



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY



COURSE SELECTION GUIDE

2023-2024 School Year



Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

Connect ▸ Create ▸ Contribute

Imagine High Arts and Technology Secondary School sits on the ancestral and unceded, shared territory of the Ts'elxwéyeqw, Sema:th and Pilalt Tribes, and our learning community is honoured to live, learn, work and play on this beautiful land.

Imagine is a public school of choice within the Chilliwack School District. Our campus brings to life the site of the former University of the Fraser Valley on Yale Road in Chilliwack. With the potential to house up to 700 students, Imagine High boasts music, maker, dance and art studios, shop, high-end theatre, culinary arts spaces, cutting edge technologies and a brand-new gymnasium to enhance student learning.

Aside from the outstanding facility, the school will offer an approach to teaching and learning that reflects current research in the areas of constructivist pedagogies, 21st Century learning environments, and the integration of arts and technology.

Learning at Imagine is supported by the BC Curriculum, the First Peoples Principles of Learning and current research on innovative learning environments.

We value equity, inclusion and diversity. All learners are welcome at Imagine High. Using an experiential approach to teaching and learning, Imagine is grounded in community and equity practices. Imagine strives to position students as co-constructors of knowledge, creatives and change agents. Students graduate from Imagine with a standard BC Dogwood Diploma, and will be distinguished by their creativity and imagination, ability to collaborate, think critically and innovate for a hopeful future.



**Chilliwack
School District**



**Connect.
Create.
Contribute.**

WHY IMAGINE?



- Integration of disciplines
- Collaborative, project-based & experiential
- Competency-based teaching & learning
- Integration of art & technology
- Inclusive pull-in support
- Flexible use of time & space
- Deep learning opportunities
- Multiple ways to demonstrate learning
- Community partnerships
- Authentic, meaningful work
- Industry-standard tools

In this booklet:

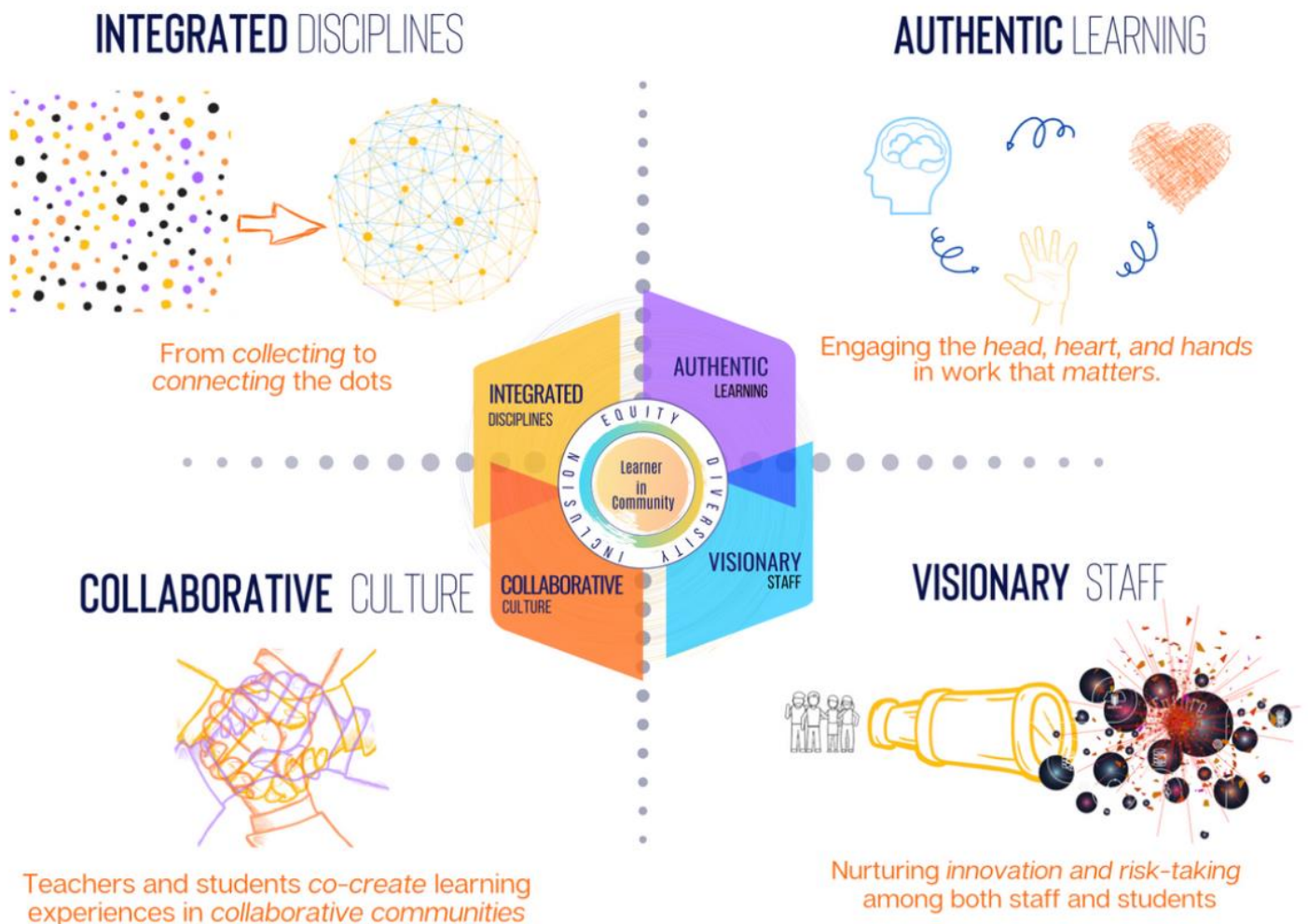
- K-12 Integrated Art & Technology Choice Stream (p.2)
- BC Curriculum & Imagine Curriculum Path (p.3-4)
- Inclusive Design Team & Layers of Support (p.5)
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K-12 Integrated Art & Technology Choice Stream in School District 33

Imagine High is part of a family of the IAT choice stream in SD33. Students enrolled in the **Leary Art & Technology Elementary** and **A. D. Rundle Art & Technology Cohort** transition automatically to Imagine in Grade 9. There are also choice seats available for students across the district.

Student success, engagement, wellbeing and learning are at the core of our vision. We believe that students thrive in a learning environment in which multiple pathways are available for students' personal exploration, creativity, expression and inquiry.

Our Shared Four Pillars:



THE BC CURRICULUM

All areas of learning are based on a "Know-Do-Understand" model to support a **concept-based competency-driven approach to learning**. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. At Imagine, communities plan and deliver instruction using universal design for learning. This approach helps us to get to know our students so we can respond to, plan and create space for diverse strengths and identities. We work to design learning experiences with multiple entry points to leverage strengths to engage students in any topic of study. This planning creates room for personalization and individualization of learning.



UNDERSTANDING- BIG IDEAS (COMPREHENSION)

The Big Ideas reflect the "Understand" and comprehend piece of learning and consist of the key concepts important in an area of learning. Instructional planning and assessment evaluates the relationships that exist within these understandings and uses the evidence gathered to establish where a student is on their continuum of learning.

