



COLLINGWOOD  
SCHOOL

# Senior School Academic Handbook 2024/2025

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# COLLINGWOOD SCHOOL VISION, MISSION AND VALUES

**Vision:** *Socially responsible students pursuing passions for a better world.*

We are committed to contributing positively to our local and global communities, environmental stewardship, and supporting the well-being, and inclusion of all people. Through the pursuit of passions, students will find their unique purpose in the world.

**Mission:** *To inspire and support young people for meaningful lives.*

Collingwood’s personalized and inclusive approach fosters academic excellence and well-being as our students explore opportunities across the four strands--academics, athletics, arts and service learning. We value experiential learning, collaboration, character development, and problem solving across disciplines. Our graduates will join the global community as critical thinkers who are resilient, socially conscious and prepared to make the most of their opportunities.

**Values:** *We live our values of courage, curiosity and community to be in service of others.*

**Courage:**

- To be a leader, one must have courage. This is how we build integrity, confidence, resilience and respect for self and others
- Stepping forward or speaking out to create an environment that values the uniqueness of others, takes courage.
- Our graduates will use their courage as they rise to meet challenges throughout their lives and seek to make a better future for the world.

**Curiosity:**

- Curiosity drives passion for life-long learning. This passion, in turn, drives innovation and collaboration.
- To inspire curiosity, we push beyond the core curriculum to ensure our students are engaged in an education that is transformative.

**Community:**

- In our community, inclusion is a belief and approach where our students, families, alumni, faculty and staff, work together to feel a sense of belonging.
- The diversity of our family is a strength. Inclusivity is a community-wide effort and we value listening, patience, and empathy.
- We express our belief in community mindedness through our commitment to leadership, respect for one another, and service to others, both locally and globally.

## EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

At Collingwood School, we aim to foster an inclusive and equitable environment that embraces diversity. Through education and courage, we are committed to cultivating a pluralistic environment as we work together to remove barriers so that every person feels welcomed, understood and valued.



# The BC Curriculum

## OVERVIEW

All public and independent schools in British Columbia are governed by the Provincial Ministry of Education and are required to adhere to the principles of the BC Provincial Curriculum. The curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. It honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant. At Collingwood, our goal is to produce learners and thinkers who learn deeply and are able to transfer what they learn to new and unfamiliar experiences.

The foundational principles of the BC Curriculum are:

- Education for the 21st Century
- Student success through curriculum transformation
- Indigenous perspectives and knowledge

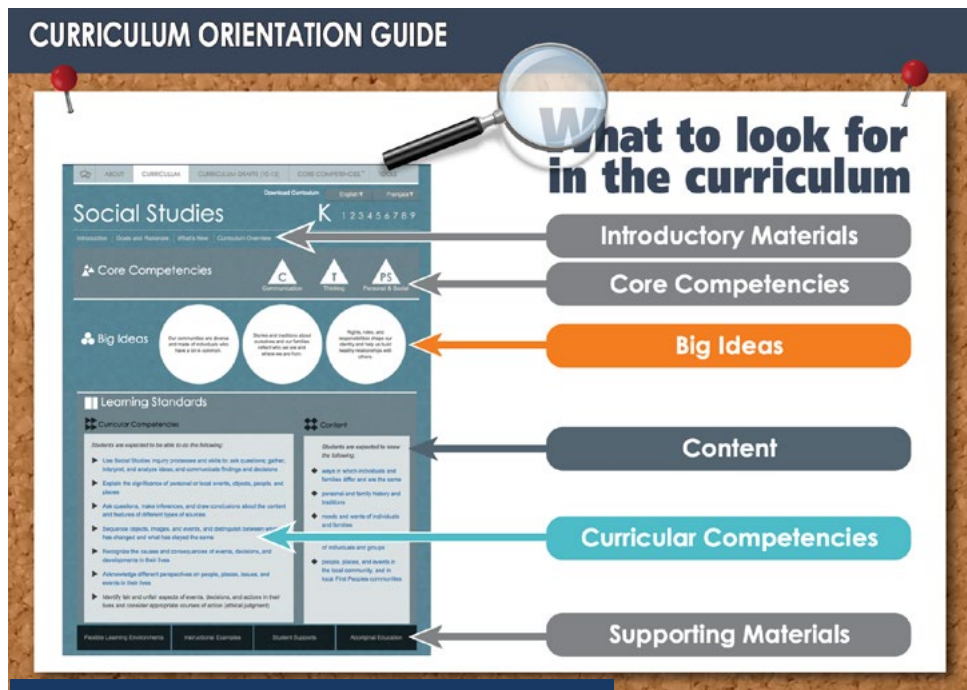
## BC Curriculum Model

The BC Curriculum is recognized internationally for its approach to teaching and learning. Each course and grade level's curriculum is based on a "Know-Do-Understand" model.

The big ideas are the key concepts in each area of study. They reflect the "understand" component of the know-do-understand model of learning. The new curriculum values diversity and supports diverse learners.

The content learning standards — the "Know" of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

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.



Source: [BC Redesigned Curriculum Guide](#)

### British Columbia Provincial Proficiency Scale

BC has a competency based curriculum. Competency based curricula are “a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.” ([BC Ministry of Education](#))

Students in BC are assessed using the proficiency scale below in all courses. This scale, along with feedback from the teacher, provides students with the information they need to allow them to improve or refine their skills, knowledge or understanding in the assessed area.

#### Proficiency Scale



Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## Provincial Assessments

The completion of three provincial assessments is a graduation requirement for all students. These assessments are aligned with the literacy and numeracy skills in all courses from K-12. Provincial Assessments are reported on the student transcript, not the school report card. These assessments are created and assessed outside of the school by the Ministry and usually occur during a set schedule four times per year. Students may write these assessments three times to improve their score.

Our Provincial Assessment results are an important indicator of our academic success and are used to measure the strength of our academic program. Students are prepared and supported to earn a score of proficient (3) or extending (4) on these assessments. Any students receiving an Emerging (1) or a Developing (2) are expected to re-write the assessment during the following session. This will be communicated to the student and family by email well in advance of the rescheduled assessment.

### *Grade 10 Provincial Assessments*

The numeracy assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate. Students earn a proficiency score of emerging (1), developing (2), proficient (3) or extending (4). The student is provided a detailed breakdown of their performance, but just the proficiency score of 1 through 4 is reported on the student transcript.

The literacy assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from Kindergarten to Grade 10. The student is provided a detailed breakdown on their performance and a proficiency score, but a completion grade of "RM", meaning "Requirement Met" is reported on the transcript. This assessment is considered formative in preparation for the Grade 12 Literacy Assessment.

### *Grade 12 Provincial Literacy Assessment*

The Grade 12 Provincial Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. Students earn a proficiency score of emerging (1), developing (2), proficient (3) or extending (4). This proficiency score is on the student transcript.





# Advanced Placement Courses

Collingwood School offers a selection of Advanced Placement courses in the academic program. Advanced Placement (AP) is a program by the College Board that is designed to give students the experience of an introductory level college class while in high school. The courses are taught at Collingwood and students sit an external examination created by the College Board. Students pursue these advanced courses in a subject area where they are passionate, and they may earn post-secondary credits if they perform well on the examination. There is no formula or prescribed number of AP courses that a student should pursue in order to be accepted into any post-secondary institution.

Beginning in Grade 10, students may opt to take an AP class. Students should consider their interest in the course material and be willing to spend significant additional time reading and studying outside of class time. We encourage students to speak with their counselors, teachers and parents to make an informed decision about the best time to enroll in an AP class.

## AP EXAMINATIONS

Students at Collingwood are required to write AP Exams in order to earn the AP credit and have the AP course designation on their transcript. These exams are set by the College Board, take place in May and are generally held off campus. There is a fee to write the exam; exams are ordered well in advance of the examination period. Students who do

not write their scheduled AP exam will have an additional charge to arrange a late sitting. There is no fee for the required AP Seminar examination that all students must write in Grade 11. AP Examination scores do not reside on Collingwood School's transcript, but are sent by the student to post-secondary institutions through the College Board portal.

## AP SEMINAR

All students in Grade 11 take AP Seminar. AP Seminar was introduced to Collingwood to help ensure all students were equipped with reading, writing and research skills that are required at the post secondary level and beyond. AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills. Students investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. This class is a dual credit course and students also receive credit for English 11.

## AP CAPSTONE DIPLOMA

The AP Capstone Diploma is a globally recognized diploma awarded to students who have built skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. This is overseen by the College Board and does not appear on a school transcript.

### *AP Capstone eligibility requirements:*

Students must score a 3 or higher on the exams listed below:

- AP Seminar (taken by all Grade 11 students)
- AP Research
- 4 additional AP Exams of their choosing

## AP INTERNATIONAL DIPLOMA

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. This is overseen by the College Board and does not appear on a Collingwood School transcript.

### *APID eligibility requirements:*

Students must score a 3 or higher on 5 or more AP Exams in the content areas:

- One exam in an AP World Language
- One exam in an AP English
- One AP exam offering a global perspective
- One AP exam from either the sciences or math and computer science
- One additional exam.
- Further details are on the [College Board website](#)

## MOCK AP EXAMINATIONS

Collingwood AP Mock exams take place during class time at the teacher's discretion based on the learners and demands of the course. When a scheduled AP class offers the completion of two AP exams, the teacher may schedule a mock AP exam outside of the scheduled class time and outside of the school day (ex. Saturday) upon completion of the first course, as long as this mock exam occurs prior to March Break. This exam date will be scheduled one month in advance and be included on the school calendar after approval by the school Principal. An exam outline and review package will be shared with students two weeks in advance.

Collingwood supports students who have external cultural and family commitments outside of the school day and an alternate time will be provided to students who are unable to attend the scheduled mock AP Examination.

## INDEPENDENTLY ENROLLED AP COURSES AND EXAMS

Students may elect to pursue AP courses and exams independently. Prior to doing so, students should consult their University Guidance Counselor who can advise them what is best for their learning and post-secondary goals.

AP scores for courses taken outside of school reside on the student's AP transcript and cannot be added to any Collingwood School or Ministry of Education transcript.

Collingwood is only able to proctor exams for current Collingwood students and for students enrolled in courses that are offered by the school.\* Students who study independently will need to arrange to write their examination at an alternate testing site.

*\*Students who are independently studying AP Chinese Language and Culture to meet the requirements for the APID must discuss this with their University Guidance Counselor in September and an AP examination may be ordered and a sitting of the examination may be scheduled.*

## AP COURSES AVAILABLE TO GRADE 10 STUDENTS

When students enter Grade 10, they are able to access AP Courses. AP courses require significant preparation and homework outside of class time. Consideration of the entire academic and co-curricular course load is essential when determining if an AP class should be taken in the Grade 10 year.

Courses available: AP Computer Science Principles; AP Human Geography; AP Microeconomics & AP Macroeconomics; AP Physics 1.







# Academic Policies

## **ONLINE COURSES OR OTHER LEARNING OUTSIDE OF COLLINGWOOD SCHOOL**

Students should always consult with their university counselor prior to enrolling in any courses offered outside of Collingwood. It is very important that students do not register for BC Ministry credit courses outside of Collingwood without prior approval as this can impact their ability to earn prerequisites for further study in a department.

All prerequisites for courses required for graduation must be taken at Collingwood School except in the case of exceptional circumstances. Note: any credits taken outside of Collingwood will appear as external credits on the student transcript.

### **Earning Credits: Policy for Course Equivalency, Challenge, External Credits or Independent Directed Study**

Collingwood School follows the BC Ministry of Education policy for awarding credits for other learning.

Students must be able to demonstrate their readiness to challenge a course in the graduation program (Grade 10-12) based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is to be thorough and include an evaluation of the content and competencies in the course. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

The department head and University Guidance Counselor, in consultation with teachers, students and parents, make the decision about readiness. Students will receive a letter grade and percent in the course based on the achievement in the challenge and must earn a C- and 50% for the challenge to be successful.

The school transcript indicates the letter grade and percent and notes that the course was completed by a challenge so it is essential that University Guidance Counselors are involved in the decision making process as these decisions may impact post secondary applications. It is strongly recommended that students do not challenge courses, except in exceptional circumstances. Students cannot challenge courses at the Grade 8 or 9 level.

The deadline to request a challenge course is May 15 each year through the Department Head of the subject area. Students who challenge a course will be required to adjust their schedule which may create conflicts. It is important that students meet with their University Guidance Counselor so they are aware of the impact of a decision to challenge a course. Students new to Collingwood will be accommodated based on their acceptance date.

Students in Grade 10-12 who wish to participate in an Independent Directed Study (IDS) in an area of academic passion should speak to their University Guidance Counselor during course selection to learn about the process. This opportunity exists for students who have completed all courses within a department and can only be granted in special circumstances. The due date for applications for an IDS is the Friday before March Break of each year. IDS programming is only offered when faculty timetables permit and are not a part of our academic program.

## SUPPORTING DIVERSE LEARNERS: INCLUSIVE EDUCATION

In British Columbia, differentiation of instruction and assessment and the principles of Universal Design for Learning (UDL) are recognized practices for teachers. At Collingwood, students who show a consistent need for learning accommodations are able to access them, as per the Ministry of Education and Childcare requirements.

Morven’s Inclusive Education model ensures learning is inclusive, differentiated, and personalized for all learners. The foundation of this framework focuses first on the instructional practices within the classroom, followed by tiered levels of learning support through the Response to Intervention (RTI) approach.

