

# SHAWNIGAN LAKE SCHOOL

*Academic Viewbook*



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Shawnigan Lake School leads young people in the pursuit of personal excellence through the challenges of a well-rounded education.

## TABLE OF CONTENTS

### English 3 - 5

English 8, English 9, English 10, English 11, English 12,  
AP Language and Composition, AP English Literature and Composition,  
Creative Writing 12

### Mathematics 6 - 7

Mathematics 8, Mathematics 9, Principles of Mathematics 10,  
Principles of Mathematics 11, Principles of Mathematics 12,  
Calculus 12, AP Calculus AB

### Modern Languages 8 - 10

French 8, French 9, French 10, French 11, French 12, French Immersion Program,  
AP French Language, Spanish 9, Spanish 10 (Beginners) Spanish 10, Spanish 11,  
Spanish 12, AP Spanish, Standard Chinese (Mandarin), Mandarin 10, Mandarin 11,  
Mandarin 12.

### Social Studies 11 - 13

Social Studies 8, Social Studies 9, Social Studies 10, Social Studies 11,  
History 12, Geography 12, Comparative Civilizations 12, AP European History,  
AP Human Geography, AP U.S. History

### Science 14 - 17

Science 8, Science 9, Science 10, Environmental Science 11, Biology 11,  
Biology 12, Chemistry 11, Chemistry 12, AP Chemistry 12 (Year 1 and 2),  
Physics 11, Physics 11 Enriched, Physics 12, AP Physics B, AP Physics C

### Curricular Fine Art Studies 18 - 21

Art 8, Band 8 (Beginners) Woodwork 8, Art 9, Drama 9, Woodwork 9, Band 9,  
Art 10, Art 11, Art 12, AP Studio Art: Drawing Portfolio, Concert Band, Jazz Band,  
Drama 10, Theatre Performance Acting 11&12, Graphic Design 10,  
Graphic Design 11&12, Architectural Drafting 11&12, Woodwork 10,  
Woodwork 11&12

### Physical Education Program 22

Physical Education 8, Physical Education 9, Sport Science 10,  
Human Performance 11 &12

### Planning and Business Studies 23

Planning 10, Commerce 10, Entrepreneurship and Management 11&12,  
Economics 12

### Learning Centre 24

### Grade 8 Support Program 25



# ENGLISH

The English Language Arts curriculum at Shawnigan Lake School provides students with the opportunity to develop their reading, writing, listening and speaking skills and to think critically, creatively and reflectively. Each teacher in the English Department works to meet these goals in an environment that fosters a positive attitude towards learning, reinforces positive self-image in every student and encourages each student to strive for the highest possible academic standard. As students gain a fuller understanding of language and its uses, they will be able to enjoy the pleasures of language in all of its forms, from reading and writing, to literature, theatre, public speaking, creative writing, film and other media.

## English 8

English 8 introduces students to poetry, drama, short fiction and the novel as literary forms. Historical, political and social issues are explored through the study of three novels: *Spud*, *Night*, and *The Absolutely True Diary of a Part-Time Indian*. From these works, students make thematic connections and analyze character traits. While acting out Sophocles' tragedy, *Antigone*, students hone their dramatic skills and enhance their knowledge of mythology. Critical and creative thinking are stimulated through these works, culminating in a range of imaginative and analytical projects, which include written assignments, creative writing and oral presentations. An emphasis in Grade 8 is the development of essential writing skills, beginning with the sentence, moving on to the paragraph and concluding with the essay. Students learn to purposefully control and manipulate these writing structures. The course also includes a commitment to the acquisition and understanding of vocabulary. Throughout the year, students work toward achieving their personal reading goals, supported by frequent book talks and a motivating incentive program that regularly rewards students for achieving their reading goals.

## English 9

English 9 extends and develops the concepts introduced in English 8. The course opens in Ancient Greece with the study of Homer's *The Odyssey* and proceeds to tackle novels, stories, drama, poetry, as teachers encourage students to test the validity of the literature against the experiences of their own lives. In this course, students master organizational skills as they apply to paragraphs. The structured, logical presentation of ideas becomes more important and, by year's end, students begin to compose short essays. Emphasis in this year falls on the development of critical thinking, organized writing and the importance of reading to the development of all writing, thinking and speaking skills. Additional works include a selection of Old Testament Bible stories, *Macbeth*, *Shoeless Joe* and an independent novel.

Furthermore, students are first introduced to enriched opportunities at the grade 9 level. The enriched grade 9 course introduces students to a livelier and more challenging array of material. The course also includes the expectation that students will write assignments of greater length and use more sophisticated forms to express their understanding of the works they read.



## English 10

In English 10, students face the challenges in reading and writing that will form the core of their studies in English 11 and 12. Emphasis is on interpretive understanding, including authorial use of such devices as irony, connotation, satire, allegory and figurative language. There is ample opportunity for journal writing, creative writing and free writing; however, students in English 10 concentrate on the increasingly systematic study of literature and the development of composition of the multi-paragraph essay. Literary studies focus primarily on the novel, the short story and contemporary poetry. Critical-thinking skills are developed through discussions and expository writing. Novels include *Animal Farm*, *To Kill a Mockingbird*, and *Lord of the Flies*. The course also features a Shakespeare play.

## English 10 Enriched

The English 10 Enriched course reflects a broadening and deepening of the challenges to which students are exposed in the regular program. Students read more widely, with increased independence, and practice forms of writing distinguished for their sophistication, rigor and authority. A systematic exposure to the professional language of criticism and the expectation that students will begin to use it effectively to produce a fully-mediated literary essay are key components of enrichment opportunities at the Grade 10 level.

## English 11

Grade 11 marks an important shift in the development of the student's cognitive sophistication. While students continue to develop interpretive understanding as well as their analytical and critical-thinking skills, the expectation is that writing competence will improve and expand to include the acquisition of formal argumentation skills. Students move beyond a description of ideas and themes encountered in their reading to an



investigation of principles and values. Continual improvement of vocabulary, grammar, and written expression augment and enrich developing rhetorical skill. Exposure to an array of texts both within and outside of the canonical tradition continues, including such works as Chaucer's *The Canterbury Tales*, *The Catcher in the Rye*, *Othello*, *The Bay of Love and Sorrows*, and Mary Shelley's *Frankenstein* and contemporary poetry.

### **English 11 Enriched**

Enriched English 11 is modeled on the Provincial Literature 12 course, and therefore, upon successful completion of the course, the student is awarded a Grade 12 credit. The course curriculum is comprised of 44 works of literature at its core, complemented by several others, including such classics as Chaucer's *The Canterbury Tales*, Shelley's *Frankenstein*, and Salinger's *The Catcher in the Rye*. The course content extends from 400 BC to the present, demonstrating that certain literary symbols, themes, and values are timeless. Students hone their interpretive and analytical skills while thinking critically and creatively. An intense "Writer's Workshop" teaches students how to turn basic writing into more sophisticated, persuasive and purposeful communication. These skills are then demonstrated through frequent writing assignments of various types, daily class discussions, and individual and group presentations. Throughout the year, students develop research skills by regularly consulting the scholars on the works studied in class. This ongoing research culminates in a lengthy, scholarly research paper in the third term. Upon successful completion of this challenging course, students are well-prepared to meet the demands of the AP English courses offered in Grade 12.

### **English 12**

Studies in English at the Grade 12 level require commitment, determination and diligence on the part of every student. Throughout the year, and in response to a wide range of sophisticated literature, students work to develop clarity of thought and expression and to master the fundamentals of argument and explication. The Provincial Examination in English 12 stresses skills over specific content. Students, therefore, must acquire the ability to assess and critique thoughtfully any prose or poetry passage. Exposure to a variety of contemporary and classical

literary models, coupled with instruction in expository, descriptive and narrative writing, help to develop sophisticated reading and writing skills. It is a tenet of the department that students leaving Grade 12 English are fully prepared for the rigours of college and university English requirements.

### **AP English Language and Composition**

Students in this introductory college-level course read and carefully analyze a broad and challenging range of non-fiction and fiction selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater appreciation for authorial purpose and strategy, while strengthening their own compositional abilities and techniques. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts.

Reading and writing activities are designed to help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language, including syntax, word choice, and tone. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of non-fiction and fiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts and writing tasks provide the focus for an energetic study of language, rhetoric, and argument.

Students examine and work with essays, letters, speeches, images, and imaginative literature. Featured texts include



*The New Yorker* magazine, *The Kite Runner*, *The Great Gatsby*, *King Lear*, selections from *The Enchiridion*, *Saturday*, *Life After God*, *The Art of Styling Sentences*, and *Patterns of Exposition (15th ed.)*.