Methods of evidence collection:

learning artifact/exhibition (presentations, performance, writing submissions, etc.)
design a solution
student portfolio & reflection



KNOW - CONTENT (FLUENCY)

Content reflects what students are expected to "Know" and is assessed on a continuum that brings rigour to learning and provides rich contexts for exploring essential topics and knowledge at each grade level. Teachers use evidence about student learning as base knowledge to inform their teaching, personalization and choice in learning goals and outcomes.

Methods of evidence collection:

teacher observation/conversation/conference
discussions/aneccdotol comments
checklists/entry/exit tickets
checks for understanding

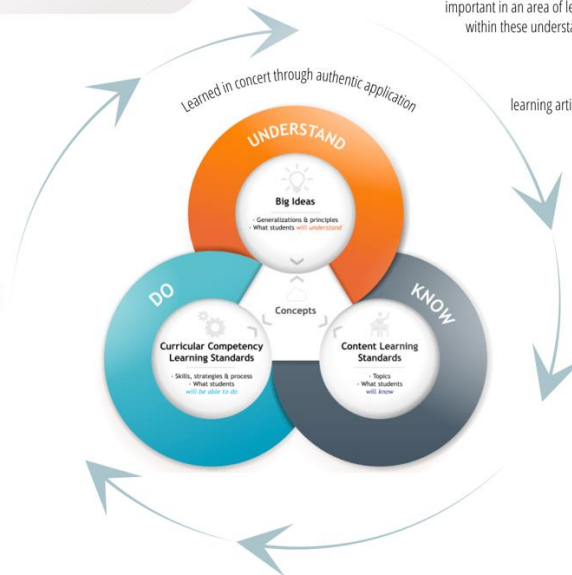


DO - CURRICULAR COMPETENCIES (SKILLS)

Curricular Competencies reflect the "DO" and are the skills, strategies, and processes that students develop over time in the learning process through inquiry, self-assessment and iterating/prototyping skills. Ongoing assessment allows for critique and revisioning sessions which guide the learning process along with time to build skills.

Triangulation of evidence is the rigour:

multiple iterations - drafts/prototyping
designing problem solutions
applying concepts in real ways

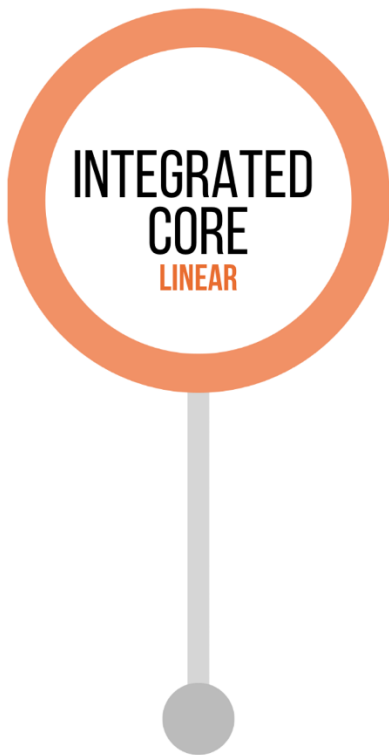


Imagine High

INTEGRATED ARTS & TECHNOLOGY SECONDARY

CURRICULUM PATH

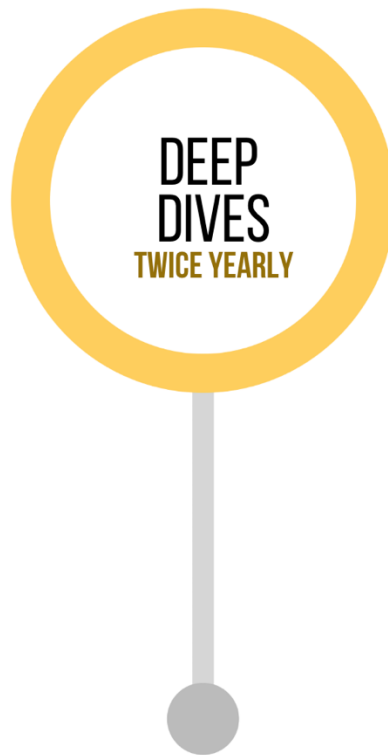




In the integrated core, learning is delivered through experiential interdisciplinary projects. Students build an understanding of learning strengths, explore thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared real-world work. Projects are supported by learning partners and community.



Electives at Imagine connect with and explore areas of interests and passion. Students select quarterly elective sessions in a variety of art and technology areas in order to build skills needed to showcase learning within the integrated core. Students deepen discipline specific skills by focusing on creative and artistic processes.



Deep Dives are immersive institutes that offer opportunities for students to go deep into interests within passion areas. During the institutes, students collaborate with peers, teachers, experts, and community. These intensive learning opportunities support students to hone in on personal passion areas, explore careers, and learn with industry standard tools.



DAILY SNAPSHOT: (No-Bell) Schedule

8:47	School Begins
8:47 - 11:37	Integrated Core/Electives BREAK 10:08 - 10:16
11:37 - 12:17	Lunch
12:17 - 3:07	Integrated Core/Electives BREAK 1:38 - 1:46
3:07	End of Day

At Imagine High, learning is integrated and core courses span over the entire year, while electives rotate quarterly. Deep Dives (2 credits each) occur twice a year for two weeks and all other learning is paused at that time.

The daily schedule provides longer, flexible chunks of time for deep learning

INCLUSIVE DESIGN TEAM

- Pull-in learner supports and purposeful collaboration to embed adaptive, responsive practices
- Nurturing reciprocal relationships with students, families and community
- Universal and personalized curricular design that is experiential, authentic, and integrated
- Collaborative planning to support access, engagement, and extension
- Development of core and curricular competencies



- Strategic resources, scaffolds and layers of supports
- Continuum of collaborative services (school, district, community supports and services)
- Meaningful assessment to inform decisions and practices
- Intentional collection, curation and exhibition of authentic evidence of growth

Student services are delivered within community at Imagine High. Inclusive Design Team teachers are embedded in learning communities, and collaborate to build access points and extensions within the classroom environment for all learners.

Our Inclusive Design Team consists of:

- Learning Assistance Teachers
- Resource Teachers
- Teacher Counsellor
- Indigenous Education Enhancement Teacher
- Child Youth Care Worker

Students are supported in community through layers of additional supports.

Classroom teachers collaborate with students, families, school resources and community supports to build a personalized path of learning.

LAYERS OF SUPPORT

Our Purpose:

Celebrating diverse learners within inclusive communities by creating equitable access to opportunities for deep learning



Syós:ys lets'e th'ále, lets'emó:t~' One heart, one mind, working together for a common purpose

REPORTING STUDENT LEARNING FRAMEWORK

Reporting at Imagine High is guided by the [BC Ministry of Education Reporting Order](#).

FORMAL REPORT CARDS

5 formal report cards (Quarter 1/2/3/4 + final)

- Letter grade (Grade 9-12)
- Percentages (Grade 10-12)
- Written comments
- Student self-assessment of core competencies

I REPORTS (Pre -Quarter 1/2/3/4 Report Cards)

- The letter "I" will be used to alert parents when students, for individualized reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. These reports identify what the areas of concern are and specify plans of action to help students achieve the learning outcomes and be successful in their coursework. At Imagine, these reports are shared ahead of formal report cards, and students and parents are provided with an opportunity to consult and collaborate with teachers about challenges and possible solutions/supports for successful course completion.

