

# **Langley Fine Arts School**

**Course Selection Guide  
2017-2018**



Photo by Jenna Oosthoek

# Table of Contents

<b>Mission Statement .....</b>	<b>4</b>
<b>Langley Fine Arts School Philosophy .....</b>	<b>4</b>
<b>Principal's Message .....</b>	<b>5</b>
Performance Requirements .....	6
Fees .....	6
<b>Graduation Program .....</b>	<b>7</b>
<b>GRADE 11-12 PROGRAM .....</b>	<b>8</b>
<b>Fine Arts Majors .....</b>	<b>8</b>
DANCE .....	8
DRAMA .....	9
MUSIC .....	9
PHOTOGRAPHY .....	9
VISUAL ART .....	10
WRITING .....	10
<b>Academic Courses.....</b>	<b>11</b>
Humanities .....	11
Modern Languages .....	12
Social Studies .....	13
Sciences .....	14
Mathematics Pathways .....	16
Mathematics Courses.....	17
Media Arts .....	18
Physical Education.....	18
Arts Elective Courses .....	18
<b>Outside the Timetable Courses .....</b>	<b>20</b>
Graduation Transitions .....	24
<b>GRADE 9-10 PROGRAM .....</b>	<b>25</b>
<b>Fine Arts Majors .....</b>	<b>25</b>
Dance .....	25
Drama .....	25
Music .....	26
Photography .....	26
Visual Art .....	27
<b>Academic Courses.....</b>	<b>27</b>
Core (Required) Courses.....	27
Junior Academic Electives (Languages) .....	30
Junior Arts Electives.....	31
<b>Outside the Timetable Courses .....</b>	<b>34</b>
<b>GRADE 8 PROGRAM .....</b>	<b>37</b>
Fine Arts Concentrations .....	37
Academic Courses .....	38
<b>ENGLISH LANGUAGE LEARNER'S PROGRAM.....</b>	<b>39</b>

<b>RESOURCE ROOM SUPPORT PROGRAM .....</b>	<b>40</b>
<b>OTHER INFORMATION .....</b>	<b>41</b>
A Statement about Study Periods .....	41
Policy on Dropping Performance Courses .....	41
Former French Immersion Students .....	41
A Statement about Part-Time Students.....	41
Grad Status .....	41
Outside of School Learning .....	41
Alternate Career Programs.....	42
Kwantlen Xcel Program.....	42
What to Do If You Get a Failing Grade .....	43

# **Mission Statement**

Focusing on a common interest in the arts, the Langley Fine Arts School is a community of students, staff and parents, that strives to create a stimulating and culturally enriched alternative school environment.

Students with a passion for the fine arts have needs that may not be met in other school settings. These needs include a program that provides a sequential fine arts curriculum to promote continuous skill development and enhance the capacity for creative expression. Just as important is a peer group that places a high priority on the arts and the achievement of personal excellence. Fine arts students need an educational environment that values uniqueness and risk-taking, while acknowledging the need for teamwork and commitment.

The six fine arts in our secondary program -- Visual Art, Dance, Drama, Music, Photo (in grades 9-12) and Writing (in Grades 11 & 12) - are equal partners with the academics. By integrating the arts into all curriculum areas, we offer an alternative insight into goal setting and creative problem solving. We believe that acquiring an extensive background in the arts leads to a broader comprehension of the world and varied career opportunities.

# **Langley Fine Arts School Philosophy**

## **Explore**

- Providing equitable access to the school while expecting a high level of student commitment to learning, to achieving fully one's potential, and to attaining high standards in all areas of the curriculum.
- Engaging in the processes of creating, presenting and responding in the arts; and developing in students a firm foundation in the practices and principles of the individual arts disciplines.
- Exploring a curriculum in all of Gardner's multiple intelligences (verbal/linguistic, mathematical/logical, spatial, musical, kinesthetic, interpersonal, intrapersonal, naturalistic).
- Collaborating among the staff in order that the total curriculum is presented in an integrated and cohesive way while still honouring the skill development in the respective disciplines.
- Experiencing in the lower grades a broad array of the arts, and gradually working toward specialization in one of those arts in the upper grades.

## **Create**

- Ensuring that instruction takes a holistic approach to the creative and expressive development of the students, combining a search for significant artistic advancement with purposeful development of individual life skills;
- Offering an education that includes learning in, through, and about the arts.
- Ensuring that students will be well-prepared and competitive in the arts and also in provincially-examinable courses.
- Providing a stimulating and aesthetic school in which one is surrounded with exemplary arts examples and experiences.

## **Inspire**

- Providing an environment that allows students to express themselves with meaning while feeling safe, accepted, and loved;
- Fostering of the body, mind and spirit;
- Responding collectively as a school to the global community.

## **Principal's Message**

Welcome to *Langley Fine Arts School*! For some of you this course handbook provides you with your first introduction to courses at *Langley Fine Arts School*; for others, it represents the next part of your journey to graduation from *Langley Fine Arts School*. Take time to read through it, to make good selections and to consider how your choices today will impact your choices of tomorrow.

The *Langley Fine Arts* Handbook for 2017-2018 outlines all the courses that we offer in Grades 8-12. As you review the handbook and its offerings, please pay special attention to the expectations that we have for students at *Langley Fine Arts* and the graduation requirements of the *Ministry of Education*.

There are a number of specific expectations for all students at *Langley Fine Arts* that need to be considered in your planning:

- All Secondary students at *Langley Fine Arts* must select a Major. Grade 8 students must take two Majors. Students in Grades 9-12 must take one Major.
- Students in Grades 8-9 will not be given any spare blocks.
- Students in Grade 10-12 have the option to apply for a spare through their counsellor; however, spares will only be granted after completing an application process.
- Students in Grade 11/12 must take and complete a minimum of four academic classes each year, in addition to their Arts Major.

It is important to remember that most classes at *Langley Fine Arts* are full. As a result, if you fail or have failed a class, it will not be possible for you to re-take that course at *Langley Fine Arts*. Therefore, your counsellors will help you register for that course in summer session, online or at *Langley Education Center*.

We have clear expectations for students concerning dropping classes. There is a deadline date each semester after which students will not be able to drop a class. Please make sure that you pay attention to these dates and talk with your teachers and counsellor if your plans change.

*Langley Fine Arts School* offers an education that goes well beyond the minimum requirements as outlined by the Ministry of Education's graduation requirements. You have chosen to attend *Langley Fine Arts School* for many reasons but primarily for the opportunities to *Explore, Create* and to be *Inspired* in and through the arts. Take advantage of the opportunity to do just that. Select courses that interest you, will challenge you and that will enrich your learning.

Jon Bonnar  
Principal

## **Performance Requirements**

Our school program emphasizes the participation of all students in various performances throughout the year. The performance component is an essential and required part of each child's educational program at the Langley Fine Arts School.

Students are expected to be present and properly prepared for performances. Being involved in performances is an integral component in the development of an artist, not only as an individual but also as a member of the larger group involved in the performance. As a result, performance forms part of the assessment in many courses. Students who miss a performance may receive a zero for that portion of the course, which will affect the overall letter grade. It is important to understand that it is not possible to directly replicate the learning experiences associated with performances and as such, it is not reasonable to expect that students who miss performances will be provided with an opportunity to "make up" those missed experiences.

Teachers at *LFAS* try to schedule performances well in advance to allow students and their families ample opportunity to plan to be there. In the case of a conflict between a school performance and an outside-school activity, we expect the student to support their school and fellow students first. Please speak with your child's teacher as soon as you anticipate any date conflicts with *Langley Fine Arts School* performances.

## **Fees**

As a series of Fine Arts Academies, the Arts courses at *LFAS* involve Academy Fees to offset the particular and unique costs associated with this program. These fees cover such items as advanced materials, licensing fees for the use of music, specialized field trips, and guest artists etc.

# Graduation Program

Students entering Grade 10 are working towards the 80-credit graduation program. These credits will be accumulated over three years, from Grades 10 through 12.

Students at *Langley Fine Arts School* are required to be *full time*. By the time they leave LFAS, students will have accumulated significantly more than the 80 credits that are required by the province for graduation. This is one of the choices and commitments a student makes by joining our community of learners.

Students at LFAS will meet graduation requirements by completing the following courses:

Required Courses for Graduation	Credits
• English 10 (two modules)	4
• Science 10	4
• Math 10 (Foundations/Pre-Calculus or Apprenticeship & Workplace)	4
• PHE 10	4
• Socials 10	4
• Career Life Education 10	4
• English 11	4
• Socials 11 or First Nations Studies 12	4
• Math 11 (Pre-Calculus and/or Foundations and/or Apprenticeship & Workplace)	4
• Science 11 (Biology 11 or Biology 12, Physics 11, Chemistry 11)	4
• English 12 (provincially examinable course)	4
• Fine Arts or Applied Skill 10, 11, 12	4
• Graduation Transitions	4
<b>Total required Core Course Credits</b>	<b>52</b>
 <b>MINIMUM Additional Courses for Graduation</b>	
<i>- may be grade 10,11,12 electives but must include 3 grade 12 subjects (some students will have more than 28)</i>	
• 10 B Major	4
• 11 A Major	4
• 11 B Major	4
• 12 A Major	4
• 12 B Major	4
• Grade 12 course	4
• Grade 10/11/12 Course (with 4 credits)	4
<b>Total Electives must be 28</b>	<b>28</b>
<b>TOTAL CREDITS</b>	<b>80</b>

Post-Secondary institutions often require specific courses in Grades 11 and 12 for specific programs. Plan carefully to ensure you will have all the courses and credits you need, with special attention to prerequisite courses. Check the post secondary information at the end of this book for more information or speak to a counsellor.

# **GRADE 11-12 PROGRAM**

## **Fine Arts Majors**

Enrollment in Grade 11-12 Fine Arts Majors depends on one or more of the following: interview, audition, portfolio review, or permission from the teacher.

### **DANCE**

#### **DANCE 11A/11B and DANCE 12A/12B**

This program emphasizes the study of Modern Dance technique, choreography, history and performance.

Modern Technique class will focus on refining the students' control of the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern and contemporary dance techniques. Ballet technique and concepts are used in class; however movements explored emphasize 360° of space (including floor work, inversion of the body and circular use of torso). Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group and effective translations of the composition are elements that enhance performance. These elements are analyzed and practiced during class and formal performances. Students are given the opportunity to view both live and recorded dance performances followed by class discussions and individually written critiques.

Anatomy is also integrated into the Dance class. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance.

### **DRAMA**

#### **THEATRE 11A/11B and THEATRE 12A/12B**

The senior level in Drama is designed for students interested in a more intensive and advanced study. Students will work in a supportive and challenging environment, exploring movement, speech, improvisation, acting, directing, technical theatre, design and theatre studies. Our goal is to develop an appreciation of drama and theatre as a process and an art form. Unit of study will include acting techniques ranging from Laban, Michael Chekov and Shurtleff, improvisation to build character, modern theater history and play analysis. As students gain more skills and experience, written assignments will increase in intensity and frequency. Students will direct and perform a one at play. Other performance opportunities will be available in their senior years, such as a dinner theatre Cabaret, an Original Sketch Festival or a children's theatre production. Attending and reflecting on professional theatre continues to be an integral part of this course.

The final project of the Grade 12 graduating drama major is an Artist Allegation – a personal statement of who they are; how they got here; and where they plan to go – presented in a theatrical experience.

Grade 11 and Grade 12 Drama Majors must also enroll in **at least one** of the following each year:  
**Film & TV 11/12, Musical Theatre 11/12, Theatre Tech 11/12.**

## MUSIC

### **MUSIC 11A/ MUSIC 11B and MUSIC 12A/MUSIC 12B**

Students in these courses will further develop their musicianship through performing, composing and listening to music. Compositional elements to be studied and employed will include extended triads, complex meter, rhythm, cadences, dominant seventh chords and score writing. Students will perform a broad range of musical styles in a variety of small ensembles. Technical proficiency, musicality and rehearsal technique will be emphasized. Music from the Renaissance to the present will be listened to and analyzed. Students will maintain a journal containing critical observations and analyses of presented works. It is expected that Music students will take a large Music ensemble.

