FRASER VALLEY
ADVENTIST ACADEMY

~K-12 Christian School of Excellence~
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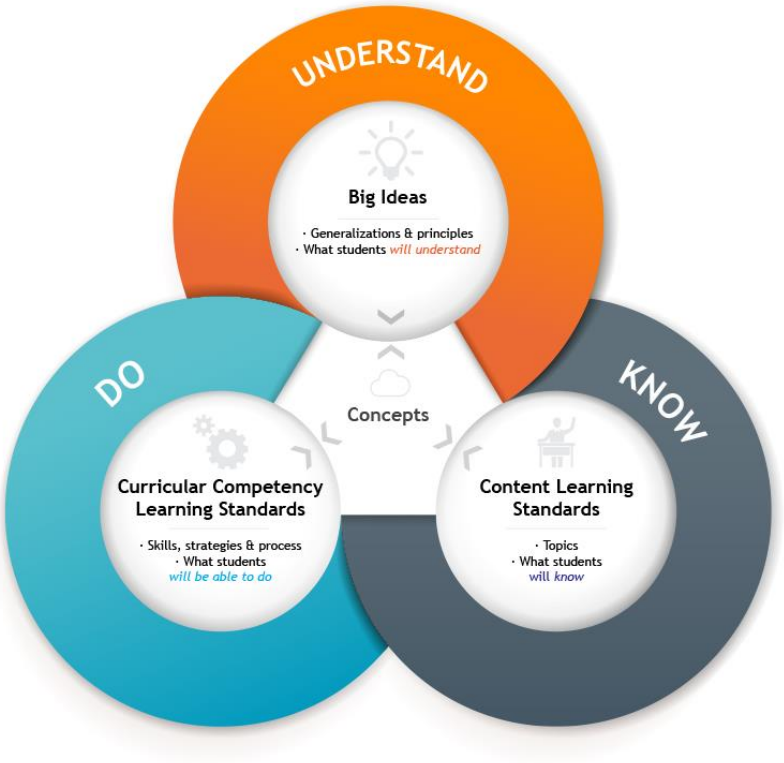
2018-2019
Course Descriptions
Graduation Planning

Grades 10, 11 & 12

Faith ~ Values ~ Academics ~ Achievements

Curriculum Model



All areas of learning are based on the "Know-Do-Understand" model to support a concept-based competency-driven approach to learning.

Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

CONTENT (Know)
The Content learning standards – the "Know" of the Know-Do-Understand model of learning – detail the essential topics and knowledge at each grade level.

CURRICULAR COMPETENCIES (Do)
The Curricular Competencies are the skills, strategies, and processes that students develop over time. They reflect the "Do" in the Know-Do-Understand model of learning. While Curricular Competencies are more subject-specific, they are connected to the Core Competencies.

BIG IDEAS (Understand)
The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "Understand" component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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GRADUATION REQUIREMENTS

Graduation Program

All grade 10-12 students must successfully complete 80 credits of course work on the 2004 Graduation Program. Students attending FVAA are required to complete an additional 16 credits due to the addition of Religious Studies classes. The chart below outlines the required curriculum and the elective requirements. Students will need to work closely with the school principal and registrar to ensure a plan is in place for reaching graduation goals.

Students need:

- 52 credits from required courses
- 28 credits from elective courses – 16 of those must be at the Grade 12 level
- All students must write the English 12 or Communications 12 Provincial Exam
- FVAA students must complete an additional 16 credits, which include Religious Studies classes

BC REQUIRED COURSES	
Subject Area	**Minimum Credits**
Language Arts 10	4
Language Arts 11	4
Language Arts 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical and Health Education 10	4
Career Life Education 10	4
At least one Arts Education 10, 11, or 12 or one Applied Design, Skills, and Technologies 10, 11, or 12	4
CAREER EDUCATION	
Students must ear 4 credits for completing GT 12: Career Life Connections	4 credits
ELECTIVE COURSES	
Students must earn at least 28 elective credits for Grades 10-12 courses; 16 credits MUST be at the grade 12 level (including English 12 or Communications 12)	28 credits
OVERALL TOTAL	**80 Credits**

