

Southridge Wednesday

14-15

A Weekly Publication of Southridge School

February 11th, 2015

No. 21

Head of School

Immunity to Change

Why is it so hard to change? According to Dr. Robert Keegan and Dr. Lisa Lahey, it's because we have a dynamic immune system which we use to continuously manufacture non-change. In other words, despite our best efforts to meet our improvement goals, we have hidden, competing commitments that we use to protect ourselves (i.e. our immune system) thus preventing the change needed to meet our improvement goals. Pretty simple, eh?

Typically, we are not conscious of our competing commitments, and, even though they help protect us from our (strong and often negative) assumptions, they don't allow us to make the adaptations we need for real growth to happen. More often than not, we approach meeting improvement goals from a technical perspective rather than an adaptive one because technical routes are much easier to follow. That's because they rely on "information" rather than "transformation". Information is easy to come by but transformation is not - transformation requires critical analysis and a commitment to self-examination.

For example, an improvement goal of mine is to exercise modestly and consistently. If I were honest with myself, however, I'd have to admit that I inevitably exercise too hard. I end-up tiring myself out, and I lose sight of my goal within about six weeks. I can't keep up the intensity, and the days it takes me to recover interfere with consistency. From a technical improvement perspective, I can access heaps of information about heart rate monitoring, nutrition and muscle recovery methods. The information is quite easy to understand and I can implement it without much problem, but it just prolongs the inevitable. Rather than it taking me six weeks to reach exhaustion, I might be able to last up to sixteen weeks.

From a transformative improvement perspective, on the other hand, I need to go beyond accessing and implementing technical information. I need to examine the hidden commitments I am using to protect myself. This will allow me to uncover what is making me immune to change. In other words, if I want to meet my improvement goal of exercising modestly and consistently, first I'll need to make some adaptive changes and not just implement technical knowledge. This is starting to sound more complicated . . .

After some honest self-examination, it turns out that I have a couple of big assumptions about what constitutes appropriate exercise for someone at my stage of life. For example, I assume that if I do not exercise as intensely as I did when I was younger, I will not access the fitness benefits I need to remain healthy. I also assume that if I do not exercise hard enough I am taking the easy way out and not challenging myself - something that goes against my values.

According to Dr. Keegan and Dr. Lahey, my hidden commitments that cause me to exercise too hard are related to my big assumptions - accessing fitness benefits and meeting a challenge. By extension, the transformational change that I need to make in order to reach my improvement goal is not technical at all; it is related to changing my mindset by safely and slowly taking action to test my two big assumptions.

So, it seems as though exercising hard, even though it actually prevents me from achieving my improvement goal, is simultaneously "protecting me" from taking the easy way out and becoming unhealthy - and that is why it is so hard for me to change. It's because I am using my immune system to unconsciously manufacture non-change. In other words, despite my best efforts to exercise modestly and consistently, I am using my hidden, competing commitments to protect myself, and this prevents the change needed to meet my improvement goals. All I need to do now is step outside my assumptions, look at them slightly differently, test them, and, over time, allow them to shift and adjust enough to release me from the commitments that have been holding me back. Wish me luck!

Have a wonderful week!

Mr. Drew Stephens
Head of School

Important Dates			
Event	Date	Time	Location
Senior School Parent Information Evening	Thursday, Feb 12 th	6:30 - 8:15 p.m.	Senior School
Full School Assembly	Thursday, Feb 12 th	9:40 - 10:30 a.m.	Senior School Gym
Kindergarten Parents - No school	Friday, Feb 13 th	All Day	Junior School -Kindergarten only
Guest Speaker - Vanessa Lapointe <i>Aggression Might Be Healthy & Normal for Your Growing Teen: Understanding Adolescent Development and How to Best Support It.</i>	Wednesday, Feb 18 th	7:00 p.m.	
Junior School Student-led Conferences	Thursday, Feb 19 th	Noon Dismissal	Junior School
Senior Theatre Production – <i>12 Angry Jurors</i>	Thursday, Feb 19 th to Saturday, Feb 21 st		Alan Brown Great Hall
Casual Day	Friday, Feb 27 th	All Day	Both Schools
<i>The Wizard of Oz: The MYP Musical</i>	Tuesday, Mar 17 th Wednesday, Mar 18 th	1:20 p.m. 6:30 p.m.	Junior School Great Hall
March Break - No School	Saturday, Mar 21 st to Sunday, Apr 5 th	All Day	Both Schools
Easter Monday - No School	Monday, Apr 6 th	All Day	Both Schools
Late Start	Tuesday, Apr 7 th	10:25 a.m.	Both Schools