### In the classroom:

The foundation of this model is built upon best practices as outlined by the Universal Design for Learning (UDL), aligning with Collingwood’s strategic priority of Forward-Focused Learning in providing learning experiences that are inclusive, authentic and personalized. The UDL framework highlights the intentionality of the planning process and assessing student learning by focusing on three main principles:

1. Engagement (sustaining their interest and persistence)
2. Representation (ensuring learning is accessible)
3. Expressions (giving options in how they express their understanding of the concepts learned).

### Learning Support:

The RTI approach allows Collingwood to personalize the interventions and support for each learner specific to their primary needs and/or a formal diagnosis of a learning difference. This approach offers three levels of support and implements evidence-based strategies to build student independence, advocacy, and ownership. The three levels are defined as targeted support (intervention), general support, and support as needed with access to accommodations. The main difference at each level is the type of intervention and/or support provided.

From Intervention → to support → to independence		
Targeted Support (Intervention)	General Support (Learning Centre)	Accommodations and Support as needed
Moderate Level of Support	Minimal Level of Support	Independent Support as needed
Additional Cost (Fee-Based)	No Additional Cost	No Additional Cost
<ul style="list-style-type: none"> <li>• Formal diagnosis (IEP)</li> <li>• Dedicated support block during 2nd trimester</li> <li>• Intentional programming focusing on critical skills and evidence-based strategies that support successful learning</li> <li>• Skills are taught explicitly and practiced to where skills become fluent and are maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Formal diagnosis or identified need (IEP or SLP)</li> <li>• Access to study block during 2nd trimester</li> <li>• Student directed support</li> <li>• Skills are applied independently, and coaching is provided to reinforce the maintenance and transferability of learned skills</li> </ul>	<ul style="list-style-type: none"> <li>• Access to support and accommodations as needed</li> <li>• Skills are transferable and applied independently</li> </ul>

## Individualized Education Plans and Student Learning Plans

Students who receive learning support from Collingwood’s Inclusive Education program are provided with an Individualized Education Plan (IEP) or a Student Learning Plan (SLP). In British Columbia, students do not need an Individualized Education Plan to receive learning accommodations as long as they demonstrate a consistent need for these supports.

An IEP is a documented plan that provides an overview of a student’s learning profile, individualized goals, supports, accommodations, and services provided. The content of the IEP is derived from a psychoeducational assessment. It is first drafted by a student’s assigned Inclusive Education teacher and finalized in collaboration with the student and their support team. It serves as a communication tool with teachers and tracks the development and growth of identified core and/or curricular competencies. The IEP is revisited and updated twice a year after the initial draft is completed (which must be after September 30th of the school year).

*\*Upon completion of a psychoeducational assessment, parents will give the completed report from the psychologist to the Director of Inclusive Education.*

A SLP is similar to the IEP, outlining a student’s learning profile, goals, supports, and accommodations. This document is for students who do not have a formal learning difference diagnosis but may have a formal diagnosis of ADHD and/or have shown a consistent need for support or intervention. The content of an SLP can be derived from a psychoeducational assessment, as well as from input and observations of a student’s support team. It is created through the same process as an IEP and serves as a communication tool with teachers and to track skill development. The SLP is updated twice a year after the initial draft is completed (after September 30).

*\*Updates to an IEP or SLP may be adjusted to once a year if drafted during the middle of the school year. Both IEPs and SLPs are continuously monitored by the assigned Inclusive Education teacher (case advisor).*

## ADD/DROP DATES FOR COURSE CHANGES

Collingwood’s course selection and course counselling are highly personalized to meet the needs of our students. Our University Guidance Department partners with students to support a selection of courses that provide appropriate academic challenge and meet post-secondary prerequisites. The School timetable is built based on student course selections in the spring and we accommodate student course changes at multiple time periods during the school year. Each trimester has a firm date for course changes which is tightly adhered to at each stage. Students are unable to make any course changes once the published course change due date for the trimester has passed. It is important to note that once the timetable is built, additional sections are not added so not all course changes can be accommodated. We advise students to learn, consult with counselors, and make the best choice for their learning plan during the course selection process in the spring.

## COMMUNICATING STUDENT LEARNING (REPORT CARDS)

Collingwood School provides a minimum of two formal written reports for each course of study, (one interim report and one final), as well as three formal student self-reflections over the entire year. These reports are personalized and focus on a student’s strengths, areas of growth and provide details about how the student can improve. Students are encouraged to be a part of the learning process and should have an understanding of how they are performing in the course prior to the report being issued.

Additionally, throughout a course, teachers will provide informal updates to parents regarding the progress of the class and students which may come in the form of conferences, emails, or phone calls

**Important:** the K-9 reporting guidelines changed in the 2023-2024 school year and impacts students in Grade 8 and 9 only. Beginning in 2024-2025, letter grades and percentages will be removed from report cards of Grade 8 and 9 students.

**Grade 8 & 9 report cards include a combination of the following:**

- Proficiency scale score
- Work Habit indicator
- Teacher anecdotal comment

- Student reflection

**Grade 10-12 report cards include a combination of the following:**

- Letter Grade
- Percent Score
- Work Habit indicator
- Teacher anecdotal comment
- Student reflection
- Graduation status update (credits and requirements earned towards graduation)

### **Breakdown of Percentage Grades for Students in the Graduation Program (Grade 10-12)**

Collingwood School adheres to the percentage breakdowns assigned by the BC Ministry of Education.

50-59%	60-66%	67-72%	73-85%	86-100%
<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B</b>	<b>A</b>

### **Insufficient Evidence Grade**

An “IE” may be issued according to the Ministry of Education guidelines outlined below. Collingwood teachers will communicate with the family and the Head of House in advance of the report card if a student is at risk of earning an “IE” on a report card or in between reporting periods.

An “IE” will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The “IE” may be used at any time during the school year on informal or formal reports and means that there is insufficient evidence for a teacher to determine an accurate grade in the course. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

**Prior to assigning an “IE” report, the following steps should be taken:**

- The Student, parents and the student support team (Head of House, Inclusive Education teacher) must be informed, and must be provided with an opportunity to consult with teachers about the struggles the student is having in the course and possible solutions.
- Teachers identify the areas of concern and specify plans of action to help the student achieve the learning outcomes.
- An “IE” may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents, and student support team (Head of House, Inclusive Education teacher).

**The “IE” letter grade must be converted to another letter grade or percentage:**

- Before a student’s records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the “IE” reporting symbol;
- When letter grades are recorded on the permanent student record card; and,
- Before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on a student’s transcripts of grades.

An “F” letter grade can only be assigned if an “IE” reporting symbol was previously assigned on a written school communication, usually a report card.



# Academic Programming

## COLLINGWOOD SCHOOL TRIMESTER SYSTEM

At the Senior School, the year is divided into a trimester system which has three distinct periods of learning. Like most students in British Columbia, Collingwood students take 8 courses each year; however, these courses are divided into three trimester periods of different lengths.

- *First Trimester; The 2: First day of school to early-November (A/B)*
- *Second Trimester; The 5: November until mid-May (end of AP exams) (C-G)*
- *Third Trimester; The 1: Mid May to Mid June (H)*

Our goal is to provide different learning experiences in each of the three trimesters, where students cover the same content and build the same skills, but the learning is designed and delivered differently according to when the class is scheduled.

The trimester system reduces the concurrent courses studied by students to help better manage stress and promote improved well being. Reducing the total number of students assigned to teachers during each trimester provides teachers more opportunities to get to know their students, to better understand their learning needs, and to create a sense of belonging in their classrooms.

## THIRD TRIMESTER “SHOWCASE” OR “H BLOCK” COURSE PROGRAMMING

Students in Grade 10-12 have the opportunity to select which course they would like to study during the final trimester. Students in Grade 8 are exposed to an academic course during the third trimester and students in grade 9 take an elective in the final trimester. Based on these learning experiences, students in Grade 10-12 are equipped to determine the course they would like to learn in an immersive and/or experiential manner. Courses in the third trimester will be experiential and are designed to be a deep dive into the curriculum. The final trimester offers a range of courses across the four strands.

During the final trimester, students have the opportunity to select a course that involves travel related to the course learning targets. This trip will occur during the course and will be tied directly to the learning. We are excited to allow students the opportunity to travel and study without worrying about what they are missing in their other courses. Students will need to select carefully; planning for school trips that involve curricular learning requires additional planning and once a deposit has been placed, it will not be refundable and space in other courses may be limited.

Students who participate in a third term sport may miss school due to competition. We encourage these students to meet with their university counselor to ensure they select a course that will allow them to balance their school life and academic commitments.

All Grade 12 students participate in Collingwood U during the third trimester. This month-long event is designed to provide graduating students with a capstone experience to their Collingwood career and is mandatory in the completion of the Career-Life Education Course. Students participate in an individually-designed program that provides students with introductions to unique and different career pathways, networking opportunities, and life-skills needed for university and beyond. Students have the opportunity to pursue internships, part-time jobs, and job shadowing. Through Collingwood U, students practice independence, self-reliance, responsibility, and accountability for their decisions.

## COLLINGWOOD SCHOOL COURSE SELECTION

Collingwood's extensive academic offerings create 600 different schedules for our 600 students. The Academic Calendar with specific dates is posted on our website each year and follows the general schedule below.

<b>December</b>	Academic programming approved for following school year
<b>January</b>	Course selection presentations for all grades
<b>January-June</b>	Ongoing meetings with university guidance for students in Grade 8-11
<b>January-March</b>	Reflection and learning period for students who are determining course choices
<b>Early March</b>	Course selection deadline for submissions into Veracross
<b>March-May</b>	Completion of timetable and staffing assignments
<b>May</b>	Students informed of course conflicts and individual timetable adjustments completed
<b>June</b>	Student timetable shared with courses for each trimester; changes accepted through University Guidance Counselor
<b>September</b>	Final Student timetable with teachers and classroom assignments shared with students through Veracross

## STUDENT COURSE SCHEDULES

Student course schedules are built in priority order as below:

**Required courses:** these courses are required for graduation and these are the priority in creating student timetables. Students must take all prerequisite courses at Collingwood, unless they are in the PEAK Program.

**Pre-requisites:** students must meet the prerequisite in order to be enrolled into a course. Students in Grade 8 and 9 are required to take two elective courses at the Grade 8 or 9 level. Our performing and visual arts electives are designed for entrance at any grade level - 8, 9 or 10 to allow students to explore interests and find areas of passion.

**Elective courses:** as students get older, elective choices increase across all departments. Sometimes a conflict can occur due to a lower volume of course selections in a certain subject which results in fewer sections of a course being offered. Students in this situation will be contacted by their University Guidance Counselor.

## Courses Scheduled Outside the Timetable

Collingwood offers courses outside of the timetable in several academic departments across the four strands. These courses are generally academic electives in the BC graduation program and students enrolled in these courses earn four credits toward graduation. Although scheduled before or after school, these courses adhere to all school policies relating to instructional hours (minimum of 80 hours), attendance, assessment, reporting and unit and lesson plan expectations.

## FLEX Blocks

FLEX blocks are considered "flexible learning" time where students attend to their academic studies based on their own learning needs. It is used for the following:

- Personal study time
- Tutorials
- Accessing the Inclusive Ed support team
- Additional scheduled AP class time
- Grade 10 Career Education

- Meeting with the Head of House or University Guidance Counselor
- Advisory (Grade 8 & 9 only)

## Peak Performance

Collingwood's PEAK Program provides an avenue for athletes or performers who are excelling in their chosen fields (athletics, performing arts, etc) to continue to study at Collingwood. This program does not provide academic support or half day absences, rather it allows students to work more closely with their counselor to determine the course pathways including approval for students to take online courses in order to free up their schedule. Teachers are informed when students are in this program and they post lesson plans daily to allow students to complete the learning.

Our PEAK Program begins in Grade 10 as students in Grade 8 and 9 are not permitted to have a study block and missing extensive classes during these formative, skill building years can be detrimental to student success in senior grades. Students in the Peak Program must exhibit and/or build excellence in our academic program in their grade 8 and 9 years so they are prepared to manage the rigour of Grade 10-12 while missing classes due to their chosen Peak passion. Please see the school website for extensive explanations and applications.

## SUMMER INSTITUTE

Summer Institute provides students with the opportunity to further their learning during the summer holidays. Students can choose to take one to two week seminars for enrichment and experience in a range of topics, or students can choose to take a course for credit over a month of instruction. Students wishing to take a course for credit to accelerate progression through math and science should discuss their acceleration with their teachers and University Guidance Counselor. Please see the school website for available courses and application deadlines.





# Courses

• 2019 • ROSIE GRANTHAM	• 2020 • EMICA CHO	• 2021 • ZACHARY REINHOLD
• 2022 • MATTHEW YU		



## GRADUATION REQUIREMENTS

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood Diploma), students must earn a minimum of 80 credits and write provincial assessments in numeracy and literacy. The 80 credits include 52 credits for required courses and a minimum of 28 elective credits. Effective in 2023/2024, the 80 credits must also include credits in Indigenous-focused course work.