## PHOTOGRAPHY

### **PHOTOGRAPHY MAJOR 11/12**

Photography Majors learn how to communicate visually. This hands-on intensive course exposes students to the power of photography as a visual communication tool, as a means of self-expression, and a vehicle for social commentary. Students should be prepared to work; we learn technical, compositional, and creative aspects of Photography using digital and analogue tools. We explore our world through the lens by venturing on several field trips throughout the year too (at least once per month). By the end of Photography 12, students will be expected to produce a well-developed photographic portfolio.

Photography Major students will learn the following:

- Composition and Design
- Digital and Film Camera Operations
- Exposure, Depth of Field and Shutter Speed
- White Balance, Histogram
- Black & White Darkroom
- Colour Darkroom
- Studio Photography- High Key/Low Key Lighting, Key Shift
- Digital File Management/Image Manipulation
- Photographic History
- Portraiture, Landscapes, Still Life, Photojournalism
- Experimental, Theme Based and Conceptual Photography
- Ideas, Communication, Symbolism and Imagery
- Visual Literacy, Media Literacy, Technology Literacy
- Post-Secondary and Photography Careers
- Portfolio Development

## VISUAL ART

### **VISUAL ART 11A, VISUAL ART 11B**

(Prerequisite: Visual Art 10A and 10B, submission of a portfolio, and completion of entrance requirements)

Visual Art 11 is a senior course that continues to build on the in-depth experiences of the Grade 10 program. It continues to foster the students' technical skills and their ability to visually interpret the world and forms around them. In this intensive course, you will work with a variety of media and processes. In addition to the art history that is integrated with the various units of study, students will continue their chronological study with an exploration of 19<sup>th</sup> Century Art Movements including Neo-Classicism, Romanticism, Realism, Impressionism and Post-Impressionism. Students are expected to develop a portfolio that shows a thorough understanding of the techniques and concepts studied throughout the year.

## **VISUAL ART 12A, VISUAL ART 12B**

(Prerequisite: Visual Art 2D 11 and 3D 11, submission of a portfolio, and completion of entrance requirements) Visual Art 12 is a senior course that continues to foster the skill building and in-depth experiences of the Art 11 program. A major emphasis is placed on the development of drawing skills through direct observation and individual style. In this intensive course, you will work with a variety of media and processes. In addition to the art history that is integrated with the various units of study, students will continue their chronological study of art history focusing on 20<sup>th</sup> Century and contemporary art styles and movements including Abstract Expressionism, Art Deco, Art Nouveau, Bauhaus, Cubism, Dadaism, Fauvism, Pop, Surrealism, and Symbolism movements. Students are expected to develop a portfolio that shows an extensive range of media and technique exploration from a variety of sources.

Grade 11 and Grade 12 Visual Art Majors must also enroll in **at least one** of the following each year:  
AP Visual Art 11, AP Visual Art 12, Fabric and Fibre 11/12, or Ceramics & Sculpture 11/12.

## **WRITING**

### **WRITING 11/12**

Writing 11/12 is a rich program geared towards students who are interested in song-writing, performance poetry, writing for professional publications, multi-media presentations and the fine art of the written word. Students planning on a post-secondary education will find this major extremely helpful in becoming a better writer, thinker and presenter. The philosophy of the course will follow many of the ideas of Daniel Pink, author of *A Whole New Mind*, who states, “the future belongs to creative people.” The emphasis throughout the year is on having fun and working hard. Students with strong writing skills and those with written output disorders have been equally successful in this program.

The writing room is equipped with 30 computers so that students have easy access to Prime Sheet Inc., a class website where students post their writing and interact with professional mentors and other students from around the world.

Prime Sheet currently has 16 mentors including published poets, short story writers, photojournalists, novelists and screenwriters; students are matched with a mentor in order to focus on a specific genre of interest. Guest speakers are a regular occurrence and cover a wide range of styles, from beat poets to journalists.

Students also go on a variety of fieldtrips, including the Vancouver Writers Festival, Granville Island, Williams Park, Commercial Drive, Stanley Park and UBC.

By the end of the two-year program students become proficient wordsmiths with highly developed critical and observational skills. This is a Major for students who like to ask questions, think deeply, develop confidence and proficiency in their writing and speech, and most importantly have fun.

Want to see what we do? Look at <http://lfaswritingmajors.wordpress.com>

## Academic Courses

### Humanities

#### **CLASSICAL LITERARY STUDIES 11 - Through the Eyes of Chaucer, Byron and Tennyson**

This course will introduce you to some of the best writing in the English language from the 8<sup>th</sup> century to the present. Great literature allows us to explore our humanity by looking into the abyss and examining the sublime. The literature will be read and discussed in a community of learners. This provides an opportunity to examine historical and philosophical traditions through the lens of great thinkers. This literature is transformative; it will change you. A former Lit student said, “This course has opened my eyes to the power and beauty that well-written words can hold.”

#### **CONTEMPORARY PLAY STUDY 11**

Today’s playwrights push against the boundaries of character, era, and environment, and take us along for the ride. In so doing they not only expose us to worlds previously unknown, but parts of ourselves we rarely access. By studying plays that take us from the founding of the United States of America, to the exploration of the seas, to the reserves in the Canadian prairies, we journey into what these stories reveal.

#### **NEW MEDIA 11 - The Art of Persuasion**

Coke or Pepsi? Tim Hortons or Starbucks? Are you easily persuaded? Are you in control of your decisions? You might not be as free as you think. This course will focus on persuasive techniques and rhetorical devices used by advertisers, politicians, news organizations, and the entertainment industry.

We will begin with traditional persuasive essays. You will then choose a topic and a digital platform (video, photography, blog, live performance) in order to sell your own product or idea. You can persuade your audience to buy/change/act/reconsider/give by using spoken word, music, dance, drama, art, and photography.

Your guides: George Orwell’s *1984* and David McRaney’s *You are Not so Smart*.

#### **ENGLISH 12 - FIRST PEOPLES - The Truth About Stories (Provincially Examinable Course)**

This course uses the First Nations Principles of Learning, which encourages a community of learners. It is a course in which oral tradition is taught and practiced. Many great First Nations storytellers can be heard like the Anishinaabe writer Richard Wagamese. Historically, Aboriginal culture has been undervalued. There has been an attempt by government and churches to destroy the stories and those who tell them. But as Thomas King stated, “they never really went away”. Offering and taking this course is a significant step toward Truth and Reconciliation.

**This is a provincially examinable course that fulfills the English 12 requirement.**

#### **ENGLISH 12 – The Last Kick At The Can (Provincially Examinable Course)**

English 12 is more than just an exam. It is a rite of passage. As you leave our school we would like you take with you many skills such as critical thinking, the ability to recognize truth, to say what you mean and share what you know. We would like you to experience other worlds as you read the stories of authors such as Alice Munro, Wayson Choy and William Shakespeare. They have so much to teach. Understanding other perspectives will remind you of the necessity of compassion and empathy.

**This is a provincially examinable course that fulfills the English 12 requirement.**

**\*\* Students MUST take one of English 12 or English 12 First Peoples to graduate.\*\***

## **ENGLISH LITERATURE 12**

English Literature 12 is a survey of British literature from Anglo-Saxon times to the middle of this century. In this course, students will be engaged in an intensive study of the greatest poems and poets in the Western Canon: Chaucer, Shakespeare, and Milton, the Romantics, the Victorians, and poets of this century, such as Eliot, Yeats, and Thomas. A strong focus in this course will be the reading of the literature within its historical, cultural, and literary context. Students with an aptitude for and love of English will be particularly interested in this course, as will students preparing for university. Due to the complexity of this course, students should have completed or enrolled in English 12.

## **Modern Languages**

### **BEGINNER SPANISH 11**

Beginner Spanish is a combination of Spanish 9 and 10. It is a demanding, fast-paced course covering two levels of program work into one semester. The goal of this course is to develop communication skills (speaking, understanding, reading and writing) in Spanish. Emphasis is placed on oral communication and reading for gist. Students will also discover the culture and history of Spanish-speaking countries.

### **SPANISH 11**

This course allows students to build upon their previously learnt language skills from Spanish 11. With the focus on communication for travel, students will learn key vocabulary and grammar for problem solving in travel scenarios in all areas: reading, listening, writing and speaking. Students discover the ties between culture and language as we explore different Spanish-speaking countries and celebrations.

**This course satisfies university Language 11 credit.**

### **FRENCH 11**

In French 11, students continue to explore aspects of francophone culture to deepen their understanding of culture and language. Focusing on tourism and problem-solving skills for real-life traveling scenarios, students build on previously learnt language skills to interact with the Francophone world. This course continues to foster risk taking and courage in all categories of language learning: reading, listening, speaking and writing. Spontaneous interaction is emphasized. These skills also build toward preparation for the DELF (Internationally recognized French language proficiency exam), an optional assessment done through the district which allows students to obtain a certificate showing their language proficiency.

**This course satisfies university Language 11 credit.**

#### **A Note about Second Languages:**

\* Those students who are planning direct entry from Grade 12 into most Canadian universities must have an approved foreign language at the Grade 11 level. PLEASE NOTE: College, art school, and technical school programs may not require a foreign language for entry.

\*\* University requirements change regularly and vary between post-secondary institutions. Always consult the individual requirements of each post-secondary institution you plan on applying to. If you have specific questions or the post-secondary institution website appears unclear, please contact the Academic Advisor for that school.

## **FRENCH 12**

In French 12, students advance their language skills through grammar refinement and vocabulary expansion. Students communicate daily in French with a great emphasis on spontaneous interaction. Through French literature, students gain a larger perspective on the francophone world and further express their opinions, hopes, and dreams both written and orally. Students also prepare for the DELF (Internationally recognized French language proficiency exam), an optional assessment done through the district which allows students to obtain a certificate showing their language proficiency.

## **Social Studies**

### **COMPARATIVE CULTURES 11**

Comparative Cultures 11 is a course that explores the development of culture over time. Students will discover the elements of cultural expression, the role of power and governance and the role of value and ethical systems on the development of culture. This study will also consider interactions between cultures and the natural environment. The course will provide students with the opportunity to work independently and collaboratively on a variety of projects.

### **COMPARATIVE WORLD RELIGIONS 12**

Comparative World Religions 12 is a course that explores the influence of religion on the development of culture. Included in this study will be the history of sacred architecture and landscapes, the development of belief systems, the exploration of sacred texts, the relationship between religious practice and justice, and the development of social systems in everyday life. The course will provide students with the opportunity to work independently and collaboratively on a variety of projects.

### **20<sup>th</sup> CENTURY HISTORY 11**

Interested in Dictators, Propaganda, War, Cultural and Religious Conflict and the predictable following rise in Civil Rights, Social/Cultural Development, Interdependence and Global cooperation? 20<sup>th</sup> Century History 11 offers all of the above! Inquiry projects will focus on improving analysis and interpretation skills, while helping students make ethical judgements about the interesting and controversial events of the past century.

### **PHYSICAL GEOGRAPHY 12**

Are you interested in learning about the physical world around you? In geography, we explore earthquakes, tsunamis, volcanic eruptions, landslides and other natural hazards while also gaining an understanding of how interconnected processes shape the Earth. Impacts of human activities on the natural environment such as with the oil and gas industry are also discussed. The course is a visually engaging exploration of our world which is guaranteed to change how you see everything from the clouds above you to the rocks beneath your feet.

### **BC FIRST NATIONS STUDIES 12 - Every Culture Has a World View**

The study of First Nations history and culture has never been more relevant. Every day the First Nations of Canada are in the news. Murdered and Missing Indigenous Women, Kinder Morgan Pipeline Protests, Site C Dam, and Boil Water Advisories are just some of the headlines. Why? This course will help you answer that question, but it will also help you understand First Nations culture. It will help you understand a cultural view in which the world is something sacred, something whole, a place of balance between physical, emotional, mental and spiritual states. It will also help you understand the story of colonization. Most importantly, it will teach you about resistance and resilience. This is a course that will invite you to experience culture and belief. Listen to the elders - hear their stories. It will teach you and it may even transform you.

## **LAW 12**

Are you interested in a Law related career? This introductory course will help you understand the role of law and the benefits of our legal system. By examining the foundations of law and exploring the three types of law (family, civil and criminal) you will be able to better think critically about legal issues, express your ideas and argue ethical and social issues.