Name: _____ Expected Graduation _____

Graduation Requirements Tracking Sheet

	REQUIRED COURSES	ELECTIVE CREDITS cont.
GRADE 10 - 12	___Arts Educ./Applied Design, Skills & Tech. _____ (gr. 10, 11 or 12) ___Career Education Life (CEL) ___Career Education Connections/GT12 (CEC) ___Language Arts 10 (EN10) ___Language Arts 11 (EN11 and COM 11) ___Language Arts 12 (EN12 and COM 12) ___Math 10 (FMP10) ___Math 11 or 12 (FMP11, PREC11, PREC 12, AWP11 and AWP12) ___Physical Education 10 (PE10) ___Science 10 (SC10) ___Science 11 or 12 (BIO11, BIO12, CHEM11, CHEM12, PHY11, & PHY12) ___Social Studies 10 (SS10) ___Social Studies 11 or 12 (SS11 and SJ12) ___*Capstone Project (required but no credit) ***TOTAL:** (52 required)	___Communications 11 (COM11) ___Communications 12 (COM12) ___Digital Media 12/Yearbook (ICTC12) ___Drama 10 (DRG 10) ___Drama 11 (TPA11) ___Food Studies 10 (FDN10) ___Foods 11 (FDN11) ___Foundations of Math & Pre-Cal 10 (FMP10) ___Foundations of Math 11 (FM11) ___French 10 (FR10) ___French 11 (FR11) ___French 12 (FR12) ___Physics 11 (PH11) ___Physics 12 (PH12) ___Pre-Calculus 11 (PREC11) ___Pre-Calculus 12 (PRE12) ___Social Justice 11 (SJ12) ___Social Studies 11 (SS11) ___Visual Arts 10 (VAG10) ___Visual Arts 11 (VAG11) ___Visual Arts 12 (VAG12) ___Woodwork 10 (ADST10) ___Woodwork 11 (ADST11) ___Workplace Math 11 (AWP11) – on-line sch. ___Workplace Math 12 (AWP12) – on-line sch. ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ ___Other _____ REQUIRED: Bible 12 + 3 other level 12 courses
	ELECTIVE CREDITS ___AP English (APENG12) ___Applied Digital Tech. 11 (ICTC11) ___Band 10 (MCB10) ___Band 11 (MCB11) ___Band 12 (MCB12) ___*Bible 10 (YPHR10A) ___*Bible 11 (YPHR11A) ___*Bible 12 (YPHR12A) ___Biology 11 (BI11)) ___Biology 12 (BI12) ___Chemistry 11 (CH11) ___Chemistry 12 (CH12) ___Choir 10 (MCC10) ___Choir 11 (MCC11) ___Choir 12 (MCC12)	
		TOTAL: (28 minimum required)

Dogwood Certificate Requirements: 80 credits ****FVAA Certificate Requirements: 96 credits**

COURSE DESCRIPTIONS

Required Areas of Study: ACADEMIC COURSES

CAREER EDUCATION

CAREER LIFE EDUCATION 10

Career Life Education is a four credit course and the first of the two Career Education courses required for graduation. This course is designed around the following Big Ideas: finding a balance between work and personal life is essential to good physical and mental health; a network of family, friends, and community members can support and broaden our career awareness and options; learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities; effective career planning considers both internal and external factors; the global economy affects our personal, social, and economic lives and prospects; and successful career and education paths require planning, evaluating and adapting.

The aim of Career Life Education is to enable students to learn Personal Development, make Connections to Community, and to start work on their Career Life Plan.

CAREER LIFE CONNECTIONS/GT 12

Career Life Connections/GT 12 is a four credit course and the send of the two Career Education courses required for graduation. This course is designed around the following Big Ideas: well-being requires finding a balance of personal health, relationships, work, learning, community engagement, and committed citizenship; being in the world and walking in the world are supported, broadened, and deepened through community involvement and social experience of building personal networks; careers, education, and life opportunities change over time; building the skills of lifelong learning can help us adapt and thrive; global economies, culture, and sustainability impact and are impacted by personal choices, social choices, and the availability of personal opportunities; and career and education paths require ongoing exploration, planning, evaluation and adaptation.

The Life Connections course requires all students to complete and present a Capstone Project. This culminating project will demonstrate personal learning and achievement, growth in core competencies, and a reflection on their post-graduation plans.