## REQUIRED COURSES

Subject Area	Grade 10	Grade 11	Grade 12
<b>Arts Education/Applied Design, Skills, and Technologies</b>	At least 1 of the following courses at either the Grade 10, Grade 11, or Grade 12 level: <ul style="list-style-type: none"> <li>• Performing Arts Grade 10-12               <ul style="list-style-type: none"> <li>○ Senior Concert Band 10-12</li> <li>○ Senior Jazz Band</li> <li>○ Music Production</li> <li>○ Creating Musical Theatre</li> <li>○ Senior Choir</li> <li>○ Dance Technique and Performance</li> <li>○ Senior Drama</li> <li>○ Theatre Production</li> </ul> </li> <li>• Visual Arts               <ul style="list-style-type: none"> <li>○ Digital Studio 10-12</li> <li>○ Filmmaking 11</li> <li>○ Photo &amp; Design 11</li> <li>○ Art Studio 10-12</li> <li>○ AP Art</li> <li>○ Media &amp; Film Adventure</li> </ul> </li> <li>• ADST               <ul style="list-style-type: none"> <li>○ Entrepreneurship 12</li> <li>○ Economics 12</li> <li>○ E-Commerce &amp; Design 12</li> <li>○ Marketing &amp; Promotion 11</li> <li>○ Media Design 11</li> <li>○ Robotics 10-12 (outside the standard timetable)</li> <li>○ AP Computer Science Principles</li> <li>○ AP Computer Science A</li> </ul> </li> </ul>		
<b>Career Life</b>	Career Life Education		Career Life Connections
<b>English</b>	English 10 Literary Studies  At least 1 of the following: <ul style="list-style-type: none"> <li>• Creative Writing 10</li> <li>• New Media 10</li> </ul>	Composition 11/AP Capstone Seminar	1 of the following: <ul style="list-style-type: none"> <li>• English Studies 12</li> <li>• AP English Language and Composition 12</li> </ul>
<b>Indigenous Education</b>	BC First Peoples 12 ( <i>can count as both the Indigenous Education Graduation Requirement and the Social Studies credit</i> )		
<b>Mathematics</b>	Foundations of Math and Pre-Calculus 10	At least 1 of the following courses at either Grade 11 or Grade 12 level: <ul style="list-style-type: none"> <li>• Foundations of Mathematics 11</li> <li>• Pre-Calculus 11</li> <li>• Foundations of Mathematics 12</li> <li>• Pre-Calculus 12</li> <li>• Calculus 12</li> <li>• Data Science 12</li> </ul>	

Subject Area	Grade 10	Grade 11	Grade 12
<b>Physical and Health Education</b>	Physical and Health Education 10		
<b>Science</b>	Science 10	At least 1 of the following courses at either Grade 11 or Grade 12: <ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology 12</li> <li>• Chemistry 11</li> <li>• Chemistry 11 Enriched</li> <li>• Chemistry 12</li> <li>• Earth Sciences 11</li> <li>• Environmental Science 12</li> <li>• Geology 12</li> <li>• Life Sciences 11</li> <li>• Life Sciences 11: Field Studies</li> <li>• Life Sciences 11 Enriched</li> <li>• Physics 11</li> <li>• Physics 12</li> <li>• Sport Science 12</li> <li>• AP Physics 1</li> </ul>	
<b>Social Studies</b>	At least 1 of the following: <ul style="list-style-type: none"> <li>• Social Studies 10</li> <li>• Social Studies 10: Experience Canada</li> </ul>	At least 1 of the following courses at either Grade 11 or Grade 12 level: <ul style="list-style-type: none"> <li>• 20th Century World History 12</li> <li>• BC First Peoples 12</li> <li>• Law 12</li> <li>• Philosophy 12</li> <li>• Physical Geography 12</li> <li>• Social Justice 12</li> </ul>	



## COURSES ON OFFER

**R** Required course; automatically enrolled

**G** Satisfies a BC graduation requirement

**X** Offered outside the timetable

**\$** Requires an additional fee due to travel

### ENGLISH

*In English Language Arts 8 to 12, our students explore the craft and power of language. Through the study of a variety of text-types—from celebrated classics and award-winning contemporary literature, to audio, visual, multimodal, and new media texts—our students are immersed in story. We develop imaginative thinkers, effective researchers, insightful analysts, cogent and creative writers, and powerful speakers.*

#### HUMANITIES 8

**R** Humanities 8 is an interdisciplinary course that explores the human experience—past and present, personal and societal, real and imagined—to create critical thinkers better able to navigate our increasingly complex and globalized world. In its exploration of the Ministry of Education’s English Language Arts 8 and Social Studies 8 curricula, this course develops reading, speaking, and thinking strategies, as well as the writing and creative processes needed to access texts, guide inquiry, extend thinking, and create and communicate ideas. With historical and contemporary events and texts selected to develop themes and issues relevant in today’s world, students deepen their understanding of personal, social, and cultural identity. Students are introduced to historical thinking skills and explore meaningful connections to self, other texts, and the world.

#### HUMANITIES 9

**R** Humanities 9 is an interdisciplinary course that continues to explore the human experience through history and literature. In combining the Ministry of Education’s English Language Arts 9 and Social Studies 9 curricula, students will continue to develop reading, speaking, and thinking strategies, as well as writing and creative processes. To do this, students will learn to access texts, guide inquiry, and create and communicate ideas. With historical and contemporary events and a variety of texts selected to explore themes and issues focusing on Canada and the world beyond, students will deepen their understanding of personal, social, and cultural identity. Students engage more deeply in the application of historical thinking skills and continue to make meaningful connections to self, other texts, and the world.

#### LITERARY STUDIES 10

**R** English 10 has a unique structure: as a four credit

course, students are required to complete two modules. At Collingwood, all students are enrolled in English 10 Literary Studies; in this foundational component of the course, students develop their skills in literary appreciation and analysis across a variety of text-types. As well, the students continue to develop their written composition and communication skills in a variety of styles—both creative and formal—with a specific focus on the essay form. All students will prepare a presentation for our annual public speaking event.

In addition to English 10 Literary Studies, students select one of the following modules:

##### English 10 Creative Writing

**G** Story is central to this English 10 module, and students will be immersed in a range of styles, genres, and text-types. Students will continue to read, analyze, and communicate in a variety of ways, with a specific focus on creative expression through a variety of approaches.

##### English 10 New Media

**G** Interactivity is central to this English 10 module, and students will be immersed in the ways we use media to communicate and exchange ideas. Students will continue to read, analyze, and communicate in a variety of ways, with a specific focus on the digital world.

#### COMPOSITION 11/AP CAPSTONE SEMINAR 11

**R** This course incorporates the dual aims and objectives of two curricula: the BC Ministry of Education’s English Composition 11 and the College Board’s AP Capstone Seminar; both courses are studied concurrently. The course engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading

and analyzing articles and research studies, as well as foundational, literary, and philosophical texts; they listen to and view speeches, broadcasts, and personal accounts; and they experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. All English 11 students will prepare a presentation for Collingwood School's annual public speaking event.

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## ENGLISH STUDIES 12



English Studies 12 course extends students' previous learning experiences in the English Language Arts. It provides students with opportunities to: refine their ability to communicate effectively in a variety of contexts, to think critically and creatively about the uses of language, and to achieve their personal and career goals. Students will explore a variety of text-types that reflect diverse worldviews; this will allow students to deepen their understanding of themselves and others in a changing world; gain insight into the diverse factors that shape identity; and to appreciate the importance of self-representation through text. In addition, this course will contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples and expand students' understanding of what it means to be educated Canadian and global citizens. All English Studies 12 students will prepare a presentation for Collingwood's annual public speaking event and continue to develop their academic research and writing skills through the completion of the Extended Research Project.

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## AP ENGLISH LANGUAGE & COMPOSITION 12



As a university-level course through which students have the opportunity to earn university credits and/or placement, this course incorporates the dual aims and objectives of two curricula: the College Board's AP English Language & Composition and the BC Ministry of Education's English Studies 12. Students will read critically and extensively; write precisely and effectively; and speak knowledgeably and articulately. At its foundation, this is a course about rhetoric--the art of persuasion. Students will study the ways people produce text to create and communicate meaning and, in turn, develop their own abilities to write in a variety of genres, with particular attention to synthesis, rhetorical analysis, and argumentative essays. In addition, public speaking skills are honed for Collingwood's annual public speaking event, and academic research and writing skills are developed

through the Extended Research Essay process. Students will write the AP English Language & Composition Examination in May.

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## CREATIVE WRITING 12

Creative Writing 12 is designed for students who are interested in exploring and creating a body of work reflective of their ongoing development as a writer. The course provides students with opportunities to explore the nature of building a story within the varied genres of fiction and non-fiction; within these realms there is a great deal of artistic freedom, and students will be encouraged to explore and experiment in order to discover their own unique voices as young writers. From the daily 15-minute free write to the highly polished, extensively re-written assignments, students will engage in the exploration of personal and cultural identities, memories, and stories in a wide range of genres. As the year progresses, students will refine their ability to write in complex, controlled styles with effectiveness and impact. Within this supportive community, students will collaborate and develop their skills through writing and design processes, celebrating successes.

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## AP CAPSTONE RESEARCH 12

AP Capstone Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills acquired in the AP Capstone Seminar course by learning research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information. Students reflect on their skills development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense.

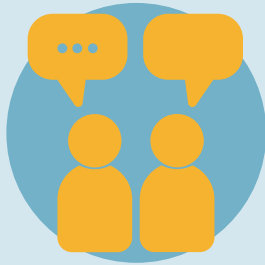
Students who earn scores of 3 or higher in AP Capstone Seminar, AP Capstone Research, and on four additional AP Exams of their choice will receive the AP Capstone Diploma.

Students who earn scores of 3 or higher in AP Capstone Seminar and AP Capstone Research, but not on four additional AP Exams, will receive the AP Seminar and Research Certificate.

**Prerequisite:** Completion of AP Capstone Seminar

## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **English and Humanities** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year. Below programs are examples only.*



**Debate, Public Speaking & World Scholars Cup**  
Develop and debate both sides of a case and participate in school, regional, provincial (and beyond!) tournaments. Our Debate Club students have travelled to competitions all over the world and learn how to become confident and engaging public speakers.



**The AdVerum**  
The AdVerum is Collingwood's student-run online magazine. Student editors create and share informative content for the school community and learn how to practice digital citizenship and responsible journalism. Anyone can read The AdVerum at [www.theadverum.com](http://www.theadverum.com)



## MATHEMATICS

*The Collingwood Math Department places great emphasis on the development of mathematically powerful students. Our curriculum focuses on numeracy skills and concepts, as well as their practical application in higher education and the workplace. We believe students learn at various rates and have created course offerings to help students at any level achieve excellence in mathematics.*

### MATHEMATICS 8



Students will develop their skills around the big ideas in Mathematics 8 by examining them in 4 directions. They will show their competency through reasoning and analyzing, understanding and solving, communicating and representing, and connecting and reflecting. Math 8 extends on the curricular competencies from Math 7, raising the expectations through the application of concepts in a variety of settings. The course is cumulative in nature and designed to reinforce concepts and skills that students will need for future mathematics courses. Units of study include integers, fractions, decimals, percent, ratio, proportions, linear expressions, linear equations, linear relations, graphing, probability, squares, cubes, roots, the Pythagorean Theorem, and geometry.

### MATHEMATICS 8/9 ACCELERATED

This course will cover two years of math in one. In addition, students will often be challenged with weekly contest problems. The curriculum will focus on problem-based learning to provide students with the opportunity to make connections between math and the real world. The goal is for students to develop deep mathematical understanding, procedural fluency, logical reasoning, and analytic and creative thinking by actively investigating problems and finding solutions. Students who successfully complete this course will receive credit for Math 9. Please see the units of study in Math 8 and Math 9 for the content addressed in this course. **Prerequisite:** By application

### MATHEMATICS 9



This course will include the British Columbia Math 9 curriculum as well as enrichment activities that provide students with higher-level mathematical thinking skills while investigating many topics in greater depth. The curriculum will focus on problem-based learning to provide students with the opportunity to make connections between math and the real world. The goal is for students to develop deep mathematical understanding, procedural fluency, logical reasoning, and analytic and creative thinking by actively investigating problems and finding solutions. Units of study include: operations with rational numbers; exponents and exponent laws; operations with polynomials; two-variable linear relations and equations; spatial proportional reasoning, statistics in society.

### FOUNDATIONS OF MATH AND PRE-CALCULUS 10



This course enables students to think abstractly, to make connections between relationships, and to analyze and represent mathematical situations through various contexts. Students will become more familiar with technological devices to help them find patterns and solutions. They will build upon their algebraic background and make connections through graphing. Students will work on explaining and reasoning their solutions through real-world applications. An emphasis on developing abstract thinking abilities is explored through units of study on characteristics of linear relations, linear equations, systems of equations, relations, functions, arithmetic sequences and series, exponents and radicals, polynomials, right-angled trigonometry and financial literacy. **Prerequisite:** Mathematics 9; 90% required in Mathematics 9 to accelerate by taking both Math 10 (1st trimester) and Pre-Calculus 11 (2nd trimester) in Grade 10 year.