## **PHYSICAL GEOGRAPHY 12**

Are you interested in learning about the physical world around you? In geography, we explore earthquakes, tsunamis, volcanic eruptions, landslides and other natural hazards while also gaining an understanding of how interconnected processes shape the Earth. Impacts of human activities on the natural environment such as with the oil and gas industry are also discussed. The course is a visually engaging exploration of our world which is guaranteed to change how you see everything from the clouds above you to the rocks beneath your feet.

## **PHILOSOPHY 12 - In Pursuit of Happiness & Identity**

Should happiness be the ultimate goal of humanity? If so, who has the perfect recipe and how do we evaluate their positions? We will examine and deconstruct historical attitudes towards happiness beginning with the Greek philosophers. We will also observe the views of a wide range of thinkers chosen by the instructor and the students, such as the Dali Lama, Desmond Tutu, Bob Dylan, Victor Frankl, Abraham Maslow, Matthieu Ricard, Zhuangzi, Shakespeare, Bertrand Russel, Malcolm Gladwell, Prophets of the world's religions, among others. We will question our assumptions about happiness and learn to use logic and reasoned arguments to defend our chosen values.

## **SOCIAL JUSTICE 12**

Martin Luther King, Jr., Ghandi, Mother Teresa and Malala Yousafzai are just a few of the people who have been champions of Social Justice. This course will examine the complex causes and interconnectedness of Social Justice as well as initiatives to transform systemic injustice, and how individual world views shape and inform the understanding of our world. Possible topics to be discussed include race, poverty, LGBTQ, status of women, environmental and ecological justice, peace and globalization, disabilities as well as other marginalized and vulnerable groups.

## **PSYCHOLOGY 12**

Psychology 12 provides information relating to issues that all individuals encounter not only in themselves, but also in their relationships with others. Students will acquire insight into the complex determinants of behavior and develop an appreciation of, and understanding for individual differences. The core curriculum of Psychology 12 includes topics such as Perspectives of Psychology, the Brain, Motivation, Stress, Emotions, Humour, Perception, Learning, Personality, Abnormal Psychology, and Sexual Motivation. Other areas selected for study will include those considered important in today's society.

## **Sciences**

## **ENVIRONMENTAL SCIENCE 11**

Environmental science provides an opportunity to study the environment both locally and on a broader scale. This course will look at many of the issues and concerns that have arisen due to human use of and interaction with the environment. This course is a great platform to delve deeper into your understanding of the diversity and complexity of how ecosystems function as well as the impacts and implications of the actions of individuals and communities on them. Conservation, restoration and sustainability are discussed as responses to issues facing the environment today.

## **BIOLOGY 11**

*Escherichia coli, Chrysemys pictii bellii, Chaos chaos, Pisaster ochraceus, Acer rubrum* - have we captured your attention?! The use of such intriguing names and the science of taxonomy (naming/classifying organisms) - the only way to organize an incredible array of diverse life forms - is just one aspect of the Biology 11 course. If you are interested in learning about viruses, bacteria, ameba, mosses, flowering plants, sponges, molluscs, worms, sea urchins, insects, mammals - then look no further. Biology 11 is a lab-oriented survey course designed for the student who is fascinated by the diversity of the living world. The themes of unity and diversity, evolutionary change and ecological relationships are used to study representative life forms. You will become familiar with the universal code of DNA and complexity of cell structure. Laboratory work will include microscope use, dissections, culturing bacteria and providing an opportunity to refine the methods of scientific inquiry. Emphasis will be placed on the practical applications of concepts and on the skills needed for further study in branches of life sciences and related fields.

## **BIOLOGY 12**

Biology 12 is an opportunity to continue the study of life by providing an understanding of the workings of the human body in great depth and detail. Biochemistry and Physiology are the main focus in this course. Cellular parts and their molecular structure are used to explain larger concepts in the operation of an organ and organ systems within the body. The major units include: Cell Biology, Biochemistry an Human Biology.

**Biology 12 can be used to satisfy the university entrance requirements in place of a Grade 11 Science.  
Biology 11 is NOT a Pre-Requisite for Biology 12.**

## **CHEMISTRY 11**

Chemistry is a lab-orientated course concerned with the identification, characterization, and transformation of matter. The course has a strong mathematical emphasis. Specific units dealt with include the scientific method, classification and description of matter, atomic theory; including introductory quantum mechanics, the mole concept, and stoichiometric applications, chemistry solutions, acid-based reactions, and organic chemistry. Students taking Chemistry 11 can expect a variety of laboratory activities on a regular basis.

## **CHEMISTRY 12**

This course is intended for students who have shown an aptitude for chemistry, by demonstrating success in Chemistry 11, and plan to take chemistry and related courses at the post secondary level. Extensive laboratory investigations form the basis for an in-depth study of selected topics. Problem solving is a necessary part of the course and students should have a good understanding of mathematics. Chemistry 11 is a suggested pre-requisite. Many more mathematical problems are encountered in Chemistry 12 than in Chemistry 11.

## **PHYSICS 11**

Physics is essential to academic studies and career training in the fields of science, technology, and medicine. Moreover, the concepts of physics have a profound effect on the way we think about our universe, our technology, and ourselves. Physics 11 is an introductory course designed to stimulate the student's interest in physics. Core topics include classical mechanics, energy, wave motion (with emphasis on light) and theory of relativity. Students will put into practice their knowledge of the scientific method as they carry out and plan experiments in this course. Strong math skills are recommended.

## **PHYSICS 12**

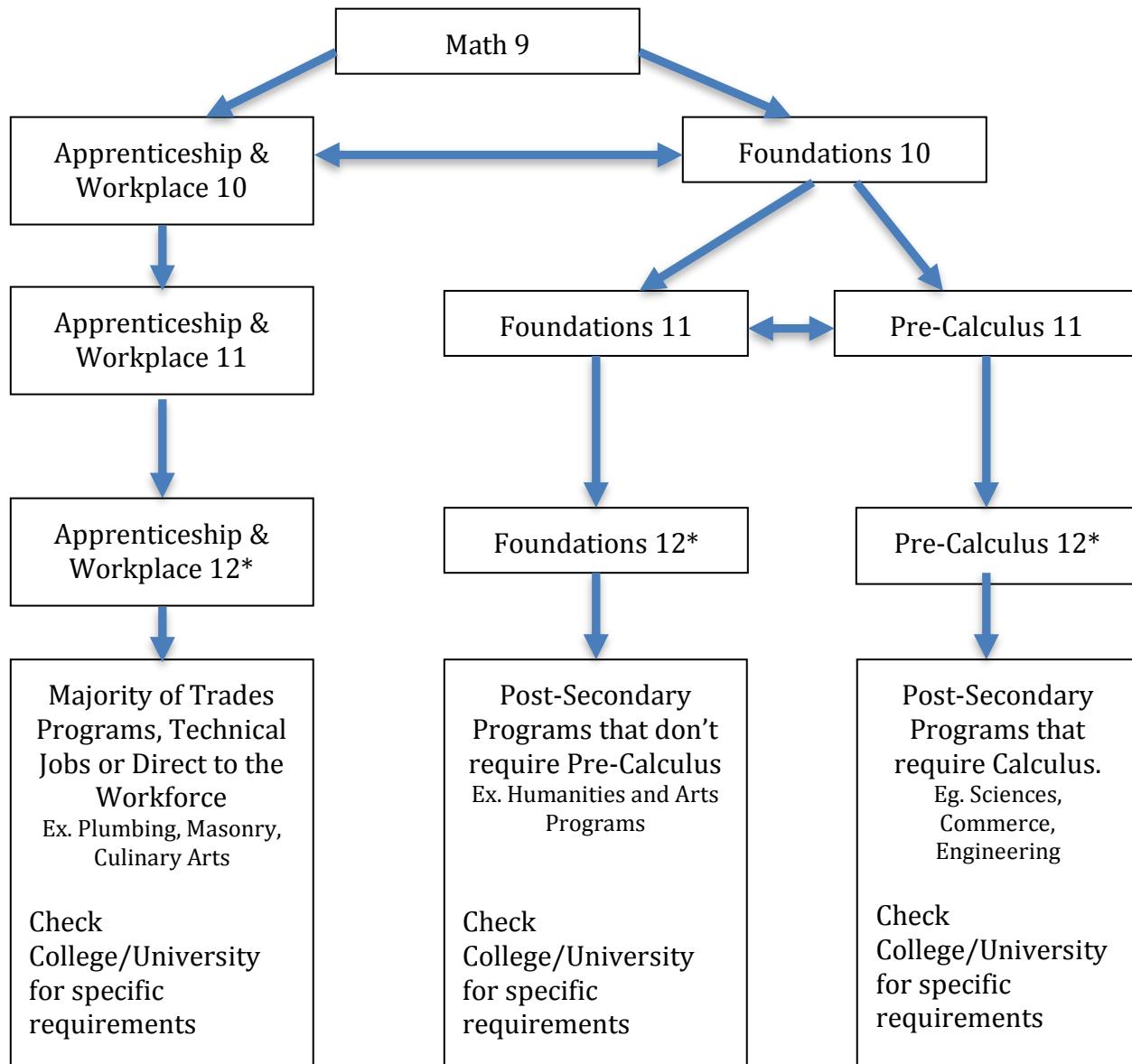
Physics is essential to academic studies and career training in the fields of science, technology, and medicine. Moreover, the concepts of physics have a profound effect on the way we think about our universe, our societies, and ourselves. Physics 12 is an advanced course designed to investigate more advanced concepts in physics. Core topics include vectors & projectiles, dynamics & equilibrium, momentum & energy, circular motion, electrostatics, current electricity, and electromagnetism.

## Mathematics Pathways

In choosing a math program, students need to ask themselves the question:

***What is my future education and career plan?***

Your education after high school depends, in part, on the courses that you take in high school. Starting in Grade 10, students must consider their post-secondary plans in order to choose the most appropriate math program. To help make the best informed decision on which math program is best suited for you and your future plans please work with your parents and counsellor. Please use the flowchart below as a starting point for your math program planning.



### APPRENTICESHIP AND WORKPLACE MATH 11

This course continues on the same path as Apprenticeship and Workplace Math 10. Topics will include logic and reasoning, trigonometry, finance mathematics, analysis with proportions, measurements in 2 systems, modeling with scale diagrams, linear applications, statistics and applications. This pathway is specifically designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into the majority of trades at post-secondary, such as plumbing, masonry or culinary arts, technical jobs or for entry into the workforce.

**This course is not accepted by universities but is accepted *for some post-secondary programs*.**

### FOUNDATIONS OF MATH 11

This course includes such topics as logic and reasoning, statistics in a variety of forms, analysis of rates and graphs, proportions, relations and functions, Euclidean geometry, trigonometry. This course meets graduation requirements as well as most post-secondary requirements for certain career paths. This pathway is designed to provide students with a mathematical understanding and critical-thinking skills identified for post-secondary studies that do NOT require the study of theoretical calculus like sciences, commerce and engineering.

### PRE-CALCULUS 11

This is an intensive course that, along with Pre-Calculus 12, prepares a student for a post-secondary course in calculus. Those who take this course are people interested in pursuing careers in finance, sciences, mathematics and engineering. Topics include a wide range of relations and functions, algebra, trigonometry, sequences and series. This pathway is designed to provide students with a mathematical understanding and critical-thinking skills identified for post-secondary studies that do not require the study of theoretical calculus like Economics, Geography, Psychology, Arts or Humanities.

### FOUNDATIONS OF MATH 12

This course extends the topics covered in Foundations of Math 11. It includes such topics that are directly applicable to real world situations such as financial mathematics, as well as higher-level abstract concepts such as relations and functions, logical reasoning, and probability. It meets requirements for university admission in the faculties of Arts or Social Sciences. Check your specific university/college entrance requirements.

### PRE-CALCULUS 12

This course extends the topics covered in Pre-Calculus 11. It is intended for students who are considering pursuing studies in the sciences or engineering in university. It is required for direct admission to many university science or engineering programs. Check your specific university/college's entrance requirements.

## Media Arts

### DIGITAL DESIGN 11/12

Learn design principles, theory, and programs. This course will expose and highlight the presence of design in our everyday surroundings, providing a basis for understanding the work and the importance of designers. The disciplines of 2-D graphic design will be exemplified and examined, but we will also explore fashion, architecture, industrial, and interior design. Students will learn how to use Adobe InDesign, Illustrator, Photoshop, Dreamweaver and Flash; they will be challenged to produce solutions using design and creative problem solving.