LANGUAGE ARTS

Grade 10	Grade 11	Grade 12
Students need to complete the following English 10 course: • Composition, Creative Writing and Literary Studies	*Students need to complete one of the following English 11 course:* • Composition, Creative Writing and Literary Studies • Communications 11 (by recommendation only)	*Students must complete one of the following English 12 courses:* • English Studies 12 • Communications 12 (by recommendation only)

COMPOSITION, CREATIVE WRITING & LITERARY STUDIES 10

The creative writing component of this course offers the opportunity for students to develop life-long language skills through the writing process. This component provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, and stories in a wide range of genres. Students will develop their skills through writing coherent, purposeful compositions and other forms of written expression.

The literary studies component will give students the opportunity to explore various themes, authors, and genres through the study of text, stories, and various forms of media, such as poetry, short stories, novels, graphic novels, children's literature, and First Peoples texts. Students will create coherent, purposeful compositions developing and refining their writing abilities.

Students will have a general focus on: contemporary creative forms such as poetry, drama, song, graphic novels; creative non-fiction & historical fiction; poetry & song lyrics; multimodal creative forms that combine visual, written, and oral texts, composing narrative, expository, descriptive, persuasive and opinion pieces; planning, drafting, and editing processes; citing sources, considering the credibility of evidence, and evaluating the quality and reliability of sources; broadening understanding of self and the world; developing higher-level thinking; and increasing literacy skills through close reading.

COMPOSITION, CREATIVE WRITING & LITERARY STUDIES 11 (required minimum of 60% in English 10 course)

The creative writing component of this course is designed to provide opportunity for students to use writing for self-expression and creative purposes. Students will become better writers and will collaborate and develop their skills through writing and design processes. Students will explore and apply writing processes as they experiment with, reflect on, extend, and refine their writing. The following are possible areas of focus: short fiction and poetry(short stories, flash-fiction, sub-genres of fiction, drama and script writing, poetry, literary devices and techniques) and creative non-fiction (columns, articles, reporting, interviews, reviews, advertising, and memoirs).

The literary studies component encourages students to delve more deeply into literature. Students can explore specific themes, periods, authors, or areas of the world through literary works in a variety of media. Students will: increase their literacy skills through close reading, expand their development as educated global citizens, broaden their understanding of themselves and the world, and further develop higher-level thinking.

COMMUNICATIONS 11
Communications 11 focuses on process, with writing and speaking skills receiving particular attention. Students will study the following: novels, short stories, poetry, development of media literacy skills, a variety of forms and purposes for writing, and oral communication.

Students taking this course must first consult with the principal or registrar regarding their plans for post-secondary study as it moves at a slightly slower pace than English 11.
**Students may be recommended for Communications 11 by their English 10 teacher.*

ENGLISH STUDIES 12 (required minimum of 60% in English 11)
This course continues to develop and enhance students' appreciation of literature and language through the exploration of a diverse collection of fiction and non-fiction that will deepen students' understanding of complex ideas about identity, others, and the world. Students will be exposed to varying worldviews and perspectives and will gain a further appreciation for how language shapes ideas and influences others. Students' further development of language skills, questioning, and critical thinking will contribute to their ability to be educated and engaged citizens. English Studies 12 builds upon and extends students previous learning experiences in their English 10 and 11 courses. This course will include expository essay writing that will prepare students for college and university level courses.

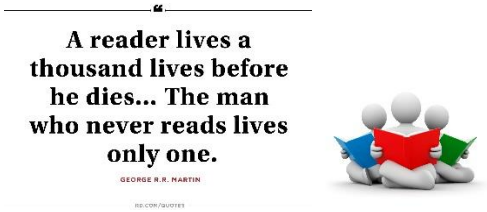
Students will continue to develop their skills in reading, writing, speaking and listening, and are expected to be able to: think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts; evaluate the relevance, accuracy, and reliability of texts; construct meaningful personal connections between self, text and word; evaluate how literary techniques and devices enhance and shape meaning and impact; respond to texts in personal, creative and critical ways, develop speaking, listening, and presentations skills; and express and support an opinion with evidence.