### FOUNDATIONS OF MATH 11



Foundations of Math 11 is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies that do not require the study of theoretical calculus. Students will be required to complete assignments using a variety of tools, including online measuring applications, Desmos, and Google Sheets. Units of study in this course include; linear inequalities; properties of angles and triangles; statistics; graphing quadratic functions; solutions to systems of equations; inductive and deductive reasoning; financial literacy. **Prerequisite:** Foundations of Mathematics and Pre-Calculus 10

### PRE-CALCULUS 11



Students in Pre-Calculus 11 will spend more time developing their understanding of symbolic manipulation and of generalizations of more sophisticated mathematics concepts. The primary purpose of Pre-Calculus 11 will be to develop the formalism students will need to continue on with the study of calculus. The following topics will be covered with an emphasis on developing abstract thinking abilities: radical expressions and equations, quadratic equations, systems of equations and inequalities, quadratic functions, graphing and solving rational

functions, trigonometry (including Sine Law and Cosine Law), and financial literacy. **Prerequisite:** Foundations of Math and Pre-Calculus 10

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## FOUNDATIONS OF MATH 12



This course provides opportunities for students to improve their numeracy skills and concepts. Developing a sense of numeracy will help them to understand how mathematical concepts permeate daily life, business, industry, and government. Students need to be able to use mathematics not just in their work lives, but in their personal lives as citizens and consumers. It is intended that students will learn to value mathematics and become confident in their mathematical abilities. Units of study in Topics in this course include: logic games and puzzles; geometric reasoning; counting, probability, and statistics; rates, ratios, and proportions; interpreting data; understanding growth using linear, polynomial, and exponential regressions; understanding cyclical change; budgeting and spreadsheets; financial literacy. Foundations of Math is designed for students are intending on studying in the Faculty of Arts at the post-secondary level. It does not prepare the student for calculus. Students must check with University Guidance to determine if this course meets post-secondary prerequisites. **Prerequisite:** Foundations of Math 11 or Pre-Calculus 11

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## PRE-CALCULUS 12



The big ideas of Pre-Calculus 12 include: using inverse operations to solve equations and explain relationships between functions; understanding relationships of functions to build connections between classes of functions; and transforming functions and relations in various representations. In this course, students will develop their understanding of symbolic manipulation and of generalizations of more sophisticated mathematical concepts. The primary purpose of Pre-Calculus is to develop the formalism students will need to continue on with the study of Calculus. Units of study include function transformations, polynomials, radical and rational functions, conics, geometric sequences and series, exponential functions and logarithms, trigonometric functions, trigonometric equations and identities. **Prerequisite:** Pre-Calculus 11

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## CALCULUS 12



Calculus 12 is intended for students who wish to further their education in the fields of mathematics or the sciences where a deeper understanding of how things change in relationship to each other is required. This course has a demanding work-load in terms of content

and delivery pace. In order to be successful in this course, students should plan for one hour of work outside of class for each instructional lesson and have a fundamental knowledge of mathematical principles including algebra, graphing, functions and trigonometry. Units of study include: limits; derivatives and their applications; integration and its applications. **Prerequisite:** Pre-Calculus 12 (recommended)

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## AP CALCULUS AB

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus. Topics in AP Calculus AB include: limits, continuity, differentiation, applications of differentiation, integration, differential equations, and applications of differentiation. **Prerequisite:** Pre-Calculus 12

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## AP CALCULUS BC

AP Calculus BC is a continuation and extension of the AP Calculus AB curriculum. In this course, students will explore the concepts, methods, and applications of differential and integral calculus. Students will gain experience connecting representations, applying their knowledge, justifying reasoning and solutions, and will practice using correct mathematical notation, language and conventions in communicating solutions. AP Calculus BC is designed to be the equivalent of a second semester college calculus course devoted to further topics in differential and integral calculus. Topics in AP Calculus BC include: further integration techniques, geometric applications of integration, differential equations with logistic growth, Euler's Method, parametric functions, polar functions, and sequences and series (including convergence and polynomial approximations of transcendental functions). **Prerequisite:** AP Calculus AB or Calculus 12

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## AP STATISTICS

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics

course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. **Prerequisite:** Pre-Calculus 11 or 12

## DATA SCIENCE 12

Note: Third Trimester only. Data Science 12 is an innovative and engaging course offering students the opportunity to delve into data science through a project-based approach, unbound by the typical pace and content of AP exams. Integrating the BC Statistics 12 curriculum, the course provides hands-on experience with Python programming in a Google Colab environment, using cutting-edge resources and technology. Students will embark on practical projects, such as data visualizations and machine learning applications, equipping them with valuable skills applicable in sciences, humanities, social sciences, and business. This course is an option for those curious about statistics projects or those planning on taking AP Statistics the following year. **Prerequisite:** Foundation of Mathematics & Pre-Calculus 10

## ADVANCED TOPICS IN MATHEMATICS (OFFERED 2024-2025)



Advanced Topics in Mathematics is tailored for a contingent of our students who have a passion for mathematics, the prerequisite conceptual understanding, and the necessary maturity and self-motivation. Students will learn how to write, edit, and critique proofs and how to work on complex math problems as a group. It is intended to provide students with deeper learning and challenging activities requiring university-level thinking. Topics of study include: Introduction to mathematical proof: the theory of numbers, modular arithmetic, sets, and maps; abstract algebra: groups, rings, and fields; real analysis: properties of the reals, completeness, compactness and convergence, sequences and series, and analysis of real functions; modern geometry, metric spaces, and topology. This course is taught at a rigorous pace – similar to a university level, and will align with a university 3 credit course model. **Prerequisite:** Approval from the Head of Mathematics (AP Calculus BC recommended)

## MATHEMATICS OF MACHINE LEARNING (OFFERED IN 2025-2026)



The goal of Mathematics of Machine Learning is to offer students a further opportunity to learn how the advanced mathematics they have begun learning in their AP

courses (e.g., Calculus and statistics) can be extended to applications in contemporary, real-world applications, such as how Netflix recommends movies. Whereas students taking Advanced Topics in Mathematics will learn how to do proofs and how to work on complex math problems as a group—both crucial skills for success in math-intensive programs—students taking Mathematics of Machine Learning can complement this learning by spending time learning deeply about fascinating and contemporary applications of university-level mathematics. It will be taught at a rigorous pace – similar to a university level, and will align with a university 3 credit course model with topics that include linear regression; linear algebra; multivariate linear and logistic regressions, and regularization; learning via neural networks and machine learning design; support vector machines, unsupervised learning, and principal components analysis; recommender systems, outlier detection, using large data sets with machine learning. The marking system will also be aligned with a university style. **Prerequisite:** Approval from the Head of Mathematics (AP Calculus BC recommended)

## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **Mathematics** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year.*



### Math Club

The Math Club provides a fun and challenging learning environment for students who are passionate about mathematics. The club offers a variety of activities, including competitive math competitions, problem-solving sessions, and math games. The competitive challenges include both in-house and external math contests, providing opportunities for members to test their skills against other students from different schools.



## SCIENCE

The Collingwood Science department provides an environment of active learning through hands-on designing, building and inquiry based activities. As students progress through the courses offered, they build on their critical thinking, analysis, synthesis and evaluation skills through active learning and laboratory work. Students gather data to dig into the big ideas in science, with the purpose of analyzing the data to make connections between variables. Through this process, students also develop a broad understanding by making connections between what they learn and what they have covered in previous courses. The science department offers courses in the areas of biology, chemistry, earth science, environmental science and physics, offering AP level courses in all of the AP Science courses that are available.

### SCIENCE 8



Science 8 focuses on students learning various core competencies specific to science while focusing on content specific to biology (understanding of the cell, immune system and viruses), physics (optics, waves and solar power), chemistry (molecular and atomic theory) and geology (plate tectonics and layers of the earth). The curricular competencies focus on assessing skills related to planning experiments, executing laboratory activities, analyzing data and observations, modeling, evaluating errors and ideas, and communicating understanding. Within all of these units, students will develop place-based knowledge about the area in which they live, learning about and building on Aboriginal knowledge and other traditional knowledge of the area.

### SCIENCE 9



Science 9 focuses on students learning various science-specific core competencies while learning content specific to life sciences, chemistry, physics and ecosystems. The curricular competencies focus on questioning and predicting, planning and conducting, processing and analyzing data, evaluating, applying and innovating, and communicating. Units of study include life science (cell division, asexual and sexual reproduction), chemistry (atoms, elements and compounds), physics (circuits, voltage, current, resistance) and ecosystems (effects of solar radiation, cycling of matter).

### SCIENCE 10



The Science 10 course covers the four core areas of science: chemistry, physics, biology and earth science. Throughout the course the processes of science will be emphasized, as students use safe procedures and appropriate scientific technologies to perform experiments using the scientific method. They will learn to represent and interpret information graphically, as well as improve their scientific literacy. Emphasis will be placed on the relationship between scientific principles and technology. Units of study in Science 10 include life science (genetics); chemistry (atomic theory and chemical reactions); physics (velocity and energy); astronomy

(space and the history of the universe).

### LIFE SCIENCE 11

Life Sciences is a laboratory based science course that explores topics from a cellular level to a community level. Students will investigate evolution of living organisms, classification of organisms, structure of viruses, bacteria and protista, and plant biology. Students will get a chance to explore how different animals are classified and how major structures such as digestive, nervous and circulatory systems evolved over time. Students will get the opportunity to participate in dissections to support their learning.

### LIFE SCIENCE 11: FIELD STUDIES



Note: Third Trimester only. This course is designed to provide students with hands-on experience with qualitative and quantitative field study skills alongside the Life Sciences 11 curriculum. Students will have the opportunity to engage in real science experientially, in order to develop as scientists. Travel is planned within BC coastal regions around the islands and sounds and may include Bamfield, Cedar Coast Field Station or the Pacific Enterprise Science Centre. Refer to the description for Life Science 11 for topics of study.

### CHEMISTRY 11



Chemistry 11 provides an introduction to the field of chemistry in the form of seven interrelated study units. Topics of study include compound naming and solubility, molarity, chemical reactions, stoichiometry, gas laws, atomic structure, chemical bonding and an introduction organic chemistry.

### CHEMISTRY 11 ENRICHED



Chemistry 11 Enriched is the prerequisite course for Advanced Placement Chemistry, and is designed for students who plan to take AP Chemistry. Chemistry 11 Enriched provides an introduction to the field of chemistry

in the form of eight interrelated study units. It is a conceptual course which requires strong mathematical abilities. Units of study for Chemistry 11 include significant figures; the mole; stoichiometry; solutions; gas laws; chemical bonding and organic chemistry. Topics of study from AP Chemistry are atomic theory, molecular structure, intermolecular forces and gas laws.

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### PHYSICS 11



Physics 11 gives students an understanding of the analytical and experimental methods of inquiry used in physics. Units of study include measurement, graphical analysis, kinematics (in one dimension), projectile motion, dynamics (forces and Newton's Law), energy, electrostatics, circuits, waves and sound, light and optics, and relativity. **Prerequisite:** Science 10 and Foundations of Mathematics and Pre-Calculus 10

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### AP PHYSICS I



AP Physics 1 is an algebra-based, introductory college-level physics course that explores the following topics through inquiry based learning. Students will continue to develop scientific critical thinking and reasoning skills. Units of study include kinematics, dynamics (Newton's Law), circular motion, universal law of gravitation, simple harmonic motion, linear momentum, energy, rotational motion, rotational kinematics, rotational energy, electrostatics, DC circuits (resistors only), mechanical waves and sound. **Prerequisite:** Science 10 and Foundations of Mathematics and Pre-Calculus 10

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### EARTH SCIENCE 11



Note: Third Trimester only. Earth Science 11 is a descriptive course that provides an overview of scientifically established knowledge about the universe and the earth. Throughout the course, students will explore concepts in astroscience (the universe; stars, galaxies and other structures and our solar system); geology (composition of the earth and formation of rocks and minerals, weathering, plate tectonics); atmospheric science (structure of the atmosphere, air pressure, masses, and effects on weather and climate); oceanography (nature and affects of sea water, geology of sea floor and continental margins). Throughout the course units, methods of information acquisition and interpretation are applied and examined. Students will have the opportunity to learn beyond the classroom during day trips to geological features on the North Shore. **Prerequisite:** Science 10

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### ANATOMY AND PHYSIOLOGY 12



Students will learn foundational concepts such as: biochemistry, cell structure and functions, transport across the cell membrane, and analyze the roles of enzymes, then apply what they have learned to the digestive, circulatory, respiratory, urinary, nervous and reproductive systems. They will also learn about the role of homeostasis and negative feedback within the human body. During this course, students will continue to work on the following curricular competencies: questioning and predicting, planning and conducting, processing and analyzing data, evaluating, applying and innovating and communicating. **Prerequisite:** Science 10. Chemistry 11 recommended as a prerequisite or corequisite

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### AP BIOLOGY 12

AP Biology is a rigorous first-year biology class. Topics are prescribed by the College Board and include exploring: the process of evolution drives the diversity and unity of life, how biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis, how living systems store, retrieve, transmit, and respond to information essential to life processes, and finally, how biological systems interact, and these systems and their interactions possess complex properties. **Prerequisite:** Life Science 11 and Chemistry 11

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### CHEMISTRY 12



Chemistry 12 builds upon ideas introduced in Chemistry 11, but places a heavier emphasis on lab work and data analysis. As such, Pre-calculus 12 is a valuable course to be taking concurrently. Chemistry 12 challenges students to think conceptually, to visualize ideas in multiple modalities, and to argue and articulate their ideas with a scientific voice. The course explores major topics including kinetics (rates of reactions), dynamic equilibrium (reversible reactions), solubility equilibrium (quantitative solubility), acid base equilibrium, and redox (oxidation and reduction). **Prerequisite:** Chemistry 11

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### AP CHEMISTRY 12

AP Chemistry 12 builds upon ideas introduced in Chemistry 11, but places a heavier emphasis on lab work, data analysis, and error analysis. As such, Pre-Calculus 12 is a valuable course to be taking concurrently, and topics from AP Statistics are also useful. AP Chemistry 12 challenges students to think conceptually, to visualize ideas in multiple modalities, and to argue and articulate their ideas with a scientific voice. The course explores major topics including thermodynamics, kinetics (rates

of reactions), dynamic equilibrium (reversible reactions), acid base equilibrium, and redox (oxidation and reduction). **Prerequisite:** Chemistry 11 Enriched

## PHYSICS 12



Physics 12 is an extension of the Physics 11 course. It takes some topics to a greater depth and introduces some new topics. It provides a more rigorous treatment than Physics 11. Topics of study include vector kinematics (two dimensions), dynamics (forces), vector dynamics, momentum, static equilibrium, circular motion, the Universal Law of Gravitation, electrostatics, electric circuits (Ohm's Law and Kirchhoff's Law), and electromagnetism. **Prerequisite:** Physics 11

## AP PHYSICS C

AP Physics C is made up of two AP classes: AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. It is designed for students who plan to study science or engineering. Because it is a prerequisite for advanced study, the treatment of the subject material is thorough and rigorous. Topics studied include kinematics, Newton's Law, systems of particles, rotation, oscillations, gravitation, electrostatics, conduction, capacitors, dielectrics, electric circuits, magnetism, and electromagnetism. **Prerequisite:** AP Physics 1 and Calculus 12

## GEOLOGY 12



The course introduces geology through four major topics: earth materials, geologic time, internal processes and plate tectonics, and superficial processes. Much of Geology 12 is taught through laboratory work which includes identifying many samples of minerals, rocks and fossils and working with practical applications of earth's processes. Students will prepare a geologic resource project as an in depth study of the sources, environmental impact and social uses of a chosen resource. A field trip designed to explore the geologically fascinating region of the Sea to Sky highway serves to encapsulate and highlight the course concepts. **Prerequisite:** Science 10. Earth Science 11 is recommended.

