at Southpointe Academy, I shall have a student working with me. The student will come in late October, and for the first term she will observe our classes and teach occasionally. In the second term, she will take over all my classes. I intend to ensure that the student will teach using her own style and ideas – I believe that this will be more productive for her, and more interesting for you. At this point in time, I do not know how she intends to form her lessons, or details of what she will expect from you.

In the summer term you will be able to focus on a personal theme– in your own style – using your choice of medium and supplies and working at your own pace. With all the academic background received throughout the year, your projects should be exceptional, and our end of the year Art Show the best yet!

+ FINALLY!!!! **There will be an Art Exam.** To help you with this, I shall give you tests from time to time.

Details of this year's course will be explained to you during the first week of term.



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## Main Units of Study

### The year ahead in detail:

#### TERM ONE

Week one: Familiarize group with the year ahead – expectations, change in program emphasis and rationale.

#### 1. September – end of October: Step by step drawing and understanding of the head and figure.

**“What in life is more important than people?”** Artists NEED to be good at figure drawing – perhaps more than anything else. If you can draw people well, you will be far more desirable in both fine art and commercial art. Your friends and relatives will be impressed too!!!!

People are always watching people – so why do we have so much difficulty drawing them? This makes for a conundrum. We could say that this is because we watch people so much, and appreciate the way body parts relate and connect, we are aware instantly when an artist has created a person that is out of proportion in some way – hands too small, something strange about the way the shoulder connects etc.

I intend to teach you, in a step by step approach, to draw the figure in such a way that you can both understand and remember.

**YOU NEED PATIENCE, YOU NEED TO BE RUTHLESSLY PERSISTENT AND YOU SIMPLY CANNOT SUCCEED IF YOUR APPROACH IS SLAP DASH AND HALF HEARTED!!!!**

You did do a little of this last year, and despite complaints and mutterings from some of you, in the end, you have to admit that it made all your art work stronger *and I know that many of you are very glad to have done it!!!!*

#### 2. Second half of term one: painting, blending and brushwork techniques, incorporation of the understanding of the Elements and Principles of Art and Design through practical and theoretical study of a movement / (or a specific artist)

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in the History of Art. Critical analysis and intelligent response will be looked for in this.

To begin with, you will “brush up” (sorry!!) your colour mixing skills and brush work techniques through concentrating specifically on BLENDING.

Following this, you will select a specific painting – produced by a painter in the art movement which you have chosen to study, or the specific artist whom you have chosen to research. (More about this below!)

Write a report (in your own time) on the artist or movement described above. Please include how you found painting it – the struggles - how you worked through them etc., why you chose that particular painter / period of art. How your choice relates to other periods. Much of this may be philosophical and a response to what the artist / movement is trying to say, some of your response will be technical. I will go into more detail about this nearer the time. However, some of your end of year exam will be about this topic.

End of Term One.

N.B. My student teacher will have been observing us and learning from our studio time. So that she will be ready to take over all my Term Two classes.

TERM TWO: This term will be taught by the student teacher.

### TERM THREE

Week One:

This will be a recap of all that we learned with the student teacher – including a write up about our projects, where we learned from this, where we found difficulties, over came them etc.. We will then refer to all that we learned in the first term. There will be a short test on some of this.

For our test, and during our discussion, you will consider how you could apply your learning to create a work of your own. It could be executed in paint, multimedia, three dimensions or whatever excites you.

Rest of Term, leading up to the Art Show:

- Carry out a work with the above considerations.
- You will visit either Emily Carr or Langara College Grad Show.

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Southpointe Academy  
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- You will write a written response, explaining your own work, and what you discovered from the Grad Show.
  - Art Show. You will present your year's work. Much of what you exhibit will be left to you – but remember, it is better to have one strong piece than several weaker ones. Poor work brings down the standard of all your other work.

You will title each piece, and write a description and an analysis of all your work.

**EXAM:** this will be an end of term exam over the same period as all other exams. This is what you might expect:

1. **KNOWLEDGE AND TECHNIQUE:** This will test your understanding of:
  - The Principles of Art and Design
  - Colour application and Painting Techniques.
  - Drawing techniques + proportion and perspective.
2. A PERSONAL RESPONSE TO ONE - THREE PIECES OF YOUR OWN WORK.
  - This will test your **CONNECTION** and **EMOTIONAL INVOLVEMENT** to your own art, and artistic involvement.
3. Four to five weeks prior to the exam, the students will research another art movement / artist, and will be questioned on:
  - What influence has your artist / artist's movement had on the future?
  - Links to past artists.
  - The affect that your artist / artist' movement had on their own time.
  - Connections with future artists.
  - Where the painting/ paintings were painted – importance and reflection of the area on that artist / group of artist's work.

**THIS WILL TEST YOUR CRITICAL THINKING ABILITY!**

### **Revision**

The students will be expected to practice drawing in their sketchbook. Handouts relating to the vocabulary of Art and Design will be given to the students. They will be expected to review the terminology before the exams.