### **AP English Literature and Composition**

Shawnigan's AP English Literature is a year-long, college-level course open to qualified seniors. Students make application to the department and are selected on the basis of demonstrated performance and potential. The course seeks to develop an extensive familiarity with the content, historical and cultural context, and meanings of a large number of enduringly significant works of Western literature from 1600 to the present; an advancement of reading skills and experience in different types of reading (overview, close reading, critical reading); development of advanced writing skills and techniques, including pre-writing techniques and process-writing methods; development of thinking skills and methods; practice and development of skills and methods of oral expression; and, finally, the advancement of interest in the history, conventions, innovations, and content of Western literature; development of earned self-confidence and enthusiasm for reading, thinking, and writing both as an individual and a member of a class.

Material studied will usually include a selection of the following literary works: *The Things They Carried*, *Go Down, Moses*, *A Man for All Seasons*, *Death of a Salesman*, *Hamlet*, *As I Lay Dying*, *Dubliners*, *A Portrait of the Artist as a Young Man*, *Metamorphosis*, *The Sun Also Rises*, *The Great Gatsby*, *August: Osage County*, *Song of Solomon*, *The Remains of the Day*, *White Noise*,

*To the Lighthouse*, and many other novels, stories and poems. Supplementary materials may include examples from art and music, as well as a preparation guide, a grammar/usage text, and sample examinations and practice tests from the College Board.

### **Creative Writing 12**

"Art is the inspired mastery of craft," wrote John Barth. He meant that technique (craft) is essential to the successful creation of powerful works of art. Personal expression is important, of course, but it isn't enough. I can express raw emotion by shouting "Aaaaahhhrrggggggg!" This might be an important and necessary way for me to process my emotion, but it's probably not art. As an expression of pure emotion, it has its place, but it fails to impart anything new on subsequent readings. In this course, we will study the relationship between art and craft, between intention and technique, between language and emotion.

Through the work we do in this class, students will become stronger readers and better writers. They will learn to develop their ideas (in writing and in discussion), and to respect, admire, and learn from the ways other writers have approached the material common to us all. From the raw materials of experience and curiosity, students will engage with the language and embark on an open-ended process of discovery. From this work will arise—in the form of poems, stories, monologues, and so on—new ways of seeing.

Writers must be readers, of course. Students in this course will be expected to read widely.



# MATHEMATICS

Mathematics has an impressive record of contributions to discovery and problem-solving in science and technology, decision-making in business and government and creative expression in the arts. Mathematics teaches logic, inference, critical thinking, techniques of analysis and abstract reasoning. Students today require the ability to reason through a problem, communicate a solution clearly and effectively and to appreciate the applications of mathematics. Our program is designed to provide the skills and concepts that students need for future study at university, but ultimately, it generates a level of excitement about the power of mathematics.

At Shawnigan Lake School, mathematical literacy (numeracy) is a fundamental goal of our curriculum. Every student is required to take mathematics from Grade 8 through Grade 11, and over 80 percent of Grade 12 students choose Mathematics 12 as one of their electives. In addition, a substantial number choose to take calculus in their senior year.

Regular and enriched classes of mathematics are offered at each grade level. Every class covers all the core material prescribed by the Ministry of Education, while the enriched classes complete extension exercises and additional material designed to broaden students' interest and exposure to mathematics.

## Mathematics 8

Major goals of this course include helping students to develop their problem-solving skills, presentation of solutions, estimation sense and the recognition of patterns and relations. The year begins with a thorough review of fundamental arithmetic skills, including fractions, decimals, integers, powers and roots. The course then proceeds to the study of mathematical topics, including geometry, ratios, rates, percent, solving equations in one variable, measurement, the Pythagorean relationship, surface area and volume of two- and three-dimensional objects,



statistics and probability. To build estimation skills and to increase number sense, calculators are not introduced until midway through the year. All students write the nationally recognized University of Waterloo mathematics competition paper (Gauss).

## Mathematics 9

This is a course in first-year algebra, trigonometry and second-year geometry. Topics covered include: properties of the real number system, solving equations, using equations to solve word problems, operations involving polynomials and rational expressions, factoring, trigonometry of right-angle triangles and the rudiments of data analysis and probability. An inductive and deductive approach is used to explore the geometry of two-dimensional figures, similar and congruent triangles and guided and unguided proofs.

## Principles of Mathematics 10

The algebra component of the course is a study of operations with rational expressions and expanding and factoring polynomials. In addition, students study mathematical operations with radicals and with powers containing rational exponents. The geometry component includes functions, co-ordinate geometry, graphing and creating equations of straight lines, circle geometry and the use of theorems to develop proofs. In the trigonometry section, the sine and cosine laws are covered. Probability sequences complete the year's study.

## Principles of Mathematics 11

Mathematics 11 topics include systems of equations, linear inequalities, quadratic functions, quadratic and polynomial equations, functions, reasoning, circle properties, co-ordinate geometry and trigonometry. Throughout each of these topics, students develop a combination of mathematical knowledge, problem-solving and communication skills required to



function successfully in our technological world. At the same time, students investigate the connections between mathematics and architecture, engineering and design.

### ***Principles of Mathematics 12***

Topics in this course include exponential, logarithmic and trigonometric equations and identities, transformations, probability, patterns and relations and problem-solving. The study of trigonometric, exponential and logarithmic functions enable students to solve more complex problems in areas such as science, engineering and finance, aerospace and astronomy, while the study of quadratic relations helps students to connect geometry and algebra. The transformation of functions helps to develop students' visualization skills and spatial sense. Decision-making situations that involve probability and uncertainty occur frequently in daily life and provide another connection between concept and application. One of the goals of this course is to prepare students to continue their study of mathematics at post-secondary level in various disciplines such as engineering, science or business.

### ***Calculus 12***

This course is open to students who have demonstrated a solid understanding of Mathematics 11 and who are concurrently enrolled in Mathematics 12. Topics include functions, graphs, limits, the derivative concept, derivative computations and applications. Of particular interest is the application of derivatives to rates of change, related rates and optimization problems. Inherent in all applications is the relevant connection of calculus to physics and industry.

Additional areas of study include an introduction to antidifferentiation and applications as they apply to areas under a curve and volumes of revolution. The main goals of this course are to introduce students to the important concepts of calculus and to cultivate a passion for further study at the post-secondary level.

### ***AP Calculus AB***

A demanding upper level course, AP Calculus challenges our strongest math students. The goal of this course is to teach principal methods of calculus and their usefulness. It is recommended for those students who have demonstrated a superior ability in high school mathematics and who intend to major in mathematics or science-related disciplines at the university level.

The course is a full, high school, academic year of study, comparable to Calculus I in colleges and universities. It emphasizes a multi-representational approach to calculus, with concepts, results and problems being expressed geometrically, numerically, analytically and verbally. The first term is devoted to differential calculus and its applications; integral calculus and its applications are introduced in the second term. Graphing calculators are required and are used regularly to reinforce relationships among the multiple representations of functions, to confirm written work, to implement experimentation and to assist in interpreting results.

Students are encouraged to take the Advanced Placement Calculus examinations and may receive college credit through their performance on this examination.



# MODERN LANGUAGES

The tenet of the Modern Languages Department at Shawnigan Lake School is that the skill to function in more than one's native tongue will broaden intellectual and cultural horizons. In all courses, we insist that students develop competence with the four language skills in the target language: listening, speaking, reading and writing. Accordingly, the major examination of the year contains separate oral and aural components, along with the written and reading comprehension paper. No one text or approach is used exclusively, as only a multifaceted approach allows language instruction to retain its vibrancy. Internet, dvd, music, movies and computer programs have become essential tools used in each course. Our fully digital language laboratory allows access to myriad Internet resources. More important, it enables students to practice their speaking frequently and effectively.

Currently, the department offers a full program for French as a Second Language (Grades 8 to 12), Spanish (Grades 9 to 12) and Standard Chinese (Grades 10 to 12). Within each program, enriched as well as regular classes are offered at all grade levels. French 12 Advanced Placement and Advanced Placement in Spanish Language provide further opportunities to improve fluency and to gain additional credits for university entrance. To accommodate the growing number of students with French Immersion backgrounds, we offer a separate program that allows these students with advanced aural, oral and reading skills to be challenged at their level of competency. Immersion students

who stay with the program to the Grade 12 level may take the Français Langue 12 Examination set by the provincial government.

We are committed to improving each student's ability to communicate in another language.

## FRENCH

### *French 8*

The aim of this first-year course is to develop a student's communication skills through listening, speaking, reading and writing—with an emphasis on oral fluency. Students participate in improvisational situations that are familiar and immediately comprehensible: everyday greetings, family, home, friends, school, food, travelling and shopping. Imagination and ingenuity play important roles in these classroom activities, in which grammatical structures are taught to enable students to control their communication in a practical and enjoyable setting.