## ENVIRONMENTAL SCIENCE 12



Environmental Science 12 is an interdisciplinary course, embracing a wide variety of topics from different areas of study: biology, economics, earth science, chemistry, environmental law and social science. Students taking environmental science learn about the science behind natural and human-made environmental problems and evaluate solutions for resolving or preventing them.

Students will investigate how human actions affect the quality of water and its ability to sustain life, how human activities cause changes in the global climate system, and how sustainable land use supports the well-being of self, community and Earth. **Prerequisite:** Science 10

## SPECIALIZED SCIENCE 12 – SPORT SCIENCE



Sport Science provides students with the opportunity for students to expand their knowledge of the human body across various scientific domains, look at factors that affect athletic performance and physical development, as well as design hands-on investigations of their own, while learning research methods and using scientific principles. While studying physiology and anatomy, biomechanics and performance analysis, motor development, nutrition, sport psychology and sports in society, students will learn research methods to gather and analyze data. This course will involve experiential learning through various off-campus collaborations. Students wishing to pursue studies in a number of science fields, including health studies, kinesiology and health sciences will benefit greatly from this course. Even if students do not wish to pursue these fields, the investigation design, including reviewing and incorporating ethical norms of research, will be valuable tools as they advance to university. Students completing the course will receive a credit in Specialized Science 12.

**Prerequisite:** Science 10



## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **Science** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year. Below programs are examples only.*



### Psychology Club

Why are lottery winners not necessarily happier than the survivors of severe car crashes? Are there neurological differences between serial killers and average humans? For students fascinated by human behaviour, Collingwood Psychology Club allows them to work on publishing psychology articles or podcasts, visit university labs, and present their work at a regional conference.



### Robotics Club

Students in the Collingwood Robotics Club build and program VEX robots to compete in local competitions, provincials, and even world championships. This co-curricular builds skills in computer science, math, physics, engineering, teamwork, leadership and so much much more.



### Sustainability Council

The Collingwood Sustainability Council is a student-driven organization that actively promotes sustainability and environmental awareness within the school. This group of students is constantly working on projects or initiatives to encourage the school community to become a more environmentally friendly space.



### Science Club Junior/Senior

The club is all about pursuing various interests in science outside of the regular class curriculum. Students in the club prepare and participate in the following 3 science competitions throughout the year: The Kwantlen Challenge (Grades 8-12), The Physics Olympics (Grades 8-12), and JPEC (Grades 8-10).

## SOCIAL STUDIES

*Social Studies is a broad and dynamic discipline where students learn about social interaction and how humanity interacted with the world. In each Social Studies course, students learn about the habits of that discipline: in Social Studies they will learn how to be historians; in Geography they will learn how to be geographers; and in Law they will learn how to be lawyers. In each of our courses, students will have an opportunity to investigate their own areas of interest to showcase their skills and knowledge. Finally, we hope to instill in students their responsibilities as a citizen and encourage them to be a participant in their community.*

### HUMANITIES 8



Humanities 8 is an interdisciplinary course that explores the human experience—past and present, personal and societal, real and imagined—to create critical thinkers better able to navigate our increasingly complex and globalized world. In its exploration of the Ministry of Education’s English Language Arts 8 and Social Studies 8 curricula, this course develops reading, speaking, and thinking strategies, as well as the writing and creative processes needed to access texts, guide inquiry, extend thinking, and create and communicate ideas. With historical and contemporary events and texts selected to develop themes and issues relevant in today’s world, students deepen their understanding of personal, social, and cultural identity. Students are introduced to historical thinking skills and explore meaningful connections to self, other texts, and the world.

### HUMANITIES 9



Humanities 9 is an interdisciplinary course that continues to explore the human experience through history and literature. In combining the Ministry of Education’s English Language Arts 9 and Social Studies 9 curricula, students will continue to develop reading, speaking, and thinking strategies, as well as writing and creative processes. To do this, students will learn to access texts, guide inquiry, and create and communicate ideas. With historical and contemporary events and a variety of texts selected to explore themes and issues focusing on Canada and the world beyond, students will deepen their understanding of personal, social, and cultural identity. Students engage more deeply in the application of historical thinking skills and continue to make meaningful connections to self, other texts, and the world.

### SOCIAL STUDIES 10



Social Studies 10 covers the historical time period from 1900 to the present. This course provides students with the knowledge and skills they need to participate effectively as citizens of Canada and as members of the larger global community. This course emphasizes Canada’s participation in twentieth century history, human geography and the environment, and the structure of the

Canadian federal government. In class, students will be taught historical thinking skills such as, but are not limited to, analysis, interpretation, compare, contrast, assessing historical significance and exercising ethical judgements. Finally, in Social Studies 10 students will be asked to think about and work with the big ideas of: the lasting effects of conflict, how political organizations develop, how interaction between individuals and groups influence political and societal change, and how developments in Canadian society can be viewed in many different ways.

### SOCIAL STUDIES 10: EXPERIENCE CANADA (H-BLOCK COURSE)



Social Studies 10 covers the role of Canada within the global context of the 20th century. For this section of the course, students will travel to instrumental sites in Canada that helped shape its history during this time frame. While there will be day trips to local sites of historical significance, the main highlight will be a trip to Ottawa to learn on the ground and in the settings that shaped our country’s direction. Please see the Social Studies 10 course description for more information regarding the course content.

### 20TH CENTURY WORLD HISTORY 12



This course seeks to teach students to become historians by learning about the past, applying historical thinking skills, and interpreting the major challenges we face today. We will learn about the six historical thinking skills and the major events of the Twentieth Century through thematic units. Topics of study may include: decision making of political leaders; commonalities of resistance conflicts; impact of nationalism; examinations of criteria for ethical judgement and restorative actions regarding historical injustices. Throughout the course, students will write and publish arguments to essential questions using historical data and analysis. Finally, this course encourages students to actively participate in today’s world through citizenship and showcasing opinions. Students act as historians that argue an insight, point of view, or action. **Prerequisite:** Social Studies 10

**BC FIRST PEOPLES 12**

BC First Peoples 12 is a course that brings Collingwood's commitment to inclusive, experiential, and culturally-responsive First Peoples learning practices to our community, as part of the BC Ministry of Education's Indigenous-focused graduation requirement for all secondary students beginning in the 2023/2024 school year. This course seeks to teach the skills of a historian by tackling big questions about British Columbia's history and First Peoples-European contact, Indigenous, immigrant, and settler identities, and our relationship with the land we live on. We undertake this to identify pathways toward Truth and Reconciliation for the mutual benefit of all people of British Columbia. During this course, students will make connections with BC's First Peoples and their traditional, unceded, lands via field trips and speaker series to better understand our place and relationship with reconciliation. Identity, Storytelling, History and Future are the major lenses through which the content of the course will be examined. **Prerequisite:** Social Studies 10

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**LAW STUDIES 12**

Law Studies 12 introduces students to the fundamentals of Canadian law and strives to develop the student's understanding of the underlying legal principles, rights and responsibilities that define our society. The course begins with an examination of the historical foundations of law, the present legal system in Canada, the rights and freedoms established by the Charter of Rights and Freedoms, Canadian Criminal and Civil Law, as well as relevant and timely aspects of international and trade law. Using case studies, current legal events, guest speakers and a mock trial, students have the opportunity to see both what the law is and how it works in practice. The course also examines the changing role of law in our society and the strengths and weaknesses of our current legal system. This course requires students to utilize and develop both their analytical and communicative skills. **Prerequisite:** Social Studies 10

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**PHILOSOPHY 12**

Philosophy 12 examines the fundamental nature of knowledge, reality, and existence. Students will acquire tools to investigate what is "truth", discuss the meaning of life, and foster an understanding of different methods of thinking and debating questions that have faced humanity for thousands of years. Philosophy 12 will examine how logic and reason can show which arguments and answers have more or less value. Students will investigate, challenge and explore their own assumptions, beliefs and preconceived notions through discussion and debate. Potential topics covered include: logic and

rational argumentation, ethics, identity and personhood, cosmology, reality and knowledge, aesthetics, and social justice. **Prerequisite:** Social Studies 10

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**PHYSICAL GEOGRAPHY 12**

Physical Geography 12 uses the interdisciplinary geographic tradition to address concerns of both physical and human environments and their interrelationships. The Physical Geography 12 curriculum examines many of the characteristics, processes, distributions, and interactions among the physical components of the earth's surface. The following topics are studied in this course: the world as a system; geographic spheres; topographic maps and mapping skills; rock formation; continental drift and plate tectonics; weathering and erosion; weather phenomena, climate controls and world climate patterns; soils and vegetation; cultural patterns of resource development. **Prerequisite:** Social Studies 10

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**SOCIAL JUSTICE 12**

This course seeks to teach historical thinking skills through inquiry and project-based learning. Students will investigate and research local issues of concern and inequity, and will publish their findings and proposed solutions. This is a student-centred course that will integrate aspects of universal design for learning suited to individual learning styles. The goal of the course is to advocate for a more equitable world while examining environmental sustainability, racism, First Nations Reconciliation, Labour and socio-economic divides, gender and sexual orientation discrimination. **Prerequisite:** Social Studies 10

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**AP ECONOMICS 12**

AP Economics covers the concepts and content of both Microeconomics and Macroeconomics courses. The purpose of the AP course in Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of the government in promoting greater efficiency and equity in the economy. In Macroeconomics, the principles of economics apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. **Prerequisite:** Social Studies 10, can be taken concurrently.

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## AP HUMAN GEOGRAPHY 12

AP Human Geography 12 invites you to consider questions that are fundamentally intriguing to us as human beings: Where are humans and activities located across Earth's surface? Why do humans do what we do where we do it? What interrelationships exist between humans and the physical environment? The course provides you with a valuable framework for understanding the world around you. You will learn to think, write, interpret, and create as geographers. Units of study include; thinking geographically; population and migration patterns and processes; cultural patterns and processes; political patterns and processes; agriculture and rural land-use patterns and processes; cities and urban land-use patterns and processes; industrial and economic development patterns and processes. Using a variety of approaches in the course, AP Human Geography 12 offers students the opportunity to be well-informed about the world today. **Prerequisite:** Social Studies 10, can be taken concurrently.

## AP PSYCHOLOGY 12

The purpose of the AP Psychology 12 course is to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. **Prerequisite:** Social Studies 10

## AP WORLD HISTORY 12

The primary focus of AP World History 12 is the study of different types of societies, their development over time, and their interactions with other societies. Students will use analytical and evaluation skills to understand the complex interplay among social, economic, cultural and religious forces that have shaped the modern world. It is a truly global study of human history, covering the chronological time frame from 1400 CE to the present. By applying historical thinking skills, the course is designed to develop students' capacity and ability to think and reason in a deeper, more systematic way, better preparing them for subsequent college courses. The AP World History 12 course content is structured around the investigation of course themes and key concepts in six different chronological periods. **Prerequisite:** Social Studies 10. Because of the broad scope of this course, it is strongly recommended that students enrolling have already taken at least one other AP course in the Social Studies department. As well, strong skills and interest in critical thinking, reading and writing are essential.

## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **Social Studies** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year. Below programs are examples only.*



### Model UN Club

Model UN is a club that celebrates collaboration, internationalism and the art of diplomacy. Students attend both local and international conferences, in which we simulate the UN and meet fellow students from around the world.



### Law & Government

The Youth Parliament is a way for students to get their voice out on Canadian politics, represent what they stand for and make a difference! Join a party, debate and pass legislation, and learn the ins and outs of the House of Commons through heated debate and question periods.



### Dora Love

The Dora Love Prize is organized by Essex University in conjunction with the Holocaust Memorial Day Trust. Each year schools across the UK compete for a \$400 prize that aims to shed light on antisemitism and modern day injustices through imaginative and engaging ways.