INFORMAL COMMUNICATIONS

- Ongoing communication and sharing of learning as needed (email, phone, teacher connections)
- Learning Conversations (Family/Teacher/Student Evenings - 2/year)
- Exhibition of Learning (June)

ASSESSMENT FRAMEWORK			
"I"	Emerging	Developing	Proficient
←	C+	B	Extending
	50 - 72	73 - 85	A
			86 - 100
			→
The student is In-Process	The student needs direct support to demonstrate concepts and competencies relevant to the expected learning.	The student needs support to demonstrate concepts and competencies relevant to the expected learning.	The student independently demonstrates concepts and competencies relevant to the expected learning
In-Process	Competencies	Mastery	
-Sam needs some support to use local artistic and diverse sources.	I can do research using a variety of sources.	-Sam used sources like academic journals, youtube videos, personal interviews and stories to gather evidence for their project about anti-vaccin.	
-Using some triangulation of sources, Sam will evaluate the credibility and relevance of their sources).	I can evaluate the relevance, accuracy and reliability of evidence and sources.	-Sam can evaluate the credibility of a source by considering different points of view and being aware that when voices are omitted or misrepresented.	
-When reading non-fiction, Sam needs support to highlight important themes and to determine purpose in the text.	I understand what strategies help me comprehend written, oral, visual and multimodal texts.	-When listening to stories orally, Sam understands that writing questions down helps them comprehend the main idea.	

ASSESSMENT PRACTICES

At Imagine, our assessment practices reflect the Ministry of Education Assessment Framework and focus on the development of competencies (what students can do). The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the “do” in the know-do-understand model of learning.

Increasingly, formative assessment is creating the basis for responsive communication between students, parents, and teachers on where students are in their learning (“Where am I now?”) and what students need to do to improve (“Where to next?”).



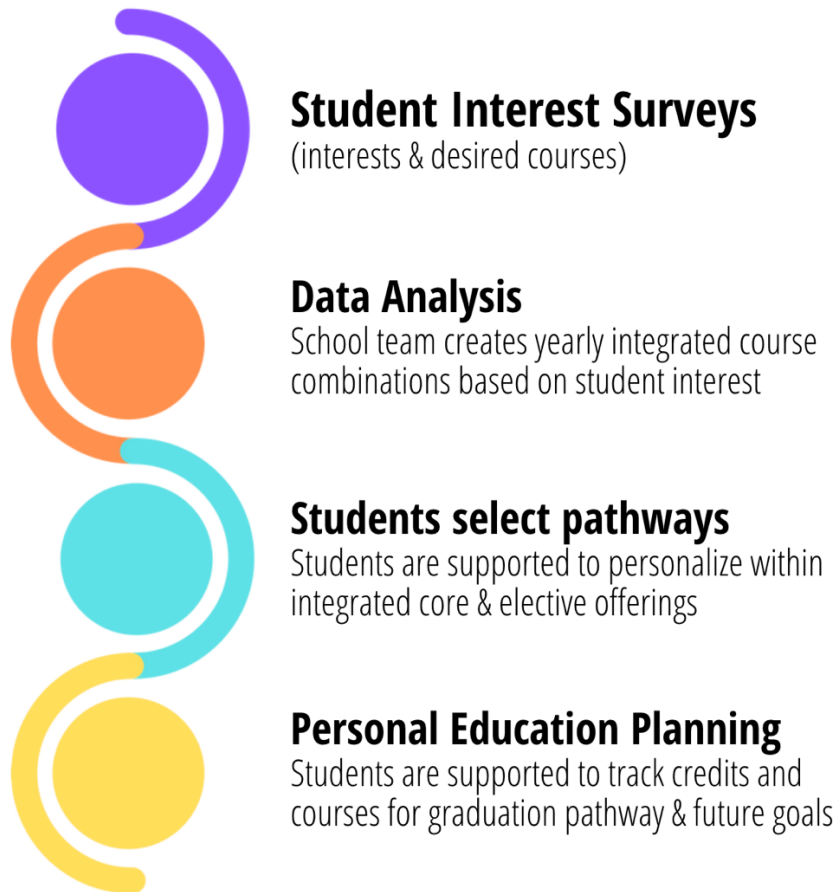
2023/2024 COURSE DESCRIPTIONS

At Imagine, students engage in integrated studies for their core classes. Integrated Core/Integrated Studies are the integrated delivered through experiential interdisciplinary projects.

Listed courses will be offered in strands and available course offerings will be determined by student interest.

Students build an understanding of their learning strengths, develop interests, explore their thinking to build independence, and create powerful demonstrations of learning. A key focus is building community through shared work. Projects have a real-world connection and are supported by learning partners and community. Through these projects, students will find opportunities to connect, create, and contribute to school and beyond.

Yearly Process: **Building Integrated Course Offerings**



ACTIVE LIVING

ACTIVE LIVING 10-12

Active Living 11 is directed at students who enjoy physical education, but who may not be an athlete or participate on extracurricular teams. This course will expose students to a fitness program, outdoor field activities and indoor individual and team sports. The course introduces students to recreational activities not covered in PHE 9 & 10. Evaluation is based upon effort, sportsmanship and class participation. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

FITNESS AND CONDITIONING 10-12

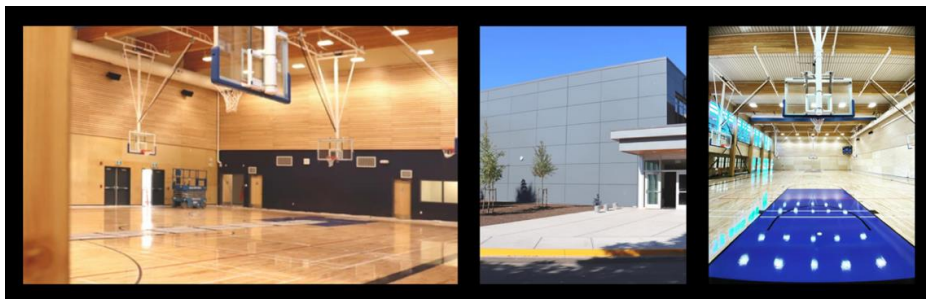
Fitness & Conditioning 11/12 is a course for students interested in learning about and participating in a variety of recreational fitness activities such as spin classes, Pilates, cardio kickboxing and Zumba, a variety of strength and conditioning activities and training. Outside guests may be invited to share their knowledge and expertise pertaining to fitness, strength, and flexibility goals. An emphasis for this class will be to motivate students through participation in non-threatening, non-competitive activities in a supportive and encouraging classroom environment. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

MINDFULNESS AND MOVEMENT 11-12

This course will participate in gentle forms of mindful movement, such as yin yoga. Students will explore various breathing techniques to learn how to manage stress and to regulate emotions. Students can expect to experience improvements in concentration and focus, productivity as well as quality of sleep. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

PHYSICAL AND HEALTH EDUCATION 9-10

The emphasis for PE 9 will be on demonstrating movement concepts, skills, and strategies through a variety of physical activities, games and sports. Students will learn rules and guidelines for different types of sports and activities. The health components explore lifestyle habits and how they can affect health and performance, support wellness, and explore healthy lifestyles. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*



CAREER EDUCATION

CAREER EDUCATION 9

Career Education 9 is designed to prepare students for their studies in high school. Through personality tests, self-reflection, and online research, students will consider a career of interest to them, and explore selected career pathways. There will be opportunities for students to connect with our trades and work experience coordinators to further their career experiences.