### *French 9*

This course continues to develop the four language skills learned in French 8. In the context of everyday themes, students develop and improve self-expression in the written and spoken language. An exciting feature of the program is the opportunity for students to participate in a three-month exchange in France.

### *French 10*

The aim of this course is to develop greater student confidence in both oral and written communication. Students, therefore, undertake a complete review of all fundamental structures. In addition, students are exposed to more complex and sophisticated language to strengthen linguistic competence and find enjoyment through exposure to a variety of media. In the final term, students write and illustrate a children's story.

### *French 11*

By the end of this course, students should be able to express themselves coherently in speaking and writing, drawing upon a wide range of vocabulary. Creative writing is emphasized as students gain mastery with their composition skills and idiomatic use of the language. Literary selections from a variety of Francophone authors supplement the course at this level.

### *French 12*

An appreciation of literature is fostered through short stories and poetry, which are incorporated into the course material. This is a year in which the various threads learned in previous years are woven together to enable students to refine and perfect their levels of fluency in all aspects of the language, allowing them to interact with native speakers in a confident and competent manner.



### **French Immersion Program**

This program allows the increasing number of students with French Immersion backgrounds to be placed in an enriched class that challenges their linguistic capabilities. These students have superior aural, oral and reading comprehension skills. Accordingly, an emphasis is placed on maintaining these strengths and in refining their level of written expression.

Within the French Immersion TV 5 Program, students study syntax, grammar and literature, participate in discussions and debates and are exposed to many facets of the Francophone culture. Study of the TV 5 broadcast provides access to current and relevant French material. Intermediate Immersion serves students in Grades 8, 9 and 10. Senior Immersion is for those in Grades 11 and 12. In Grade 12, students may prepare for the Provincial Français Langue 12 Examination and the Advanced Placement Examination. The linguistic benefits they derive from this program enable them to pursue their studies in an immersion context.

### **AP French Language**

In this challenging and stimulating language course, conducted entirely in French, refinement of the student's speaking, listening, reading and writing abilities becomes the principal focus. Through grammatical review, study of well-known literary works such as Camus' *L'Étranger* and Saint-Exupéry's *Le Petit Prince*, and regular practise in our digital language laboratory, students incorporate their increased knowledge and skill levels, thus enabling them to communicate fluently. Especially, students are exposed to TV 5 and its myriad resources of authentic and current materials. Occasional trips into "real-life" situations enhance their language experience. "Le Dîner Français" catered by our very own maître chef provides an essential taste of French culture. Two external examinations in the final term—the rigorous AP examination in May and the provincial examination in June—allow students to verify their language competence on a broader scale.

## **SPANISH**

### **Spanish 9**

The aim of this first-year course is to introduce students to the Hispanic culture and the Spanish language through speaking, listening, reading and writing. In particular, they are encouraged to communicate in Spanish in everyday situations that are familiar: everyday greetings, family, home, school, food, entertainment and community life.

### **Spanish 10 (Beginners)**

This introductory course, for those with no previous Spanish experience, presents basic Spanish vocabulary and grammar. Students develop their skills using a combination of text, video and audio materials. Spanish cooking and dancing classes



are incorporated into the program to enhance the learning experience.

### **Spanish 10**

This course is intended for those students who have completed Spanish 9. It continues to develop the four language skills of listening, speaking, reading and writing. In the concept of everyday themes, students start to develop confidence in their abilities to communicate in Spanish. Grammatical structures are taught to support students to reach their communicative goals.

### **Spanish 11**

This course builds on the skills of Spanish 10 or Spanish 10 (Beginners). Students consolidate their grammatical and oral skills. On-line activities and handicraft projects provide students with a communicative-experiential approach to language acquisition. Spanish 11 is open to students who have successfully completed Beginners Spanish 10 or the regular Spanish 10.

### **Spanish 12**

This course continues to develop a student's basic language skills in the four areas of speaking, listening, reading and writing. Students examine classic literary works and develop their writing skills. They also improve their grammatical precision, expand their critical-reading skills and examine cultural topics. This course is open to students who have successfully completed Spanish 11.

### **AP Spanish**

This challenging course conducted entirely in Spanish enables students to develop their skills of listening, reading, writing and speaking. In particular, they are exposed to some readings from the classics of the Hispanic language. Equally, by the end of this course, with the support of our digital language lab and a wide range of external experiences, students are well-prepared to communicate with confidence. The rigorous Advanced Placement exam in May allows them to gain advanced credit and to verify their linguistic competence.



## STANDARD CHINESE (MANDARIN)

Standard Chinese (Mandarin) is the official language of China and the most commonly spoken language among Chinese-speaking people. Standard Chinese is actually an easy language to learn; it is grammatically simpler than most other languages. At first, students may find the language overwhelming, because it appears to be so different from other languages they may know. They soon find, however, that the experience of learning Chinese is most rewarding and not so difficult after all.

The Standard Chinese courses are not merely a study of language; they are also courses in intercultural communication. Both traditional and simplified written characters are introduced, and students will learn Hanyu Pinyin, the Chinese phonetic system.

### **Mandarin 10**

In this introductory course, students discover that learning Chinese is not only easy, but that it is also fun and rewarding. Students learn how to express themselves in everyday exchanges of conversation with their classmates. Visits to Chinese shops and a Chinese temple in Victoria compliment the work of the classroom.

### **Mandarin 11**

Designed for students who have completed Mandarin 10, this course focuses on learning everyday Chinese and ways of thinking and behaving that advance language use. Students learn to understand, speak, read and write Chinese characters, phrases and simple sentences. The many activities include learning songs and games, celebrating selected Chinese festivals and viewing films on Chinese culture and history. Students tour the many aspects of Chinese culture in Vancouver.

### **Mandarin 12**

This course is designed for students who are heritage speakers of Standard Chinese. It focuses on understanding and speaking the language at an advanced level, as well as reading and writing short essays. Students at this level need more practice in refining their everyday Chinese and to express abstract ideas. Hence, the focus of the course is to create the opportunity for students to develop their language through the study of Chinese opera, poetry, short stories, calligraphy, painting, traditional Chinese medicine, religion and philosophy and media.



# SOCIAL STUDIES

The Social Studies Department at Shawnigan Lake School is committed to helping students understand our multifaceted society. This is accomplished in a variety of ways and through a comprehensive number of courses that range from ancient history to contemporary economics.

Within this framework we strive to use Canada and British Columbia as our base models and relate our national heritage and historical development to the rest of the world. Grade 8 and 9 courses examine the foundations of our heritage from the Romans through to the late 20th century. Grade 10 and 11 examine Canada from its earliest beginnings to its role in a post-Cold War world. At the senior level we offer Advanced Placement Human Geography, Advanced Placement U.S. History, Advanced Placement European History and a twentieth century history course. This is augmented by a senior course in comparative civilization that allows a student to survey the cultural heritage of the past three thousand years. A senior course in geography provides a well-rounded approach to respond to contemporary issues on a national and international level.

The department offers students the opportunity to develop and research topics in any of the above areas. Library skills, special projects, research papers and field trips are an integral part of each course.

## **Social Studies 8**

This course is divided into two components: history and geography.

The history component embraces the development of Western civilization from the Greco-Roman period to the Renaissance. Within this broad outline, students are exposed to the main features of the Greco-Roman world, the spread of Christianity, concurrent movements in the Islamic World and the Far East, the Middle Ages and the Renaissance. Students undertake a research project, which introduces them to essential library skills and the evaluation of historical material.

In the geography component, students are exposed to basic map skills, a study of the earth and its movements, weather and climate, plate tectonics and associated phenomena, such as vulcanism and earthquakes. A field trip to the west coast of Vancouver Island is organized in the final term to enable students to experience the diverse coastal ecology of British Columbia.

## **Social Studies 9**

Equality, freedom of thought and religious tolerance are the tenets upon which we base our modern society. Students in this course are introduced to the pioneers of such beliefs: Locke, Rousseau, Voltaire and other leading thinkers of the Enlightenment period. The course then examines the impact of such



thinking on the traditions of absolutism and the divine right of kings in Europe. An in-depth study of the causes, events and legacies of the French Revolution and the Napoleonic era follow. Through class discussions, project work, grade-wide debates and cross-curricular activities with French language classes, students develop an appreciation for the great personalities of this time and the plight of the disenfranchised.

Students undertake a research unit on the settlement of Canada with special attention devoted to: French explorers, the English and Dutch influence, the founding of New France, colonization and Aboriginal people.

In the second half of the course, the focus shifts from political change to the Industrial Revolution. Students are introduced to the core elements of weathering and erosion and study glaciation, rivers, coastlines, deserts and basic mapwork related to these processes. From revolutions to rocks, this course offers a varied and fascinating curriculum of study.