Junior School News

Plenty of Reasons to Celebrate

This past Family Day proved to be very exciting for several of our Junior School students and also for those of us that were keeping track of their activities. Four members of our Kids Lit Club went to Toronto with Ms. Chong and Mr. Best to compete in the National competition for Kids Lit Quiz. This educational program challenges teams of middle grade readers in literary quizzes and helps to establish a lifelong love of reading. Out of one hundred teams competing, our Southridge team took **first** place, and will now represent Canada at the international competition this summer. Congratulations to Armaan Randhawa, Stephanie Lee, Serina St. James and Sarah Tisdale for representing us so well. For more information, please refer to the great [article](#) on our young people in the Peace Arch News. You can also watch the video of their triumphant arrival back home recorded by Breakfast Television here: <http://www.btvancouver.ca/videos/4045428235001/>

Also in Toronto, our Boys U-13 CAIS basketball team emerged in the top four of the 16 team tournament hosted by Upper Canada College, bringing home bronze medals for a tough fought third place finish. Coached by Mr. Gallant and Mr. Anderson, these boys had a tremendous focus on basketball skills, sportsmanship, teamwork and character. Kudos to Harrison Hughes who was the proud recipient of the Jeff Trickett Memorial Award, selected by his team mates and coaches for being: **An inspirational boy of strong character, a team player: on and off of the court.** Further evidence of our team's character and demeanor is found in an email that I received by a server in a restaurant in Toronto where our boys dined one day:

To whom it may concern:

We would like to inform you that on Wednesday, February 4th we had the pleasure of serving 14 of your students. In all my years of serving, I have never come across such well-behaved and well-mannered kids. We appreciated having your students in our restaurant. We hope to serve more of your students in the future!

*Sincerely,
Bess, the Server.*

Notes such as these, written without prompt or encouragement, speak to the amazing representation of Southridge by our students. We often remind the students that when they wear our uniform, they are representing our school, and the expectation is high. We believe in them, and send them proudly forth to competitions in the lower mainland and across Canada. No matter how they place or finish, it is the impression and representation of Southridge that counts. Also, we hope that each student has their own intrinsic pride in how they demonstrate their character.

However, when achievement and performance do align with excellence in character, the recipe is absolutely delicious. I ate up the twitter feeds and text message updates from our coaches and sponsors as quickly and as happily as they came. Although I was not able to be there in Toronto, I vicariously felt a part of it, and am savouring the representation of our amazing students. We are so proud of you - well done to you all!

Mrs. Laurel Middelaer
Assistant Head/Head of Junior School

Student Led Conferences: Thursday, February 19th, 2015 (noon dismissal)

Throughout the school term, students have been actively selecting their own pieces of work to secure in a portfolio. These pieces reflect many different subject disciplines and should demonstrate their own personal growth as a student. On Thursday, February 19th, 2015 we will be holding student-led conferences so that the students can share their portfolios with their parents. This opportunity is empowering for students as they can share their own journey as a learner and actively reflect on each piece. Please also be aware that there will be a 12:00 noon dismissal on that day to accommodate the conferences.

Kindergarten Parents - No school on Friday, February 13th, 2015

Just a reminder to our kindergarten parents that there will be no school for their children on Friday, February 13th, 2015 due to entrance testing for prospective kindergarten students. Thank you for making alternate arrangements for your children on that day.

The Wizard of Oz: The MYP Musical!

If you've been in the Junior School recently, you've probably heard some familiar songs or seen the set panels in the upstairs hallway. That's because all MYP students are busy working on preparing for our March production of *The Wizard of Oz*. Please mark your calendars now for either the 1:20 p.m. matinee performance as part of Grandparents' Day on Tuesday, March 17th or the 6:30 p.m. evening performance on Wednesday, March 18th.