CAREER LIFE EDUCATION 10

This is a four-credit course required for graduation, where students will continue to build on the skills developed in Career Education 9 and use MyBlueprint and digital portfolio to understand their options when it comes to course planning and educational opportunities here at CSS. Resumes, cover letters, interviews, and career conversations will be the focus of this course. Students will understand taxes, budgeting, car ownership, lines of credit, student loans, home ownership, educational opportunities, career opportunities, conflict resolution, and interpersonal skills to prepare for their Capstone project in Grade 12.

CAREER LIFE CONNECTIONS 11-12 (Graduation Requirement)

Students utilize the myBlueprint platform for creating a digital portfolio that can be accessed throughout high school. Career Education includes various guest presentations, career fairs, course planning sessions and other career related learning experiences. These will be captured in the students' portfolio. It is important for this capstone component to be student driven and future-oriented, with the intent to connect personal strengths and interests with plans for post-graduation and community opportunities.

ENGLISH

ENGLISH 9

Students will work to improve their communication skills and develop an understanding and appreciation of language and literature. Students will develop the capacity to engage fully as literate and responsible citizens in a digital age. Students will learn to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. In this course, students will explore topics in New Media, Creative Writing, and Literature Studies.

ENGLISH 10

Students receive credit for two of the following: *Composition, Creative Writing, Literary Studies, New Media, Spoken Language, Writing* Students will learn to think critically, creatively, and reflectively; to construct a sense of personal and cultural identity; and to be respectful of a range of perspectives and worldviews. In this course, students will explore topics in New Media, Creative Writing, and Literature Studies.

ENGLISH FIRST PEOPLES 10-12

EFP is designed for students who are interested in studying First Peoples literature and examining the evolving role of technology in today's society; especially the increasing importance of digital media in communicating and exchanging ideas and engaging in social advocacy. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing and communication. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

GRADE 12 STUDENTS MUST CHOOSE ONE OF THE FOLLOWING OPTIONS FOR ENGLISH:

Note: All Language Arts 12 courses are academically equivalent. It is important that students select a course based on their strengths and areas of interest. The aim of the Language Arts 12 curriculum is to maximize students' chances of success by allowing them to select the course that will be the most engaging for them. Students may select more than one Language Arts 12 course.

CREATIVE WRITING 12

Creative Writing is designed for students who have an interest in creative expression through language. The course provides students opportunities to build their writing skills through the exploration of identity, memory, and story in a range of genres, including poetry, short fiction, non-fiction, drama, and others. This course is intentionally grounded in the sampling of writing processes, inviting students to express themselves creatively as they experiment with, reflect on and practice their writing.

ENGLISH FIRST PEOPLES WRITING 12

Students study First Peoples literature and using writing for self-expression and communication in a variety of contexts. Students delve deeply into First Peoples oral and written literature in a range of media to explore various themes, authors, and topics. This provides a foundation for them to think critically and creatively as they continue to explore, extend, and strengthen their own writing. Students work individually and collaboratively to explore oral and written literature and create powerful, purposeful compositions.

ENGLISH STUDIES 12

This course will emphasize the mastery of composition and language skills as well as challenging students with a variety of literary works. Activities and assignments assist students in expanding their vocabularies, developing mature written and oral expression, and writing formally in a variety of expository forms. Literature consists of fiction and nonfiction prose, poetry, and drama.

LITERATURE STUDIES 12

Literature Studies is an elective survey course designed to present the range of English literature from the medieval period to modern times. In this course, major English poets, essayists, novelists, and playwrights will be studied. The course is intended for the English student who has a great interest in English Literature and wishes to further their studies in a post-secondary program specializing in the arts.

NEW MEDIA 12

With a focus on new media and technology, students will communicate ideas through print and digital media such as film, journalism, websites, and podcasts. In this course, students will also develop their skills in written communication for a variety of contexts. This course requires a passion for and interest in digital media, technology, and/or film.

HUMAN SERVICES

PSYCHOLOGY 11-12

This course will introduce some history of psychological thought, theories of motivation, emotion, and personality as well as human development, learning theory, and social psychology.

HOSPITALITY/HOME ECONOMICS

CULINARY ARTS 10-12

Students will use the applied design process to explore skills that lead to culinary best practice and mastery of the principles of cooking methodology. Students will have a chance to design and consider the artistic elements of culinary arts along with demonstrating and assessing their service skills and skill levels. Service and creativity inform the culinary arts which leads to student voice in creating, cooking and improving recipes while identifying and applying the appropriate safety measures, tools and technologies for culinary tasks. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

FOOD STUDIES 9-10: Level 1

Food Studies will build on students' natural curiosity, inventiveness, and desire to create and work in practical ways. Students will become food safety experts and explore the foundations of food preparation, food preparation techniques, nutrition and healthy living, food ethics, career opportunities in the food industry, and the social, economic and cultural influences of food choices. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

FOODS 11-12: Level 2-3

This course is designed to take your cooking skills to the next level. Students will experiment with a variety of cooking tools, ingredients, and processes to create and refine food products. Through opportunities for meal and recipe design, students will deepen their understanding of the components of recipe development and experience the challenge of incorporating ingredients to create innovative food products. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

TEXTILES 9-12

This course supports students to use design thinking to enhance and create unique textile items. Students will learn about "upcycling"—taking a ready-made garment and turning it into a new creation - this is a great course for those who want to learn to create "me-made" garments and other textile items. This course is designed to develop a variety of new skills and techniques. We will explore the world of textiles, covering topics including, but not limited to tailoring, textiles arts and crafts techniques, fashion and costume history, and the completion of garments and other projects. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*



MATHEMATICS

MATHEMATICS 9

Mathematics 9 is the last common Mathematics course that all students will study. The goal of the course is to continue to develop the student's numeracy and computation skills through concepts such as financial literacy, statistics, and proportional reasoning. However, a greater emphasis will begin to be placed on algebraic and abstract thinking through concepts like solving two variable relations, operations with polynomials, and introduction to the exponent laws.

FOUNDATIONS OF MATH 10-12

The Foundations pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. It is appropriate for most students intending to study university humanities, social science, and fine arts, as well as some non-degree trades and professional programs. Students will further develop their mathematical skills and thinking using proportional comparisons, quadratic functions, statistical analysis, and logical reasoning. Foundations 11 is a minimum entry requirement for many non-science/engineering university programs. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

PRE-CALCULUS 11

Algebra allows us to generalize relationships through abstract thinking and explores operations extend to powers, radicals, and polynomials. The Pre-Calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus, including most science and engineering programs. It is a rigorous course, and topics include algebra and numbers, relations and functions, and trigonometry. Pre-calculus 11 and 12 are pre-requisite courses for many university science, engineering, and economics programs. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

PRE-CALCULUS 12 & CALCULUS 12

These courses are a continuation of the curriculum covered in Pre-Calculus 11. The Pre-Calculus pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that require the study of theoretical calculus. Topics include algebra and numbers, relations and functions, and trigonometry.