COMMUNICATIONS 12
This course is designed for students who may struggle with their reading and writing skills or who may be new to learning English. Communications 12 focuses on the process of writing, and may move at a slightly slower pace than English 12. There is a focus on improving business communication skills (improved professional communication, resume and letter writing) and improved reading for understanding. Students will also continue to build on the reading, writing, listening, and speaking skills that were developed in previous courses. Course studies may include a novel study, short stories, poetry, non-fiction, and/or other media, including films.
**Students may be recommended for Communications 12 by their English 11 teacher.*

AP English 12
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a word's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing

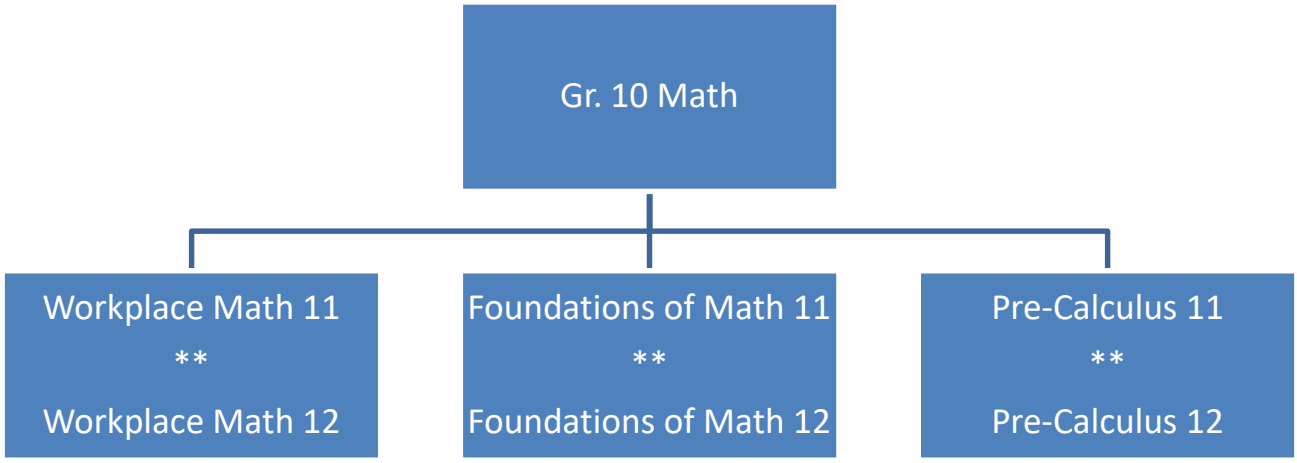
assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

At the end of the course, students must write an exam provided by the *College Board* in order to receive college credit. Students can receive high school credit for passing the course, even if they do not pass the *College Board* exam.



MATHEMATICS

The Common Curriculum Framework for Grades 10-12 Mathematics includes patheways and topics rather than strands as in *The Common Curriculum Framework for K-9 Mathematics.* Three pathways are available: Workplace Mathematics, Foundations of Mathematics and Pre-Calculus. A common Grade 10 course (Foundations of Mathematics and PreCalculus, gr. 10) is the starting point for all pathways. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever pathway they have chosen. The topics covered within a pathway are meant to build upon previous knowledge and to progress from sinple to more complex conceptual understandings.



FOUNDATIONS AND MATHEMATICS PRE-CALUCULUS 10
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies. This course leads to either Foundations of Mathematics 11 or Pre-Calculus 11.
**Students needing to follow the Workplace Mathematics pathway may do so after consultation with the school's math teacher and principal.*

Students will be expected to know the following: operations on powers with integral exponents; relationships among data, graphs, and situations; linear relations, including slope and equations of lines; solving systems of linear equations; multiplication of polynomial expressions; polynomial factoring; primary trigonometric ratios; experimental probability; and financial literacy

FOUNDATIONS OF MATHEMATICS 11 (required minimum of 60% in Math 10)
Foundations of Mathematics 11 is designed for students wishing to enter into post-secondary programs that do not require calculus.

Students will focus on the following: logic that involves conjecturing, inductive and deductive thinking, proofs, and game/puzzle analysis; angle relationships in regards to properties, proofs, parallel lines, and triangles; representations of characteristics of graphs, including end behaviour, maximum/minimum, vertex and symmetry; solutions that include linear with quadratic and quadratic with quadratic; trigonometry with a focus on triangle decomposition, sine/cosine laws applications, rereading about and interpreting surveys; research project; and financial literacy regarding investments, loans, credit cards, mortgages, and graphical representations of financial growth.

PRE-CALCULUS 11 (required minimum of 60% in Math 10)
Pre-Calculus is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus, such as Science Engineering or Business.

Students will be expected to know the following: powers as related to exponent laws, evaluating, numerical and variable bases; operations with radicals and simplifying radicals; classification and ordering of real numbers; simple exponential functions and their graphs in relation to growth and decay; investments, loans, credit cards, mortgages and graphical representations of financial growth; factoring; solving equations algebraically; quadratic functions as related to characteristics of graphs, multiple forms and function notation; and working with quadratic equations.