Like the Christmas concert, tickets are not necessary. The students are working very hard in rehearsals and are looking forward to having full houses for both performances so we hope that you are able to join us!

You can also help us out as we gather our props for the show. If you have any of the following items that you would be willing to loan us, please send a quick email to Dr. Besspflug (kbesspflug@southridge.bc.ca). Here is what we are looking for:

- A crystal ball (perhaps a giant snow globe?)
- 2 fruit boxes
- A small stuffed dog that looks like Toto
- An old bicycle
- 2 oars
- A witch's broomstick
- An oil can
- A metal bucket
- A heart-shaped clock
- A medal that can be pinned on

We are also hoping to find one or two volunteers with large vehicles who would be willing to pick up some very large pieces of foam core that will be used for our sets. They are at DeSerres Art Supplies (about 20 minutes from the school on King George Blvd). Again, if you are able to help, please email Dr. Besspflug.

Thank you - and we will see you in Oz this March!

Dr. Kevin Besspflug, Music Teacher
Donna Winterburn, Music Teacher
and Casey Wilson, Art Teacher

Senior School News

Representing Southridge - Pride and Connection

Over the past number of weeks and through a number of different avenues, I have received incredibly positive feedback about how our students are representing Southridge. As an independent school student myself, I cherished the opportunities I had to represent my own school. There was a real emotional attachment and excitement when I knew I was a member of a group where others were not just looking at us as individuals but also connecting us to our school. It was important to not only think about performing well, but also that our behavior and deportment was going to send a message about defining the school we attended. I have seen much of the same attitudes with those students that have represented Southridge.

Students have an opportunity to represent the school in a number of different ways. The most obvious is in athletic competitions. Our basketball teams this term, across the board, have done this incredibly well! Not only are many of the teams highly successful in terms of the results, but they are also showing strong character on and off the court. The coaches receive positive comments, often about sportsmanship, that was exhibited and this makes us all proud! In the coming term, our rugby, soccer, and tennis teams will have similar opportunities; however, there are many other ways that our students represent their School.

A few weeks ago we had a very dedicated team spend three intense days participating in a Model United Nations in downtown Vancouver. They represented three different countries and sat on a number of committees as they learned about the complexities of political communication and representation. In fact, they were even awakened at midnight during the event for a crisis that had been simulated and needed to be dealt with. While not competitive, our students were very much in the spotlight as they were being asked to contribute and collaborate with others. While this comes as no surprise, they absolutely shone in taking advantage of this opportunity, making their school and sponsoring teachers incredibly proud.

- Each week, one advisory heads to the Surrey Urban Mission to serve the lunch that they have prepared.
- Other students travel to W.E. Kinvig to provide mentorship to this inner city elementary school.
- We have our weekly Math For All program, allowing students to receive math help from volunteering students.

These all represent ways that our students bring Southridge to people beyond our community and show them the amazing skills, attitudes and character our students possess.

As I explained with my own recollections of being able to represent my school as a student, these opportunities provide powerful realizations that one is not just an individual, but part of a greater community and how others see them when they wear a uniform or are connected to Southridge. There is a learning that takes place that can't be emulated in the classroom and we are committed to these experiential experiences in the Senior School. Please continue to encourage your children to take advantage of the numerous opportunities that are provided to participate. Coming from experience, these are often the ones that last well past your high school days.

Have a great week!

Mr. Doug Palm
Head of Senior School

Course Selections for 2015-16

In the coming weeks I will be talking to students about their course selection options for the next academic year. There are limited choices for students currently in Grade 8, but an increasing range of elective courses as students move into the senior grades.

I will be speaking to the Grade 8 and 9 students in school on Monday, February 2nd. Mr. Weaver, Ms. Livingston and I will present to the Grade 10 class on Tuesday, January 27th and to the Grade 11 class on Thursday, January 29th. Students will complete course selection sheets in their HCE and Planning classes prior to entering their selections into Naviance - the data base system that we use to record and manage their choices. The course selection sheets are attached in the Parent Information Evening article for your convenience (they are also available on the parent portal) and to allow you to discuss the various options with your children. The closing date for students to enter their choices on Naviance is Friday, March 6th.