WORKPLACE MATH 10-11

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for direct entry into the workforce, as well as many trades programs. Topics include angles, geometry, measurement, number, central tendency, finance, and probability. The curricular competencies (reasoning & analyzing, understanding & solving, communicating & representing, and connecting & reflecting) are interwoven throughout the mathematical topics. *This course is offered at the Grade 10-11 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

MODERN LANGUAGES

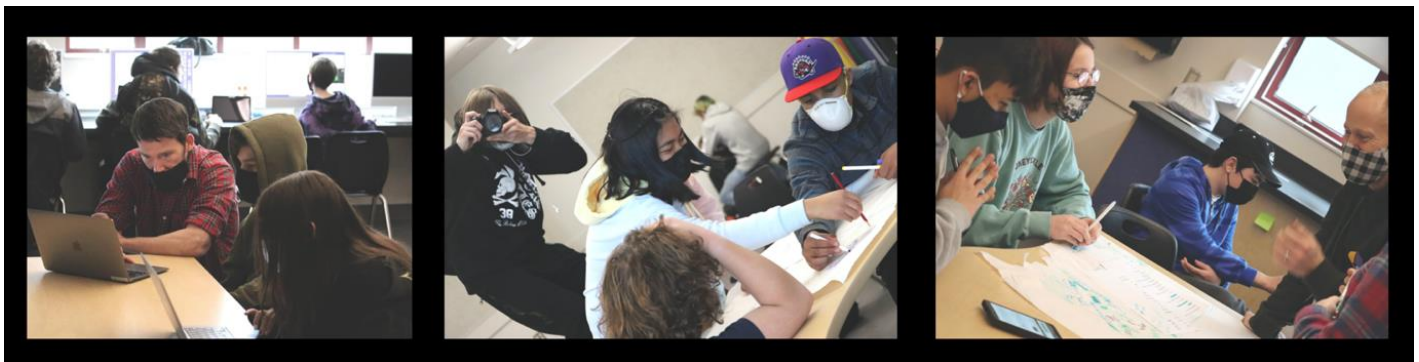
Many universities and/or specific programs have a second language entrance requirement. To ensure that you meet the requirements for ANY university or program in BC it is recommended that you take a language 11 (this does NOT include Intro 11 courses, which are a prerequisite to the language 11 courses).

FRENCH 9

Students will have the opportunity to develop and apply knowledge of French to improve listening, speaking, reading and writing. Diverse themes will be studied to develop proficiency through reading and storytelling and will serve as a guide to various written and oral activities. Students will understand and speak French through class discussions, partner conversations, projects, presentations and collaboratively engage with language. Students will also develop their cultural awareness of various French-speaking communities around the world and will develop a deeper understanding and appreciation of these Francophone communities.

FRENCH 10-12

French 10-12 offers a balanced approach to meaningful second language learning. While continuing to examine topics that are relevant to everyday life, students will be engaged in both oral and written activities that will enhance their fluency. Students will also delve into aspects of French culture from around the world. Since French is one of Canada's official languages, students' knowledge of the language will be invaluable to them when traveling or seeking employment. Against the backdrop of French culture and history, students will develop their French speaking skills in a variety of situations. This course also continues to offer students meaningful second language learning on a higher level by developing more advanced reading and writing skills. Students will broaden their French language skills and understanding of French culture through various forms of media. French 11 often meets university entrance language requirements. *This course is offered at the Grade 10-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*



SCIENCE

SCIENCE 9

Science 9 involves the study of the following topics: Mitosis and Meiosis, Atomic Theory and the Periodic Table, Electricity, and Biosphere Processes. Upon successful completion of Science 9, students are promoted to Science 10.

SCIENCE 10

Science 10 involves the study of the following topics: DNA and Genetics, Chemical Reactions and Nuclear Radiation, Energy Transfer, and Space Science. Upon completion of Science 10, students may choose courses in specific science fields in grade 11.

ANATOMY AND PHYSIOLOGY 12 (formerly Biology 12)

Anatomy and Physiology builds on the biology skills from Life Sciences 11 and explores the structures, processes, and patterns found in individual organisms. This course is broken into two principal areas: Cell biology (cell structure, cell components, biological molecules, DNA replication, protein synthesis, cell membrane transport, and enzymes) and human biological systems (digestive system, circulatory system, respiratory system, nervous system, urinary system, and reproductive system). This course will be of particular interest to students planning to enter medicine, healthcare, sports, biology, or animal-related fields. This course is a pre-requisite for some university science and technical programs.

CHEMISTRY 11

This class will teach you all the things about atoms that we lied to you about in grades 9 and 10! Chemistry is the study of properties and interactions of matter. The big ideas include atoms and molecules, the mole concept, chemical reactions, solution chemistry, and organic chemistry. Activities may include labwork, class discussions, mathematical modelling, readings, and projects. This course will be of particular interest to students interested in medicine, engineering, forensics, and healthcare-related professions. This course is a pre-requisite for most university science and engineering programs.

CHEMISTRY 12

Chemistry 12 builds on the skills we began in Chemistry 11, further exploring the interactions of matter at the atomic level. Big ideas for this course include reaction kinetics, dynamic equilibrium, solubility equilibrium, acids and bases, and oxidation-reduction reactions. Activities may include labwork, class discussions, mathematical modeling, readings, and projects. This course will be of particular interest to students interested in medicine, engineering, forensics, and healthcare-related professions. This course is a pre-requisite for most university engineering programs and some university science programs.

EARTH SCIENCE 11

There is no better place on Earth to learn about rocks and minerals, geologic processes, plate tectonics, oceans and space than right here in British Columbia. Learn about local mountains and far away oceans as we discover what makes Earth amazing. Earth Science includes the study of: **Geology** - the history of planet Earth, and processes which build up and wear down the Earth's crust. Topics include plate tectonics, volcanism, earthquakes, weathering and erosion and Earth resources, **Oceanography** – an overview of Earth's oceans. This includes surface and deep ocean currents, topography of the ocean floor, and the influence of oceans on Earth's landmasses, **Meteorology** – Earth's atmosphere and weather, including weather forecasting and climate changes and **Astronomy** – the neighborhood beyond Earth. Topics include the solar system, the Sun, and space exploration.

GEOLOGY 12

Geology 12 begins the pathway to pursuing a diploma or degree in natural resources, or students interested in the geological history of Earth and its processes. Geology 12 explores and expands on materials, processes, and the history of our planet, including the history of life on Earth through the fossil record. Topics include minerals, igneous rock, volcanoes, surface processes, sedimentary rock, geologic time and fossils, plate tectonics, earthquakes, earth's interior, folds and faults, metamorphic rocks, and hydrology processes. This course will be of particular interest to students interested in natural resource management, environmental and geological engineering, forestry, land use management, and disaster management.

PHYSICS 11

Physics 11 is the study of the motion and behaviour of matter and energy, and Physics 11 introduces students to how we use mathematics to model the world around us. Physics is essential for students entering the fields of engineering, physical sciences, and most trades. Big ideas include kinematics (general motion), forces, energy (including electric circuits), and waves. This course has an emphasis on hands-on labs and mathematical problem solving. This course is a pre-requisite for most university science and engineering programs.