PRE-CALCULUS 12 (required minimum of 60% in Pre-Calculus 11)
This course is designed to provide students with mathematical understandings and critical-thinking skills identified for post-secondary programs that require the study of theoretical calculus, like Mathematics, Sciences or Engineering. Topics include trigonometry, relations and functions (exponential & logarithmic, polynomial, radical, rational, and transformation) and combinatorics.

WORKPLACE MATHEMATICS 11 & 12 (Only offered through on-line schools)
This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

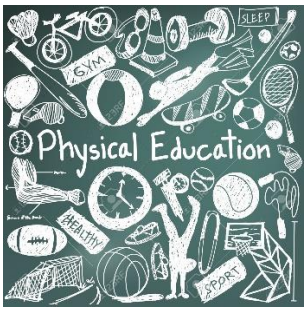
Students will focus on the following: puzzles and games for computational fluency; create, interpret, and critique graphs; primary trigonometric ratios; metric and imperial measurement and conversions; solving problems involving surface are and volume; angles; central tendency; experimental probability; financial literacy; and personal budgeting.

PHYSICAL AND HEALTH EDUCATION

PHYSICAL AND HEALTH EDUCATION 10
The primary purpose of our physical education program is to help students gain the skills and knowledge to be physically active for a lifetime. The qualities of leadership, communication, responsibility, trust and cooperation among students is emphasized. A safe and inclusive learning environment will be provided to help students experience positive, challenging and enjoyable physical activity while learning skills and developing an understanding of the benefits of physical activity.

PE is a participation-oriented course in which appropriate gym strip and active participation are required for success. Students will be evaluated in the following categories: participation, personal and social responsibility, fitness activities and theory, personal records and movement concepts.

Program activities include: badminton, basketball, volleyball, Ultimate Frisbee, football, minor games, tennis, rock climbing, and golf.



SCIENCES

SCIENCE 10
Science 10 is a continuation of the junior Science program. The big ideas to be developed in this course include: genes are the foundation for the diversity of living things (Biology); DNA, chromosomes, genetics; chemical processes require energy change as atoms are rearranged (Chemistry); chemical reactions, acid base chemistry, energy changes during chemical reactions; energy is conserved and its transformation can affect living things and the environment (Physics); kinetic and potential energy, ration; and the formation of the universe (Earth Science).

LIFE SCIENCES 11 (required minimum of 60% in Science 10)
Life Sciences 11 lays the groundwork for first year biology courses at all major BC colleges and universities, and is strongly recommended for students pursuing a career in the Scineces or Health Sciences.

Life Sciences 11 is a survey course of living organisms within the five Kingdoms. The course is woven around the central themes of identifying the characteristics and inter-relatedness of living things, the similarities within organisms (classification and taxonomy), and the processes of how organisms change over time (evolutionary theory). Students will perform laboratory experiments and investigations to examine a wide variety of organisms in order to explore the major themes of this course.

Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory based inquire work.

CHEMISTRY 11 (required minimum of 60% in Science 10)
Chemistry 11 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Chemistry 11 is an introductory course that will give students an understanding of the composition, classification, properties and behaviour of matter. Problem solving, critical thinking and experimentation are skills that will be used throughout this course.

Topics to be studied in this course include: lab skills and safety, measurement and communication, matter; chemical reactions; atomic theory; mole concept; solution chemistry; and organic chemistry.

PHYSICS 11 (required minimum of 60% in Science and Math 10)
Physics 11 is mandatory in a number of careers such as engineering, surveying, or technological programs and is an entrance requirement into any post-secondary Science program.

Physics 11 is an introductory course towards a deeper understanding of the physical world. It is a course that has an emphasis on analytical and critical thinking skills in order to interpret the complexities of physics. From exploring Isaac Newton to Albert Einstein, Physics 11 will help

enlighten us to a better understanding of the world and how we as society interact with our surroundings.

Topics to be studied in this course include: one dimensional kinematics (motion); one dimensional dynamics (forces); momentum as relates to the collision of two objects; energy; electrical currents, circuits and Ohm's Law; the properties of light and waves, quantum mechanics; and Einstein's concepts of special relativity and nuclear physics.

ANATOMY & PHYSIOLOGY 12 (minimum of 60% in Chemistry and Life Sciences 11 recommended)
Anatomy and Physiology 12 serves as a foundation for students continuing onto life sciences studies at the post-secondary level.