Ms. Jan Holt
Senior School Academic Program Director

Parent Information Evening on Thursday, February 12th

We will also be holding an information evening on Thursday, February 12th. The first part of the evening from 6:30 - 7:15 p.m. will be directed at choices for our current Grade 8 and 9 students, and the later part of the evening from 7:15 - 8:15 p.m. will cover the options available to our students in Grades 10 and 11. Of course everyone is welcome to attend the entire presentation. There will be time for questions throughout the evening, but you are also encouraged to consult with myself and our University Counsellors Mr. Weaver and Ms. Livingston about specific future options for your sons and daughters.

The timetable for 2015-2016 is built from the students' choices and we strive to create a schedule of classes that will deliver the optimum choices for the most students. However, it is highly probable that we will not be able to satisfy the elective choices of all students. For this reason it is imperative that your son or daughter clearly identify his or her first, second and third choices. Every effort will be made to give students their first choice, but students may be placed in their second or third choice options in order to avoid timetable conflicts or to balance class size.

[CLICK HERE](#) to download the Senior School Curriculum Guide

- [Grade 9 Selection Sheet 2015 - 2016](#)
- [Grade 10 Selection Sheet 2015 - 2016](#)
- [Grade 11 Selection Sheet 2015 - 2016](#)
- [Grade 12 Selection Sheet 2015 - 2016](#)

I would encourage all students to talk to their teachers, parents and counsellors to gain as much knowledge as they can in order to make informed choices as they move forward with their academic goals. I think it is also important to stress that students should follow those courses in which they have a genuine interest or passion, remembering that excellence usually comes from optimism, engagement and commitment.

Ms. Jan Holt
Senior School Academic Program Director

Distance Education and On-Line Learning Options: A Cautionary Note

The growing number of courses available to students on-line in BC and globally continues to present attractive options for students. We have moved into a world in which students have access to ever widening spheres of knowledge and a multitude of educational providers and surely that must be a positive development? In many ways it is, but there is also need for caution and concern.

From the perspective of a Southridge student there may be courses that we cannot provide that the student may wish to pursue; Advanced Placement (AP) Computer Science or AP Psychology, Art History or Textiles for example. Perhaps there is a desire to learn another language, or gain credit for a language already spoken - Russian, German, Mandarin come to mind. These are commendable goals, but parents and students should weigh carefully the additional time and academic stress that this extra-loading can bring. However, there are clearly cogent reasons for the choices students make and are, of course, free to make. However, Southridge does impose restrictions on the use of those on-line or summer school courses in pursuing their Southridge education. We are a university preparatory school and our students need to be taught in an environment, and to a degree of mastery, that will allow them to be successful in their post-secondary studies. For example, a student, who takes Physics 11 or Pre-calculus 11 on-line, or in a 6 week summer school program, will be precluded from taking Physics 12 or Pre-calculus 12 at Southridge. Our academic course policy indicates that students should take courses that are offered at Southridge in our classrooms with our well qualified faculty.

We do this because we need to maintain the integrity of our programs and to emphasize the educational benefit of the teaching and learning that we provide. It is evident from the rapid and spectacular growth of on-line courses that they are of variable quality and academic rigour. The integrity of the assessment practices is also, in some cases, of significant concern and we are beginning to see the universities looking much more circumspectly at the marks achieved. Currently Simon Fraser University is following students who have completed Pre-Calculus 12 on-line (by far the most frequently taken on-line course) as they are concerned that the standard of learning may be inadequate to meet their program requirements and or result in high dropout rates. UBC is actually collecting data to track the results of students who have completed on-line courses as there is now considerable concern over their performance in first year mathematics. It should also be noted that the universities to which our students apply also recognize the high level of learning that our students achieve. Understandably, as concerns about university acceptance rise, students sometimes seek to take on-line courses because they hope to achieve higher marks, but if that higher mark comes at the expense of a deeper understanding, it may be a very short- term gain

Without wishing to sound an alarmist note or denigrate the many very valuable on-line courses available, it is clear that Southridge can only stand by the quality of instruction and content that we provide. As the Academic Program Director I am proud of our knowledgeable, committed and resourceful faculty; confident in our thoughtful and innovative approaches to learning, and determined to ensure that our students are as well prepared as possible for their academic futures. On-line learning can provide a valuable contribution to, and extension of, a student's educational development, but it is not, I believe, a substitute for the face to face interactions, the 'in the moment' questioning and reasoning, the collective discussion and personal attention that our classrooms and faculty provide.