PHYSICS 12

Physics 12 continues the work started in Physics 11, seeking to describe our world around us by using the languages of mathematics and science. Physics 12 is suitable for students who have a particular interest in Physics or who plan to continue in science or engineering. Physics 12 involves graphical methods, vectors, kinematics, dynamics, work, energy, and power, momentum, equilibrium, circular motion, gravitation, electrostatics, and electromagnetism. Students will combine hands-on labwork with mathematical modeling and problem solving. This course is a pre-requisite for most university engineering programs and some science programs.



SOCIAL STUDIES

SOCIAL STUDIES 9

Social Studies students are required to demonstrate competency in the “Big 6 of Historical Thinking”: significance, evidence, continuity and change, cause and consequences, historical perspective and ethical judgement. Content is used as a vehicle to develop the competencies. Social Studies 9 examines Canada and its connections with events transforming Europe and the Americas between 1750 and 1914. Course themes will include the rise of radical and democratic movements and Canada’s emergence through rebellion, reform, confederation, and the National Policy. Students will also learn how technological innovation and immigration transformed the continent, and how people, place, and culture have interacted to give rise to the unique regions of Canada. The development of reading, writing, and critical thinking skills will be essential focuses of the course.

SOCIAL STUDIES 10

Social Studies 10 examines Canada from 1914 to the present. Course themes will examine the interrelations between economics, law, society, culture, politics, and global concerns. Social Studies 10 will examine how local, national, and global conflicts can have lasting effects on the contemporary world. Students will gain an understanding of how political decision making and societal change in Canada are influenced by interactions between individuals, groups, institutions, regional interests, and the environment. Students will examine how developments in Canadian society can be viewed in many ways depending on an individual’s worldview or perspective.

20TH CENTURY WORLD HISTORY 12

History 12 provides students with an introduction to 20th century world history with a particular emphasis on world conflicts and their impact on people. In addition to learning about historical events, students will be guided through various activities designed to further develop their skills in analysis and interpretation. The course consists of four units that address the three big ideas of the curriculum. 1. Nationalist movements can unite people in common causes or lead to intense conflict between different groups. 2. The breakdown of long-standing imperialist structures created new economic and political systems. 3. The rapid development and proliferation of communication and transportation technologies in the 20th century led to profound changes in personal and national identities.

COMPARATIVE CULTURES 12

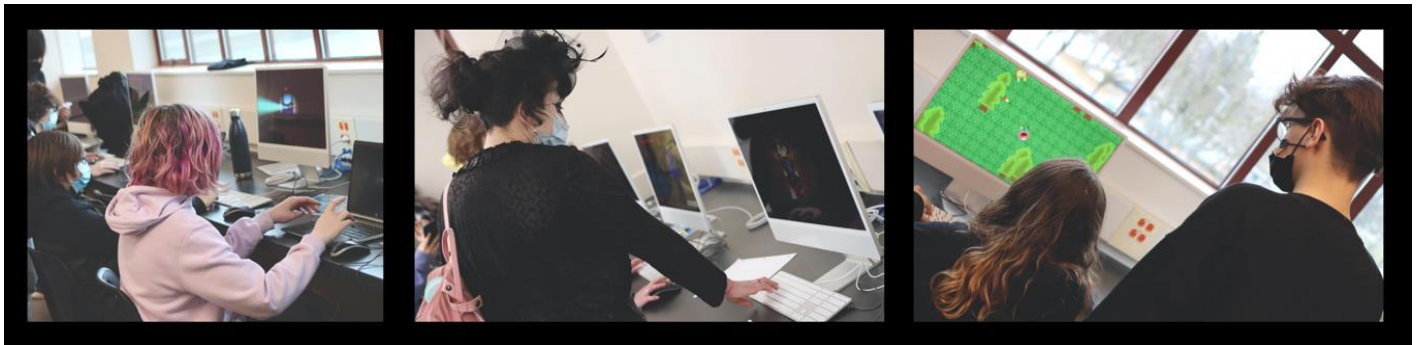
This course addresses the various definitions of culture, and how these have changed over time. Issues of power, authority, and conflict within and between different cultures will be addressed, as well as the various value systems that underpin the wide range of cultural expressions in art, music, architecture, literature, and religion.

CONTEMPORARY INDIGENOUS STUDIES 12

This course examines the identities and world views of Indigenous peoples throughout the world. Issues of resilience and survival in the face of colonialism form a key part of the course. The question of how to restore balance through healing and reconciliation will be addressed.

GENOCIDE STUDIES 12

This course addresses the fundamental ethical dilemma of why humans systematically oppress other humans. By comparing and contrasting the similarities and differences between genocidal events, students will gain insights into the political, economic, and socio-cultural conditions that lie at the core of such atrocities and gain a deeper understanding of responses to Genocide.



PHILOSOPHY 12

Philosophy 12 explores the ways we think, learn, believe, and exist. As a class, we will examine the fundamental nature of knowledge, reality, and existence. To do this, we will develop the tools that allow us to investigate and understand our world and to foster an understanding of different ways of thinking. Students will think, talk, and write in order to examine the topics that help us question our assumptions and better understand our beliefs. We will develop our critical, analytical, and problem-solving skills in the context of a multitude of questions. Considering how many philosophical questions deal with issues without definitive answers, we will also explore logic and reasoning to help us arrive at informed conclusions. Areas of focus include methods of reasoning and argument in philosophy, metaphysical theories about the nature of reality, theories about knowledge and truth, social and political philosophy, and theories of morality, ethics, and beauty.

SOCIAL JUSTICE 12

Social Justice 12 promotes students' awareness of social injustice, to encourage them to analyze situations from a social justice perspective, and to provide them with the knowledge, skills, and an ethical framework to advocate for a socially just world. Students will examine inequality and injustice based on various social factors while investigating the causes and the consequences of injustice. Social Justice 12 includes an emphasis on action, providing opportunities for students to examine models of social change, and to engage in their own initiatives to effect social change. Social Justice is a participatory course requiring self-analysis, social analysis, respect for diversity, a willingness to take action, and a willingness to respectfully discuss controversial issues.

TRADES AND TECHNOLOGY EDUCATION

ART AND METAL JEWELLERY 11-12

This course has been developed to help students understand, appreciate and learn the use of metal to pursue various forms of artistic and aesthetic expressions through hands on applied learning. Students will learn to use and to apply sound problem-solving practices, to design and to produce artistic and aesthetically pleasing artifacts, to appreciate the knowledge received from past generations, to research new techniques and design ideas. They will use the machines and hand tools found in a metal shop to express their individual originality while working with various metals.