## **Social Studies 10**

This is a survey course of Canadian history and geography. In the history unit, students study the settlement of North America, from the first crossing of the Bering Land Bridge to the late nineteenth century. This is followed by an examination of Canadian history from 1600 until British Columbia joined Confederation in 1871.

In the geography unit, Canada's geological history, physiographic regions and climatic zones are studied. The course then examines the human geography of Canada and Canada's economic role in the global community.

Students work together to understand, challenge and evaluate primary sources of information. This course stresses critical thinking, methods of inquiry, analytical skills and interpretive writing. Discussions of current events are an integral part of the course, enabling students to make valid connections between the past and the present.

An enriched course is offered at the Grade 10 level. Students in this class are highly motivated and dedicated individuals with excellent reading and writing skills.



### **Social Studies 11**

The introductory units of this course examine the workings of Canadian government, citizenship, the policies of major political parties and related current issues. Within this context, Canada's role as a middle power in global affairs is emphasized. Over the course of the year, students examine contemporary topics, from environmental concerns to human rights issues, all within a Canadian framework. Current events are an integral and ongoing part of this course in order to encourage discussion and reflection on events that affect Canada on a daily basis.

The history component of the course examines twentieth-century Canada. Students study Canada's role in international affairs, from World War I to the post-Cold War world, important domestic issues, such as the Great Depression and its impact on government policy, and the Constitutional Crisis and Quebec's place in Confederation.

Guest speakers, projects and presentations enable students to focus on their role as individuals in society and their impact on the global community. Opportunities for interaction with community groups are arranged throughout the year.

### **History 12 in Film**

This course follows the Ministry curriculum, but is delivered in an exciting, new context: history through film. Students examine the impact of great leaders, great ideas and the people's will to effect change through the lens of the cinema camera in the 20th century. Ten famous Hollywood films are examined which correspond to the ten units of the course. This course opens with the world of 1919 and the resettlement of Europe following the World War I. It then proceeds to examine the boom and bust of the inter-war period, the rise of totalitarianism and the events of World War II. The course also addresses the major developments, discoveries, trends and tensions of the post-1945 period, including the Cold War, the collapse of Communism,

de-colonization and nationalism in developing countries, capitalism, technology and the changing role and influence of women. The scope of the curriculum is sufficiently broad to allow students to see the development of major trends in the 20th century, while maintaining opportunities to develop skills that will increase their understanding of their lives as global citizens.

### **Geography 12**

Why are the glaciers retreating? Why are there floods in Mexico, and fires in California? What causes earthquakes and tsunamis? Why does it rain so much at Shawnigan Lake School in the winter months, and dry out in the summer? These are some of the topics covered in Geography 12. It is a course designed to give students an appreciation and understanding of the physical world around them. Whether it is the flow of rivers, the explosion of volcanoes, climate and weather, or the different types of rocks and cliff faces they encounter in their travels.

This course is a study of physical, environmental and resource aspects of geography. The physical component includes an examination of the structure of the Earth, tectonic forces, erosion, soils and climate. Students study some of the major environmental concerns facing today's society and conduct a survey of major resources, examining their sustainability and the way in which they are managed. Topographic maps, air photo interpretation and computer applications (including an introduction to GIS) are an integral part of the course. A major research project is undertaken in the final term.

### **Comparative Civilizations 12**

Designed to foster an appreciation of world civilizations, both ancient and modern, through the study of the monumental works and motivational ideas of these cultures, this course offers students many opportunities to acquire an appreciation of the arts, to develop a global perspective based upon an





informed understanding of world cultural history, and to learn to think and act as world citizens.

We will consider questions such as – What motivated the builders of Khufu’s pyramid at Gizeh? Were the craftsmen of the magnificent Gothic cathedral of Chartres similarly inspired to produce a work of genius and lasting wonder? How can we reconcile the brutality of the Aztecs with the superb organization of Tenochtitlán? What are some of the consequences of China’s drive to become the “factory of the world”? What is the connection between “wandering spirits” and butterflies in Haida Gwaii?

#### ***AP European History***

With its emphasis on working with original documents and writing at the first-year university level, this course presents a challenge to gifted students who are well-motivated.

Students study the period from the Renaissance to the French Revolution, followed by the dramatic events of the nineteenth century, including prominent social and political forces, the Industrial Revolution, British imperialism and the unifications of Germany and Italy. The course then reviews events of the twentieth century and evaluates the impact of World War I and World War II upon the society of today.

#### ***AP Human Geography***

Human Geography is a course that integrates many subjects and addresses both the physical and human-created systems of the world in the study of people, places, and environments.

As an ever increasing world population puts more and more demands on the planet’s resources, there is a need for a society that is geographically literate and therefore able to make informed decisions about the sustainability of the Earth’s resources and the future of the planet.

Students will have opportunities to analyze the critical interplay of culture, economics, politics, and social considerations when examining the relationship between people and the environment. They will develop skills in acquiring and accessing databases, in analyzing and interpreting data, and in intelligently representing their findings.

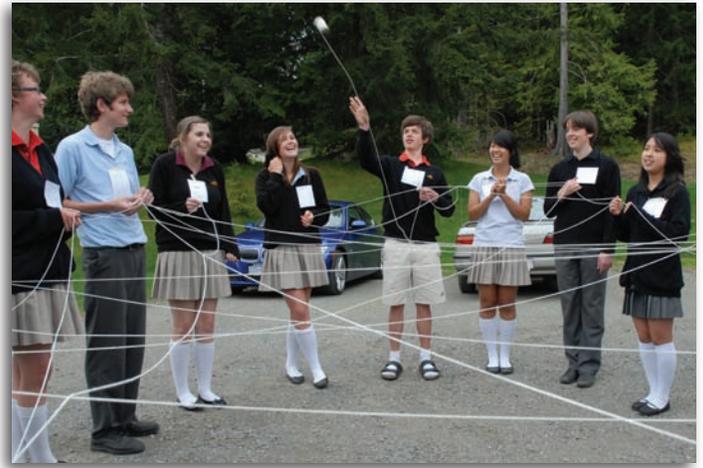
#### ***AP U.S. History***

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical documents.

The course covers major U.S. historical events from the discovery and settlement of the New World in 1462 through to the 1970’s and recent history. There is a great deal of material to be absorbed and much of it will be learned through extra readings and writing that will be set outside regular class time.

The Science Department seeks to offer its students an excellent grounding in biology, chemistry and physics through first-class teaching in well-appointed instructional facilities and laboratories. It is the belief of the department that this can be best achieved through an appropriate blend of traditional methods, amply supported by modern technology and equipment, and by applying theoretical principles to the natural environment of southern Vancouver Island in particular and to society in general. It is expected that students will develop a thorough understanding of and respect for issues of safety in these endeavours, while remaining aware of our position and relationship to the natural environment as a whole. The Science Department offers students the opportunity to excel in the Provincial and Advanced Placement Examinations and to achieve success in university.

The Junior Science Program provides students in Grades 8 and 9 with the opportunity to explore and experience a wide variety of science disciplines. Astronomy and space science, changes in matter, changes in the environment, ecology and resource management, energy and life functions constitute the six major components in the students' junior science experience. Our unique natural setting and our salmon hatchery support an expanded environmental studies program. Partnerships with local industry, the federal government's Department of Fisheries and Oceans, and British Columbia's Ministry of the Environment afford us the opportunity to collaborate with external agencies. The more traditional aspects of biology, physics and chemistry retain a crucial place in the curriculum, as they represent the three main options available to students in their Grade 11 and 12 years. Stimulating interest and providing prerequisite background knowledge in each of these areas of study are primary goals of the Junior Science Program.



Regular and enriched classes of science are offered at each grade level. Every class covers all the core material prescribed by the Ministry of Education, while the enriched classes complete extension exercises and additional material designed to broaden students' interest and exposure to sciences.

### Science 8

The basic framework for the year explores elements of biology, physics and chemistry, which lay a foundation for the senior subject options in these areas. The year begins with an introduction to cellular biology and human body systems. Students are introduced to the structures and functions of our basic unit of life, the cell. Later in the unit, there is an emphasis on multi-cellular organisms, focusing on how individual cells group together to form tissues, organs, and inevitably an individual functioning organism like the human body. Following biology, students are introduced to optics and the properties of light, a unit that has them exploring the astonishing anatomy of the human eye. Further exploring the physical realm of science, students also learn about forces and pressure. An introduction to chemistry includes topics such as matter, changes of state and density. Students learn that everything is made of matter, including themselves. The year finishes with an investigation of water systems on Earth; students will explore water in its many forms across the Earth's surface. Topics include the water cycle, ocean and fresh water ecosystems and pollution. This unit is particularly interesting as it has students gaining an appreciation for our Earth, their environment and the many different fragile ecosystems that surround us.