Ms. Jan Holt
Senior School Academic Director

A Positive First Impression

On Thursday, February 5th, we experienced our first crack at what it's like to be on the main stage, performing in the morning assembly. It was an early morning, being required to arrive at the school at 7:00 a.m. in order to ensure a substantial amount of preparation time was available. As I quickly scurried towards the drama room "fashionably" late at 7:13 a.m., I could hear an increasing volume of Beyoncé and laughter of the cast permeating through the slightly ajar door. Immediately after opening the door, an image of a bee hive popped into my head. Each member of the ensemble was working as busy as a bee, swarming around the room, applying makeup, touching up their hair and double checking seams of their costumes. Before we knew it, cosmetic preparation time was up, and it was time to rehearse a wee bit. After doing an Italian run of our lines (a rehearsal in which the actors deliver their lines at a much higher rate of speed than usual), testing out microphones for the first time and avoiding as many questions from our fans as possible in order to stay in character, we moved into the cafeteria for the anthem, and opening remarks from School Captains, Sam and Nicole. A buzz was present throughout the ensemble. This buzz contained a flurry of feelings, from anxiousness to relaxation. Quietly shuffling onto the stage, with all eyes fixed on us, was unlike any moment I had felt on that stage before. Instead of trying to control an enormous stage presence by portraying large, overly exaggerated movements, there was a quiet, yet unmistakable tension around the entire Great Hall, with the largest concentration of tension located in the epicentre, which was the jury table. This tension felt too real, as if something catastrophic and plainly awful was genuinely going to occur at an unexpected moment. This presence was achieved even before the scene started, creating an already successful and one of a kind moment for the ensemble and audience. Although the scene performance was only a mere four minutes and fifty-four seconds, a clear distinction between characters was established by the audience. Moreover, the entire story of the show was highlighted, even though there had been no previous summarization to the audience. This process of performing for the assembly was truly beneficial to us as we were able to receive feedback from audience members about blocking, facial expressions, body movement and articulation, thus allowing each one of us to broaden our characterization, leading to an even better finished product.

Having such a feeling of suspense, tension, mystery and boldness throughout our scene and such a large amount of confidence from each actor before the first official show is extremely promising. As opposed to having to focus and worry about large components such as confidence or strength of a scene, we are able to immediately skip to the fine tuning portion, creating more of a comfort among the actors come show time.

Spencer Riechert

Annual ISABC Visual Art Exhibition at Saint Georges

Southridge School's senior visual art department is yet again highlighting our students' artistic talents at the annual senior school Independent School Association Visual Art Exhibition. Saint Georges is hosting the art work of over twenty four schools from the Island and the Lower Mainland. Artists Taylor Sidhu (Grade 10), Michelle Lu (Grade 11), Aleksandra Golos (Grade 12) and 2014 alumni Mica Kantelia will have works in this show. All are invited to attend the opening reception or visit the works throughout the show's duration.

- February 9th - 20th, 2015
- Opening reception February 10th from 6:00 - 8:00 p.m.
- St. George's Senior Campus 4175 West 29th Ave

Ms. Susy Baranszky-Job
Fine Arts and Drama Curriculum Leader

News for Both Schools

Re-enrolment Reminder

Re-enrolment offers have been mailed for the 2015-2016 school year. For those who do not access your mailboxes on a regular basis, please ensure you check for this time-sensitive material and inform the school if you have not yet received the re-enrolment package for your child.

Thank you to those that have made the re-enrolment deposit payment online. Please ensure the signed re-enrollment contract has also been returned to the school as your child will not be re-enrolled until the school has received both the deposit and the signed contract. Please contact the school if you have any questions or concerns.