INTRODUCTION TO DRAFTING & DESIGN 9-10

This introductory course is open to all students and is the prerequisite for all subsequent Drafting & Design courses at Imagine High. Students will become familiar with the drafting and design process and develop techniques for producing pictorial drawings and sketches. Students will build technical drawing skills through hand drafting, Computer-Aided Drawing and 3D modelling software (AutoCAD and Fusion 360). Students will demonstrate their learning through conventional drafting exercises and projects which will be manufactured using state-of-the-art 3D printing, and laser engraving technologies. Design challenges will be introduced to allow students to apply the concepts learned. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

INTERMEDIATE DRAFTING AND DESIGN 11-12

This intermediate course will further build on skills developed in Introduction to Drafting and Design. Students will use current, industry-standard computer drafting software "AutoCAD" to produce drawings used in technical communications. This course is divided into four general sections: Design thinking, basic graphic design, 3D modelling and architectural drafting. Students have the opportunity to use laser engraving technology for design challenges and graphic design, and 3D printers for 3D modelling. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

INTRODUCTION TO WOODWORKING 9-10

Woodwork is an introductory course in the field of woodworking. Students will gain basic knowledge in working with hand tools and power tools appropriate for their project work. Students will explore units in safety, wood identification, hand tools, power tools, project management and design & creativity. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

INTERMEDIATE WOODWORK 11-12

This course further builds on students' knowledge of the essential hand and power tools used in the field of woodworking. Students will gain new knowledge of fine woodworking and joinery techniques and will have the opportunity to design and build projects of their choosing. Students may also work on projects in a modified mass production opportunity designed to have students working together to complete a project for the school or community. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

TECHNOLOGY EXPLORATION 9-10

This elective will incorporate the ideologies of Design Thinking and the Maker Philosophy. Throughout the course, students will explore how the principles of science, technology, engineering, and math can be applied to develop practical solutions to real-world challenges. Students will be encouraged to apply the skills learned to create projects of personal interest. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

YOUTH EXPLORE TRADES SKILLS 9-11

Do you like to build things? Want to make cool projects using real building materials while learning trades skills? A career in the trades is a stable, exciting, rewarding and challenging way to earn a good living. Explore different career paths while building trades-related projects. Cut lumber with chop saws, test live circuits, and assemble projects using a pneumatic nailer. Youth Explore Trades Skills is an engaging program in which students use hands-on learning to acquire skills and knowledge in important trade and manufacturing sectors (Carpentry, Plumbing, and Electrical). *This course is offered at the Grade 9-11 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

COMPUTER STUDIES & PROGRAMMING 9-12

Students will explore the technical and creative aspects of computing through the specific lens of video game development. Students will learn about computer hardware and software by using these elements to craft their own games. By studying the history of video game and computer development, students will learn how to plan, program, play and promote games in a way that can contribute to leaving the world a better place than they found it. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

ELECTRONICS AND ROBOTICS 9-10

Harness technology and creativity to solve real-world problems! Students will explore circuit theory, computer programming, and engineering design processes through the lens of robotics. The course will extensively feature group design challenges mirroring authentic problems in the real world. The class will work collaboratively to design, build, revise and eventually showcase their creations. No experience necessary. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

ELECTRONICS AND ROBOTICS 11-12

Students will apply coding, mechanical and problem-solving skills learned in Robotics 10 to new challenges focused on building robotic systems from scratch. Students will build a strong foundation in working with electronics, microcontrollers, sensors, drive systems, while constructing a variety of robotics projects. Students will use various tools and machinery, and 3D printing to bring their creations to life, solving problems and completing challenges designed to engage them with rich learning.

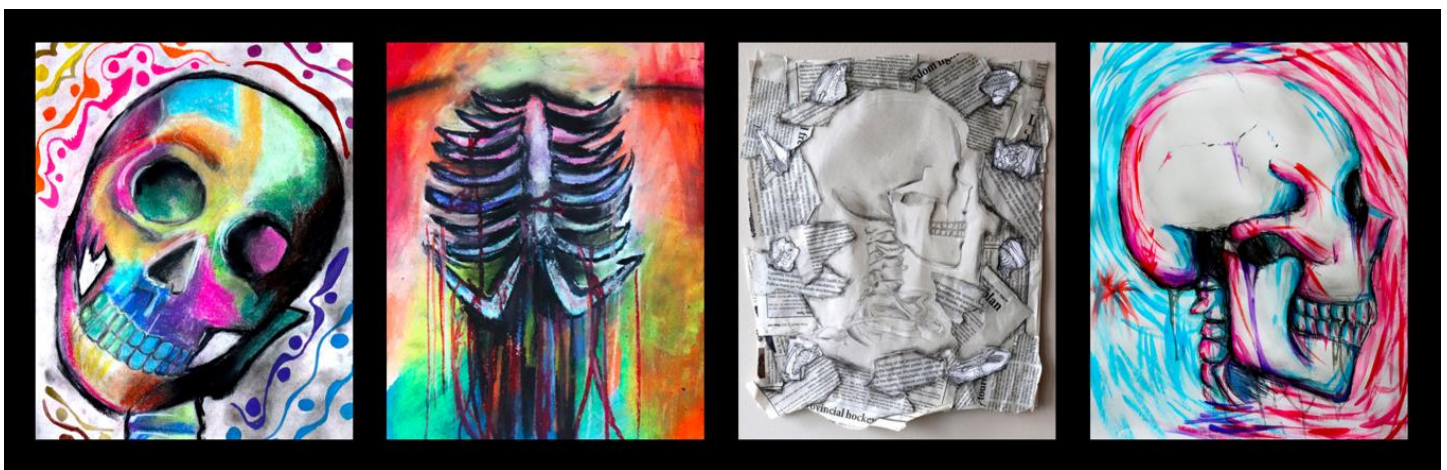
MARKETING & PROMOTION 11/ENTREPRENEURSHIP 12

Students will learn about business, finance, and marketing. In this class we will explore both practical and theoretical topics in business to help students to understand what the entrepreneurial process is and how they can engage with the world of business, both as a consumer and a business owner. Throughout the course, students will learn about economic theories, globalization, business law and ethics, tax structures, personal finance, and marketing/advertising strategies. Areas of learning could include digital marketing, e-commerce, investment and finance, and corporate tax policy.

WEB DEVELOPMENT 9-10

Web Development is an entry-level high school course that walks students through the many processes, systems, and tools needed to create a functional and well-designed website. As students design, share, and adapt their knowledge about working in a digital platform, they gain perspective on the long-term implications of life in a digital, connected world and they develop skills to responsibly take ownership of these technologies to enhance learning and benefit society. Web Development builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It gives them skills to be able to carve out a place in the world for them to create, be heard, and produce meaningful experiences. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

VISUAL AND PERFORMING ARTS



FINE ARTS

To meet graduation program requirements, all students must complete a minimum of 2 credits in the fine arts and/or applied skills subject areas from grades 10 to 12.

