



Overview

The primary aim of English 10 is to reinforce and build upon the skills developed in English 9. The course is thematically based and students are encouraged to draw meaning from texts of diverse genres and cultural and historical origins. As students become more efficient readers, they will be expected to increasingly draw upon the skills of summarizing, interpretation, analysis, comparison, and drawing conclusions. Writing skills also are advancing, concentrating on the analytical and expository essay format. Regardless of the form of composition, students will be expected to go through the process of thinking and creating in order to reach the final product. Formal analysis of the basic structure of English sentences is continued with consideration in the correction of usage problems. The student will also be required to develop oral communication skills through class presentations, debates and speeches. Integral to the themes are studies of media and technology and how they influence modern culture.

***** It is important to note that every student who is registered in the BC curriculum must write the English 10 Provincial Examination in June, which is worth a total of 20 % of the student's final grade.**

Main Units of Study

- Literature/Poetry (the short story, mythology, folklore, essay, novel and drama study)
- Grammar (mechanics such as punctuation, parts of speech, sentence structure)
- Composition (the writing process, outlining, paragraph- writing, essays, journals, creative writing, literary analysis and research skills)
- Oral Activities (role plays, speeches, class and small group discussion, debates, etc.)
- Media (study of how newspapers, television, radio, and films, and other technology send their message)

Term One:

- Review of Literary Terms
- Review of Story Structure
- Review of the writing process and paragraph structure
 1. The expository essay
 2. Workshop analysis of model compositions
 3. Basic research skills and MLA style guide
- Gothic Literature
- The Literary Ballad
- Film Study
- Independent Novel Study



- The synthesis essay
- Term examination

Term Two:

- Oral communication
- Novel Study (*Lord of the Flies*)
- Literary terms
- Characteristics of Utopian literature
- Literary analysis, project, presentation
- The persuasive essay
- Media study

Term Three:

- Non-fiction, visual literacy
- The personal narrative essay
- Shakespearean drama- *Macbeth*
- Provincial Exam review

*** Writing workshops and the study of grammar, usage, vocabulary development, and sentence structure will be on-going throughout the year.

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

English 10
2010 - 2011
Southpointe Academy
Instructor: Mrs. L. Domansky



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 10

2010 - 2011

Southpointe Academy

Instructor: Irene Slater



Overview

The aim of the Grade 10 Mathematics program is to reinforce understanding of basic concepts and to introduce new techniques in preparation for further study, 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

Trigonometry

Radicals

Exponents

Polynomials

Rational Expressions and Equations

Geometry

Sequences and Series

Function Notation

Variation

Interest/GST/Currency Conversions

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/>.

Science 10
2010-2011
Southpointe Academy
Instructor: Dr. Theresa Kwan



Overview

Science 10 will be taught in accordance to the B.C. Ministry of Education Prescribed Learning Outcomes. Students will gain knowledge and understanding of concepts in Life Science, Physical Science, and Earth and Space Science. Students will also acquire the skills to apply and interpret their knowledge and to conduct a scientific inquiry.

Main Units of Study

Textbook: BC Science 10 (McGraw-Hill Ryerson)

- Life Science: Sustainability of Ecosystems – biomes, ecosystems, energy flow and nutrient cycles, effects of bioaccumulation on ecosystems, changes in ecosystems over time.
- Physical Science: Chemical Reactions and Radioactivity – atomic theory, names and formulas of compounds, chemical equations, acids, bases, salts, organic compounds, types of chemical reactions, factors affecting the rate of chemical reactions, isotopes, radioactive decay, nuclear reactions.
- Physical Science: Motion – describing motion, distance, displacement, velocity, acceleration.
- Earth and Space Science: Energy Transfer in Natural Systems – temperature, thermal energy, heat, energy transfer in the atmosphere, climate change.
- Earth and Space Science: Plate Tectonics – evidence of continental drift, plate motion and interactions, earthquakes, volcanoes.

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.

Science 10
2010-2011
Southpointe Academy
Instructor: Dr. Theresa Kwan



-
- The completion of all work, including assignments, tests, presentations, laboratory activities etc., is mandatory for course completion.
 - Academic honesty is expected at all times.
 - Science 10 students write an internal exam in December. There is a provincial exam in June that counts for 20% of the final course mark.