Mrs. Wendy Simpson
Director of Finance and Administration

Save the Date!

Southridge Annual Golf Tournament Friday, May 29th at Hazelmere Golf Club

It's time to dust off your golf clubs and get ready for a twenty year celebration of Southridge's annual golf tournament! This year's event will take place at Hazelmere Golf Club with plenty of on-course activities, food sampling and comraderie. And, after the day is over, join us in the clubhouse for a gourmet BBQ dinner, prize presentation, the always popular wine raffle, and a rockin' "end of school" party afterwards! Cost: \$195/golfer.

Everyone is welcome so watch for more details or contact Ms. Shelley Slaughter at sslaughter@southridge.bc.ca for more information.

The most important shot in golf is the next one – Ben Hogan

The 2015 Golf Committee

Vanessa Lapointe Coming to Southridge

Please mark your calendars for Vanessa Lapointe, who will be coming to Southridge on Wednesday, February 18th at 7:00 p.m. to talk to parents. The lecture will be on *Aggression Might Be Healthy & Normal for Your Growing Teen: Understanding Adolescent Development and How to Best Support It*.

The adolescent brain is a brain that is growing and changing in remarkable ways that we have only recently started to understand. During this critical time of growth and development, parents often experience the adolescent brain as very challenging! As a result of the complex processes unfolding in your teenager's growing brain, they are likely to present with more anxiety, more anger, more aggression, and generally just...more! We will focus on understanding the mysteries of the adolescent brain and how to work with that brain, rather than against it, in promoting maturation for our growing teens in the best possible way.

Ms. Natasha Bains
Senior School Counsellor

Southridge Speaker Series - Mark Your Calendars

Southridge is fortunate to have psychologist Madeline Levine, Ph.D. speaking at Southridge on April 16th at 7:00 p.m. in the Junior School Great Hall, so mark your calendars for this engaging speaker.

Her New York Times bestseller, *The Price of Privilege*, explores the reasons why teenagers from affluent families are experiencing epidemic rates of emotional problems. Her latest book, *Teach Your Children Well*, also a New York Times bestseller, tackles our current narrow definition of success - how it unnecessarily stresses academically talented kids and marginalizes many more whose talents and interests are less amenable to measurement. The development of skills needed to be successful in the 21st century - creativity, collaboration, innovation - are not easily developed in our competitive, fast-paced, high pressure world.

Dr. Levine is also a co-founder of Challenge Success, a project at Stanford's Graduate School of Education. She began her career as an elementary and junior high school teacher in the South Bronx of New York before moving to California and earning her M.A. and Ph.D. in psychology. She has had a large clinical practice with an emphasis on child and adolescent

problems and parenting issues, and has taught Child Development classes to graduate students at the University of California San Francisco Medical Center.

Tickets are \$10.00 each. This event is open to everyone so spread the word to your neighbours and friends. [CLICK HERE](#) for tickets.

Mrs. Debbie MacDougall
Director of Community Relations

Course Selections for 2015-16

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Senior School Academic Program Director

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Without wishing to sound an alarmist note or denigrate the many very valuable on –line courses available, it is clear that Southridge can only stand by the quality of instruction and content that we provide. As the Academic Program Director I am proud of our knowledgeable, committed and resourceful faculty; confident in our thoughtful and innovative approaches to learning, and determined to ensure that our students are as well prepared as possible for their academic futures. On-line learning can provide a valuable contribution to, and extension of, a student's educational development, but it is not, I believe, a substitute for the face to face interactions, the 'in the moment' questioning and reasoning, the collective discussion and personal attention that our classrooms and faculty provide.

Jan Holt
Senior School Academic Director



Southridge School

Course Selection – Grade 9 – 2015/16

Name: _____

Please prepare this sheet carefully before completing your course selections in Naviance.

1	English 9	←Required
2	Social Studies 9	← Required
3	Mathematics 9	← Required
4	Science 9	← Required
5	French 9	← Required
6	Physical Education 9	← Required
7	Health and Career Education 9	← Required
8		←Elective 1 st Choice
9		←Elective 2 nd Choice
		←Elective 3 rd Choice

- We will make every attempt to give you your first two choices, but this will be subject to class size and scheduling restrictions.