### Science 9

Students in Science 9 will experience a variety of disciplines. The celestial sphere, stellar evolution and cosmology play roles in the astronomy unit. With our proximity to the Dominion Astrophysical Observatory, and with the School's ideal, light-pollution-free skies, night-sky-viewing opportunities abound. A unit in chemistry tackles



elements and the periodic table, atomic structure and an introduction to ionic and covalent compounds. Our biology unit studies topics in reproductive technologies and cancer research. The microscope, cell structure and genetics are some of the topics explored along the way. Simple electric circuits and an opportunity to practice and simulate household circuitry reinforce current electricity in our physics unit. Finally, the operation and management of the Mark Hobson Hatchery, practical work in and around Hartl Creek and hands-on experience at Canada's largest salmon hatchery at Nitinat Lake highlight the unit in ecology.



### **Science 10**

The Science 10 curriculum aims to provide a platform and general background for the senior sciences. Studies in chemistry continue to build on student's knowledge of atomic theory. Extensions to this include using atomic theory to explain the origins of radioactivity. Students will have more exposure to different classification systems including acids, bases, inorganic and organic compounds. Practical work will focus on experiments relating chemical reactions to conservation of mass and factors that affect reaction rates. Physics in Science 10 focuses on the topic of kinematics. Experiments will explore the mathematical relationships between displacement, time intervals, velocity and acceleration. The life sciences unit focuses on sustainability of ecosystems and includes discussion of how natural populations are kept in equilibrium, bioaccumulation and the interactions of abiotic and biotic systems within an ecosystem. The earth science units focus on plate tectonics and energy transfers in natural systems. This final topic is supported with studies relating to atmospheric science and climate change. Our large forested campus serves as a research forest that we can use to evaluate and demonstrate many of the concepts studied in the earth and ecology sections of this course.

### **Environmental Science 11**

Do you enjoy "doing science"? Get ready to get your feet wet! Environmental Science 11 students develop an understanding of the interaction of key components of the ecosystems that make up the Shawnigan Lake watershed. For those who enjoy hands-on learning experiences, the local forests, streams, wetlands, and the lake all provide excellent "outdoor labs" for scientific research and fieldwork. Study of the various techniques and technologies used to manage these ecosystems develop the students' critical-thinking skills as well as personal perspectives on related environmental issues. A research forest on campus, a lake monitoring project, stream and wetland monitoring and assessment programs, as well as the School hatchery all offer opportunities to support the goals of this course.

## **BIOLOGY**

### **Biology 11**

Biology 11 is an exciting course that furthers the work begun in the junior sciences on the study of life cycles and systems. In particular this course begins with a unit on evolution, which overlaps with the AP Biology curriculum. After a discussion of taxonomy, we dive into the study of the five major kingdoms beginning with life of the very small – the Kingdom Monera – and finishing with life of the very large – the Kingdom Animalia. In the middle of our in-depth look at life, we take a trip to the Bamfield Marine Sciences Centre on the west coast of Vancouver Island. This two-day field trip is an excellent opportunity for Biology 11 students to study marine life in its natural habitat and is truly one of the highlights of this course. The final ecology unit takes a step back to look at all the relationships between organisms in an ecosystem and discusses their extensive connections in the web of life.

### **Biology 12**

Biology 12 presents in depth the systems that create and sustain life. The first part of this course focuses on the biochemistry of the four macromolecules, including their digestion and synthesis in cells. This unit emphasizes the chemistry behind these organic compounds, which is more effectively understood by those students who have taken Chemistry 11. The course moves on to study the anatomy and physiology of cells including an in-depth look at cellular organelles and their functions. After studying this basic unit of life, students move on to study human physiology with units on the digestive, cardiovascular, nervous, excretory and reproductive systems. Throughout the year, laboratory activities complement the topics discussed. The final laboratory exercise is a major dissection applying the knowledge gained in the physiology units identified above. Students write the provincial examination in June.

Biology 11 or Chemistry 11 are pre-requisites for Biology 12.

### **AP Biology**

Biology 11 is a prerequisite to AP Biology 12. Together, the two courses prepare students to write the AP examination in May of their Grade 12 year, as well as the provincial examination in Biology in June. Due to the quantity of material, the Biology AP Program covers a two-year period. In Grade 11, students complete an enhanced provincial curriculum with enrichment in the plant physiology and evolution units. In Grade 12, students complete additional units in biochemistry, cellular biology, molecular and population genetics as well as completing the entire Biology 12 Provincial Curriculum. There are twelve required experiments that bring a practical element to the course and prepare students for university laboratory courses.

## CHEMISTRY

### **Chemistry 11**

Chemistry 11 is a dynamic course that focuses on a wide variety of laboratory experiences. Experimental work is used frequently to introduce and confirm theoretical knowledge. The diversity of topics covered helps students to understand their natural environment. They study varied industrial processes and are able to recognize the potential environmental consequences of their use. By the end of the course, students have an excellent grasp of the role of chemistry in fields such as biology, geology, pharmacology, engineering and agriculture. In addition to preparing students for advanced chemistry courses, this course is a valuable asset to students pursuing biological and earth sciences. Units in organic chemistry form a strong base for those studying biochemistry in Biology 12. Our unit introducing chemical calculations is transferable to many disciplines within the natural sciences.

### **Chemistry 12**

Students are highly stimulated in this course and develop problem-solving skills that help them in many other disciplines. The central theme of the course is the concept of equilibrium in chemical systems. This concept is studied through extensive theoretical and laboratory work involving electrochemistry, acids, bases, solubility and reaction kinetics. The course follows a logical sequence that introduces new material and repeatedly reinforces previous concepts. Parts of the course involve case studies of industrial and biological equilibrium, which form the basis of our laboratory investigations. Computer equipment is used to assist with data acquisition and analysis in numerous laboratory activities.

### **AP Chemistry 12 (Year 1 and 2)**

The AP Chemistry program introduces students to the range and depth of topics covered in a first-year university course. The two-year course moves quickly and provides enrichment for highly motivated students. The course focuses on modern, everyday, high-tech problems for which the solutions involve chemistry. Industrial and biological samples form the basis of numerous laboratory investigations. Computer equipment is used to assist with data acquisition and analysis in laboratory activities. Advanced studies of solutions, gases and thermodynamics give students a head start in most first- and second-year university chemistry courses. Students write the AP examination in May of their Grade 12 year.

## PHYSICS

### **Physics 11**

Physics 11 is an introductory course that satisfies the provincial science requirements and leads to Physics 12 for those students interested in pursuing a career in the physical sciences, engineering, the technical fields or medicine. Topics include linear kinematics and dynamics, mechanical, heat, nuclear and electrical energy, special relativity, wave theory, sound and light.

Students are taught in a well-equipped facility that allows for a wide variety of hands-on activities and investigations. Throughout the course, the relevance of physics to the everyday world is emphasized so that students gain insights into concepts as diverse as radiation therapy, vehicle braking systems and weightlessness in space.

Practical work is performed using state-of-the-art physics equipment. When timing, speed-measurement and graphing skills have been mastered, sophisticated data-gathering sensors are employed so that computers can perform the acquisition and tabulation of results. Simplicity, too, is encouraged when students discover that human reaction times can be calculated by using only a meter stick! Students typically conclude Physics 11 by completing a model rocketry project, weaving together many of the concepts learned earlier in the year.



### ***Physics 11 Enriched***

Enriched Physics 11 offers a demanding physics experience to grade 11 students interested in pursuing the physical sciences and engineering at university. Students interested in enrolling in this course will be expected to work at a fast pace, to maintain grades in the eighties and nineties, to complete work in the holidays, and to be fully engaged in class and laboratory alike. Not only must the core Physics 11 syllabus be mastered, a number of AP topics will be studied which include, advanced dynamics, heat transfer and thermal expansion, rectification of AC currents, and light and sound interference.

### ***Physics 12***

Physics 12 is an in-depth extension of Physics 11. Topics include vector kinematics and dynamics, mechanical energy and vector momentum, statics and rotational equilibrium, circular motion, gravitation, electrostatics, circuitry and electromagnetism. It is expected that students will be both stimulated and challenged in this course, and that they will develop skills that will ensure a smooth transition into a university science program.

A wide variety of activities are performed during the year, ranging from the analysis of a trajectory using a water-balloon slingshot, and study of conical pendulums using a tethered model aircraft, to study of geostationary satellite orbits using the J-Track 3D program, to the computer-controlled monitoring of air-track gliders and of electromagnetic damping. By year's end, students will have compiled a well-organized laboratory notebook which will serve as a valuable resource in first-year university physics courses. As well, the graphics calculator is used at an advanced level for the purpose of data analysis and graphing, and for creating simulations of various forms of two-dimensional motion.