## LANGUAGES

*The Languages Department instills in students the ability to use language to communicate, and to appreciate Francophone and Hispanic cultures while negotiating the complexities of an intercultural world. Our rigorous yet fun programs and authentic foreign language activities, prepare students for a culturally diverse world.*

### FRENCH 8

French 8 aims to help students build confidence, communication and trust in all second-language classroom relationships while being immersed in a fun and interactive French environment. The students will develop their language skills (oral, listening, reading, writing) in an expressive context using authentic tasks and materials. Technology will be integrated into the curriculum. Throughout the year, students will work on a variety of tasks in order to build fluency. Some of the concepts that will be studied include high-frequency vocabulary, the present tense of regular and irregular verbs, adjectives, and the passé composé. Each unit includes a graphic novel based on that chapter's theme. Films, music, and authentic documents from a variety of Francophone sources will allow students to learn about other cultural communities in order to better understand their own cultural community and to see the world from a new perspective.

### FRENCH 8 ACCELERATED

French 8 Accelerated is aimed at strong language students with either an immersion background or a high level of French as students will complete both French 8 and French 9 in one year. This course builds upon the knowledge and skills acquired in French K-7. Its aim is to help students deepen their understanding of French so that they can gain more confidence in expressing themselves in conveying meaning. The students will develop their language skills (oral, listening, reading, writing) in an expressive context using authentic tasks and materials. Technology will also be integrated into the curriculum. Throughout the year, students will work on a variety of tasks in order to build fluency. Some of the concepts that will be studied include the past tense, modal verb construction, adverbs, direct/indirect object pronouns as well as relative pronouns. Films, music, and authentic documents in French from a variety of Francophone sources will allow students to learn about other cultural communities in order to better understand their own cultural community and to see the world from a new perspective. **Prerequisite:** By application

### FRENCH 9

French 9 builds upon the knowledge and skills acquired in French K-8. Its aim is to help students deepen their

understanding of French so that they can gain more confidence in expressing themselves and in conveying meaning. The students will develop their language skills (oral, listening, reading, writing) in an expressive context using authentic tasks and materials. Technology will be integrated into the curriculum. Throughout the year, students will work on a variety of tasks in order to build fluency. Some of the concepts that will be studied include refinement of the past tense, modal verb construction, adverbs, object pronouns and relative pronouns. Films, music, and authentic documents from a variety of Francophone sources will allow students to learn about other cultural communities in order to better understand their own cultural community and to see the world from a new perspective. **Prerequisite:** French 8

### FRENCH 10

French 10 is a course that builds upon the knowledge and skills acquired in previous years. Its aim is to help students build confidence, communication and trust in and interactive and immersive French environment. The students will develop their language skills (speaking, listening, reading and writing) in an expressive context using authentic tasks and materials. Technology and research will also be integrated into the curriculum. The themes explored include: childhood memories, advertising and rites of passage. Students will also be introduced to a diverse range of Francophone culture from authentic sources. Reinforcement will be completed to enhance and improve students' listening, speaking, reading and writing skills in order to build fluency. **Prerequisite:** French 9 or French 8/9 Accelerated

### FRENCH 11

French 11 builds upon the knowledge and skills acquired in previous years. Its aim is to help students build confidence, communication and trust in an interactive and immersive French environment. The students will develop their language skills (speaking, listening, reading and writing) in an expressive context using authentic tasks and materials. Technology and research will also be integrated into the curriculum and students will have the opportunity to build their fluency through classroom tasks. The themes explored include: the arts, the Francophone world and travel, health and well being. Students will also be introduced to a diverse range of Francophone culture through audio-visual and print



resources. This is designed to provide sequential practice and evaluation of students' listening, speaking, reading and writing skills. **Prerequisite:** French 10 or French 10 Enriched

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### FRENCH 11 ENRICHED

The focus of French 11 Enriched is to help students build the necessary skills to pursue AP French Language and Culture the following year. This course covers the French 11 curriculum (refer to French 11 description). In addition to the French 11 curriculum, students in French 11 Enriched practice AP style activities such as spontaneous dialogues, cultural comparisons, argumentative essays, and interpretive communication combining comprehension of print and audio passages. Enrichment may also include literature studies from the Francophone world and various cultural activities. Students are encouraged to use French as their means of communication within the class to strengthen their speaking skills. **Prerequisite:** French 10 or French 10 Enriched

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### FRENCH 12

French 12 aims to help students build confidence, communication and trust in all second-language classroom relationships while being immersed in an engaging French environment. The students will develop their language skills (speaking, listening, reading and writing) in an expressive context using authentic tasks and materials. Technology and research will also be integrated into the curriculum. Some of the concepts that will be studied include thematic vocabulary, the conditional past, the present and past subjunctive, the indicative vs. the subjunctive, complex relative pronouns, and conjunctions. Students will also be introduced to Francophone culture through audio-visual and print resources. Throughout the year, students will be working on strengthening their listening, speaking, reading and writing skills. **Prerequisite:** French 11 or French 11 Enriched

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### FRENCH LITERATURE 12

The French Literature 12 course is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in French. The works of the following authors will be studied: Molière, Voltaire, Laye, Maupassant and selected poems by La Fontaine, Apollinaire, Baudelaire, du Bellay and Louise Labé. The goal of this course is to teach students to read, analyze, and understand French literary texts. Students will become thoroughly familiar with all the required texts and will analyze them in depth. Classes will include close readings and discussion of texts and regular essay writing. Particular attention is given to character and theme, structure and style. Students learn to analyse text

analytically. The students are taught the techniques of literary analysis as well as the basic vocabulary of critical terms as we encounter them. **Prerequisite:** Open to students who have completed French 11 Enriched, French 12, and AP French 12. Students may take French 12 or AP French 12 concurrently.

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### AP FRENCH LANGUAGE AND CULTURE 12

Students who enroll in the Advanced Placement Program in French Language and Culture have a good command of French grammar and vocabulary and have competence in the following four skills: listening comprehension, reading comprehension, speaking and writing. The AP French Language and Culture course seeks to develop these skills even further. It will also emphasize the use of language for active communication to help students develop the following: the ability to understand spoken French in various contexts ; a French vocabulary sufficiently ample for reading newspapers and magazine articles, literary texts and other non-technical writings without depending on a dictionary; the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. Particular emphasis will be placed on interpretive communication, presentational speaking and writing and interpersonal speaking and writing. The six major themes studied are Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Contemporary Life, Science and Technology and Global Challenges. The course will also provide opportunities for students to demonstrate an understanding of the perspectives, practices and products of the target cultures. **Prerequisite:** French 11 or French 11 Enriched

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### SPANISH 8

In this course, students will develop their language skills (oral, listening, reading, writing) in an expressive context using authentic tasks and materials. Students will also have the opportunity to work on a variety of skill-based tasks in class in order to build further fluency in reading, writing, listening, and in particular, speaking. The course also provides an introduction to the cultures of Latin America and Spain. Students' learning experiences are enriched with a series of games, stories, videos, arts and crafts, and the celebration of several important Latin American festivals.

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### SPANISH 9

In this course, students will develop their language skills (oral, listening, reading, writing) in an expressive context using authentic tasks and materials. A strong academic foundation is provided in accordance with the Learning Outcomes prescribed by The Ministry of Education for grade

9. Students will also have the opportunity to work on a variety of skill-based tasks in class in order to build further fluency in reading, writing, listening, and in particular, speaking. The course also provides an introduction to the cultures of Latin America and Spain. Students' learning experiences are enriched with a series of games, stories, videos, arts and crafts, and the celebration of several important Latin American festivals. **Prerequisite:** Spanish 8

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### SPANISH 10

Spanish 10 builds upon the knowledge acquired in Spanish 9. The content of this course is largely determined by the Learning Outcomes prescribed by the Ministry of Education for Spanish 10. Class instruction will target listening, speaking, reading and writing skills. Students will be encouraged to use Spanish as their main language to communicate with each other and with the teacher. Students' learning experiences are enriched with a series of games, stories, videos, arts and crafts, and the celebration of some important Latin American festivals. Students will also have the opportunity to work on a variety of skill-based tasks in class in order to build further fluency in reading, writing, listening, and in particular, speaking. **Prerequisite:** Spanish 9

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### SPANISH 11

Spanish 11 builds upon the material studied in Spanish 10. Class instruction will target listening, speaking, reading and writing skills. Students' learning experiences are enriched with a series of games, stories, videos, arts and crafts, and the celebration of some important Latin American festivals. Students will be encouraged to use Spanish as their main language to communicate with each other and with the teacher. Students will also have the opportunity to work on a variety of skill-based tasks in order to build further fluency in reading, writing, listening, and in particular, speaking. **Prerequisite:** Spanish 10

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### SPANISH 12

Spanish 12 builds upon the knowledge and skills acquired in Spanish 11. Students will be introduced to colloquial Spanish and idiomatic expressions used in everyday conversation by native speakers. Class instruction will target listening, speaking, reading and writing skills. The class will be conducted mostly in Spanish. Students will be encouraged to use Spanish as the only means of communication within the classroom setting. Students' learning experiences will be enriched with a series of games, stories, videos, arts and crafts, and the celebration of some important Latin American festivals. Students will also have the opportunity to work on a variety of skill-based tasks in the classroom in order to build further fluency in reading, writing, listening,

and speaking. **Prerequisite:** Spanish 11

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### AP SPANISH LANGUAGE AND CULTURE 12

AP Spanish Language and Culture is for students who already have competence in the following four skills: speaking, writing, listening comprehension, and reading comprehension. This course seeks to develop these skills even further in order for the students to be able to understand spoken Spanish in different contexts, broaden their vocabulary so that they can understand more complex written material from different sources, and to express themselves with reasonable fluency and accuracy in both written and spoken Spanish. As the goal of the program is to have students immersed in the Spanish language, students will be encouraged to use Spanish as the only means of communication within the classroom setting. Students will also have the opportunity to work on a variety of skill-based tasks in order to build further fluency in reading, writing, listening, and in particular, speaking. **Prerequisite:** Spanish 11 or Spanish 11 Enriched

## PERFORMING ARTS

*The Performing Arts Program provides a lively and stimulating classroom environment in the disciplines of drama, dance, choir, and band. Our facilities boast state-of-the-art performing spaces, including the only black box theatre on the North Shore and dance studios with floating floors.*

### BAND 8

Band 8 is designed to all students to study music through performance on an instrument in a full ensemble. A wide array of instrumental options are available such as brass, woodwinds, percussion and strings based instruments (violin, viola, cello, double bass). No previous experience is required; please speak to the teacher if you are new to band.

### BAND 9

Band 9 is a continuation of Band 8 where basic skills and musical concepts are now expanded and new musical concepts and genres are introduced. Its purpose is for studying music through performance on an instrument in a full ensemble for instrument groups such as woodwinds, brass, percussion and strings. Band 8 is a recommended prerequisite however exceptions can be made with teacher discretion.

### SENIOR CONCERT BAND 10-12



Senior Concert Band is a continuation in the band program where musical concepts and skills are now expanded and students are challenged to reason and reflect on the music with more critical skills. Students are encouraged to take on more leadership roles. Its purpose is for studying music through performance on an instrument in a full ensemble for instrument groups such as woodwinds, brass, percussion and strings. Previous band experience is a prerequisite; however, exceptions can be made with teacher discretion.

### SENIOR JAZZ BAND 10-12



Senior Jazz Band is for students who wish to further develop skills related to the performance and improvisation of Jazz in a traditional Jazz Band setting. This course will allow students to improvise better and perform appropriate Jazz solos within the context of a traditional Jazz band. **Prerequisite:** Permission of Instructor

### MUSIC PRODUCTION 10-12



This course allows students to explore music making in a

more personal way and can include both electronic and analogue methods of producing music. Electronic music production will be the primary focus of the course with components of composition and presentation.

### DANCE 8-12

It is the goal of the Collingwood Dance Department to develop confident, well-rounded dancers that have a wide variety of kinetic vocabulary and creative thinking skills. The techniques that will be studied are: ballet, jazz, hip hop, and contemporary. Students will also learn how to structure sequences of movement and develop their own creative style using group improvisational work. Other areas that will be studied are modern dance history, and dance performance. All dancers will also be required to perform in various performances.

### DRAMA 8

In Grade 8 Drama, students are expected to work cooperatively in groups and with a partner. They learn to speak their lines honestly, with intent and in a confident, clear voice. Students memorize and develop scenes making clear choices about movement and staging. Students will also explore improvisation and the fundamentals of film-making. Students are encouraged to be constructively critical of their own work and the work of others, and are expected to fully participate in planning, rehearsal, and performance.

### DRAMA 9

Drama 9 builds on the fundamentals experienced in Drama 8, but also focuses on the personal, intellectual, and social growth of the students. Drama 9 provides a foundation for future course work in Acting and Theatre. Through extensive work in improvisation, in both small and large groups, students gain confidence as they explore and communicate ideas, experiences, and feelings in a range of dramatic forms, such as dramatic moment and mime, dramatization, choral speech, group drama, and videography.

### SENIOR DRAMA 10-12



This course is developed to support and encourage

students to explore the medium of Theatre as a means of personal expression. Through scene work students make choices in the production of stories that are of personal interest. Students create and perform a scene each class and receive peer and teacher feedback. This is a participatory course that will provide instruction in acting, directing, design, lighting, movement, critical analysis, dramaturgy, and production style. Students will also be given the opportunity for peer and self-evaluation. Skills will be gained through the experience of creation and performance.

equipment and aesthetics choices made for lighting, sound, and set to create a unified vision. There will be a strong focus on safety and reliability. Students will aid in the maintenance of the theatre.