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

The 19th century marks the period of the birth of Canada. From the end of the War of 1812, Canada began to move away from being a colony of Britain, to a sovereign nation struggling to find its independence. This course will focus on the political process that formed the base for the country, and then examine the social impacts of these processes on groups such as the English, French, First Nations, and Asians. A focus will include the relevancy of the events that led up to confederation and the impacts that both pre and post confederation Canada have had on today's society

Main Units of Study

1. CURRENT EVENTS

As stated in the class expectations handout, there is a strong element of current events to this course. The purpose of history is to examine the effects that our past has had on our present. To start the course we will be looking at the news today, and we will be analyzing and critiquing not only the stories, but where the stories come from. Skills that the students will learn will include:

- Analysing print, television, and internet media
- Assessing the objectivity of the news
- Examining media "view point"
- Examining the importance of news on the society of Canada

2. THE ROAD TO CONFEDERATION

The road towards the confederation of the Dominion of Canada began decades before the event itself. In order to gain an understanding of why Canada became a nation, we must examine the forces that were at work at the time. Major themes that will be examined include

- The evolution of Upper and Lower Canada
- The effects of the American Civil War on the formation of Canada
- The conferences at Charlottetown, Quebec, and London.

3. CONFEDERATION AT LAST

The signing of Confederation in 1867 marked the birth of Canada as a nation, and really the start of a whole host of problems, many of which still exist today. In this unit we will be examining the reason we did confederate into a country and the impact this has had on today's society. Themes include:

- The effect NOT having a revolution has had on us as a nation



- The problems associated with being a bilingual country
- An examination of American and Canadian evolution since the 19th century

4. LOUIS RIEL AND THE RED RIVER REBELLION

Hero or Villain? Louis Riel is one of the most identifiable individuals in Canadian History. His Red River Rebellion and subsequent execution is one of the most controversial topics Canada has faced. We will explore the causes behind the rebellion, examine who Riel was, and decide in our class whether or not his execution was just. In this unit we will:

- Examine the justice system in Canada both at the time of Riel and today
- Examine the term “just” as it applies historically
- Discuss the effects of the Rebellion both politically and psychologically to Canada

•

5. BUILDING THE RAILROAD: A LINK TO THE WEST

The building of the CPR was and is one of the most interesting events in Canada. The political motivation behind the massive project opened the door to even more issues that would arise in Canadian History. The railroad was thought to be the physical and psychological link between east and west in this country. We as a class will decide.

- What were the reasons behind the building of the Railroad?
- Was it an effective “link” for the country?
- Was it necessary?
- Had it not been built, what would have happened to Canada?

6. IMMIGRATION TO CANADA: THE BIRTH OF MULTICULTURALISM OR RACISM IN CANADA?

Canada is a country that prides itself on its diverse ethnic background. But why is Canada a nation that has such a multi-national makeup? In this unit we will examine the reasons behind the immigration of the 19th and early 20th centuries to Canada, and we will assess and determine the impacts that such events had on the country. Central themes include:

- Economic relation between immigration and the attraction to Canada
- Social strains that surfaced because of immigration
- The impact on today’s Canada

7. GEOGRAPHY

Social Studies 10
2010 - 2011
Southpointe Academy
Instructor: Mr. Thomas Lupton



The Geography unit will focus on the physical environment of Canada as well as resource management and distribution.

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/>.



Overview

The Grade 10 French program 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 **www.classzones.com**. This website presents a variety of engaging resources, from WebQuests to test preparation tools, all correlated to Discovering French Nouveau, Bleu edition.

Main Units of Study

- Unit 1: Meeting people
- Unit 2: Having a snack in France
- Unit 3: Daily activities at home, school and on the weekend
- Unit 4: People and their possessions
- Unit 5: City Life: The home, the family and the urban activities

Revision

- Classzones.com - test preparation, flashcards, extra exercises
- DR MRS VANDERTRAMP verbs
- Présent de l'indicatif, passé composé, l'imparfait

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.

Course Français 10
2010 – 2011
Southpointe Academy
Instructor: Monsieur Lum



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

Spanish 10 students continue to progress through the *Realidades* language program, gaining confidence in their abilities to express themselves in Spanish. The communicative language approach allows students to use language in purposeful and meaningful ways. Building on previous knowledge, students will learn more complex language structures as they participate in classroom activities; songs, role-play, games, and presentations. Students will describe events and experiences using the past, present and future, and learn how to extract, process and adapt information from Spanish resources in a meaningful manner.