### ***AP Physics B***

Advanced Placement Physics B is a challenging physics course that serves as an ideal springboard into a science program at the university level. During their senior year, students complete the course requirements for Physics 12 and study a series of topics specific to the AP syllabus: simple harmonic motion, fluid statics and dynamics, capacitors and thermodynamics. The demands of this course require students to progress at a rapid pace, to attend a regularly-scheduled seminar block that is equivalent to one-third of a course and to complete assignments and projects during their holidays.

Many of Shawnigan Lake School's AP Physics graduates are able to qualify for first-year physics standing in participating universities worldwide.

### ***AP Physics C***

AP Physics C is an advanced physics course that consists of two parts: Mechanics, and Electricity and Magnetism. While the AP Physics B course is characterized by the diversity of its topics, the AP Physics C syllabus is more narrowly focused, and employs the language of differential and integral calculus.

The AP Physics C Mechanics course involves a detailed examination of the kinematics and dynamics of simple harmonic motion, rotating systems and multiple particles. In the Electricity and Magnetism course, an in-depth analysis of static and current electricity is undertaken, followed by the study of constant and changing magnetic fields. Gauss's Law is employed for calculating electric fields, while Ampere's Law and the Biot-Savart Law are used in determining the magnetic field for common situations.

Students may study either or both sections of AP Physics C. Both courses conclude with the AP Examination in the second week of May of each year. AP Physics C is ideally suited for students who may have completed AP Physics B in their grade 11 year, while students have also enjoyed considerable success enrolling in AP Physics B and C concurrently.



# CURRICULAR FINE ART STUDIES

The Fine Art Department at Shawnigan Lake School encompasses both the visual and the performing arts. Specific curricular programs include Art, Band, Drama, Woodwork and Graphic Design.

All students in Grades 8 and 9 are exposed to the various arts offered at the School. In Grades 10, 11 and 12, students may select one or more of these programs, as a full-year elective. All the courses operate on a studio basis. Full, hands-on participation is expected of all students.

Involvement in the visual arts provides students with an opportunity to explore their creative potential, to connect with cultural pasts, and to participate in shaping current art trends. Although a number of students will seek to pursue art as a career, most will find continued pleasure and appreciation on a life-skills basis.

## GRADE 8 FINE ART ROTATION

### **Art 8**

What is Art? – Why Art? This introductory course examines the role of art in society past and present. It introduces students to the basic elements of art and principles of design. Students will create 2-D and 3-D images that demonstrate an understanding of a variety of materials, techniques and strategies. A verbal/visual sketchbook of image ideas is also developed throughout the course.

### **Band 8 (Beginners)**

Grade 8 students who have never studied a musical instrument are given the opportunity to choose and to play an instrument for one term. During this time, students are prepared and are encouraged to continue their study of music in Grade 9. Those

with some playing experience meet in the first term to form the Junior Concert Band. They combine their talents with Band 9 to study music and participate in festivals and tours.

### **Woodwork 8**

Through the completion of several small projects such as CD racks, jewellery boxes, clothing racks and similar items, students acquire basic woodworking knowledge and gain experience in using tools and practicing safety procedures.

## GRADE 9 FINE ART ROTATION

### **Art 9**

This one term course builds on the foundation of the Art 8 program. Principles of design and the elements of art are explored through various themes. Realistic and creative self-portraits provide an interesting challenge for students. Linear perspective and how it relates to architecture is introduced at this level, along with basic colour theory. A verbal/visual sketchbook of image ideas is also developed throughout the course.

### **Drama 9**

Drama education provides students with opportunities to examine human experiences through imagined roles and situations and to value the essential contribution of drama to their quality of life.

Students in Grade 9 are introduced to elements of mime, speech arts, improvisation, and scene preparation. Exercises vary between group work and solo and duet presentations. Participation is encouraged and growth is measured by the ease with which students present creative ideas and express their imagination. Respect for their peers is emphasized in order to create an environment where students feel comfortable in creative expression.

### **Woodwork 9**

Students are introduced to most of the equipment in the shop by producing a fairly basic project in one term, with an emphasis on safety and creativity, in an enjoyable learning environment. Students choose to make either an end table or small bookcase which will involve machine and hand work, then basic finishing techniques and applications.

### **Band 9**

In Grade 9, students may elect to take Band as a subject for the entire year. This class blends traditional concert band repertoire with an opportunity to play swing and rock music and to study the basics of improvisation. The class participates in several festivals throughout the year.



## ART

### **Art 10**

This full-year course provides serious young artists with an opportunity to explore their potential in a variety of media. Emphasis is placed on drawing, design and composition. It is at this level that students are encouraged to develop a personal imagery through the use of a verbal/visual diary or sketchbook.

In the second half of the year students begin a survey of Modern Art in the Western World; highlighting cultural elements that influenced the development of Impressionism, Expressionism, Cubism, Surrealism, Abstraction and Pop Art. Opportunity is provided to work in all of these styles. Emphasis is placed on technical skills and professional quality presentation of all work.

### **Art 11**

This year-long program is designed as a survey studio course. Emphasis is placed on learning materials, techniques, and safety issues related to these materials. Four main art disciplines are studied – drawing (graphite, colored pencil, pastels and ink), painting (watercolor, oil and acrylics), sculpture (clay, wire and plaster, soapstone), printmaking (silk-screening, etching, linoleum block). Computer graphics, although encouraged is studied separately in the Graphic Design 11/12 course.

Personal and creative image development is stressed through all of the assignments. Students are also required to keep a sketchbook and file folder of their visual exploration. Field trips and gallery visitations occur as well as an artist-in-residence week. Student work is framed and displayed throughout the year.

### **Art 12**

The objective of this program is to enable students to develop a portfolio of personal images suitable for entrance into post-secondary art schools. Each individual, in consultation with the instructor, sets personal goals and direction for their year. Specific themes and media are selected



so that a high degree of competency can be achieved. Individual and group critiques will be conducted. Creative image development and good composition are developed through the use of a sketchbook. Numerous field trips and an artist in residence program also occur each year. Specific students may be encouraged to be part of the Advanced Placement program concurrent with this course. Emphasis is placed on creativity and personal exploration of imagery.

Art 11 is a prerequisite for this course.

### **AP Studio Art: Drawing Portfolio**

This course has been developed to accommodate students who are “gifted” and have a passion for the visual arts. The program requires that an extensive (29 pieces) portfolio be created and submitted for external evaluation. Students must work quickly and with dedication. All work must address the three sections of the portfolio requirements: Breadth (12 pieces), Concentration (12 pieces), and Quality (5 pieces).

Art 11 is a prerequisite for this course.

## MUSIC

### **Concert Band**

Upon completion of Band 9, students have the choice to stay with the traditional concert band literature or to move to Jazz Band. In Concert Band, the emphasis is on performance and festival participation at the local, national and international level.

### **Jazz Band**

In Jazz Band, students focus on swing, Latin and rock literature and continue their study of jazz improvisation, theory and history. Emphasis is on performance and participation in festivals at the regional, national and international level.

## DRAMA

### ***Drama 10***

Drama 10 gives students the opportunity to gain more experience in the performing arts. The course is largely based on participation—students work creatively in groups, with partners, and on their own to develop and present projects. Course work includes trust exercises, drama games, movement, voice acting, improvisation and theatre sports, and an introduction to the technical side of theatre (lighting, make-up, costumes, etc.).

The program begins with creative drama and progresses to character development and more advanced acting skills. Theatre appreciation is developed through the critical viewing of live performances. The year ends with a final project/performance that may include the development of a small touring production. Drama 10 is concerned with developing skills and creating performances in a fun-filled and supportive environment.

### ***Theatre Performance Acting 11 & 12***

In Theatre Performance Acting 11 & 12, students gain the knowledge, skills and attitudes necessary to promote self-awareness, self-expression, and theatre performance through a study of exploration, analysis, contexts, and the inter-related roles that comprise a theatre company. The course begins with improvisation and then moves to scripted material. Acting styles and methods are the focus from which the main goals of the course are achieved. Creativity and imagination are vital and help make collaborative group work fun and exciting. Technical and production skills,

script development, historical context and the use of theatre to reflect the morals and values of a society are part of the learning involved in the course, as well as directing and writing for different theatre styles. There is an implied degree of elevated sophistication from the previous course (Drama 10 focuses on the creative process and production, whereas this course focuses on developing acting methods and skills for performance).

## GRAPHIC DESIGN

Graphic Design is a challenging medium for visual communication, marrying image and text to express a pure sense of artistry and form. Students explore this concept through various projects, such as creating attractive and persuasive product packaging, designing the layout for a musical CD, or producing the School's annual play poster.

Students learn to navigate confidently the design industry's standard software: Adobe Illustrator and Photoshop.

