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## Overview

Language is the key to understanding the world. In English 11, we will be looking at the impact of literature, media, technical communications and speech arts from a more global perspective. We will also be introducing some forms of literary critical theory and how to look at a text through a variety of different lenses. We will be looking at how the English language influences the world around us and how we can utilize our skills as readers and writers in the local and global communities.

## Main Units of Study

### Term One:

- a.) Foundations of writing: how to simplify your language to create concise and powerful pieces of writing and a strong personal voice.
- b.) Introduction to literary theory. Students will look at postmodern and archetypal theory as represented in a variety of different poetic, prose and visual texts.
- c.) Application of theory and writing a formal literary analysis. Students will learn to apply these theories through a study of the novel *The Life of Pi*.

### Term Two:

- a.) Students will look at the power of language and persuasion through a study of rhetorical techniques in both written and oral texts. We will be focusing on how bias can be created through the use of language.

### Term Three:

- a.) We will look at different styles of responses through our study of the play *Othello*.
- b.) Students will complete their Independent Study Projects expanding on an area of the course they find most interesting (see attached handout).

## Revision

**English 11**  
2010 - 2011  
Southpointe Academy  
Instructor: Pamela McMartin and Louise Domansky



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It is important that students be revising on a daily basis. The English 11 curriculum is developed from a series of skills that act as building blocks for later skills introduced. Revision will help students become confident in their skills and will lead to greater success in the course. Therefore, students should never claim they have “no English homework” because it is expected that they are revising their notes from the previous class. If at any time during the revision process students are confused, they should not hesitate to contact me at [pamela.mcmartin@spacademy.ca](mailto:pamela.mcmartin@spacademy.ca), or to set up an appointment with me the following day.

### **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/>.

# Principles of Mathematics 11

2010 - 2011

Southpointe Academy

Instructor: Irene Slater



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## Overview

The aim of the Grade 11 Mathematics program is to reinforce understanding of basic concepts and to introduce new techniques in preparation for further study in Grade 12 Mathematics and beyond, 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

Textbook: Mathpower 11, McGraw-Hill Ryerson

The following topics will be covered in Principles of Mathematics 11:

System of Equations  
Linear Inequalities  
Quadratic Functions  
Quadratic and Polynomial Equations  
Operations with Functions, Reasoning  
The Circle  
Coordinate Geometry and Trigonometry.

## Revision

After the lesson is taught, examples of the problems related to the lesson will be done and students will work on them, helped by the teacher and the classmates. After that, students will attempt to solve other problems related to the lesson in order to know what they understood about the lesson, and what they did not. They will then ask the teacher for additional explanations and help, where needed. Then, the lesson will be reviewed in short, to help students see the main point of the lesson, and to have opportunity to ask additional questions for more clarifications. At the end of the class the homework will be done. The purpose of the homework is for students to clearly see what they understand, and what not, to be able to ask the teacher about that the next class. Every new class will start with checking the homework and solving and explaining the problems that students had difficulty solving at home. Student should ask any questions related to the lesson taught the previous class in order to fully understand the lesson. If the students do not understand the previous lesson, they would have difficulties in the lessons that follow. 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.

# Principles of Mathematics 11

2010 - 2011

Southpointe Academy

Instructor: Irene Slater



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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

Biology 11 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 how organisms in the different kingdoms evolved different strategies to meet their life functions. Students will also acquire the skills to apply and interpret their knowledge and to conduct a scientific inquiry.

## Main Units of Study

**Textbook:** Biology by Miller and Levine (Prentice Hall)

- ☒ Taxonomy – the Kingdom system of classification of organisms.
- ☒ Evolution – the process of evolution.
- ☒ Ecology – the inter-relationships of organisms within an ecosystem.
- ☒ Microbiology – bacteria and viruses.
- ☒ Plant Biology – evolution from water to land, algae, mosses, ferns, gymnosperms and angiosperms.
- ☒ Animal Biology – increasing complexity in organisms, Phylum Porifera, Cnidaria, Platyhelminthes, Nematoda, Annelida, Mollusca, Echinodermata, Arthropoda, vertebrates.

## 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, 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 11 students write internal exams in December and June.

**Biology 11**  
2010-2011  
Southpointe Academy  
Instructor: Dr. Theresa Kwan



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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 11 Chemistry Program is to extend the basic concepts covered in previous Science courses 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**

Introduction to Chemistry  
Physical Properties of Matter  
Atomic Theory  
Periodic Table  
Bonding  
Calculations  
Chemical Reactions  
Stoichiometry  
Solution Chemistry  
Organic Chemistry

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.

**Chemistry 11**  
2010 -2011  
Southpointe Academy  
Instructor: 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/>.



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## Overview

Physics 11 is an introductory course that focuses on the principles and theories of physics, encourages the 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 organizers in this course have been chosen to be representative of physics, and the skills and knowledge provide a solid base for further study.