Anatomy and Physiology 12 uses the principles learned in Life Sciences 11 with respect to the unity, diversity, and organization of body systems. Students will focus on cellular biochemistry and metabolic processes and physiology of organ systems and their inter-relationship. Students' theoretical understanding of the body's ability to maintain homeostasis will be applied to various lab work, dissections, discussions, and inquiry projects.

Course assessment and assignments are based on classroom lessons, discussions, projects, dissections, and laboratory based inquiry work.

CHEMISTRY 12 (minimum of 60% in Chemistry and Pre-calculus 11 is recommended)
Chemistry 12 is strongly recommended for students pursuing a career in the Sciences or Health Sciences.

Chemistry 12 is an advanced course that will give students the foundation needed for Chemistry at the post-secondary level. This is a demanding course for those that have succeeded in Chemistry 11 and plan to pursue further studies in this field.

Topics to be studied in this course include: dynamic equilibrium, solubility equilibrium, acids and bases, oxidation and reduction, and reaction kinetics.

PHYSICS 12 (minimum of 60% in Physics 11 and Pre-calculus 11 are recommended)
Physics 12 is an advanced course towards a more thorough understanding of the physical world, particularly for those who are expecting to continue studying science at a post-secondary institution. It is a course that has a strong emphasis on being able to think analytically and critically in order to interpret the complexities of Physics 12. During the course, theories of Isaac Newton, Michael Faraday, and James Clark Maxwell are examined. This course will enhance student's understanding of Physics on a macro (as large as the universe) and micro level (subatomic particles).

Physics 12 is mandatory in a number of careers such as engineering, surveying, or technological programs and is an entrance requirement into any post-secondary Science program.

This course is broken down into two parts – mechanics and electromagnetism.

Topics involving mechanics include: two dimensional kinematics (motion), two dimensional dynamics (forces), two dimensional momentum and energy (collision of objects, kinetic and potential energy), equilibrium (motion and torque), and circular motion and gravitation (circular and gravitational forces).

Topics involving electromagnetism include: electrostatics (behaviour of electrons and protons in the physical world), electric circuits (complex circuits, conventional current), electromagnetic forces (the behaviour of magnets and electricity), and induction (inducing current with magnets).

SOCIAL STUDIES

SOCIAL STUDIES 10
Social Studies 10 examines the political creation of the Dominion of Canada, a nation from "sea to sea" from about 1663 through to Confederation in 1867. It also examines Canada's economic development up to the present. Specific learning outcomes will include an analysis of the conflicts between the French and British, the European immigrants and the Aboriginal peoples in North America, and between the British and the Americans. Issues of discrimination and racism will be explored and closely examined. Answers to questions like why Canada has two official languages, why Canada's head of state is a king or queen, and why Canada is so much like the United States but remains a separate nation will be found in the conflicts that took place two hundred years ago and more. Geographic skills and knowledge will be reinforced and expanded, and an awareness and appreciation of current event issues will be encouraged.

20TH CENTURY WORLD HISTORY 12

This course will examine the following points of history: the rise and rule of authoritarian regimes; civil wars, independence movements, and revolutions (Chile and Pinochet, Cambodia and Pol Pot, Cuba and Castro, Soviet Union from Lenin to Gorbachev, North Korea and the Kim Dynasty, China and Mao, Germany and Hitler, Iranian Revolution, Vietnam 1945-75, and guerilla warfare in Central and South America); human rights movements (including those of indigenous peoples); religious, ethnic, and/or cultural conflicts (women's movement, apartheid, US civil rights movements); genocide (cultural genocide of indigenous peoples, separatist movements, genocide in various countries, evolution of military technology, espionage, and arms race); and global conflicts, including World War I, World War II, and the Cold War

SOCIAL JUSTICE 12

Students in Social Justice 12 will study the following topics: various theoretical frameworks, interpretations, and concepts of social justice; connections between self-identity and an individual's relationship to others in society and to the environment connections between social justice issues; past and present social injustices in Canada and in the world, their possible causes, and their lasting impact on individuals, groups, and society; roles of governmental and non-governmental organizations in issues of social justice and injustice; and processes, methods, and approaches individuals, groups, and institutions use to promote social justice.

Electives: ACADEMIC COURSES

RELIGIOUS STUDIES 10-12

All FVAA students are required to take and pass religious studies at their grade level. Credits for these courses count as elective credits.