2D Animation 9-12

Create the illusion of life through the medium of classical 2D animation. Students will learn principles of animation, frame-to-frame animation processes, human anatomy drawing, principle of creative practice, and filmmaking pipelines, with the goal of producing a polished short film. No experience or drawing ability necessary, but willingness to draw an absolute must. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

3D Animation 9-12

Explore how physics, technology, and art combine through the medium of 3D computer animation. In this class, students will learn principles and history of animation, 3D modeling and animation processes, storytelling processes, and filmmaking pipelines, with the goal of producing a polished short film. No experience necessary. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

ART STUDIO 9-12

Students use 2-D and 3-D media, skills, and techniques to create personally meaningful artistic works within an art studio environment through the exploration of contemporary or historical art viewpoints. The culmination of the course will be an exhibition of student work in an art gallery setting. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

DANCE FOUNDATIONS 9-12

Students will learn the principles of movement such as alignment, flexibility, strength, balance, centering and breath through the study of various dance genres. Students will learn about the muscular and skeletal systems, healthy living, and the importance of nutrition. As dance is a performing art, performance is an integral part of the program. Dynamics, focus, stage presence, performing energy, clarity of execution, working as a group are all elements that enhance performance. These elements are analyzed, practiced, and shared in class and formal performances. Opportunities to observe and discuss other dance performances are provided. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

DIGITAL MEDIA ARTS 9-12

Media Arts provides a sampling of technology and art platforms that support students in graphic design, animation, and digital imagery. Students will use the Adobe Suite platforms to produce digital images, art and publications – online and as print. Students will learn about design elements and styles to share visually. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

GRAPHIC ARTS & PRODUCTION 11-12

Students in Graphic Production will explore and apply design principles, use photography and typography to communicate information, and create visual design products that solve problems. Students will use Adobe Suite products to explore colour theory, contrast, symmetry, and balance to develop and explore a personal design language. Then, students will develop a range of products for a variety of different mediums like online layouts, video, photography, and digital artwork.

MEDIA DESIGN 9-10

Do you want to create your own animations using industry- standard software? This course will allow you to work on foundational methods for 2D or 3D animation (including modelling). Learn what influences professionals when they create their work. Discover how to storyboard effectively and create a digital portfolio online to showcase your best work. *This course is offered at the Grade 9-10 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

PHOTOGRAPHY 9-12

Photography helps us revisit memories in ways otherwise not possible. Students will explore the elements and principles of composition, ethical creative image-making techniques and explore post-processing tools for creative expression. Students will use industry-standard camera gear to gain strong working knowledge of manual DSLR camera settings (aperture, shutter speed, exposure compensation) to capture landscape, lifestyle and portrait photography. Students will build beautiful professional digital portfolios to exhibit their imagery. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

STUDIO ART 2D 11-12

Students will develop a high level of competence in drawing and painting through in-depth projects and independent study. Larger scale work, opportunities to work with a variety of 2D media and development of works appropriate for inclusion in portfolios will be encouraged. Students will be required to present and discuss their work related to both technique and concept. Students will also enjoy open-ended projects that provide freedom to explore ones' own ideas and style.

YEARBOOK 9-12

This course is for students who have an interest in producing the school's yearbook. Students will have a variety of experiences in writing, digital photography, drawing and desktop publishing. Upon completion of the yearbook, students may study an option in photography, graphic design, desktop publishing or a combination of the three. An effort will be made to balance this class with representatives from Grades 9 through 12. Students taking this elective will work independently, meet deadlines, and plan efficiently to ensure that their spreads are done in a creative and timely manner. There is also an expectation that students will use time outside of class, particularly at the key deadlines in the first three terms.

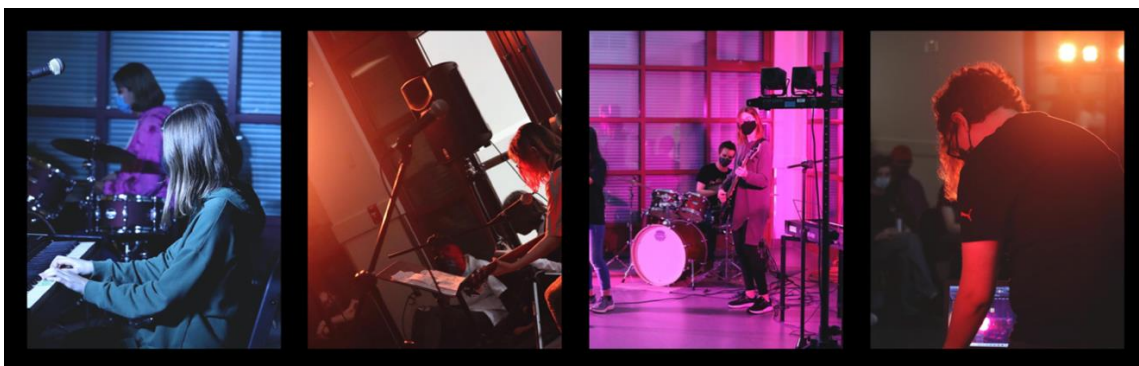
MUSIC

CONTEMPORARY MUSIC: Rock Band 9-12

Students will explore how different genres of rock are rooted in history, culture, and community; and will explore how music can be used as a tool to change the world, and as a vehicle for better understanding ourselves. Students will explore the musical, technical, and communal aspects of playing and performing as a band. Prior musical experience is not required; students will be supported to develop their skills in one or more of the following areas: acoustic guitar, electric guitar (rhythm or lead), bass guitar, keyboard/synth, drums, vocals (lead or backing), audio mixing. Students are welcome to bring their own instruments and a small number of shared instruments will be available. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

INSTUMENTAL MUSIC: Guitar 9-10

Students will learn the fundamental skills needed to play the guitar. Students will work on beginner music theory, finger mechanics, rhythm, melody, chords and building their ears to excel in music. Students will apply musical skills, understandings, and techniques they learn throughout the course to perform collaboratively in both solo and ensemble contexts. Musical experience is not required. Acoustic guitars will be provided. Students may bring their own acoustic guitar. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*



THEATRE

DRAMA 9-12

Students will have the opportunity to explore storytelling, creativity, improvisation, role play, movement, characterization, problem solving, collaboration, and personal reflection. This course is centered on an ability to work in groups or pairs. Students will have opportunities to informally and/or formally present their work in front of an audience. Drama communicates ideas, emotions, and perspectives. Active participation in drama creates personal and cultural connections and reveals insights into the human experience, exploring our identity and a sense of belonging. Students may also receive credit for Theatre Company and Production within this course pathway. *This course is offered at the Grade 9-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

STAGE CRAFT (THEATRE PRODUCTION) 11-12

The course aims to provide students with the basic principles of set design and construction. Based in the woodshop but creating for the performing arts department Students will become familiar with reading between the lines of the script and understanding the characters while working within time and material constraints. In this course, students will learn how to shape a convincing world around characters - from the basics of how to build a flat to advanced set design and construction techniques. Learn the skills to break down a script and design and dress a story-centric set. *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

THEATRE COMPANY 11-12

These courses are designed to allow students to explore the technical sides of theatre and the performing arts. Theatre Production is an opportunity for students to develop as a theatre operator, designer, scriptwriter, and director. Students should be prepared to participate in games, dramatic warmups/exercises, collaborative projects, and theatrical performances. In-class performances for invited audiences is an expectation of the course. This class will help students build self-confidence, communication skills, creative thinking, and team working abilities! *This course is offered at the Grade 11-12 level. Topics and skills deepen in complexity as students move their way towards senior classes.*

DISTRICT ONE-CAMPUS & SPECIALTY PROGRAMS

Unique student opportunities are also offered at the district level. Please visit <https://sd33.bc.ca/programs> for information on:

- One Campus courses
- Career Education Programs
 - o *Work Experience*
 - o *Trades Sampler*
 - o *Early Childhood Education*
 - o *Youth Train in Trades*
 - *Welding*
 - *Auto Service Technician*
 - *Hairstylist*

Students interested in these offerings should connect with their school counsellor as early as possible. These are competitive programs and space is limited.



**Chilliwack
School District**