## Physical Education

### PHYSICAL EDUCATION 11

Physical Education 11 is an elective course designed to introduce students to a number of different sports that they may not have experienced at the Junior Secondary level. Students will participate in team and individual sports such as bowling, broomball, ice hockey, darts, archery, roller hockey, and laser tag. Basketball, volleyball, badminton, soccer, softball, and ultimate Frisbee are also offered. Students will gain knowledge of skills, rules, refereeing, and scorekeeping. There are fitness components in the course that involve selecting three of six components of the Canada Fitness Test on which to work and be evaluated. Students also set their own personal cardio levels and work on achieving them throughout the course.

### PHYSICAL EDUCATION 12

Components of this course include the following: personal fitness testing, personal cardio goal setting, and participation in field trips such as ice hockey, bowling, laser tag, broomball and roller hockey. As well, units in basketball, soccer, volleyball, softball, badminton, archery, and ultimate Frisbee are offered. Due to the group participation nature of the course, it is expected that students attend all classes; thus, 50% of the course mark is based upon attendance and participation.

### BODY FIT FOR LIFE 11/12

In this course students will get their heart pumping and their muscles moving. Self-esteem will flourish as student's coordination, agility, strength, balance and flexibility develop. Total body conditioning will result from participating in interval and resistance training sessions. Boot camp-style workouts, Cardio Jam and Circuit Training will help develop cardiovascular endurance. Through active participation students will achieve a state of harmony and balance. Students will develop an appreciation for the body empowering them to make choices, meet challenges, and develop positive behaviours in fitness, wellness and movement activities.

## Arts Elective Courses

### ADVANCED PLACEMENT STUDIO ART 11

#### Post Secondary School and Portfolio Preparation

This course is the first of two critical classes for all Visual Art majors planning on applying for post-Secondary experiences in Visual Art. In this advanced, intensive program you will start the process of preparing yourself for post-secondary art school and college life in general. As part of those preparations you will research a number of post-secondary schools to learn more about their programs and degrees. You will also learn about the several steps that are necessary in order to apply to post-secondary school. The majority of class time will be spent on developing works for your portfolio. You will learn how to develop your creativity and thinking skills in order to create powerful images that are authentic and personally meaningful. In addition to art production, you will participate in individual and group critiques, along with photographing the works for your portfolio.

## **MUSICAL THEATRE 11/12**

This course explores the movement, vocal and dramatic aspects of musical theatre. The course will include an introduction to dramatic, vocal and dance technique where students will construct, discuss, perform and analyze those art forms. Opportunities will be available to attend live performances of local student recitals and/or professional productions, examine films and participate in workshops. The culminating activity will consist of the student's participation in a final production. Students will learn/participate in technical aspects of performance production (advertising/promotion, sets, props, costume construction, stage management). Be prepared to sing, dance and perform!

## **FABRIC AND FIBRE 11/12**

This course provides students with an exciting opportunity to explore a variety of textile mediums and processes. Major areas of study will include embroidery, quilting, textile design, knitting, felting and fabric dying. Students will develop both their technical skills and their conceptual skills through a variety of assignments using fabric, paper, yarn, recycled clothing, and more. Assignments will include both sculptural and functional design projects. The social history of textile traditions is a strong component of this course. Students will also explore the role of textiles in the contemporary art world. No prior sewing or knitting experience is necessary. This course is a requirement for all grade 11 and 12 Art Majors who are not enrolled in A.P. 11 or A.P. 12.

## **CERAMICS & SCULPTURE 11/12**

Ceramics 11/12 is a senior course that provides students with an opportunity to create a series of works using clay as their medium. Students will explore a variety of techniques including hand building, wheel throwing and mold making. Assignments will include both sculptural and functional design projects. The social history of the ceramic tradition is a strong component of this course. Students will also explore the role of ceramics in the contemporary art world. No prior experience working with clay is necessary. The course is a requirement for all grade 11 and 12 Art Majors who are not enrolled in A.P. 11 or A.P. 12.

## **FILM 11**

This course is for students who have already completed Film 2 and wish to further advance their filmmaking skills. Students in this course will further explore cinematography techniques, three key lighting and special effect lighting, sound editing, and advanced adobe premiere and after effects techniques. The students will engage in film analysis and screen writing. Students will explore the techniques of documentary filmmaking, and narrative which will lead to the creation of his/her own short film. Students will be participating in the Zoom Festival, the BC Student Film Festival, as well as international festivals.

**Pre-requisites: Film 1 & 2, or special permission from instructor**

## **CHOREOGRAPHY 11/12 (All Dance Majors Grade 11/12)**

Choreography is a practical exploration in making dances. This class develops students' choreographic skills through a variety of solo and small group movement compositions. These assignments may be in response to a variety of stimuli (e.g., the elements of dance, images, music, other arts forms, social issues). Students are encouraged to expand their movement vocabulary and begin to develop their artistic voice. Students work rigorously and imaginatively to respect the art form and expand it in new directions. This course is open to all majors who are curious about movement and creation. The priority of this class is the choreographic process. Each choreographer will have opportunities to share their work with the LFAS community. Non-dance majors will focus on choreographic skills and not performance skills in final products shared with the LFAS community. Non-dance majors have the option to perform in their final choreography projects.

## **FILM ADVANCED 12**

This course is designed for the film student that has already completed Video Production 9/10 and Film 11. This course explores advanced techniques in cinematography, video editing, sound and lighting. Film Advanced will introduce students to special effects using Adobe After Effects and Cinematography set-ups. Other topics that will be covered include: film analysis, screenwriting, Foley sound production and animation. The advanced film students will be encouraged to enter ZOOM Festival and the BC Film Festival as well as many other national and provincial video competitions. Film Advanced students will be encouraged to work with the Art Institute of Vancouver on post secondary projects.

**Pre-Requisites: Film 11, or special permission from instructor**

## **DIGITAL PHOTOGRAPHY 11 [ELECTIVE]**

*"A photograph can hold just as much as we put into it, no one has yet approached the full possibilities of the medium."*

- Ansel Adams

Photography is an excellent way to capture the moment and hold memories. It is the contents in the family album; the essence of modern history. Students taking Digital Photography will learn how to see while developing an understanding in photographic composition, design, and visual literacy. This course will provide students with a solid foundation in basic Digital Photography: DSLR operation, camera care, exposure (aperture, shutter speed, ISO, and histograms), white balance, lighting, image management and image manipulation. Students will have the opportunity to experiment with light, portraiture, landscape, still life, flash, studio, colour/BW, HDR, composition, narrative, and theme-based explorations. Digital Photography 11 students will have hands on experience with digital image production.

**No prerequisite required, Photography 9/10 recommended**

## **DIGITAL PHOTOGRAPHY 12 [ELECTIVE]**

*"Photographs can reach eternity through the moment" - Henri Cartier-Bresson*

In Digital Photography 12, students will create a body of thoughtful, creative digital photographic work. The student will be self-directed creating projects and producing works specific to their interests in Digital Photography. Students will become more skillful with digital camera processes, scanning, colour profiles, post-image manipulation and production, and professional output. Students will engage in regular in-class critiques to develop their own personal style and interests in the medium. Digital Photography 12 will present their work in a well-organized digital portfolio.

**Prerequisite: Photography 11**

## **Outside the Timetable Electives**

### **DANCE COMPANY - by audition in September – Dance Majors only**

Esprit de Corps is a Secondary Dance Company of advanced Dance Major students in the Grade 9-12 Dance Major Program. After completing an audition process, including a dance class and interview, students are selected to work together as a performance ensemble rehearsing outside the timetable Tuesday and Thursday afterschool. Esprit performs both faculty and guest choreography in Dance Department performances. Extra performances and field trips are offered to the Dance Company to enhance their overall development as dancers and choreographers.

### **DANCE TECHNIQUE - All Majors GRADES 9-12**

The Dance Technique class is open to all students, both dance majors and non-dance majors. The focus of this class is to provide opportunities to increase technical skills as well as to provide all students in any major with the opportunity to experience dance. The class includes technical skills, conditioning exercises and simple and complex movement combinations. There is no performance component in this class. This class is recommended if you do not take dance classes outside of LFAS.

## **DRAMA ENSEMBLE - by audition**

Drama Ensemble is a performance course designed for serious young theatre artists. Students will rehearse and perform a scripted work from a variety of theatrical styles. We are especially looking for well-rounded performers who contribute both on and off stage. Rehearsals will be required beyond the scheduled class hours. Auditions are used as part of the criteria for placement in the course.

## **THEATRE TECH**

Technical Theatre is a course designed for those students who wish to gain an intense knowledge of the background workings of a theatre. Students will learn all aspects of technical theatre including sound, lights, fly, stage management and Front of house. Using the equipment of the Chief Sepass Theatre, students will work as technicians for various events within the school. Outside work experience hours are required to complete this course.

**Prerequisite is Theatre Tech 9/10**

## **CONCERT CHOIR**

This course is open to students in Grades 8-12. Traditional and contemporary choral music in a variety of styles will be studied and performed. Special emphasis will be placed on the development of the singing voice and, as such, this course is strongly recommended for Drama students. Participation in concerts, festivals and workshops is an expectation of this course. Due to the interdependent nature of this course a high level of commitment is required.

## **CHAMBER CHOIR - by audition**

This ensemble provides an introduction to vocal jazz as well as chamber choir music. Style and interpretation, as well as vocal development are stressed. Students will have opportunities to perform publicly both as soloists and as members of the choir. An audition may be required to join this choir. Due to the interdependent nature of this course a high level of commitment is required.

## **CONCERT BAND - Junior and Senior - by audition/teacher recommendation**

This ensemble will be open to students from all arts areas. Placement will be based on age and ability level. Emphasis will be placed on the development of instrumental skills and the performance of a wide range of wind ensemble repertoire. The ensemble will explore challenging repertoire and develop advanced technical and music skills. Participation in concert, festivals and workshops is an expectation for this course. Attendance and punctuality are critical. Due to the interdependent nature of this course a high level of commitment is required.

## **JAZZ BAND - Junior and Senior - by audition/teacher recommendation**

Jazz Band will focus on the performance of jazz repertoire, both early and modern. We will explore all aspects of jazz music including swing, funk, Latin, blues and fusion. Students will explore the art of improvisation (soloing). We will also listen to many recordings of professional big bands and soloists. Through instruction, clinics, and listening, students will develop the musical skills and disciplines necessary for performance in this idiom. This is a performance group that will take part in a number of concerts throughout the school year. Due to the interdependent nature of this course a high level of commitment is required. Students may have to audition for the jazz band.

## **ORCHESTRA**

This ensemble will be dedicated to the preparation and performance of string and orchestral music from the Baroque to the 20<sup>th</sup> century. Emphasis will also be placed on the development of string technique. This ensemble is open to string players who possess the skills necessary to execute level 2-4 Repertoire. Music will be selected which challenges both intermediate and advanced players. This is a credit course for string players. Due to the interdependent nature of this course a high level of commitment is required.

## **YEARBOOK 11**

Yearbook 11 students take on more responsibilities and advanced levels in all domains of production: photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, internet research, and lots of team work in documenting the school community. The yearbook staff works together as a team to produce a publication that best represents the school year. Students learn all aspects of production.

## **YEARBOOK 12**

Yearbook 12 students take on more responsibility in assigned positions carrying out a variety of tasks. *Editor*- The yearbook Editor oversees the publication's operation: *Assistant Editor*- The Assistant Editor organizes materials. *Design Editor*- The Design Editor oversees and creates the overall design and layout of the publication. *Photo Editor*- The Photo Editor is fluent with digital photography and processes. *Grad Contact*- The Grad Contact oversees the Grad section. *Events Coordinator*- The events coordinator connects the yearbook to events going on around the school. *Copy Editor* the Copy Editor creates written assignments. *Technical Assistant*- The Technical Assistant installs yearbook related programs/fonts on the computer. All Yearbook 12 students are required to meet for an additional "Editorial/planning meeting" once a week.

## **The MIX**

The MIX is an online magazine that highlights the Langley Fine Arts School community. Our team of New Media journalists document the whimsical, the innovators and the revolutionaries in the LFAS community. Students work as part of a collaborative team and learn to use a variety of media such as film, photography, sound recording, interview techniques, and print to showcase their surroundings. MIX members also have the opportunity to work on their own projects such as DYI's, cooking vignettes, storytelling, photo essays, opinion columns, fashion sections, etc. The MIX is fun, vibrant, colorful and bodacious!