**THEATRE PRODUCTION 9-12**



Theatre Production 9-12 focuses on technical and design knowledge for live productions such as; concerts, plays, dance, cabarets, and conferences and more. There is a strong focus on exploring the design processes, technical



**EXTEND YOUR LEARNING WITH CO-CURRICULARS**

Students with an interest in **Performing Arts** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Off:red co-curriculars are subject to change and may not run every year. Below programs are examples only.*



**Theatre**

Collingwood’s Theatre program produces two places every school year. Students can audition to be part of the plays and all participants will gain experience practicing and performing in front of a live audience



**Music Clubs**

Students with an interest and ability in music are welcome to join one of the many bands or assembles that wow Collingwood students and parents each year. Groups include the Top 40 Showband, Junior Jazz Band, Wind Ensemble, String Ensemble, and Drum Corps.



**Junior & Senior Dance Company**

The Dance Companies are performance-based and they focus on Contemporary, Ballet, Jazz, Hip Hop, Salsa and other popular dance forms. There are many performance opportunities throughout the school year for students to learn and develop their stage presence.



**Choir**

The Concert Choir and Intermediate Chamber Choir practice and perform pop, classical, jazz, rock, and other genres. Students will sing in front of the school and at festivals, and even have the chance to compete at competitions.

## VISUAL ARTS

*Education through our Visual Arts Program is vital to students' holistic and creative growth, helping them develop new ways of seeing their world and expressing their thoughts. Students have access to a spacious, brand new Art Studio containing a digital darkroom, ceramics studio, and an outdoor space to draw inspiration from beyond the classroom.*

### VISUAL ART 8

Are you looking to have fun, experiment with new materials, and have more control over your artistic creations? Visual Art 8 is an exciting introductory course designed for grade 8 students looking to explore and experiment with a wide range of media. Students will learn and practice drawing, painting, printmaking, mixed media, and sculptural techniques as well as a basic introduction to the digital art process including Photoshop basics. Students will create and learn through mini “bootcamps,” sketchbook exercises, and larger projects. Students will gain a better understanding of the elements and principles of design while taking ownership of their own learning and letting their curiosity and independent ideas guide them to create authentic works of art. The primary goal of Visual Art 8 is for students to enjoy the process of creating, foster curiosity, and creative thinking, and strengthen their confidence in personal expression.

### VISUAL ART 9

Discover your inner creativity, and have the most incredible time learning about the wonderful world of Art and all it has to offer. Visual Art 9 encourages students to create authentic art that is student directed, expressive and personally meaningful. This course gives students the opportunity to explore and develop their creative problem skills through the exploration of a wide variety of media, which includes drawing, painting, printmaking, mixed media, and sculptural techniques as well as a basic introduction to the digital art process including Photoshop basics. Through mini “bootcamps,” sketchbook exercises, and self-directed projects students will be inspired to let their ideas and curiosity guide their learning. This course will leave students with the knowledge and basic skill requirements needed to continue their studies in the Visual Arts as they move on to the Senior School program.

### DIGITAL STUDIO 10



Are you looking to experience Creative Media Fusion? Craft your own visually stunning short film, design captivating photography and graphics, and bring illustrations to life through 2D animation and exploration of AR. Take this immersive, hands-on experience to explore the exciting intersection of film, design,

animation, and photography. In this course you'll have the freedom to unleash your creativity, balancing teacher-led skill-building with dedicated studio time to bring your unique ideas to life. We provide a dynamic environment where solo and collaborative opportunities harmonize, allowing you to delve into your personal projects while also collaborating on exciting ventures with your peers. Digital Studio 10 is a broad survey course to discover all available possibilities with digital media art through teacher directed projects and a final independent project.

### ART STUDIO 10



Are you ready to push yourself creatively and explore your artistic potential with wellness in mind? This is a course for those students continuing on from Visual Art 9, or who are taking their first Studio Art course at the senior level. In this course, students will develop both an understanding of and an appreciation for how the many different art mediums and digital technologies can complement each other in making truly powerful and thought provoking art. This course is designed to help students learn how to think like an artist and to create work using “big ideas” and a large variety of materials. The concept, rather than the final product, will often be the starting point, and students are expected to take ownership of their own learning, letting their ideas and curiosity guide their artistic practice. In this course, each unit will start with a “Big Idea” to explore followed by a series of mini lessons or “Boot Camp” demonstrations where various processes and procedures are taught. Students will be enabled to further their curiosity in exploring the “Big Ideas” through more flexibility of choice. In designing their own projects, students will be able to explore a variety of artistic materials and processes using both traditional and digital technology. Developing and refining artistic skills through the use of a variety of 2-D and 3-D art materials and processes, understanding art in both a historical and contemporary context, and making connections from these to your own artwork will be explored.

### MEDIA & FILM ADVENTURE



Note: Third Trimester only. Media is the means of mass communication, the way in which ideas are shared, stories are told, and culture is expressed. With a focus on film and visual media, this course will immerse students into the

media industry, and challenge them to dive into an inquiry of their choice, of which they will answer and present in the medium of their choice: short film, documentary, youtube video essay, or social media campaign. They will learn about film production processes and skills, how to think critically and creatively about film and visual media and how to produce short form media projects. The course will also include a one-week long trip to New York City (or Los Angeles), a global film and media hub.

### DIGITAL STUDIO 11



Are you looking to experience Creative Media Fusion? Craft your own visually stunning short film, design captivating photography and graphics, and bring illustrations to life through 2D animation and exploration of AR. Take this immersive, hands-on experience to explore the exciting intersection of film, design, animation, and photography. In this course you'll have the freedom to unleash your creativity, balancing teacher-led skill-building with dedicated studio time to bring your unique ideas to life. We provide a dynamic environment where solo and collaborative opportunities harmonize, allowing you to delve into your personal projects while also collaborating on exciting ventures with your peers. Digital Studio 11 begins with a survey of various digital media arts, with the latter half focusing on projects where students will choose the media and concepts to focus on while developing a portfolio.

### ART STUDIO 11



Do you want to make authentic art that is student directed, expressive and personally meaningful? This course is for senior students who have successfully completed the Senior Art 1 course and want to continue exploring a variety of big ideas and art media/processes at a more advanced level. This course will focus on projects and learning that will prepare students for either the Senior Art 3 course or the final portfolio submission required in AP Studio Art 12. Senior Art 2 continues to build on the basic skills and methodologies of a variety of both traditional and non-traditional 2-D and 3-D media and processes covered in Senior Art 1 through “boot-camps”, reflective writing and larger self-driven studio projects. Students will continue to explore fundamental skills through painting, printmaking, sculpture, and digital media. Students will be challenged to create works where the concept or “Big Idea” continues to be the starting point, and students will be expected to take ownership of their own learning and let their curiosity and independent ideas guide them to create authentic works of art. As with the Senior Art 1 course, understanding art in both a historical and contemporary context, and making connections from these to one’s own artwork will be expected. **Prerequisite:** Art Studio 10 recommended



### ART STUDIO 12



This course is designed for highly motivated Senior students who are seeking to push their creative boundaries and hone their artistic skills through challenging, hands-on projects and activities. In Art Studio 12, students will delve into advanced and complex techniques in a variety of traditional and non-traditional 2-D and 3-D media, learning through immersive “boot-camps”, reflective writing, and self-driven studio projects. As they explore materials and processes, students will be expected to take ownership of their learning, letting their ideas and curiosity guide their practice as they develop their skills and create personally meaningful artwork. In this course, students will also delve into the “Big Ideas” in art, examining the historical and contemporary contexts of their work and making connections to their own creations. Those aspiring to a future in the visual arts will have the opportunity to create a portfolio of their work for submission to post-secondary art schools. This course

is an excellent opportunity for students who want to challenge themselves creatively and build confidence in the studio. **Prerequisite:** Art Studio 11 recommended

### DIGITAL STUDIO 12



Are you looking to experience Creative Media Fusion? Craft your own visually stunning short film, design captivating photography and graphics, and bring illustrations to life through 2D animation and exploration of AR. Take this immersive, hands-on experience to explore the exciting intersection of film, design, animation, and photography. In this course you'll have the freedom to unleash your creativity, balancing teacher-led skill-building with dedicated studio time to bring your unique ideas to life. We provide a dynamic environment where solo and collaborative opportunities harmonize, allowing you to delve into your personal projects while also collaborating on exciting ventures with your peers. Digital Studio 12 presents an opportunity to refine digital media skills through collaborative and solo projects.

**Prerequisite:** This is a Grade 12 course. Recommended for students with photo, design and/or filmmaking background.

### AP STUDIO ART 12

If you are looking to build a portfolio for art school or to challenge yourself to create a body of artwork exploring an independent idea or concept then AP Studio Art is for you. AP Studio Art builds on the artistic skills developed in other art courses with the focus on the Sustained Investigation portion of the AP Studio Art portfolio. Students are required to submit an exam portfolio at the end of the course in either Drawing or 2D Art & Design. This portfolio is then submitted to the College Board. Students will be expected to work outside of class time in order to create works of high quality and meet rigorous expectations. For more information about the portfolio prior to registering, please speak to the Art Dept.

**Prerequisite:** Previous study in a senior visual arts course.

## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **Visual Arts** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year. Below programs are examples only.*



### Arts Mag

Arts Mag is an online publication which features the artistic talents of the Collingwood community. It features visual, performing, and literary arts among others. Arts Mag can be read online at [www.cwartsmag.com](http://www.cwartsmag.com)



### Arthaus

Arthaus is an open studio for students to explore their artistic passions in visual art. Students have the freedom to explore various mediums and materials to create self-directed projects.



### Film Club

Students obsessed with the endless possibilities of film will feel at home with the Film Club. Participants analyse movies, write short screenplays, enter film festivals, and strive to make memorable cinematic artworks as a collective force of young filmmakers.

## STEM

Collingwood recognizes the value and necessity of a diverse array of technological skills and our STEM department ensures that students are equipped with skills to advance in the ever-changing climate of the 21st Century. Using design cycle and project-based learning, students in STEM courses will develop the skills to implement a design thinking routine using a wide variety of tools. In STEM programs, students use industry standard software and hardware to learn design, production, and testing skills in a variety of areas such as robotics, 3D design and manufacturing, game programming, digital image editing, website design, video editing and 3D modeling and animation. Students work in teams to solve technical challenges in a technology-enriched environment that includes 3D printers, laser cutters, robotics components and a multimedia lab equipped with the latest software.

### DESIGN AND TECHNOLOGY 8

Design Technology 8 will introduce students to designing and building integrated hardware and software technologies, analyzing, testing, and communicating results. There will be 3 streams that will continue through Grade 9 and broaden to become individual courses by the Grade 10 to 12 level. The 3 streams are: Programming, Robotics, 3D Design and image editing. The focus of each stream will be to present the students with a challenge that requires them to analyze a problem, design and build a hardware or software solution, test and refine their solution, and present their product. Additionally, at times they will collaborate with students in the Entrepreneurship department on more complicated projects that require them to consider how to brand and market their products to targeted consumers and then pitch their ideas to a focus group. Programs used for the challenges will include: Gamedesigner, Vex Robot C, Fusion 360, Unity, and Adobe Photoshop. All work will be project based with students expected to apply the concepts and techniques learned in class to specific challenges with an entrepreneurial focus. This will rely heavily on the student's ability to explore the hardware and software both through the class lessons and on their own, and apply this knowledge to their work.

### DESIGN AND TECHNOLOGY 9

Design and Technology 9 will continue with the 4 streams from Design and Technology 8; Programming, Robotics, 3D design, and 2D image editing, although Design and Technology 8 is not a prerequisite. One focus of the year will be to introduce the students to various multimedia software applications during the design stream. These will be pulled from the worlds of website design, digital imaging, and animation. Specific software and applications examined may include: digital image capturing and editing using Adobe Photoshop, 2-D animation using Adobe Animate, computer based drawing and design using AutoDesk 123D. Another focus will be programming using a game design engine and RobotC. All work will be project based with students expected to apply concepts and techniques learned in class to specific challenges. This will rely heavily on the student's ability to explore the hardware and software both through the

class lessons and on their own, and apply this knowledge to their work.

### ROBOTICS 10, 11 AND 12



Note: Outside the timetable. This robotics competitions provide a unique opportunity for the development of creativity, critical thinking and problem-solving skills, effective communication, collaboration and teamwork. Throughout the preparatory stages the students will experience workplace skills such as goal setting, independent research, basic programming and building skills. The finished projects will provide the students with a great sense of accomplishment which can strengthen their self-confidence and motivation to excel in everything they do.

This course is designed as an interdisciplinary study which requires knowledge of basic mathematics, programming, physics, design, economics, sportsmanship and global issues. The competitions run at different levels from provincial, regional, national to international events. Students will enrich their 'gaming' experience by participating in all levels and by increasing their awareness of the many aspects of Robotics design and functionality.

Units of study include research, programming, building, testing, adjusting, retesting and competing. In-class and school wide competitions will be held throughout the year to provide the students with the opportunity to practice their robotics skills before competing outside of the school. At the end of the course the students should be competent in programming, building, driving and manipulating the various aspects of the robot.

### AP COMPUTER SCIENCE PRINCIPLES 12



AP Computer Science Principles (CSP) is an entry-level course that introduces students to the foundations of modern computing. The curriculum itself does not assume any prior knowledge of computing concepts before entering the course; though knowledge of basic algebra is assumed. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big



data, digital privacy and security, and the societal impacts of computing. Students will be assessed through quizzes, project rubrics, group work, tests, and performance tasks. As part of the AP requirement, students submit a Create Performance Task by the end of April and write an AP exam in May.