## Main Units of Study

- Physics Introduction
- Kinematics
  - Displacement and Velocity in One Dimension
  - Acceleration in One Dimension
  - Projectile Motion
- Dynamics in One Dimension
  - Force Of Gravity
  - Force of Friction
  - Elastic Forces
  - Newton's Laws
  - Momentum in One Dimension
- Energy
  - Work and Energy
  - Law of Conservation of Energy
  - Power and Efficiency
- Wave Motion and Geometric Optics
  - Wave Properties of Light
  - Reflection of Light
  - Refraction of Light
- Special Relativity
  - Time Dilation, Length Contraction, and Mass Expansion

Review

**Physics 11**  
2010 - 2011  
Southpointe Academy  
Instructor: Ms. Irene Slater



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## Revision

### Teacher Expectations

- Respect for people and things around her/him
- Willingness to learn
- Self-motivated home study program
- Initiative to ask for any necessary help
- Arrival to class regularly, punctually, with all necessary materials
  - Textbook: Physics – Principles and Problems (Glencoe)  
Physics One (Gore)
  - Three ring binder with paper
  - Pencil, pen, ruler, eraser, white-out etc.
  - Scientific calculator
- Acceptance of responsibility to catch up any missed work (in a timely fashion).

## 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 government of Canada evolved dramatically in the 19<sup>th</sup> century, and took its present shape early in the 20<sup>th</sup> century. While much has changed in Canada over the last 85 years, the way we are governed has remained constant. Social Studies 11 is in essence three courses in one. We examine the structure and role of government in Canada, we analyze Canadian history in the 20<sup>th</sup> century, and we look at human geography. While they seem like three individual topics they are in fact closely linked. This course will examine the link between the two by embarking on a detailed study of all three.

## Main Units of Study

### 1. GOVERNMENT

To understand the structure and function of Canadian Government, the course will be broken into eight (8) sections that revolve around the formation of government and the role of the Canadian Government.

The eight sections are:

- 1) Understanding Political Systems
- 2) The Legislative Branch
- 3) The Executive Branch
- 4) The Judicial Branch
- 5) Elections and Canadian Political Parties
- 6) The Canadian Constitution
- 7) The Charter of Rights and Freedoms
- 8) BC Government

### 2. CANADIAN HISTORY

The History component of the course will cover the following areas in detail:

- 1) Canada 1900-1914
- 2) Canada in WWI
- 3) The Inter-war years
- 4) Canada in WWII
- 5) Post-War Canada

### 3. HUMAN GEOGRAPHY

In the geography section of the course we will look at Human Geography with a particular emphasis on Wealth Distribution, Resource Development,

**Social Studies 11**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



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Environmentalism, and Standards of Living. It is imperative that we are ourselves with the knowledge that the world is not a fair place.... But that it could be.

### **Revision**

As this is a provincially examinable course students will be sitting only two school exams. All assignments and activities will be done with the provincial exam in mind, and will be graded so as to aid the students as they prepare. Students should expect to work both independently and in groups for various essays, presentations, and analysis assignments.

### **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 Blanc

This will be a 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, Blanc edition.

This program will prepare the students to succeed in the (optional) French provincial exam., which the students have the choice to take next year. 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. Learning French, as any other language, is a powerful skill to know especially in Canada and it will open many doors for future jobs

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

- Unit 1: Qui suis-je ?, (expressions avec être, c'est ,il est, avoir, faire, aller, venir)
- Unit 2: Le week-end, enfin (vocab: prendre, mettre, voir, sortir, partir, être, aller)
- Unit 5: Vive le sport (pronom y et en, article défini, verbes réfléchis)
- Unit 8: Bonnes vacances (recevoir, apercevoir, le **futur**, phrases avec si, le **conditional**)
- Unit 9: Bonne route ( adj + de+ inf, preposition + inf, **subjonctif**)

## Revision

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

## Assessment and Reporting

**Course Français 11**  
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 11 uses *Realidades 2* as the class text to build on *previously* learned materials in a familiar format. *Realidades* language program is based on the belief that the purpose of learning Spanish is to communicate with people who speak it and to understand their cultures. In each unit, students will review grammar and thematic vocabulary, learn new language structures and then have the opportunity to practice and use the new material in a variety of ways. The text provides extensive cultural information woven into practice activities that provide the students the opportunity to use their new language to create and convey their own message. Students work on all language skills; reading writing, listening and speaking.

## 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 dia Escolar*

Describe classroom objects and activities

Talk about classroom rules

Express affirmative and negative ideas

Talk about extracurricular activities

Compare people and things

Compare the school rules and customs in other countries with those of your own school

### *Un Evento Especial*

Describe getting ready for a special event

Talk about daily routines

Describe people and things, clothes and fashion

Talk about going shopping

Understand cultural perspectives on clothing

**Spanish 11**  
2010 - 2011  
Southpointe Academy  
Instructor: Joan Clarke



*Tu y tu comunidad*

Talk about things you did and where you did them  
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*

Describe what you were like as a child  
Discuss childhood toys and games. Talk about activities you used to do as a child  
Describe holiday celebrations  
Describe people, places and situations in the past  
Understand the cultural perspective on childhood songs  
Understand the cultural perspective on holidays and special events

*En las noticias*

Discuss emergencies, crises, rescues, and heroic acts  
Describe past situations and settings  
Describe weather conditions  
Describe an accident scene. Describe what you were doing when an accident occurred  
Understand cultural perspectives on natural disasters and legends  
Understand cultural perspectives on health

**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.

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**Grades 10 – 12 Art**  
**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 to!!!!

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

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



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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.
- You will write a written response, explaining your own work, and what you discovered from the Grad Show.

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



- 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:-**

- Teacher evaluation:
- Peer evaluation
- Full participation and willingness to take part in class discussions and studio
- Efforts during studio time and in achievement of the learning outcomes in their final art work
- 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
  - Purpose and Definition of Risk Taking



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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.

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



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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/>.

**Publishing 11/12**  
2010- 2011  
Southpointe Academy  
Instructor: Pamela McMartin



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



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