**This course is open to students in grades 9-12.**

## **RECORDING STUDIO ARTS - Roaring Canary**

Roaring Canary is open to grade 9-12 students. Roaring Canary is the LFAS Recording Label. In this elective you will learn how to use Pro Tools to record, edit and mix. You will learn about the basics of sound. You will learn about microphones and microphone placement with regards to recording different instruments and ensembles. You will work in the recording studio as well as the theater using the digital soundboard. There will be class projects as well as independent projects. Professional instructors are brought in as guest teachers. We also learn about the promotional aspects of the recording arts, copyright issues associated with recording and learning about music distribution platforms like Band Camp. Students are also expected to participate in live recordings at various times during the year.

## **CAULIFLOWER - An Independent Directed Study Course for Grade 11/12**

Students in consultation with Ms. Wolski will individually design and plan an arts based research project. The class will allow select students from any Major to dive deeper into something introduced in their Major or explore something new that is not offered in the curriculum (cross disciplinary collaboration or cultural/urban art forms). This class is provided as a space for students to take what they know and create something new. Course work will include a rehearsal log, reflective component, evaluation, and completion of an agreed-upon product.

**Course acceptance based on the proposal by the student**

## **INTRODUCTION TO STAINED GLASS - GRADES 9-12**

Is there anything more beautiful than sunshine streaming through stained glass? Do you want to learn how to design and create beautiful stained glass? Then this is the class for you! Students will learn how to design and safely construct framed stained glass panels using various techniques and tools. Learning in this class will be project based.

## **ADVANCED PLACEMENT STUDIO ART DRAWING 12 - Portfolio Preparation**

This course is a critical class for all Visual Art majors planning on applying for post-Secondary experiences in Visual Art. Class time will be spent on developing a portfolio featuring both a breadth section (showing a wide range of material and technique usage) along with a concentration section exploring a personal theme. In addition to art production, students will be involved with group critiques, photographing their works for their portfolios, learning how to research and apply to a variety of art schools and programs, along with preparing for National Portfolio Day. Students may also elect to submit their portfolios to the A.P. Program, which is an international program of enriched studies offered to students in high schools all over North America and in Europe so that they can start to earn university credit while still in high school. An external committee will evaluate these portfolios and successful portfolio admissions may be accepted for credit at some universities and colleges.

## **ADVANCED CREATIVE WRITING**

Advanced Creative Writing is a yearlong course open to students who are committed writers wishing to focus on a specific genre in greater depth. Students who are not enrolled in the LFAS Creative Writing major will be considered on an individual basis.

Each student in the program will take part in a comprehensive study of the works of one University creative writing faculty member (or writer connected to the University program). They will become an expert in that writer's works, including themes, philosophies and style. Students will be responsible for studying and sharing their discoveries about their writer with their classmates using the following format:

- Dinner Talk: Students will meet for a weekly semi-formal dinner where they will lead a dinner discussion focused on a topic inspired by their writer.
- Reading Mentor Works: Students will read a substantial portion of the body of work produced by their mentor, thus becoming experts on this writer. By sharing their knowledge with the class, students will also become familiar with the works of all the mentors in the program.
- Mentor Contact
- Students will connect with their writer/mentor by email for personal feedback on their work.
- Final Result: The semester will culminate in an evening celebration where students will present their portfolio of writing for their mentors.

## **BUTTERFLY EFFECT - Travel Beyond the Classroom**

### **Meeting Times: Tuesdays: 7:30-8:30 a.m. or by appointment**

Do you have a passion you'd like to study that isn't in the school curriculum? Do you want to become an expert on your topic and share your passion with equally passionate students in other countries and schools? Butterfly Effect is a self-directed course that uses a website to connect you to students in Kenya as well as other schools in Langley, Coquitlam and Surrey. Butterfly Effect hosts 2 students from Kenya every year and some LFAS Butterfly students choose to travel to Kenya to meet their peers. While the Kenyan students are here, we host a Conference where all the Butterfly students can meet and share their research.

## Graduation Transitions

Graduation Transitions is a mandatory graduation requirement that encourages students to:

- Take ownership of their health and learning.
- Examine and demonstrate connections between their learning and their future through experience and reflection.
- Create a plan for their growth and development as skilled, healthy, knowledgeable, participating citizens.
- Exhibit attributes of the BC graduate (intellectual, human/social, career areas). Specific detailed information is available on the Ministry of Education website at:  
[http://www.bced.gov.bc.ca/graduation/grad\\_certificate.htm](http://www.bced.gov.bc.ca/graduation/grad_certificate.htm)

In order to be eligible for graduation, students must be able to demonstrate that they have met specific requirements in the areas of personal health, community and work experience, and a transition plan for their post-secondary career and life.

At Langley Fine Arts, students meet these requirements through the development of a personal portfolio, which is completed and presented in their Grade 12 year. Students receive 4 credits on successful completion of Graduation Transitions.

## GRADE 9-10 PROGRAM

### Fine Arts Majors

Enrollment in Grade 9-10 Fine Arts Majors depends on one or more of the following: interview, audition, portfolio review, or permission of the teacher.

#### Dance

##### DANCE 9/10

This program emphasizes the study of Modern Dance technique, choreography, history and performance.

Modern Technique class will focus on refining the students' control of the principles of movement (alignment, flexibility, strength, balance, centering and breath) through the study of various modern and contemporary dance techniques. Ballet technique and concepts are used in class; however, movements explored emphasize 360° of space (including floor work, inversion of the body and circular use of torso). Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group and effective translations of the composition are elements that enhance performance. These elements are analyzed and practiced during class and formal performances. Students are given the opportunity to view both live and recorded dance performances followed by class discussions and individually written critiques.

Anatomy is also integrated into the Dance class. Students learn the muscular and skeletal systems of the human body and their importance in dance training, injury prevention and rehabilitation. Units in nutrition and the creation of individualized strength and flexibility conditioning programs give students information required to maintain a healthy relationship with dance.

#### Drama

##### DRAMA 9

Once students have chosen a single major, focus and commitment expectations intensify. As they continue to develop their physical and vocal presence, written assignments increase in complexity and frequency. Units of study now include theatre history, technical theatre, script adaptation, as well as play production, an introduction to Stanislavski acting techniques, Shakespeare studies (*A Midsummer Night's Dream*) and dramatic criticism. In the spring, students will perform their script versions of short stories and novels for the stage. Optional field trips will be organized when appropriate.

##### DRAMA 10

Drama 10 builds and extends beyond the basic skills taught in Drama 9. Units of study include play analysis, characterization, and introduction to Shurtleff's guideposts. Students apply these new skills through monologues and scenes in our fall festival. Study of Shakespeare's *Merchant of Venice* corresponds with an in-depth historical study of Elizabethan theatre. In the spring, units on directing, play production and acting culminate with a one-act play. Other areas of study include improvisation, role drama, and self-written monologues. Optional field trips will be organized when appropriate.

## Music

### MUSIC 9

Students in this course will develop a high degree of facility on their instruments through ensemble rehearsal and performance. Further study of music rudiments, ear training, and keyboard will enable students to harmonize their compositions using simple chord progressions. The form and harmony in well-known compositions will be studied. It is expected that Music students will take one large music ensemble.

### MUSIC 10

Students in this course will develop a high degree of facility on their instruments through ensemble rehearsal and performance. Further study of music rudiments, ear training, and keyboard will enable students to harmonize their compositions using simple chord progression and voice leading techniques. The form and harmony in well-known compositions will be studied. Music 10 students take their classes with Music 9 students and progress is monitored at an individual rate. It is expected that Music students will take one large music ensemble.

## Photography

### PHOTOGRAPHY 9/10

Photography 9/10 majors learn how to explore through the lens to develop a visual understanding of their worlds. This is a hands-on intensive course inspiring students of the communicative potentials of Photography. Students learn technical, compositional, and creative aspects of Fine Arts Photography while developing digital and analogue skills. The class partakes on several field trips throughout the year to gain broad repertoire of photographic experiences. Photography 9 students develop technical photography skills. In Photography 10, students will produce a series to express their unique perspective.

Photography Major students will learn the following:

- Composition and Design
- Digital and Film Camera Operations
- Exposure, Histogram, White Balance
- Depth of Field and Shutter Speed
- Black & White Darkroom
- Studio Photography
- Digital File Management/Image Manipulation
- Photographic History
- Portraiture, Landscapes, Still Life, Photojournalism
- Experimental, Theme Based Photography
- Ideas, Communication, Symbolism and Imagery
- Visual Literacy, Media Literacy, Technology Literacy

## Visual Art

### VISUAL ART 9

This course builds on concepts and skills studied in Visual Art 8 through explorations in studio processes, art history, art analysis and art appreciation. Studies that are both observed and imagined will encompass the two-dimensional program of drawing, painting (oil, acrylic, egg tempera, latex and water colour), relief printmaking and collage. The sculptural component of the program will include ceramic and multimedia constructions. Studies of historic and contemporary approaches will be included, as well as the development of an ability to construct a reasoned critical response to analyzing a work of art. In the secondary spiral of art history, a focus on the middle ages will include a study of artifacts, costumes and architectural structures, Students will be provided with opportunities for gallery visits, sketching trips, meeting professional artists and collaborating with students in other majors. The development of a personal portfolio of student work will be introduced.

### VISUAL ART 10

Visual Art 10 is the first year of an in-depth three-year senior art program. It continues to build on the student's technical skill, placing a greater emphasis on the student's ability to visually interpret the world around them. Major areas of study will include drawing, acrylic and watercolour painting, colour theory and printmaking. In addition to the art history that is integrated with the various units of study, students will be involved with a focus study of the Renaissance period, Mannerist movement, and the Baroque. Students are expected to develop a portfolio that shows an understanding of the use of a variety of media and techniques explored throughout the year.

## Academic Courses

### Core (Required) Courses

#### HUMANITIES 9

Humanities is an integrated Social Studies and English Language Arts course. Grade 9 Social Studies is concerned with European and Canadian history between the years of 1750 to 1919 CE. The course will begin with the fight for rights in the French Revolution and end with the advent of Canadian nationalism during Confederation and World War I. The Indian Act, Chinese Head Tax and Komagata Maru will reveal past and present disparities of power. These events will be used to demonstrate the need for social justice in Canadian society. Grade 9 Language Arts is central in humanizing history. Literature like George Orwell's *Animal Farm* will reinforce the importance of preserving human rights. In keeping with the new curriculum, Aboriginal content will be embedded in the study Sherman Alexie's *The Absolute True Diary of a Part-time Indian* and the Numbered Treaties.

#### ENGLISH 10 MODULES – students will take two modules from the list below.

##### WORLD LITERATURE 10

Do you want to travel the world and experience different ways of life? This class will give you an opportunity to explore different cultures, places and ways of living through the lens of a variety of literature. We will look at how different cultures and places around the world (Asia, Middle East, Africa, India) use literature to explore what they value and their varying perspectives.

##### DEAD PLAYWRIGHTS STUDY 10

Our words carry meaning. They reveal truth, trial, and trivialities about our lives. In reading, discussing, dissembling and interpreting great works of drama, from master playwrights, we will strive to understand the human experience through time, and discover if some things never change. Plays and scenes studied may include the work of Shakespeare, Ibsen, Beckett, Miller, and Chekov.

## **CREATIVE WRITING 10 - A Quaint, Charming Villanelle in the Alps**

Those of you who are experienced travelers know that the best way to learn how much you like a place is to go there. Creative writing is like that, too. In this course, you will become a literary world traveler, getting your passport stamped for writing in a wide variety of genres and forms. Whether your past writing has taken you around the block or across the ocean, you can and should take this course.

Potential Writing Majors should also take this course. As Kurt Vonnegut wrote, “Keep your hat on—we may end up miles from here!”

## **DYSTOPIAN LITERATURE 10 – Looking into the Future**

What could the future look like? Could a dystopian society exist? We will explore, identify and analyze dimensions of dystopian thinking, including the treatment of the topic in novels, short stories and poetry by futurists such as Ray Bradbury and Kurt Vonnegut.