### ***Graphic Design 10***

Graphic Design 10 is primarily a computer based course utilizing several industry-level software programs such as Illustrator, Photoshop and Vectorworks, to engage students in the creative graphic design process. Whether as art, advertising, publishing or architectural design, these introductory skills will be of value to all learners and provide a solid base for the full programs available in grades eleven and twelve.



### **Graphic Design 11 & 12**

This course is operated on a business model, with the teacher acting as project coordinator and the students as designer contractors. Modules on colour theory and design elements are immediately put to use as students work on projects that may be self-initiated or assigned. Real-life projects from the community beyond the School are welcomed as well. Students start with a concept document that outlines the parameters of each project, including a deadline agreed upon by the teacher. They proceed to the design phase, and finally use the Adobe Creative Suite of computer design tools (Illustrator, PhotoShop, and InDesign) in the production phase. Projects include photo essays, magazine spreads, advertising campaigns, posters, and even works that are simply pieces of graphic art that stand on their own.

### **Architectural Drafting 11 & 12**

Architectural Drafting students gain the skills, confidence and vocabulary that will allow them to be involved in designing, building or renovating their homes in the future.

Students who have taken this course have gone into fields such as interior design, engineering, building technologies, construction supervision, the building trades and residential design and architecture.

In this course students create residential house plans using industry-level design and drawing software called Vectorworks. This program has been involved in the design of many buildings on campus, and has even garnered fame for controlling all the lighting and cameras for "The Lord of the Rings." At Shawnigan, students are introduced to home design concepts and the construction process, and then develop their ideas within the context of architectural standards. Largely project-based, the course leads to an understanding of fundamentals that would be of benefit in artistic rendering, engineering and any venue in three dimensional design. The class completes the year with a full set of two-storey house plans, printed with full artistic rendering, which would meet the basic requirements of government



inspection agencies. Field trips include building site visits, international computer-controlled production facilities, and a trip to the open house of the British Columbia Institute of Technology.

## **WOODWORK**

The goal of the Woodwork program is to provide an opportunity for students to develop their knowledge and skills in woodcraft. Within the context of design, the focus is on quality of work, creativity and problem-solving in a safe environment.

### **Woodwork 10**

This course is a more advanced program open to beginners or experienced students with emphasis on safety, creativity and some basic joinery techniques, in an enjoyable learning environment. By the completion of the course, students will design and draw up their projects then use any of the equipment needed to build their project; they will take raw lumber and turn it in to a coffee table, chair or medium-sized bookcase.

### **Woodwork 11 & 12**

This course will focus on the finer aspects of wood joinery with an emphasis on learning to construct most joints required for fine cabinetry and culminating in the production of a quality piece of furniture. The course includes an emphasis on shop and tool safety, planning and costing, different types of joinery and construction of a major project. Projects could include one or two of the following: four poster beds, chests of drawers, buffets, chairs and other fine furniture.



# PHYSICAL EDUCATION

## ***Physical Education 8***

This course is a co-educational experience that introduces students to several different sports. These opportunities include both individual and team sporting activities with an emphasis on the acquisition of core skills. For example, students will participate in the following activities: rugby, field hockey, volleyball, basketball, flag football, softball, soccer, tennis, squash, and fitness. Also, these students will complete a health section looking at: general health issues, nutrition & diet, drug and alcohol awareness, and sexual health.

## ***Physical Education 9***

This course is an extension of the Physical Education Program that starts at the grade 8 level. Students are again given numerous different sporting opportunities. The emphasis is placed on skill acquisition, but these skills are then advanced into more game play and the decision-making aspect of sport. Also, students will be introduced to strength and conditioning training in our fitness facility at the gymnasium.

## ***Sport Science 10***

This course covers and exceeds the learning outcomes prescribed by the BC Ministry of Education for Physical Education 10 and lays an appropriate foundation for further study of the subject or related subjects. In addition, Sport Science 10 provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

Students learn to perform effectively in a range of different activities and gain the ability to analyze and evaluate performance. Students acquire knowledge and understanding of the



different factors that affect performance and participation in physical activities, and of the fitness and health benefits and risks associated with taking part in physical activity. As part of their practical coursework, students learn to plan, perform and evaluate a health-related exercise/training program designed to improve performance. They develop their leadership skills and experience personal and social development through adopting different roles in selected activities when working with others.

## ***Human Performance 11 & 12***

This course has been designed to support the Athletic Program at Shawnigan Lake School. It is a practical application course where students are on individual training programs to enhance athletic performance.

The course includes sport-specific strength and conditioning programs: pre-season and in-season maintenance as well as post-season programs. The concept of pre-habilitation versus rehabilitation exercises is addressed as well as current thinking in exercise, diet, nutrition, supplements, recovery and hydration.



# PLANNING AND BUSINESS STUDIES

Courses in Planning and Business cover a variety of topics and applications on both the theoretical and practical level.

## Planning 10

Unit 1 – The Graduation Portfolio. Course requirements, examinations and focus areas are explained and discussed. Students are required to set up an electronic filing system so they may begin collecting evidence for their Graduation Portfolio. During this time students are made aware of the Focus Areas—Arts and Design, Community Involvement and Responsibility, Education and Career Planning, Employability Skills, Information Technology, Personal Health and a transition plan from high school to university or further studies or an occupation. Students gather evidence to support their participation in 80 hours of physical activity and 30 hours of either work experience or community work. In Grade 12 they prepare a presentation on one of the areas covered in their portfolio.

Unit 2 – Education and Careers. This unit addresses the student's personal interests and attributes, post-secondary education and training, support networks and resources, employment standards and workplace safety. The students are made aware of the web-sites that are available to them to assist in their further education choices. During this unit students review safety in the workplace and employment standards that will protect them in the workplace. Resumé writing, job seeking and job retention are also discussed in this unit. The final section in this unit is the development of a transition plan that the students need to complete by the end of Grade 12. This represents their “plan for their future.”

Unit 3 – Health and Relationships. This section covers healthy living, health information, healthy relationships, and health decisions. The students are made aware of influences that can affect their health such as peer pressure and the use of drugs, alcohol and tobacco. The students evaluate the potential effects of an individual's health-related decisions on self, family and community.

Unit 4 – Finances. Students learn budgeting skills, acquire knowledge about credit and debt and the legal requirements of reporting personal income. They discuss the cost and funding implications associated with various education and career options and develop a personal financial plan to support the achievement of education and career goals.

## Commerce 10

This course provides students with a firm understanding of the skills needed to meet challenges in the world of business for the 21st Century. The course will cover the following: human resources and management, communications, marketing, personal finance including stock trading and investing, entrepreneurship, finance and economics including accounting and taxation and international business and Canada's role in the global village. Conducting business in a competitive marketplace and the

changing workplace will be examined to ensure that students understand the complexities and excitement of business.

## Entrepreneurship and Management 11 & 12

Students discover the excitement of being entrepreneurs—generating ideas for new business ventures, drawing up detailed business plans, marketing, advertising, and managing a business venture. Students study management principles and techniques to better equip them for the workplace. They work as part of a team to network and develop a personal portfolio of business contacts. Students will learn, in detail, the importance of market research, marketing strategies and the applications of these concepts in practical situations. Students also study more in-depth accounting concepts. Students in this course run the Stag Café, an on-campus fast food restaurant open twice a week in the evening.

## Economics 12

This course introduces enthusiastic students to an economic way of thinking by examining the issues of supply and demand, government policies, consumerism and market efficiency, taxation and trade. These topics are the foundation of the course, and not only fulfill, but exceed the requirements of the Provincial Economics 12 curriculum. Flexibility has been built into the course to allow some diversion according to interests and changing world events. The main text used is Gregory Mankiw's *Principles of Economics*.

In this course, we first challenge students to solve everyday problems, as well as to investigate economic challenges, using basic cost-benefit analysis. Students taking this course will appreciate the influence that economics has in a vast number of decision-making areas. The second part of the course involves an analysis of current economic topics. Local, provincial, federal and international policies and events are discussed and debated on a weekly basis. Students will, therefore, become better problem solvers. During their studies they also apply theories of economics in a practical setting. For example, this year each class will develop a sushi-making business, and analyse the textbook topics with some real life experience.



# LEARNING CENTRE

The Shawnigan Lake School Learning Centre supports the learning environment of the School. Students have the opportunity to receive academic learning assistance for writing, reading, math, organization, time management and study skills. The ultimate goal for the Learning Centre is to have academic learning support available for all students from early morning to evening prep. Enabling all students to achieve individual academic success is the primary purpose of the Learning Centre. Learning Centre staff and teachers recognize that all students have different levels of readiness (their prior experiences and understanding), learning styles (their preferred way of learning), and interests (topics or tasks that motivate and excite them). Students are provided with remediation or enrichment depending on their level of confidence and understanding. Objectives of the Learning Centre are to help students understand their individual learning styles, develop or hone key learning skills, build on their individual strengths, and ultimately achieve personal excellence.