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## **Assessment and Reporting**

### **The students will be evaluated on:**

- Effort
- Enthusiasm
- Imagination
- Participation in class discussion
- CREATIVE INTERPRETATION
- Ability to understand assigned tasks
- Co-operation with others
- Ability to sustain the necessary commitment to complete a project from start to finish
- Respect for personal space and equipment

### **The students will be evaluated through:-**

3. Teacher evaluation:
4. Peer evaluation
5. Full participation and willingness to take part in class discussions and studio
6. Efforts during studio time and in achievement of the learning outcomes in their final art work
7. Self evaluation and constructive criticism

The students' sketchbooks will be evaluated, and exam marks will be part of the evaluation process.



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## Overview

The utilization of a drama curriculum in a university preparatory secondary school offers an exciting opportunity for students to maximize their sphere of influence by increasing their ability to communicate succinctly and effectively. By actively participating in cognitive, psychological and emotional understanding of the human condition, they engage in an *empathetic* aesthetic response to their world and its citizens. Our greatest leaders possess the ability to share ideology without compromising principle, are active listeners, effective collaborators, and powerful and inspirational orators. These same skills and attributes are what the drama program at Southpointe Academy strives to instill in our students.

Drama teaches us to free our creative mind, to focus our intelligence, to utilize and control our emotional capacity, and to broaden our world view from the small communities where we have nurtured our strengths, to the much broader world stage where we will ultimately affect our impact and achieve our dreams. Perhaps most importantly it gives us the chance to endeavor, in a controlled and loving environment, where both successes and failures are tools to advance our self confidence and bolster our self esteem.

Successful completion of this course is attained by active classroom participation with emphasis on effort, collaboration, constructive analysis, and most importantly, a positive attitude and a willingness to engage joyfully in all activities.

## Main Study Units

- *Performance Skills*
  - Empathy
  - Vocal technique
  - Movement
  - Transformation
  - Characterization (objectives or needs)
  - Understanding Stakes
  - Text Analysis
- *Historical Context*
  - What is the Purpose of Theatre?
  - Contemporary Evolutions
  - Design Elements
- *Exploration and Analysis*
  - Terminology
  - Aesthetic Response
  - Elements of Successful Performance



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-Purpose and Definition of Risk Taking

Continued

- Use of Performance and Production Elements
- *Collaboration and Company*
- Roles and responsibilities
- Etiquette
- Safety (physical and emotional)
- Terminology

### **Assessment and Reporting**

Assessment of student progress is an ongoing process that will take into account participation, effort, collaboration, attitude, and willingness to both introspect and express themselves in a candid and searching manner.

This class requires the participants to be able to articulate their feelings about their own class work as well as giving oral evaluations of the work of others. Additionally students will be asked to keep a journal to reflect their responses and feelings about their in-class experiences. They will be required to record honest emotional self assessment as well as their responses to the work of their peers.

A written final examination will be administered covering all lecture materials. The final will also include a short performance component.



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## **Overview**

In Media Arts 11 students are exposed to a variety of tools to create and manipulate digital media. Students will look at how media arts technology has developed over time, and examine how media arts tools and processes affect the meaning of images created. Students will learn appropriate vocabulary to discuss the materials, technologies and processes. Students will learn to use technology, such as still and video cameras, as well as a variety of software to express their artistic vision.

## **Main Units of Study**

- A brief history of media
- Digital photography
- Adobe Photoshop (photo manipulation)
- Adobe Illustrator (drawing and image creation)
- Adobe Flash (animation)
- Adobe DreamWeaver (web design)
- Video editing

## **Revision**

As most of the course work will be done on school computers, the students will not have any formal revision to do at home. However, students will be encouraged to download trial versions of the software used as school so they can practice and review what we are learning at school. Students who do not have enough time in class to finish assignments will be given the opportunity to use computers at lunch time or after school.

Students will be given photography assignments to complete at home. If they cannot complete these because of a lack of suitable equipment, the student will be required to provide a note explaining why the assignment wasn't completed.

## **Assessment and Reporting**

Assessment is continuous. As such, I will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. I will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

**Media Arts 11**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Steven Hilton



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Reporting will be done at the end of each term. In order to determine a student's progress in this course, I will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview

The main purpose of Publishing 11/12 is to produce the school yearbook. Students in Publishing 11 will be responsible for creating the basic layout of the pages and for basic editing and planning. Publishing 12 students are responsible for planning and layout decisions, for editing the pages, for producing the more difficult design pages and for acting as mentors for their peers in Publishing 11.

**Please Note: there will be exams for this course in both December and at the end of the year.**

## Main Units of Study

### Term 1

- a.) Planning the book: layout, theme and design.
- b.) Publishing 11 students will learn the basics of Photoshop and InDesign and Publishing 12 students will learn more advanced Photoshop and Illustrator.
- c.) Students will learn the basics of yearbook photography.
- d.) Planning page assignments and starting your pages.

### Term 2 and 3:

- a.) Full production. Students will be working on producing and editing their pages in order to meet our deadlines. This will include photography assignments and attending events. Students may be expected to attend events outside of class time in order to photograph them.

## Revision

It is expected that students will use some of their time outside of class to complete their pages and to attend events as representatives of the Publishing class in order to get photos for their pages. It is also important that students complete their pages on time and, as we have very real deadlines from our publisher, it may be necessary for them to stay after school from time to time to finish their work. Students who do



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not complete their pages on time will not be able to achieve a very high standing in this class.

### **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

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