## **RESILIENCY THROUGH LITERATURE 10**

What does it mean to be resilient? Through the study of works, such as *To Kill a Mockingbird*, we will analyze how characters cope with stress and adversity as the result of oppression. We will be studying characters who overcome great challenges, such as racism and social injustice. By engaging with literature, we reflect on our own lives and find new perspectives.

## **POETRY INQUIRY 10 - Nearer to Truth Than History**

Poetry is the universal language of human expression; it is a constant, produced by all known civilizations from ancient to modern times. Poetry moves through time with us, from the lullabies we hear as children, to the songs we listen to in our daily lives. It helps us make sense of the world, in sometimes stirring ways. It provides us with truth, allows us to navigate love, may even give us hope. Poetry also gives us ways to understand the complexities of war and other social issues. Your poetry inquiry will allow you to discover new poetry and perhaps even help you find your own truths.

## **ENGLISH 10 FIRST PEOPLES - Towards Reconciliation**

This course uses the First Nations Principles of Learning, which encourages a community of learners. It is a course in which oral tradition is taught and practiced. Many great First Nations storytellers can be heard like the Anishinaabe writer Richard Wagamese. Historically, Aboriginal culture has been undervalued. There has been an attempt by government and churches to destroy the stories and those who tell them. But as Thomas King says, they never really went away. Offering and taking this course is a significant step toward Truth and Reconciliation.

## **MATH 9**

Math 9 is designed to continue to build on the skills and concepts learned in Math 8 with the addition of some new ones. Some of the major areas of focus include: number and number operations, algebra, measurement, financial literacy and data analysis. Problem solving is a key focus in this course. A strong number sense and fluency with previous mathematical concepts is beneficial in helping students achieve success.

## **APPRENTICESHIP AND WORKPLACE MATHEMATICS 10**

This is a course that provides students with the skills necessary to be informed citizens and prepares students to become confident in using mathematics in the workplace and at home. Emphasis will be placed on improving number sense and problem solving throughout the areas of finance, trigonometry, basic algebra skills, geometry, and probability. Students will also learn systems of measurement, both imperial and metric, conversion methods for both systems. Students planning on attending an academic post-Secondary institution should take Foundations 10 instead of Apprenticeship and Workplace Mathematics 10. Please refer to the Math Pathways diagram on page 18 for more information.

## **FOUNDATIONS OF MATH/PRECALCULUS 10**

Common Math10 is a course that teaches concepts in the areas of number and number operations, measurement, algebra, relations and functions, and trigonometry. There is a heavy emphasis on graphing functions and exploring relationships between two variables. Students will be using scientific calculators. Common Math 10 is a provincially examinable course where 20% of the mark comes from a province wide exam. This course prepares students for differing types of Mathematics 11 courses. Please refer to the Math Pathways diagram on page 18 for more information.

## **PHYSICAL HEALTH EDUCATION 9**

Physical Education 9 is the second year of compulsory physical education at the Secondary level. Students are exposed to a number of different team and individual sports. A review of skills learned in Grade 8 and the development of new higher-level skills are introduced at the Grade 9 level. There is a strong emphasis in this course on attitude and participation and this is reflected in the breakdown for assessment and evaluation. Fitness is also emphasized and students are tested at the beginning and ending of the course. The Physical Education Department also tries to include at least one field trip for each class. This may include ice-skating, broomball, or squash. Theory and classroom work will be implemented to support the new curriculum component of Healthy Living. Topics such as nutrition, goal setting, mental health, physical health and sexual health will be explored and evaluated. This assessment will be incorporated into the students PHE mark.

## **PHYSICAL HEALTH EDUCATION 10**

Physical Education 10 is the third and final year of compulsory physical education and is required for graduation. A review of skills learned in Grade 9 and new higher-level skills are introduced at the Grade 10 level. Students are exposed to a number of different team and individual sports. It is hoped that after completing this final year of physical education, students will have found a physical activity that they excel in or find enjoyable enough to pursue outside of the school setting. There is a strong emphasis in this course on attitude and participation and this is reflected in the breakdown in procedures for assessment and evaluation. The Physical Education Department also tries to include a field trip for each class. This may include a trip to a fitness gym or a trip to the local arena to participate in broomball or ice-skating.

## **CAREER LIFE EDUCATION (CLE) 10**

Career Life Education is a course that recognizes three major phases of career development - Foundation and Awareness, Exploration, and Experience and Application. As students move through Grades 10–12, they further refine their understanding of the links between personal development and their career decisions. They consider regional and global trends to reflect on career possibilities, refine their understanding of safety requirements associated with occupational areas and related technologies, and further develop and refine their understanding of career possibilities through planning, practice, and application of competencies and knowledge.

### **Big Ideas**

- 1) Finding a balance between work and personal life is essential to good physical and mental health.
- 2) A network of family, friends, and community members can support and broaden our career awareness and options.
- 3) Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities.
- 4) Effective career planning considers both internal and external factors.
- 5) The global economy affects our personal, social, and economic lives and prospects.
- 6) Successful career and education paths require planning, evaluating, and adapting.

## **SCIENCE 9**

Science 9 reinforces and extends the core concepts of Science 8. Chemistry 9 extends students' knowledge of the periodic table, chemical changes, and writing chemical formulae. Biology 9 includes the study of reproduction in plants and animals, as well as taking a closer look at the different forms of reproduction. The Physics 9 unit is on electricity and is focused on the study of current and voltage. The study of Nutrient Cycles is a new addition to Science 9 and takes a look into how different nutrients cycle in nature and factors effecting those cycles. Students will put into practice their knowledge of the scientific method as they carry out and plan experiments in this course.

## **SCIENCE 10**

Science 10 completes the three-year Junior Science program and is required for graduation. The three core units in this third year are Biology, Chemistry, and Physics. The basic concepts of Chemistry explored in Grades 8 and 9 are extended into the law of conservation of mass, rearrangement of atoms in chemical reactions, acid-base chemistry, and energy change during chemical reactions. Biology 10 focuses on the structure of DNA, function of genes, mechanism of mutations, inheritance, and patterns of heredity. An extension of this includes DNA extraction and purification from plant or animal cells. The main focus of Physics 10 is the energy of motion, heat transformations, and nuclear energy. Astronomy 10 focuses on the development and study of the Universe.

## **SOCIAL STUDIES 10**

Social Studies 10 guides students to find out how Canada found its place in the world. From the end of World War I to the modern era, Canada has evolved into one of the planet's greatest nations. What is a "Canadian"? What experiences shaped our beliefs and values? What makes us "Canadian"? Social Studies 10 has the answers!

## **Junior Academic Electives (Languages)**

### **FRENCH 9**

In French 9, students continue to acquire the language skills to communicate with others about their everyday life and immediate circle. Students also learn to express their emotions, and in connection, explore their own cultural identity, gaining a new perspective.

### **FRENCH 10**

In French 10, students will build upon their previously learnt language skills as a way to participate in meaningful interactions. Students will experience authentic creative works, which will deepen their own understanding of culture and language and broaden their views on francophone identities in comparison with their own. This course fosters risk taking and courage in all categories of language learning throughout the course: reading, listening, speaking and writing. Spoken interaction is emphasized.

### **BEGINNER SPANISH 11**

Beginner Spanish is a combination of Spanish 9 and 10. It is a demanding, fast-paced course covering two levels of program work into one semester. The goal of this course is to develop communication skills (speaking, understanding, reading and writing) in Spanish. Emphasis is placed on oral communication and reading for gist. Students will also discover the culture and history of Spanish-speaking countries.

### **SPANISH 11**

Spanish 11 further emphasizes previously acquired grammar and continues with students learning to communicate in the past, present and future. The skill of retrieving information, question asking and reading for gist round out the student's ability to communicate orally and written with increasing precision.

### **INTRODUCTION TO ANIMATION 9/10**

In this class, students will learn to create stop-motion animation films. Students will be given the option of a variety of mediums which include clay, lego, paper, pipe cleaners and white boards to create their animations. Students will script a short animation, build a set and apply lighting for desired effect. We will add music, dialogue and sound FX using a variety of audio recording devices, foley techniques, and stock libraries. Digital video cameras, web cams, and digital still cameras will be used. Students will learn digital video editing techniques using Adobe Premiere Elements, Adobe Soundbooth, Adobe After Effects and Adobe Premiere. This class will end with a final product to take home or export to the web.

### **INTRODUCTION TO WOOD WORKING 9/10**

Are you interested in building things out of wood? In introduction to woodworking students will learn safety rules and practices for the shop environment as well as specific tools and machinery. Students will learn the characteristics and properties of different species of wood, create plans and drawings and learn techniques for stock breakout and woodworking using a variety of hand and power tools. The learning in this class will be project based.

### **CERAMICS 9/10**

Explore the textural world of clay as you sculpt and construct vessels as well as other architectural forms using basic hand-building methods of slab and coil. Students will also receive instruction of throwing on the potter's wheel – a challenging and exciting process! The course will include glazing (and other methods of finishing clay), kiln use, tool manipulation and preparation for display.

### **CHOREOGRAPHY 9**

The focus of the choreography class is on *exploring the creative process* and its application to dance. Students work individually and as a member of small and large ensembles exploring time and space, choreographic forms, motif and development, social issues and improvisation. Students have opportunities to work with other art disciplines in collaborative projects. Choreography students apply choreographic tools explored in class to create works for the student choreography performance in December and May.

### **CHOREOGRAPHY 10**

The focus of the choreography class is on *exploring the creative process* and its application to dance. Students work individually and as a member of small and large ensembles exploring time and space, choreographic forms, motif and development, social issues and improvisation. Students have opportunities to work with other art disciplines in collaborative projects. Choreography students apply choreographic tools explored in class to create works for the student choreography performance in December and May.

**Prerequisite: Dance Composition 9 or Choreography 9**

### **DANCE COMPOSITION 9**

Dance Composition is about understanding the tools used in developing a dance through exploration. This course is open to students of all majors who share a willingness to try and are open to new experiences. The choreographic units covered will focus on the concepts of time, space, and energy. Emphasis will be placed upon class assignments that develop themes, expand personal movement vocabulary, and experiment with different points of view. The class develops each student's confidence and self-awareness, and allows dancers to discover their own unique ways to move. Students will collaboratively create a group dance that will be performed in the December Show.

*It is expected that students take Dance Composition 9 before registering in Choreography 9/10.*

## **COMPUTER ARTS 9/10**

In Computer Arts 9/10, students will be introduced to visual communication through graphic design and computer animation. Students will learn the fundamentals of typography, design and layout, and problem solving skills in order to develop creative projects using digital technology. In animation, students will gain an awareness of visual story telling techniques, basic design, and composition through 2-D and stop-motion animation projects. Programs introduced include: Photoshop, InDesign, Illustrator, Flash, and the latest stop-motion capture software.

## **DRAMA – PHYSICAL ACTOR 9/10**

This course explores the development of a strong and flexible physical body able to move with ease through space and interact instinctively on-stage. It looks at the concept of the physical body as an expressive instrument. The course will work with impulse and energy, transformation and creation. Areas of exploration will include clowning, mask, physical improvisation and character techniques.

## **INTRODUCTION TO DRAWING AND PAINTING 9/10**

Introduction to Drawing and Painting is an opportunity to explore and gain confidence in working with a variety of drawing and painting materials. If you love colour, texture, paints and oil pastels, this is an excellent course for you. Beginners will have a chance to discover new materials and processes, while Art Majors can focus on enhancing their skills and ideas.

## **IN THE MOMENT: PLAYING WITH IMPROVISATION 9/10**

Who would like to take a risk? Come out all you non-Drama Majors, you eccentric drama hambones ... and fail in a public forum. That's right....WE WANT YOU!!! This course is open to all junior students interested in working on spontaneous improvisation skills. Techniques such as physical characterization, spontaneous story line creation, use of stock characters and playing in the moment will be some of the skills on which students will focus. Improv scenarios include styles such as musicals, soap operas, westerns etc.

*Note: Drama students are strongly encouraged to take “Playing with Improv” during either their Grade 9 or Grade 10 year.*

## **VISUAL ARTS MULTI MEDIA 9/10**

This course invites you to immerse yourself in creative chaos. Build, construct, glue, manipulate, carve, assemble and transform materials as diverse as clay, wire and more. Explore your creative ideas while discovering new three-dimensional ways to develop artwork.