Elective Choices:

Art 9	Concert Band 9	Drama 9
Media Arts 9	Jazz Studies 9	Spanish 9

**If you enrol in Jazz Studies 9, you must also be enrolled in Concert Band 9



Southridge School

Course Selection – Grade 10 – 2015/16

Name: _____

Please prepare this sheet carefully before completing your course selections in Naviance.

1	English 10			← Required
2	Social Studies 10			← Required
3	Mathematics 10			← Required
4	Science 10			← Required
5	Physical Education 10			← Required
6	Planning 10			← Required
7	French 10		Spanish 10*	← One Required
8				← Elective 1 st Choice If you want 2 languages write French or Spanish here
9				← Elective 2 nd Choice
				← Elective 3 rd Choice

- We will make every attempt to give you your first two choices, but this will be subject to class size and scheduling restrictions.

Elective Choices:

Art 10	Drama 10	Media Arts 10
Spanish 10*	Concert Band 10	Information Technology 11
Theatre Performance 10***	Jazz Studies 10**	

*To take Spanish 10, you must have completed Spanish 9

**If you enrol in Jazz Studies 10, you must also be enrolled in Concert Band 10

*** If you enrol in this course you are committed to take part in the major school play.



Southridge School



Course Selection – Grade 11 – 2015/16

Name: _____

Please prepare this sheet carefully before completing your course selections in Naviance.

Grade 11 is the first year in which students have significant choice in selecting their courses. It is important that students and their families consider their options carefully. Students should research areas of interest and consider the available grade 12 courses in the light of obtaining the prerequisites for their chosen university programs. It is strongly recommended that students utilize the course selection planning grid before entering course requests in Naviance. Spares are not permitted in Grade 11.

Important Note: To comply with BC Ministry graduation requirements a student must have a grade 11 or 12 science course, a fine art or applied skill in grade 10, 11, or 12. A grade 11 language course is a university requirement for UBC. A grade 12 language is highly recommended for students entering university arts faculties, as this is a minimum degree requirement at many institutions. It is a Southridge expectation that students will take a fine art course in grade 11 or 12.

1	English 11		English 11 (AP)		← One Required
2	Social Studies 11				← Required
3	Physical Education 11 & Planning 10 (cont'd)				← Required (These courses are delivered in one block of the timetable, but must be entered as separate courses in Naviance.)
4	Foundations of Math 11				← One Required
	Pre- Calculus Math 11				
5	French 11				← One Required. You may select another language as an elective
	Spanish 11/12				
6	A Science 11				← Required (Students must have a grade 11 or 12 Science to graduate)
7					← Elective
8					← Elective

Please see reverse side of this page for important information about course selection and planning.



Grade 11 Course Choices and Electives

English Electives	Humanities Electives	Science Electives	Language Electives	Arts/Applied Skills Electives
<p>English 11</p> <p>English 11 (AP): AP English Language and Composition³</p>	<p>Economics 12</p> <p>Law 12</p> <p>AP European History 12</p> <p>AP Human Geography 12</p>	<p>Chemistry 11</p> <p>Chemistry 11¹ (Hons)</p> <p>Physics 11</p> <p>AP Physics 1</p> <p>Biology 11</p> <p>Biology 11² (Hons)</p> <p>Biology 12²</p>	<p>French 11</p> <p>Spanish 11/12</p>	<p>Art Foundations 11⁴</p> <p>Media Arts 11</p> <p>Concert Band 11</p> <p>Theatre Performance 11</p> <p>Information Technology 11⁵</p> <p>Information Technology 12</p>

Please read the following notes carefully:

Science

Science and Applied Science university programs typically require Chemistry 12 and/or Physics 12. Life and Health science university programs typically require Chemistry 12 and/or Biology 12. Physics 11 and Chemistry 11 are prerequisites for Physics 12 and Chemistry 12 respectively.