Major units of study include: digital information; the internet; introduction to algorithms and programming; big data: research and privacy; building apps; create and explore tasks. **Prerequisite:** Foundations of Math and Pre-Calculus 10

### AP COMPUTER SCIENCE A 12



Students will use the Java computer language to prepare for the AP computer science exam. Units of study include: control structures; classes and objects; interfaces; arrays; array lists; inheritance and classes; streams and files; recursion; binary search trees “Big-O” analysis of algorithms and sorting methods. **Prerequisite:** AP Computer Science Principles

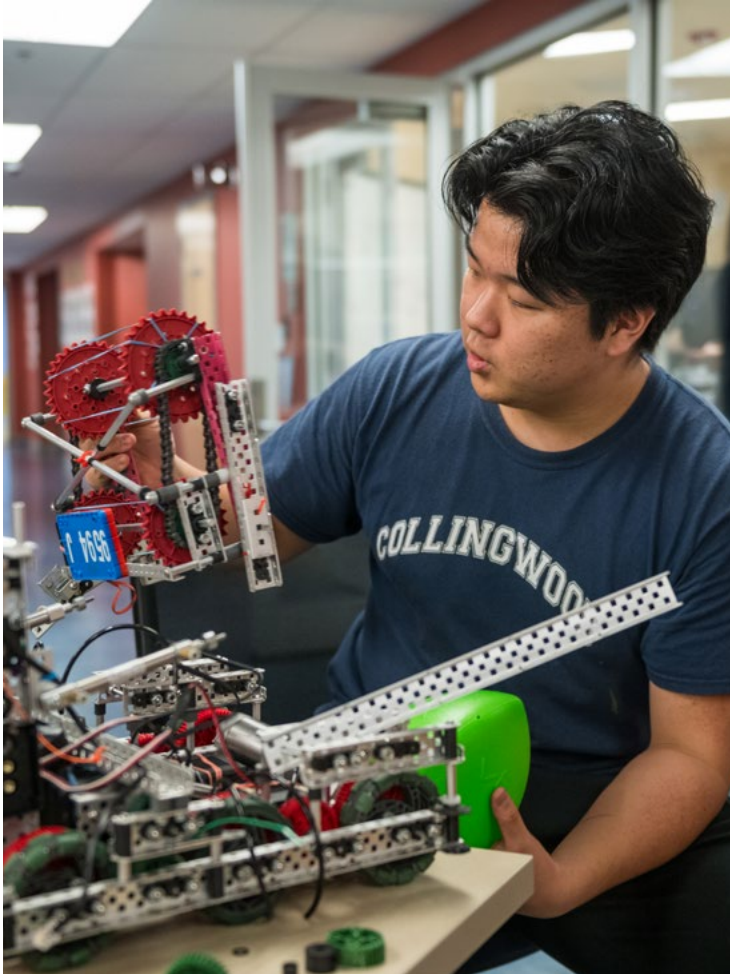
## EXTEND YOUR LEARNING WITH CO-CURRICULARS

Students with an interest in **STEM** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year. Below programs are examples only.*



### Robotics Club

Students in the Collingwood Robotics Club build and program VEX robots to compete in local competitions, provincials, and even world championships. This co-curricular builds skills in computer science, math, physics, engineering, teamwork, leadership and so much much more.



### Rocketry Club

The Rocketry Club takes students through the process of building and designing model rockets. In the club, students are able to freely explore a hobby that can't be found anywhere else. Throughout the year, students will build skills, design a rocket, and launch.

## ENTREPRENEURSHIP

Collingwood recognizes our students' passions in the field of business and the importance of developing business acumen. Students who study in our Entrepreneurship department will develop the skills to innovate, create, problem solve, pitch and present using a wide variety of tools. Courses offered in Entrepreneurship challenge students to think creatively and work together in efforts to solve problems facing commercial and business enterprises. Students are presented with opportunities to push their entrepreneurial, innovation, research and communication skills as they tackle real-life scenarios facing business and the commercial markets.

### MARKETING AND PROMOTION 11



Ignite your passion for marketing with our exhilarating course! Unleash your creativity as you delve into the dynamic realms of branding, digital strategies, and consumer psychology. Learn to craft compelling campaigns that captivate attention, stir interest, create desire, and drive action – the AIDA magic at your fingertips! Immerse yourself in real-world projects, from devising innovative advertising concepts to executing impactful social media campaigns. Gain hands-on experience in market research, analytics, and event planning. This course isn't just about theory; it's a thrilling journey into the heart of modern marketing. Are you ready to transform your ideas into powerful campaigns? Join us and turn your passion into a marketing masterpiece! **Prerequisite:** Open to Grade 10, 11, or 12 students

### WORK EXPERIENCE 12

Note: Third Trimester only. Embark on a thrilling journey with this course, offering students a front-row seat to the exciting world of careers! Dive into hands-on experiences, observing and participating in the tasks that shape real careers. Apply your classroom knowledge in a dynamic workplace, gaining fresh perspectives on your subjects. It's not just about learning – it's about acquiring practical skills that will set you up for success in future opportunities. The WEX program is your ticket to personalizing your learning and gearing up for life beyond secondary school. Get ready to transform your education into a launching pad for an exciting future! **Prerequisite:** Grade 11 students only

### ECONOMICS 12

Ever wondered how knowing about money stuff can make your life and businesses way better? Well, we're here to help! Embark on an exciting journey with us as we delve into the world of money and economics, unraveling how this knowledge empowers individuals and businesses alike. Discover the transformative impact businesses have in driving positive change, all while harnessing the support of versatile tools and technologies to achieve specific goals. Through learning economics, you'll gain crucial skills—unveiling the secrets behind

market dynamics, mastering risk management, optimizing resource allocation, navigating regulations, understanding consumer behavior, adopting a global mindset, crafting strategic plans, ensuring financial stability, and fostering innovation and entrepreneurship. This isn't just about boosting business skills; it's about making informed decisions and developing analytical prowess to navigate the intricate landscape of commerce. Join us, and witness how this understanding significantly contributes to the enduring success of any business!

### ENTREPRENEURSHIP 12



Gear up for success in the business world with this dynamic course! Unleash your potential as you dive into global markets, exploring factors that drive innovation and entrepreneurial triumphs. Discover unique entrepreneurial opportunities and gain tools to kickstart your own business. Experience the thrill of applying the Design Thinking Process to turn your ideas into reality! Connect with local companies, tackle real-world challenges, and master the art of pitching solutions to business pros. This course goes beyond the basics, building on your existing business knowledge to uncover the crucial roles of entrepreneurship and marketing in diverse industries. Whether you're eyeing a traditional business path or venturing into unexpected sectors, this course equips you with the skills to triumph in any field. Ready to transform your business know-how into a passport to success? Let's get started! **Prerequisite:** Social Studies 10



**E-COMMERCE AND DESIGN 12**

Embark on a riveting journey into the dynamic fusion of E-commerce and Design! Unleash your creativity and business acumen as we delve into the art of crafting visually stunning, user-friendly online stores. Learn the secrets of designing digital storefronts that captivate customers and drive sales, merging aesthetics with functionality. From mastering cutting-edge design tools, like using augmented reality, to understanding the strategic nuances of e-commerce, this course is your gateway to revolutionizing the online shopping experience. Dive into real-world projects, where you'll apply your skills to create immersive and seamless e-commerce platforms. Get ready to transform pixels into profits, and design your way to e-commerce success!

**FINANCIAL ACCOUNTING 12 (SUMMER INSTITUTE ONLY)**

Explore the dynamic heartbeat of business programs across universities and colleges – Accounting! Tailored for commerce enthusiasts and future entrepreneurs, this course propels you into the world of recording transactions, dissecting financial statements, and mastering Microsoft Excel wizardry. Gain a solid foundation with content mirroring initial university accounting courses, ensuring you leap ahead in your business program journey. Uncover the secrets of financial success and be a trailblazer in the exciting realm of commerce!

**EXTEND YOUR LEARNING WITH CO-CURRICULARS**

Students with an interest in **Entrepreneurship** have the opportunity to extend their learning and development by participating in a number of related co-curriculars throughout the year. *\*Offered co-curriculars are subject to change and may not run every year.*

**Collingwood Business Organization**

The Collingwood Business Organization (CBO) is a leadership and service opportunity for students in grades 10-12 who are interested in learning about Business Management/Leadership and applying their skills to real world situations. CBO offers a Speaker Series, workshops (i.e. resume building, cover letter content, networking, case competition development) and competitions (Coding Challenge, Business Case Competition and Pitch Competition).



## PHYSICAL & HEALTH EDUCATION

*The Physical Education Department provides students with the opportunity to develop appropriate fitness and motor skills, acquire knowledge, and demonstrate a positive attitude in a variety of recreational and team related activities. Students will be encouraged to take risks, challenge themselves, work with others cooperatively, and develop an appreciation of a healthy lifestyle through daily activities. While students are evaluated on participation, attendance and personal fitness, we encourage students to take ownership of their learning by getting involved with the evaluation process.*

### PHYSICAL AND HEALTH EDUCATION 8

®

The goal of the Collingwood Physical and Health Education program is to develop and promote concepts of fitness, teamwork, sportsmanship and healthy life skills. This is accomplished through cardiovascular and strength training, skill development and the promotion of active life styles through a wide variety of sports and activities. Students may have the opportunity to partake in classes off-campus, as well as have guest instructors visit the class throughout the year.

### PHYSICAL AND HEALTH EDUCATION 9

®

The goal of the Collingwood Physical and Health Education program is to develop and promote concepts of fitness, teamwork, sportsmanship and healthy life skills. This is accomplished through cardiovascular and strength training, skill development and the promotion of active life styles through a wide variety of sports and activities. Students may have the opportunity to partake in activities off-campus and have external specialist instructors visit the class.

### PHYSICAL AND HEALTH EDUCATION 10

®

The goal of the Collingwood Physical and Health Education program is to develop and promote concepts of fitness, teamwork, sportsmanship and healthy life skills. The focus of Grade 10 P.E. is on life long recreational activities. This is accomplished through cardiovascular and strength training, skill development and the promotion of active life styles through a wide variety of sports and activities. During PE 10 there is a strong emphasis on participation and the application of leadership within the class as well as the school setting. Students will participate in traditional sport units, go on field trips to local fitness centers, and have guest instructors. Students will be expected to lead a series of lessons for their peers, in small groups. As part of Collingwood's enriched programming, students will also become certified in Basic First Aid.

### ACTIVE LIVING 11 & 12

The goal of the Collingwood Physical & Health Education program is to develop and promote concepts of fitness,

teamwork, sportsmanship and healthy life skills. The focus of Grade 11/12 PHE is on cooperation, leadership, lifelong recreational activities and fitness. This is accomplished through cooperative activities, fitness training, skill development and the promotion of active lifestyles through a wide variety of sports and activities in and outside of school.

### FITNESS & CONDITIONING 11 & 12

The goal of Fitness and Conditioning is to help student athletes increase their individual level of fitness, develop an understanding of a variety of fitness programs and develop leadership qualities. Using the knowledge they have acquired in the first term the students will develop their own sport specific fitness program. Students should be prepared to participate in this course both indoors and outdoors in all seasons.

### YOGA 10-12

This course is an introduction to the practice of yoga; no previous experience is required. Combined with breath work, meditation and written reflections, the practice of yoga is challenging, fun and a great stress release. Students will learn holistic methods to cope with daily stresses and to support their overall physical and mental health. The course environment is exploratory, respectful and non-judgmental. Students will gain experience in drawing awareness to the effects of a yoga practice on their body, mind and breath. Yogis will also learn about the yoga tradition and its history, basic meditation and nutrition.



## OUTDOOR EDUCATION

*Explore, Collingwood School's outdoor education program, facilitates a seasonal variety of outdoor experiences and skill progression for students. The program promotes self-discovery and a more holistic understanding of the natural world.*

### EXPLORE 9



Note: Third Trimester only. Explore 9 is for those who enjoy being active, and want to learn more about the natural environment while developing their outdoor skills. Students will learn to become more self-reliant as they gain experience with backcountry cooking, navigation, emergency preparedness, decision making and problem-solving. Students in this course can look forward to multi-day overnight wilderness trips as well as numerous single-day outings. Specific activities will include sea kayaking, hiking, backpacking and camping.

### OUTDOOR ED 11



Note: Third Trimester only. This course allows students to gain leadership skills through knowledge of and connection to the natural world while developing life skills in an outdoor setting. Students will explore important ecological locations for the purpose of learning about their significance to our communities locally and globally while also considering their own personal leadership and responsibility, preparing them for independent outdoor exploration. Students will participate in a variety of individual and group activities aimed at expanding their confidence, resilience, and teamwork skills with an emphasis on safety and decision making. This class will engage in a wide variety of activities including sea-kayaking, hiking, surfing, navigation, wilderness food preparation and cooking, emergency preparedness, first-aid, and risk assessment. Activities will take place over multi-day overnight expeditions as well as day trips. For this course, students need to be interested in adventure and be open to spending a lot of time outside. This course also meets the requirements for the Adventurous Journey portion of the Silver Duke of Edinburgh Award.



# Resources

[A Framework for Classroom Assessment \(BC MOE document\)](#)

[BC's Redesigned Curriculum Brochure](#)

[BC Curriculum Overview](#)

[BC Special Education Policy](#)

*At Collingwood School, we are grateful to live, work and learn on the unceded traditional territories of the Skwxwú7mesh (Squamish), Səlilwətał (Tsleil-Waututh), and xwməθkwəy̓əm (Musqueam) Nations. We are committed to acknowledging, respecting, and celebrating the land, people and spirit that spans our two campuses, as we aim to cultivate meaningful and long-lasting relationships with Indigenous communities.*

70 MORVEN DRIVE  
WEST VANCOUVER, BC  
V7S 1B2 T 604.925. 3331

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