The Learning Centre offers a structured, supportive environment built around the student's timetable in order to develop confidence and a positive attitude toward learning assistance. Some students attend on a regular basis for daily academic learning support; others write all exams and tests in one of the quiet rooms; some require the use of a particular software program to assist them with their learning; others require support for organization and study skills.

Technology is a highlight of the Learning Centre. Currently there are ten computers with individual work stations available; Kurzweil, a text scanning and reading program is popular. A Smart Board is utilized for math instruction and professional content tutoring. Dragon Speak software has also been introduced. Students with reading challenges are provided with effective strategies through access to scanning and voice-activated software programs; study skills are improved by learned and practiced concentration exercises and thoughtfully arranged surroundings.



# GRADE 8 SUPPORT PROGRAM

Affectionately known as the “Great 8s,” the Grade 8 Support Program was initiated in September 2008. Now in its second year, the program provides our youngest students with the additional support and personal attention they need to help advance their transition into the Shawnigan Lake School community. Adolescents flourish when they understand, appreciate and learn the benefits of organization, study skills, time management and how these factors affect academic success. In addition, the program emphasizes the powerful and satisfying advantages of physical fitness, a healthy lifestyle as well as the pleasure and excitement of developing leadership skills. The journey begins!

We kick off the year with a three-day outdoors trip to Horne Lake. Students and supervisors (two teachers and nine prefect leaders) participate in cooperative games, caving, rock rappelling, canoeing, hiking, cooking, campfire activities and experiencing the outdoors. Friendships develop and individuals have the opportunity to demonstrate their physical and social skills. Memories are made on this trip! Simply setting up a tent, cooking over an open fire, and doing your share of the work are expectations. “Leave no trace” is a major environmental component of the experience. Stretching oneself physically, overcoming fears, working cooperatively and problem solving are primary goals. Students bond and respect for the teachers and Prefects who guide them grows. The evening campfire is particularly special as senior leaders share their experience of Shawnigan traditions and their own personal stories. Learning to sing the School hymn in the wilderness is memorable.

Once the students return, they gather together each Wednesday at 9 a.m. in the Upper Dining Hall. The program rotates through three areas: Academic Support, Leadership and Citizenship and Health and Wellness. A surprise guest appears each month. The goal has been to provide the students with a safe and comfortable setting where they feel free to ask questions, raise concerns, and to interact with one another. It provides the leaders of the program, as well as the students themselves, with an excellent opportunity to get to know one another on a personal level. As there is no prep or assessment, the meetings tend to be relaxed and fun. What really appeals to this group of students is having the opportunity to socialize with one another, to work in small groups, to be active, to hone leadership skills, and to experience hands-on activities.

A brief description of some of the topics covered is described below:

## **Academic Support**

- **Goldbook Challenge** activity introducing students to the mission statement, school calendar, effort ratings, tutorial policies, the dress code, the daily schedule and routines of daily living in a busy boarding community.
- **Rituals**—21 days of practice (setting realistic goals)
- **Sleep**—facts about how much sleep adolescents need, the brain during sleep, sleep deprivation and tips for teens

- **Memory and the Brain**—information and activities to enhance memory
- **Shawnigan Lake School History Challenge**—questions created by Graham Anderson (Senior Master Emeritus) involving a SLS campus walk-about and discovery, followed by questions, answers, and surprises
- **Other topics** relevant to the findings of brain research which recognizes that instructional methods of teaching must take into account what motivates learning at this stage

## **Health and Wellness**

- puberty/development
- hygiene
- sleep issues and what it means to have a “healthy lifestyle”
- bullying
- review of “healthy lifestyles”

## **Citizenship and Leadership**

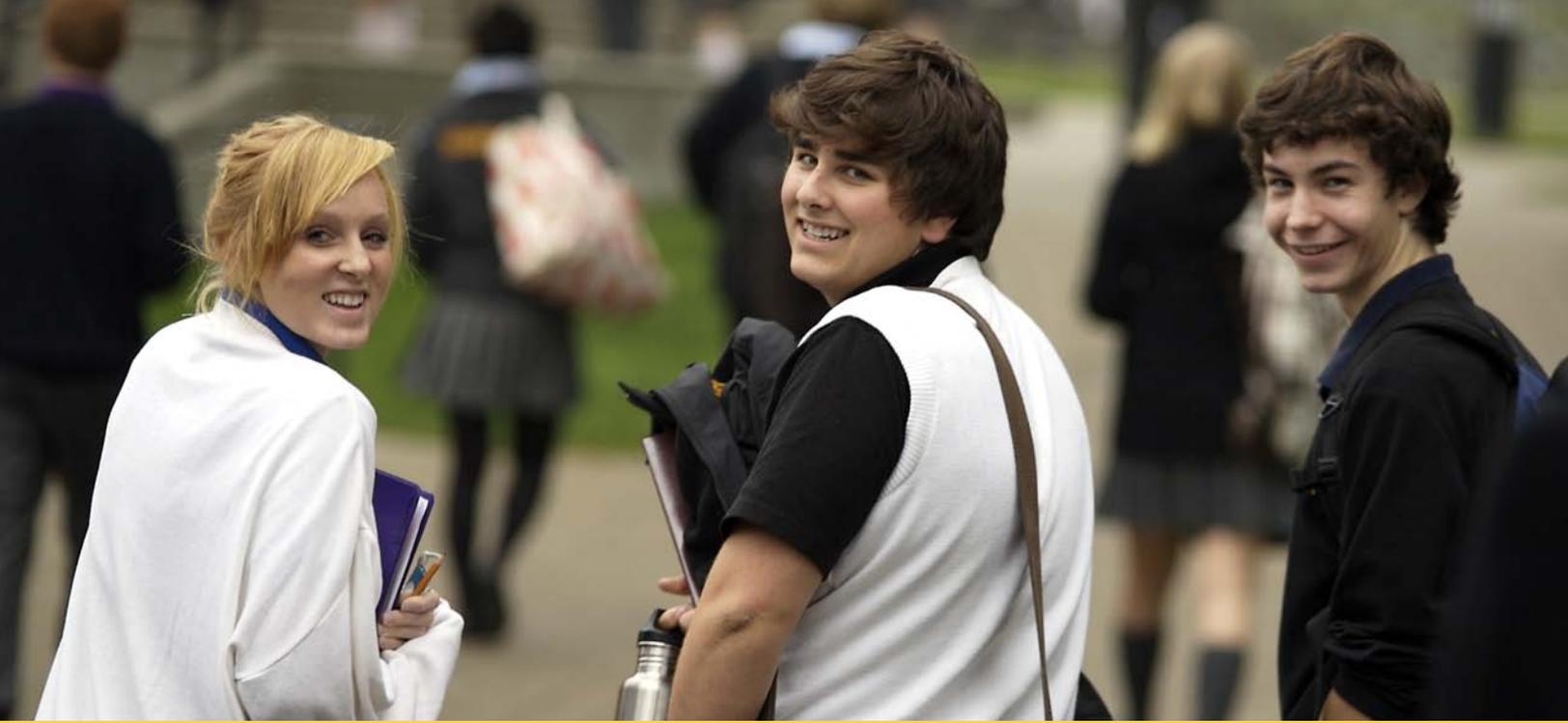
The following activities that operate within the framework of the “Junior Duke of Edinburgh Award Scheme” are covered:

- Leadership: what are the characteristics of a good leader? (Servant leadership)
- Goal setting
- Adventurous journey (Grade 8 camping trip)
- Physical fitness (the importance of being physically fit and energetic)

In addition, Grade 8 teachers meet individually to create a Classroom Profile. Individual strengths, weaknesses and concerns of Grade 8 classes are discussed. Teachers are encouraged to design and implement differentiated instruction techniques, in order to meet the needs of the range of learners in their classrooms. Teachers are provided with the opportunity to make effective use of this common planning time and appreciate being offered this time. Teachers provide observations to help determine how we can collectively support our youngest students.

This year, a further step was taken as a result of feedback from last year’s Grade 8’s. Our youngest students now have a shortened prep. At 8:30 pm the Grade 8’s are given the option to participate in activities, games or socializing in the Ritz until 9:15 pm. Once again, they are provided with time to socialize together without interacting with older students.

As you can see, the “Great 8” program is a work in progress. We value the students’ feedback and are working to create a program that works effectively to meet their needs. These students need mentoring, support, and to be listened to. Their feedback is critical!



## SHAWNIGAN LAKE SCHOOL

1975 Renfrew Road, Postal Bag 2000, Shawnigan Lake, BC V0R 2W1  
tel (250) 743-6207 fax (250) 743-6200 [www.shawnigan.ca](http://www.shawnigan.ca)