¹ In order to enroll in Chemistry Honours or AP Physics 1 students must achieve 86+% in Math 10 **and** 86+% in Science 10 and permission from the Curriculum Leader. Chemistry 11 Honours **is required** for AP Chemistry. AP Physics 1 **is required** for AP Physics 2. Biology 11 (Hons) **is required** for AP Biology

² Students who select Biology 11 (Hons) or Biology 12 in grade 11 must have 86% in Science 10.

Humanities & Applied Skills

Grade 11 students will have the opportunity to take available grade 12 courses (AP Human Geography, AP European History, Biology 12, Economics 12, Law 12 and IT 12). Students who choose AP courses in grade 11 must show demonstrated ability in the subject area, have the recommendation of their Grade 10 teacher, and have the approval of the Curriculum Leader. **Priority will be given to Grade 12 students.**

³ English 11 (AP) requires 90% in English 10 and recommendation by the instructor.

⁴ Art Foundations 11 is a prerequisite for Art Foundations 12.

⁵ Information Technology 11 is a prerequisite for Information Technology 12 unless previous computer proficiency can be demonstrated to and accepted by the instructor.



Southridge School



Course Selection – Grade 12 – 2015/16

Name: _____

Please prepare this sheet carefully before completing your course selections in Naviance.

It is strongly recommended that students utilize the course selection planning grid before entering course requests in Naviance. Southridge School expects that every student will **be enrolled in 6 classes**. Southridge students are also expected to have completed a fine art course in either grade 11 or 12. Portfolio 12 is a mandatory university preparatory class, but should not be included as one of the six required courses, as it meets only once per 8 day cycle.

English 12 is required for graduation and there is a mandatory provincial examination for this course. The provincial graduation scholarship of \$1000 is based upon a student’s results in English 12 and on the four other mandatory exams: English 10, Science 10, Math 10, & Social Studies 11. To qualify for this scholarship students must obtain a “B” (73%) in English 12 and rank among the top 5,000 students in BC. The top 20 students will receive \$2,500.

1	English 12		English 12 (Writing)		← One Required
2					← Required Elective
3					← Required Elective
4					← Required Elective
5					← Required Elective
6					← Required Elective
7					← Optional Elective
8					← Optional Elective
	Portfolio 12 (University Planning Class)				←Required (Once per cycle)

Please see reverse side of this page for important information about course prerequisites.



Grade 12 Course Choices and Electives

English Electives	Mathematics Electives	Science Electives	Humanities Electives	Modern Language Electives	Arts, Applied Skills & Physical Education
English 12	Foundations of Mathematics 12	Chemistry 11	Economics 12		Concert Band 12
English12 (Creative Writing Focus)	Pre-Calculus Mathematics 12	Chemistry 12	AP Microeconomics	French 12	Media Arts 11
AP English Literature & Composition	Calculus 12	AP Chemistry ¹	History 12	Spanish 11/12	Media Arts 12 ⁴
	AP Calculus AB	Physics 11	Law 12	AP French Language & Culture	Theatre Performance – Acting 12
	AP Calculus BC	Physics 12	AP European History		Physical Education 12
		AP Physics 1	AP Human Geography		Art Foundations 12 ⁵
		AP Physics 2 ²			Information Technology 11 or 12 ⁶
		Biology 11			
		Biology 12			
		AP Biology ³			

Prerequisites:

Science

Science and Applied Science university programs typically require Chemistry 12 and/or Physics 12. Life and Health science university programs typically require Chemistry 12 and/or Biology 12. Biology 11 is not required to take Biology 12.

¹Students must have completed Chemistry 11 Hons in order to enroll in AP Chemistry.

²Students must have completed AP Physics 1 in order to enroll in AP Physics 2.

³Students must have completed Biology 11 Hons in order to enroll in AP Biology.

Humanities & Applied Skills

Students who completed English 12 in their grade 11 year **must** enroll in:

- AP Literature & Composition
- OR**
- English 12 (Creative Writing Focus)

⁴ Students who have not taken Media Arts 11 need permission from the instructor to enroll in Media Arts 12.

⁵ Art Foundations 11 is a prerequisite for Art 12.

⁶ Information Technology 11 is a prerequisite for Information Technology 12 unless previous computer proficiency can be demonstrated to and accepted by the instructor.