The intent of the Bible curriculum is to help students develop an understanding and knowledge of God and to desire a relationship with Him that will transform their lives. The program seeks to give students opportunities to: know God and develop a life-long relationship with Him, using the Bible as the source of truth; understand and share Seventh-day Adventist beliefs, heritage, and worldview; experience what spirituality is and how it is demonstrated through knowledge, attitudes, and actions; and develop a sense of self-worth through a relationship with God, and develop interpersonal skills to respond with sensitivity in service to others.

For students in grade 10, the four units are *The God-Choice, God's Heart, Serving God,* and *God in My World.*
For students in grade 11, the four units are *God's Word, God is Our Victor, God is My Victor*, and *God is My Guide*.
For students in grade 12, the four units are *Perspectives on God, Worldviews and God, God in My Relationships,* and *The God of the Gospels.*

LANGUAGES

FRENCH 10

French 10 continues to develop the skills learned in French 10 and also introduce new concepts designed to increase students' abilities to communicate affectively in common everyday situations. While exploring various themes, students will engage in activities that include routines, partner and small-group work and class discussions. These activities are designed to learn about Francophone and First Peoples' culture.

Assessment, which takes place on an ongoing basis, will be based on the curricular competencies and will be focused on what students can do with the language.

FRENCH 11

French 11 helps bring together concepts learned up to this point and meets the university requirement of a language credit at the grade 11 level. Students will continue to develop communication and comprehension skills through the exploration of a variety of texts and authentic documents connected to select themes. While exploring various themes, students will engage in activities designed to learn about Francophone and First Peoples' culture.

Assessment, which takes place on an ongoing basis, will be based on the curricular competencies and will be focused on what students can do with the language.

FRENCH 12
French 12 continues to build on the communication and comprehension skills learned at the grade 11 level. Students will expand their language experience through exploration of the francophone cultures and connections to various curricular themes.

Assessment, which takes place on an ongoing basis, will be based on the curricular competencies and will be focused on what students can do with the language.

APPLIED DESIGN, SKILLS AND TECHNOLOGY (ADST)

COMPUTER STUDIES 10
In Computer Studies 10, students will learn to understand how user needs and interests drive the design process as well as how complex tasks require different technologies and tools at different stages. Students will also become aware of how social, ethicial, and sustainability issues are influenced by design.

Students will be expected to know the following: computer hardware; the distinctions between cloud-based and desktop applications; operating system shortcuts and command line operations; computer security risks; wired and wireless computer networking, the evolution of technology and the impact; computer programming concepts and constructs; planning and writing simple programs, code maintenance and documentation; and digital literacy and digital citizenship.

FOOD STUDIES 10
The idea of this course is to concentrate on social, ethical, and sustainable considerations in connection to food related topics. This course will have students learning complex tasks, technologies and tools associated with food preparation and how to use them.

Students will be expected to know the following: causes and consequences of food contamination; developing and designing meals, learning and understanding the relationship between mental and physical well-being; studying food trends, including nutrition, marketing and food systems; simple and complex global food systems and how they affect food choices, including environmental, ethical, economical, and health impacts; and First People food protocols, including land stewardship, harvesting/gathering, ceremonial uses and preserving methods.

FOOD STUDIES 11
This course is designed to give students the opportunity to learn and experience food preparation skills and techniques from various countries of the world. They will learn how to use different tools and technologies and how to adapt them for specific purposes. During the course of Food Studies 11, students, through personal design interests, will learn how to evaluate and refine their skills.

Students will be expected to know the following: causes and impacts of food recalls; components of recipe development and modification, including ingredients, functions, proportions, temperatures, and preparation methods; issues involved with food security; factors involved in the creation of national/regional food guides, including indigenous food guides; roles, responsibilities, and regulations of Canadian government agencies and food companies for good labeling; and food promotion and marketing practices, and their impact on specific groups of individuals.

MEDIA DESIGN 12 (on-line school)
This course focuses on students building skills that allow them to better understand the ethical, moral, and legal implications of media art, advertising, and design while simultaneously furthering their ability to communicate effectively using digital mediums.

Students will know the following: media technologies for image development and design and for manipulating selected visual elements; media production to enhance, alter, or shape the technical elements of a project; development, maintenance, and evolution of voice in storytelling, image-development strategies and image manipulation in order to create, respond to, or challenge design problems; and the ways that innovative technologies reflect the complexity of social, environmental, and ethical concerns of the 21st century.