Main Units of Study

Repaso

Review of greetings, alphabet, numbers, telling time, weather, calendar, body parts, classroom vocabulary and instructions, regular present tense verbs, question words, descriptive adjectives, food, leisure activities, family

Present tense – ar, er ir, regular verbs

Present tense - irregular verbs

La Casa

Identify rooms in a house, furniture, appliances and electronic equipment

Describe your bedroom

Name household chores

Tell where you live

Understand cultural perspectives on homes and different types of housing

De Compras

Talk about clothes, shopping, and prices

Talk about buying a gift

Describe your plans

Talk about what you want and what you prefer

Tell us what happened in the past

Understand cultural perspectives on gift-giving

Experiencias

Talk about things to do and places to visit while on vacation

Discuss volunteer work and ways to protect the environment

Talk about what people say and what people did for others

Understand the cultural perspectives on travel and vacation plans

Understand cultural perspectives on volunteer work

Spanish 10
2010 - 2011
Southpointe Academy
Instructor: Joan Clarke



Medios de Comunicacion

Describe movies and television programs

Express opinions about media entertainment

Talk about things you have done recently

Learn about computers and the Internet (use Spanish websites for review and homework)

Learn to ask for something and to tell what something is used for

Understand cultural perspectives on common gestures

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/>.



Overview

The aim of Physical Education 10 is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviors that contribute to a healthy, active lifestyle. The program is guided by the principles of learning. These are:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rate.
- Learning is both an individual and a group process.

Goals

- Students will participate daily in physical activity.
- Students will develop appropriate knowledge and skills for participating actively, effectively, safely, and responsibly in a wide range of individual and dual activities, games, and rhythmic movement activities.
- Students will develop the knowledge, skills, and attitudes that enable them to value, attain, and maintain a healthy, active lifestyle.

Main Units of Study

There is an increasing awareness of the importance of providing children and youth with meaningful and enjoyable physical activity experiences. Movement and play are focal points of young people's lives, critical to all aspects of their growth and development. A physical education program provides opportunities for all students to be physically active regularly and to develop an appreciation for and enjoyment of movement in a variety of activities from the following three categories:

- Individual and dual activities (Fitness, Track and Field)
- Games (Net Games, Invasive Games, Striking Games, Target Games, Minor Games)
- Rhythmic movement (dance and gymnastic activities)
- Alternate environment activities (e.g. swimming, hiking, skating)

Physical Education 10
2010 - 2011
Southpointe Academy
Instructor: Mr. Jason Levitt and Ms. Andrea Locke



Southpointe Academy P.E. Uniform:

Indoor: grey t-shirt, navy blue shorts (no stripes), white socks, running shoes (non-marking soles), deodorant, small towel, and a water bottle.

Outdoor: grey t-shirt, school track pants or sweat pants, school sweat shirt and/or track jacket, rain jacket (waterproof or gortex), white socks, running shoes, water bottle and extra underwear and socks.

- Proper running shoes are runner classified for the purpose of running or cross training, not Sketchers or skate shoes, etc.

Assessment and Reporting

Assessment is continuous. Students are evaluated in the following areas:

- Daily participation (P.A.C.E.) marks are based on student Participation, Attitude, Cooperation and Effort (1-5 scale). The context of their involvement: how they interact, include, generate ideas and function as a team/individual.
- Written quizzes and assignments (knowledge of rules, techniques / tactics/strategies / fitness and active living concepts)
- Motor skills and Game skills assessment – development and achievement (their technical/tactical development – understanding assess through games, drills, tournaments and activities)
- Fitness (muscular endurance/strength, cardiovascular endurance, speed, agility, flexibility)
- Athletic Service Hours – 3 hours of contributing service to the community of the school (scorekeeping, linesman, running an intramural program)

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



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.



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.

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



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.

Art 10 - 12
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.



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:-

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

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



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



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



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



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



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.



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/>.

Planning 10
2010 - 2011
Southpointe Academy
Instructor: Bruce Griffioen



Overview

The aim of Planning 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Planning 10 provides opportunities for students to: plan for successful learning in the Graduation Program, explore a wide range of post-secondary education and career options, think critically about health issues and decisions, develop financial literacy skills related to pursuing their education and career goals, and begin planning for their transition beyond secondary school.

Main Units of Study

The outcomes for Planning 10 will be covered in an integrated manner through several educational contexts. In their homeroom classes, students will receive daily mentoring. Students will attend a weekly 1 hour block and they will also meet many of the outcomes during their week at Project Discover. Some outcomes will also be addressed in their Math and English classes. Finally, the academic counselor will focus on many of the outcomes that relate to the Graduation requirements.

Term 1 – Education and Careers

Term 2 – Health and Healthy Living

Term 3 – Graduation Program

Revision

Students will be required to complete and submit several projects each term. Some project will be in the form of a presentation and may include group work.

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/>.