## **MUSICAL THEATRE 9/10**

This course is the opportunity for all students to explore their secret passion for putting it all together: singing, acting, and dancing. Working with songs, text and choreography from the contemporary musical theatre repertoire, students will perform in a variety of contrasting scenes appropriate for their age and ability. Students will also have the freedom to explore experimental compositions that involve all three theatrical disciplines.

## **PHOTOGRAPHY 9**

Photography 9 is an elective taken by students from all majors. It is an exploration of the visual world around us as we collect memories, thoughts, and ideas by capturing light. In class, students learn how to use and operate cameras, from point and shoot to manual cameras from darkroom to digital. Students explore composition, elements of design, aesthetic concepts, and media issues.

## **PHOTOGRAPHY 10**

Photography 10 is an intermediate level of photography allowing students to capture, select, and manipulate images with a growing awareness of photographic composition. Students will further develop their ability to use the camera in a creative and confident manner, understand darkroom processes to enlarge images, and use digital imaging devices. In Photo 10 students learn basic studio lighting techniques and create a final panorama project. Photography 10 students will play a more responsible role in the lab to assist other students.

**Prerequisite: Photography 9 (elective or major)**

## **STAGECRAFT 9/10**

Stagecraft is an introductory course to theatre design. Students will explore the creative areas of theatre set design by learning a variety of painting and design techniques. The following areas will be addressed throughout the course: theatre background, properties, construction, design, and scene painting. These will be integrated into specific class projects as well as special pieces required for drama productions.

## **STRETCH & STRENGTH 9/10 (DANCE)**

Students will sweat, stretch and strengthen their bodies. This course is designed for all levels of fitness. Self esteem will increase as student's coordination, strength and flexibility develops. Major muscle groups will be strengthened by participating in Weight training, Physioball Routines, Theraband Exercise, Pilates and Yoga. Cardiovascular endurance will develop through circuit training, cardio jam and bootcamp style workouts.

## **BODY FIT FOR LIFE 9/10**

Students will get their heart pumping and their muscles moving. Self-esteem will flourish as student's coordination, agility, strength, balance and flexibility develops. Total body conditioning will result from participating in interval and resistance training sessions. Boot camp style workouts, Cardio Jam and Circuit Training will help develop cardiovascular endurance. Through active participation students will bring their body into a state of harmony and balance. Students will develop an appreciation for the body empowering them to make choices, meet challenges, and develop positive behaviours in fitness, wellness and movement activities for a lifetime.

## **THEATRE TECH 9/10**

Learn the basics of how to run the backstage elements of a theatre production. Topics addressed will include safety, theatre history and theory, lighting, sound. After completing this course, students may apply to take the outside-timetable Theatre Tech course where they will work tech for a variety of school productions.

## **FILM LEVEL ONE**

This course is geared towards the student who has never taken a video course before but is eager to learn how to make his/her own film. Students will spend time learning the basics of cinematography, lighting for camera, sound, and editing on Adobe Premiere Pro. The large project in this course is a music video. Students will be asked to choose a song and present a concept for approval. Students will then form production groups to create the music video. Once complete final videos will be shown on film night and some will be entered in provincial festivals. This course will begin to teach you how to transfer the amazing ideas you have in your head onto film for all of us to see.

## **FILM LEVEL TWO - Grade 10 students only**

This course is geared for students who have already taken Film One and would like to continue advancing their skills in filmmaking. Students will study different film formats such as documentaries, experimental, public service announcements, and long form. Students will advance their skills in cinematography, sound, lighting and editing for film. They will be introduced to Adobe Aftereffects and special effect techniques for film. Filmmakers will present a pitch to their peers for their film idea in one of the new film formats listed above. Students in this class will go through the three stages of production ending with a finished film ready for provincial and national competitions. As well, Video Production Level 2 students will be invited to participate in the ZOOM FESTIVAL held each year in West Vancouver. This course will expand upon your knowledge from Video Production 1 allowing you to reach a higher level of filmmaking.

**Pre-requisite: Film Level One or permission from Instructor**

## **VOCAL STUDIES 9/10**

This class is offered to students who want to learn about singing in a solo and small group setting. Many aspects of solo singing will be addressed including building sound, repertoire selection, interpreting lyrics and music reading. In this course we will cover a wide variety of styles and genres, in addition to the option of picking or writing your own music. Although it is not required, participation in a choir is encouraged as it will help in your development as a solo singer.

## Outside the Timetable Electives

### DANCE COMPANY (by audition – Dance Majors only)

Esprit de Corps is a Secondary Dance Company of advanced Dance students in the Grade 9-12 Dance Major Program. After completing an audition process, including a dance class and interview, students are selected to work together as a performance ensemble rehearsing after school. Esprit performs both faculty and guest choreography in Dance Department performances and attends the National Festival for High School Academies every second year.

### DANCE TECHNIQUE (GRADES 9-12)

The **Dance Technique** class is offered to all students, both dance majors and non-dance majors. The focus of this class is to develop strength, range of skill, and variety of dynamics within each student. There is no performance component in this class. This class is highly recommended if you are a dance major and you do not take dance classes outside of LFAS. This class was created to provide support to dance majors in all grades that want to increase their technical skills and ability to pick up movement sequences and to provide all students in any major with the opportunity to experience dance.

### DRAMA ENSEMBLE (by audition)

Drama Ensemble is a performance course designed for serious young theatre artists. Students will rehearse and perform a scripted work from a variety of theatrical styles. We are especially looking for well-rounded performers who contribute both on and off stage. Rehearsals will be required beyond the scheduled class hours. Auditions are used as part of the criteria for placement in the course.

### THEATRE TECH 11/12

Technical Theatre is a course designed for those students who wish to gain an intense knowledge of the background workings of a theatre. Students will learn all aspects of technical theatre including sound, lights, fly, stage management and Front of house. Using the equipment of the Chief Sepass Theatre, students will work as technicians for various events within the school. Outside work experience hours are required to complete this course.

**Prerequisite is Theatre Tech 9/10**

### INTRODUCTION TO STAINED GLASS - GRADES 9-12

Is there anything more beautiful than sunshine streaming through stained glass? Do you want to learn how to design and create beautiful stained glass? Then this is the class for you! Students will learn how to design and safely construct framed stained glass panels using various techniques and tools. Learning in this class will be project based.

### CONCERT CHOIR

This course is open to students in Grades 8-12. Traditional and contemporary choral music in a variety of styles will be studied and performed. Special emphasis will be placed on the development of the singing voice and, as such, this course is strongly recommended for Drama students. Participation in concerts, festivals and workshops is an expectation of this course. Due to the interdependent nature of this course a high level of commitment is required.

### CHAMBER CHOIR - by audition

This ensemble provides an introduction to vocal jazz as well as chamber choir music. Style and interpretation, as well as vocal development are stressed. Students will have opportunities to perform publicly both as soloists and as members of the choir. An audition may be required to join this choir. Due to the interdependent nature of this course a high level of commitment is required.

### **CONCERT BAND (Junior and Senior – by audition/teacher recommendation)**

This ensemble will be open to students from all arts areas. Placement will be based on age and ability level. Emphasis will be placed on the development of instrumental skills and the performance of a wide range of wind ensemble repertoire. The ensemble will explore challenging repertoire and develop advanced technical and music skills. Participation in concert, festivals and workshops is an expectation for this course. Attendance and punctuality are critical. Due to the interdependent nature of this course a high level of commitment is required.

### **JAZZ BAND (Junior and Senior – by audition/teacher recommendation)**

Jazz Band will focus on the performance of jazz repertoire, both early and modern. We will explore all aspects of jazz music including swing, funk, Latin, blues and fusion. Students will explore the art of improvisation (soloing). We will also listen to many recordings of professional big bands and soloists. Through instruction, clinics, and listening, students will develop the musical skills and disciplines necessary for performance in this idiom. This is a performance group that will take part in a number of concerts throughout the school year. Due to the interdependent nature of this course a high level of commitment is required. Students may have to audition for the jazz band.

### **ORCHESTRA**

This ensemble will be dedicated to the preparation and performance of string and orchestral music from the Baroque to the 20<sup>th</sup> century. Emphasis will also be placed on the development of string technique. This ensemble is open to string players who possess the skills necessary to execute level 2-4 repertoire. Music will be selected which challenges both intermediate and advanced players. This is a credit course for string players. Due to the interdependent nature of this course a high level of commitment is required.

### **YEARBOOK 8-10**

Yearbook 8-10 is an introductory level of yearbook production in documenting the school community. Students learn all aspects of production: digital photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, Internet research, and lots of team work. The yearbook staff and students work together as a team to produce a publication that best represents the school year

### **YEARBOOK 11**

Yearbook 11 students take on more responsibilities and advanced levels in all domains of production: photography, writing, desktop publishing, computer manipulation, digital imaging, organization, decision making, trouble shooting, deadlines, responsibility, practical application of skills, design, marketing, advertising, planning, cause and consequence, internet research, and lots of team work in documenting the school community. The yearbook staff works together as a team to produce a publication that best represents the school year. Students learn all aspects of production.

### **The MIX**

The MIX is an online magazine that highlights the Langley Fine Arts School community. Our team of New Media journalists document the whimsical, the innovators and the revolutionaries in the LFAS community. Students work as part of a collaborative team and learn to use a variety of media such as film, photography, sound recording, interview techniques, and print to showcase their surroundings. MIX members also have the opportunity to work on their own projects such as DYI's, cooking vignettes, storytelling, photo essays, opinion columns, fashion sections, etc. The MIX is fun, vibrant, colorful and bodacious!

**This course is open to students in grades 9-12.**

### **RECORDING STUDIO ARTS - Roaring Canary**

Roaring Canary is open to grade 9-12 students. Roaring Canary is the LFAS Recording Label. In this elective you will learn how to use Pro Tools to record, edit and mix. You will learn about the basics of sound. You will learn about microphones and microphone placement with regards to recording different instruments and ensembles. You will work in the recording studio as well as the theater using the digital soundboard. There will be class projects as well as independent projects. Professional instructors are brought in as guest teachers. We also learn about the promotional aspects of the recording arts, copyright issues associated with recording and learning about music distribution platforms like Band Camp. Students are also expected to participate in live recordings at various times during the year.

### **BUTTERFLY EFFECT - Travel Beyond the Classroom**

**Meeting Times: Tuesdays: 7:30-8:30 a.m. or by appointment**

Do you have a passion you'd like to study that isn't in the school curriculum? Do you want to become an expert on your topic and share your passion with equally passionate students in other countries and schools? Butterfly Effect is a self-directed course that uses a website to connect you to students in Kenya as well as other schools in Langley, Coquitlam and Surrey. Butterfly Effect hosts 2 students from Kenya every year and some LFAS Butterfly students choose to travel to Kenya to meet their peers. While the Kenyan students are here, we host a Conference where all the Butterfly students can meet and share their research.

# GRADE 8 PROGRAM

## Fine Arts Concentrations

### DANCE 8

The Grade 8 Dance Major course will provide a transition from recreational class to the more intensive technical and choreographic training at the Grade 9-12 level. Students take Dance class 6 hours a week. The dance techniques of modern, ballet and jazz will be studied, as well as student composition and choreography. Dancers study technique and alignment through warm-up exercises, discussion, writing and testing. Movement phrases learned in class vary from slow adages to fast, dynamic, rhythmic phrases. Compositions and choreography units concentrate on the Elements of Space (general/personal space, pathways, formations, levels, directions, focus). The dancers are also introduced to conditioning classes focusing on strength and flexibility. Students perform in the February Faculty Performance and have the option to audition their choreography for the December and May Student Choreography Performance.

### DRAMA 8

Drama 8 is an introductory course designed for students who are committed to exploring their creativity. Students are encouraged to discover their voice and bodies as they examine mask & mime, storytelling, Commedia del'arte, Shakespeare's Romeo and Juliet and play building. As they investigate these different styles, students are encouraged to develop their Emotional Intelligence in their collaborative work and as an audience member. Students will have two public performances within the academic year. Optional field trips will be organized when appropriate.

### MUSIC 8

For those students who are keenly interested in music, this course offers a wide range of experience. Emphasis is placed on the development of musical and technical skills through small ensemble performance. Through the development of music rudiments, ear training, and keyboard skills, students will modify and create melodies using rhythmic and melodic motifs. The melodic content from well-known compositions will be examined. It is recommended that students enrolled in this course join either Concert Band or Concert Choir, which meet outside the timetable.