WOODWORK 10
This is a project-oriented course that will introduce the student to hand and machine woodworking skills. Emphasis will be placed on safety, care, and correct usage of tools.

WOODWORK 11 (pre-requisite of having completed Woodwork 10 with 60%)
The main objective of this course is to offer a combination of knowledge and "hands-on" skills that will prove valuable over a lifetime as well as opening doors to a variety of career options. The areas of focus will include a blending of safety, measurement, theory, tools and equipment, and materials and processes with an emphasis on the fabrication of wood-related products.

YEARBOOK 11&12
In this course, the students work together to build, design, and create Fraser Valley Adventist Academy's annual yearbook. Students in this class belong to a committed teach that works to produce a book that will make our school proud.

The course content covers three main areas: photography, digital photography using high-end dslr cameras as well as the art of photo journalism documenting games, events, and student life at FVAA; journalism, vivid reporting and storytelling through written copy and copy editing; and graphic design, creating page layouts that are both balanced and beautiful.

Yearbook is not for the faint of hear – it requires a great deal of dedication and many hours outside of class time.

ARTS EDUCATION

VISUAL ARTS 10
Art 10 will allow students to further develop their technical skills and express their personal syle in a fun and creative environment. Emphasis will be placed on composition, critical thinking and transmitting meaningful concepts in a variety of 2D and 3D media like painting, drawing, printmaking, clay and sculpture. Students will develop methods for analyzing historical and contemporary art. Daily use of sketchbooks will continue with the purpose of assisting students with expressing strong ideas visually. Cultivating unique talents will prepare students for the demands of our ever-changing world with a high demand for creative people.

ART FOUNDATIONS 11 & 12
This course welcomes beginner art students (entry level) who want to become more creative. It is also designed for developing art students who want to further expand their skills and creativity in both 2D and 3D art.

Entry level artists will learn to express their ideas creatively in a fun and relaxing environment. Experienced art students will continue to explore and develop their style, skills, imagery, creative problem solving and critical thinking in both 2D and 3D media.

Today's employers want to hire creative people. Art helps develop creative thinking.

STUDIO ARTS 11 & 12: DRAWING AND PAINTING
This class uses painting, drawing, printmaking and other 2E media to allow students to develop imagery that reflects their style, interest, creative spirit and expands their imagination. Students will become familiar with contemporary trends in Art and Art history. You will continue to use your sketchbook daily to express and record your imaginative thoughts with confidence.


DRAMA 10
Drama 10 is a transitional course and its main theme is the student's personal development with more specific studies of the theatre and the art of acting. Students will complete a variety of scene projects that focus on using speech, movement, and expression to communicate their ideas to an audience. The course is a combination of creating original scripts and the memorization and performance of published works. Personal awareness and self-discipline play a very important role in the course. Through the analysis and performance of dramatic situations, students will continue to develop their confidence, creativity, collaboration, and communication skills.

THEATRE PERFORMANCE 11: ACTING
This course is designed to help students develop their formal acting skills and to provide experience in script analysis and scene work. Since more advanced script work is intended, students must be prepared to devote time and effort to developing their acting and performance skills. Improvisation, vocal expression, movement, and character development will be enhanced through a focus on both original and scripted scenes and plays. This course will also provide opportunities for students to explore a variety of genres and performance styles.

CONCERT BAND 10-12
These courses are open to students with demonstrated skill on their instrument. Students will continue to develop as players and musicians and will enhance their knowledge of theory, style, and musical tradition. Repertoire will be chosen to provide a wide range of style at the highest level of musical interest. Participation in class, daily practice, and participation in concerts, music tours and festivals are primary expectations for this course.

CONCERT CHOIR 10-12
Students will develop their understanding and competency in vocal production, learn to appreciate and enjoy various styles of vocal and choral music, and increase their fluency in the language of music. Students are expected to participate in class, daily practices, concerts, festivals and tours throughout the semester. Additionally, senior level members are expected to offer mentorship and guidance to younger students in the course as we welcome them to our musical community.

ELL (English Language Learner)

The purpose of this program is to enable students, whose first language is not English, to learn oral and written English so that they can participate in the regular school program. The ELL program helps enable students to function more successfully in the culture of the school and the community.

Each ELL student, after having been assessed, is assigned to an appropriate learning level: starting, emerging, developing, expanding.