### VISUAL ART 8

This is the first of two foundation years which will enable the student to develop a variety of skills and techniques in both two and three-dimensional art. Students will work in drawing, painting, collage, printmaking, sculpture and ceramics as they build a visual vocabulary. Traditional and contemporary approaches to art-making (representational, abstract, and non-representational) will be explored using the elements and principles of design as a focus. Formal discussions about student artwork will contribute to a knowledge base of terms, techniques and aesthetic considerations. The secondary art history curriculum begins with a study of Prehistoric, Egyptian, Roman, and Greek image-making. Diverse ethnic origins of the students contribute to building an awareness of art appreciation in different world cultures. The course is enriched through guest artists, films, and collaborative work with other majors.

### **HUMANITIES 8**

Humanities is an integrated Social Studies and English Language Arts course.

English Language Arts reflects the art that is language and like any art it is full of interpretation, techniques, nuances, and wonder. Language is about communication, personal insight and making connections to others through a variety of mediums. In Humanities, this is interwoven with the application of Social Studies. Social Studies examines the culture, politics and technologies of society. Grade 8 Social Studies looks at the world between the years of 600 to 1750 CE. The goal of the course is to develop student's ability to acquire information, consider multiple viewpoints, and critically evaluate information. In this year-long course we will read for understanding and pleasure, write with clarity using multiple genres, and make thoughtful decisions.

### **FRENCH 8**

In French 8 students will be working on improving verbal and written communication in French, the ability to extract information from French works, and to gain a better understanding of French culture both in Canada and the world. Students will learn the basic structure, sounds, patterns, basic vocabulary, verbs and idiomatic expressions of French. Students will work on acquiring reading, writing and speaking skills. Writing, interacting with various media, singing, and oral communication in structured formats is designed to encourage spontaneous conversation, cultural understanding and expressing oneself in another language.

### **MATHEMATICS 8**

Mathematics 8 is a broad-based course touching on several areas of mathematics. Topics include numbers and number operations, graphing, data analysis, measurement, and algebra. A light introduction to algebra solving equations occurs in the latter part of the semester. Math 8 and 9 often tend to be shifting points between routes in a student's mathematical career. This is the last year that students are able to master fundamental concepts in arithmetic before applying them to abstract algebra. This linkage is very important and it is essential that, while students need to learn the functions and uses of the calculator, they are not dependent on the calculator and have a strong number sense.

### **PHYSICAL HEALTH EDUCATION 8**

Physical Education 8 is the first year of compulsory Physical Education at the Secondary level. Students are exposed, at an introductory level, to a number of different team and individual sports. A unit in Active Health is also a component of this course. Improving the students fitness level is one of the objectives of this course and students are tested at the beginning and end of the course. There is a strong emphasis on attitude and participation and this is reflected in the breakdown for assessment and evaluation. The Physical Education Department also tries to include one field trip for each class. This may include ice-skating, broomball, or squash. Theory and classroom work will be implemented to support the new curriculum component of Healthy Living. Topics such as nutrition, goal setting, mental health, physical health and sexual health will be explored and evaluated. This assessment will be incorporated into the students PHE mark.

### **SCIENCE 8**

In Junior Secondary Science, specific disciplines are evident. The Grade 8 Chemistry unit is an examination of how the kinetic molecular theory and atom theory explain the behaviour of matter. Biology includes a study of cells as the basic unit of life as well as the structure and role of bacteria and viruses. Students will explore energy in the Physics unit, with an emphasis on light and optics. The fourth area of Earth Science focuses on the theory of plate tectonics and related geological processes. Students will follow an inquiry based learning model which develops skills in the scientific method. As well they will apply their learning to real life situations and reflect on their learning as well as the importance of science in our lives.

# **ENGLISH LANGUAGE LEARNERS PROGRAM**

## **ELL LANGUAGE & COMPOSITION BEGINNER/INTERMEDIATE**

This course will enable an English as a Second Language learner to interact with increasing confidence and competence in the English language and continue to develop openness towards cultural diversity. To achieve communicative competence, a continued balance will be maintained between the four language skills of listening, speaking, reading and writing, with a growing emphasis placed on written competency. During the course, the students will be exposed to short stories, newspaper articles, myths and poetry and an emphasis will be placed on grammar and vocabulary study.

## **BASIC COMMUNICATION SKILLS FOR ELL LEARNERS - (4 credits)**

This course is designed for students who have limited English and are not usually able to integrate into academic classes. It introduces ESL students to the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It introduces and develops strategies needed to read, research and write successfully in Standard English.

## **STRATEGIES FOR ACADEMIC SUCCESS FOR ELL LEARNERS - (4 credits)**

This course is designed for the student who has an imbalance between oral and written skills and requires support for academic success. It is designed to extend a student's ability to use various strategies independently in order to meet the learning outcomes and be successful in content-based courses such as English, Social Studies, Science and/or Mathematics. Emphasis will be on the comprehension of important concepts, linking new information to prior knowledge and application of strategies and skills learned. In addition, students will become familiar with a variety of learning skills and Canadian assessment techniques.

## **INTRODUCTION TO ACADEMIC LANGUAGE 10 - (4 credits)**

This course is designed for the student who is able to integrate more fully into academic classes but needs support and additional time to complete assignments. It is designed to allow the ESL student to expand and gain competence and confidence in using English language skills in order to be successful in the areas of reading, writing, listening and speaking. It also encourages the use of viewing and representing. It focuses on developing and increasing independence in using strategies needed to read, research, and write successfully in Standard English for academic success. Students will be introduced to a variety of learning skills and Canadian assessment techniques.

## **ENGLISH LANGUAGE DEVELOPMENT 10 - (4 credits)**

This course is designed for the student who has an imbalance between oral and written skills and is integrated into some academic classes but may need some adaptations to be successful. It is designed to enable ESL students to extend the four main English language skills of reading, writing, listening and speaking. It also encourages the use of viewing and representing. The focuses on expanding the strategies needed to read, research and write successfully in Standard English for academic success.

## **ENGLISH LANGUAGE DEVELOPMENT 11 - (4 credits)**

This is a four-credit course designed for ESL students who are enrolled in senior academic courses. It is designed to improve their knowledge, skills, and attitudes as they become bilingual. To achieve communicative competence, a continued balance will be maintained between the four language skill areas of listening, speaking, reading and writing. Emphasis will be on the use of strategies and the comprehension of important concepts and in English, Social Studies, Science and/or Mathematics needed for ESL students to be successful in academic courses.

**ELL WRITING 11 - (4 credits)**

This course is designed to assist Transitional ESL students who have lingering writing deficiencies. Writing is the strand on which students are most heavily evaluated in high school English. This course emphasizes writing strategies and theory that will increase student understanding of the writing process thereby facilitating success in the graduation program. The student will be guided through a series of steps to produce well-organized, and adequately developed paragraphs and essays.

**RESOURCE ROOM SUPPORT PROGRAM**

The Resource Room supports students with learning challenges. Working with students and their families, the resource teachers develop Individual Education Plans for each of their students. These programs focus on specific goals for each student in the program and the supports needed for student success.

# **OTHER IMPORTANT INFORMATION**

## **A Statement about Study Periods**

Students in Grades 8-9 will not be given any study blocks. Students in Grade 10-12 have the right to apply for a study block through the Counselling Dept. in September – however; requests will only be granted after completing an application process. Students in grade 11 and 12 must take and complete a minimum of three arts (major) and four academic classes each year.

## **Policy on Dropping Performance Courses**

These courses include Orchestra, Bands, Dance and Drama Ensembles, as well as Choirs. Some of these courses require audition for entry. Therefore, students must realize that they hold a privileged position in the course. A strong commitment from participants is essential.

## **Former French Immersion Students**

When students come from French Immersion, a French language teacher will determine their placement into a French class. For students who want to challenge French 11, the proper channels for that is the Delta Consortium that offers French 11 challenges, as it does other languages too. Applications for Language Challenge are accepted in October of each year (see Counselling Dept. for application info in September). Because our timetable is not flexible between the grades, we cannot guarantee to be able to place students in the correct grade level French class on the basis of assessed skills.

## **A Statement about Part-Time Students**

In keeping with the mission and mandate of the Langley Fine Arts School, all Grade 9-12 students are registered in one of the Fine Arts Majors offered to Secondary students. Student spaces in each grade are limited and will only be given to those students who wish to study in a full time program – this includes both a program of academics and their choice of fine arts major at the school. Senior students must take the minimum number of courses (3 Arts + 4 Academic) to study at Langley Fine Arts School.

## **Grad Status**

As a school, our goal is to have all Grade 12 students graduate. Periodically, school administration and counsellors review the progress of all our Grade 12 students to ensure they are on track to meet all the Ministry of Education graduation requirements. If a student is at risk of not meeting the graduation requirements, the student will be placed on non-grad status and a variety of supports and strategies will be provided to the student to assist them in meeting graduation requirements. If a student is of non-grad status, they may not be able to participate in year-end graduation activities as a member of the graduating class.

## **Outside of School Learning**

In grade 10-12 students are able to take online courses through external programs. While the student gains flexibility around how, when, and where the learning occurs; they also increase their level of responsibility for their own learning and are expected to be active learners required to meet deadlines, manage time, and be self-motivated. The completion of online courses is difficult and requires significant individual effort and independent organization and learning. If you are considering enrolling in courses outside of Langley Fine Arts School, please discuss your options with your counsellor.

Students who take courses outside of school must still take the published **minimum seven courses** at Langley Fine Arts School.

In Langley, Outside of School courses are offered through local secondary schools or through the Langley Education Centre. (604) 534-7155

- Currently there is no charge for students in Grades 10, 11, and 12 to register for these Outside of School Learning courses.
- Each course has a completion date, usually January or June, depending on registration date.
- Outside of School Learning can be considered as an alternative for some students in some courses and can be used in combination with your local school's classes.
- Parents and students who have elected to register in Outside of School Learning need to verify that their final marks are sent to their local school once the course has been completed. This ensures receiving graduation credit for a completed Outside of School course.
- Students may only be registered in a course at one institution. You may not be registered in the same course through Outside of School Learning as well as your local school.
- On-line courses are not on your transcript until you have passed the course and therefore will not be considered by the university until completion.

### **Alternate Career Programs**

Langley School District offers a number of dual credit apprenticeship programs. If you are interested in receiving more information about these programs at other schools, please contact your school counselor for more information.

### **Kwantlen Xcel Program**

The Kwantlen University Xcel program is one in which Grade 12 students, while still attending secondary school, enroll in first year night school studies at Kwantlen. This program requires student application and endorsement from the secondary school, and demands a high level of commitment from the student, and the Kwantlen studies are undertaken with fee-paying university students. All courses offered by Kwantlen under the Xcel program are fully applicable to Kwantlen degree work, and are transferrable to other universities in BC. These courses are also credited at the secondary level, so a student receives double credit for the work they do. The exact menu of courses varies by year. See Counselling Dept. for course offering and application details.

## **What to Do If You Get a Failing Grade**

It is important to remember that most classes at Langley Fine Arts are full. As a result, if you fail or have failed a class, it will likely not be possible for you to re-take that course at Langley Fine Arts. Our counselors will be happy to help you register for summer school, at LEC, or in an online course.

If a student has received a failing final grade for a required course:

- Take the course in summer school.
  - If the course does not have a Provincial Exam, and the student achieved a minimum of 35%, he/she may take a 4-week remedial course. If the course does have a Provincial Exam, or the student scored below 35%, then he/she must take a 6-week full credit course.
- If the student passed the classroom portion of a course, but failed the course due to the Provincial Exam, then he/she may re-write the Provincial Exam at a later scheduled exam date without re-taking the course.
  - However, students are only allowed to re-write a Provincial Exam once without having to take the course over again.
- If a student passed the Provincial Exam, but failed due to a failing mark in the class work, he/she must re-take the course (either at school, or at summer school, or by correspondence).
  - However, he/she wouldn't have to re-write the Provincial Exam. If the exam is re-written, the better of the two marks would be used to calculate a final grade.

Details about the location, dates, and course offerings of Summer School will be available in May of each year and will be published in our Newsletter. Any questions or concerns regarding final marks, or the options listed above may be directed to the counselling department.