

EQUIPPING STUDENTS FOR LIFE AND FOREVER



# Course Calendar 2019-2020

MEI Secondary is a Christ-centered school which provides a broad spectrum of educational opportunities for the purpose of building community and preparing our students for a life of service.

ACADEMICS

ATHLETICS

MUSIC

MISSIONS

APPLIED SKILLS

AND MUCH MORE...

MEI Secondary  
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[www.meischools.com](http://www.meischools.com)

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# GENERAL

## Introduction

The *MEI Secondary Course Calendar* is designed to provide information to students *from grade 9 to 12* and their parents/guardians regarding the course planning and selection process, which forms the core of the graduation program. Students, in collaboration with their parents, need to plan their next school year by familiarizing themselves with the contents of this document and by selecting courses to fulfill their graduation requirements and prerequisites for their educational program and for their future career.

It is our prayer and desire that God will guide you and encourage you in this very exciting and rewarding educational experience offered at MEI. If any questions arise, please do not hesitate to contact our Student Services Department.

## Contact Us

### MEI SECONDARY

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## Factors to Consider in Course Planning

Students are encouraged to consider the following factors in selecting courses:

1. Physical and mental health: Time and Resources to live a **BALANCED** life (as much as possible - emotionally, intellectually, physically, socially, spiritually)
2. MEI grade promotion criteria
3. MEI Graduation Program requirements
4. MEI course pre & co-requisites
5. Individual academic strengths & weaknesses
6. Individual interest, ability and spiritual giftedness
7. Exploration of a variety of life / educational experiences
8. Future life & realistic career goals
9. Post-secondary options (within the context of balance, educational experiences, strengths, gifts, weaknesses, reality etc.)
10. University / College entrance requirements (reality vs. myth)

## Helpful Resources

### Parents

Discuss course selection options with your parents/guardians. Consider the factors listed above.

### Course Calendar

This Calendar contains valuable information regarding course descriptions, post-secondary education and scholarship/ bursary awards.

### Teachers

Talk to teachers, department heads, and coordinators to get more details about specific courses.

### Counsellors

Work with a counsellor to clarify information or to help with overall course planning. Check out the post-secondary and career related information available in the Student Services resource center.

### Prayer

We encourage you to consider your choices prayerfully, seeking God's direction for you today and for the future.

### Websites

Valuable information is available on the websites listed below. Just click the title/hyperlink to access the website directly (online version).

## BC Ministry of Education

<https://curriculum.gov.bc.ca/>

This site provides important information on the details of the new BC Ministry of Education curriculum

<http://studenttranscripts.gov.bc.ca>

Grade 12s can set up an account to access Final marks for courses taken in Gr. 10 & 11 and to authorize post-secondary schools to see their Final transcript. Some post-secondary schools may also access interim marks. Their nine-digit PEN (Personal Education Number) is required.

## Career Planning & Post-Secondary Application Information

[www.actstudent.org](http://www.actstudent.org)

Registering and preparing for the American College Testing Assessment (ACT) exam including test dates and registration deadlines. The MEI school number is **821-068**.

[www.bccat.bc.ca](http://www.bccat.bc.ca)

Transfer agreements between BC post-secondary institutions and application for admission to most of BC's colleges and universities

[www.collegeboard.org](http://www.collegeboard.org)

Registering and preparing for Standardized Aptitude Testing (SAT) exam – The completion of SAT is usually required in the admission process to many American post-secondary institutions. You can register online: our College Board high school code number for MEI is: **821068**

[www.educationplannerbc.ca](http://www.educationplannerbc.ca)

Information on undergraduate program availability, application dates, tuition costs, admission requirements, lengths, and much more at post-secondary institutions throughout BC. Students can also apply to most BC public colleges and universities through this website.

[www.internationalstudent.com](http://www.internationalstudent.com)

Educational overseas opportunities

[www.myblueprint.ca](http://www.myblueprint.ca)

Online career guidance and planning system. For username and password, please see a CLE or CLC teacher or your guidance counsellor.

[www.schoolfinder.com](http://www.schoolfinder.com)

Comprehensive information on college and university tuition, facilities, programs, admission requirements and deadlines across North America. You will also find information on scholarships and financial aid, events and careers.

[www.universitynavigator.com](http://www.universitynavigator.com)

Free online American university search tool

[www.workbc.ca](http://www.workbc.ca)

Comprehensive website created by the BC government for job seekers and employers. You will be able to find out posted jobs in BC available, explore careers and find out about industries including the most current labour market information.

[www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

Portal created by the Government of Canada linking you to jobs available and the labour market information across the country

## BC Post-Secondary Institutions

[www.bcit.ca](http://www.bcit.ca)

*British Columbia Institute of Technology, Burnaby, Richmond*

[www.capilanou.ca](http://www.capilanou.ca)

*Capilano University, North Vancouver*

[www.douglas.bc.ca](http://www.douglas.bc.ca)

*Douglas College, New Westminster, Coquitlam*

[www.ecad.ca](http://www.ecad.ca)

*Emily Carr University of Art + Design, Vancouver*

[www.kpu.ca](http://www.kpu.ca)

*Kwantlen Polytechnic University, Langley, Surrey, Richmond*

[www.sfu.ca](http://www.sfu.ca)

*Simon Fraser University, Burnaby, Surrey and Vancouver*

[www.twu.ca](http://www.twu.ca)

*Trinity Western University, Langley*

[www.tru.ca](http://www.tru.ca)

*Thompson River University, Kamloops*

[www.ubc.ca](http://www.ubc.ca)

*University of British Columbia, Vancouver, Okanagan and Robson Square campus*

[www.ufv.ca](http://www.ufv.ca)

*University of the Fraser Valley, Chilliwack, Abbotsford*

[www.uvic.ca](http://www.uvic.ca)

*University of Victoria, Victoria*

## Tutorial Assistance

[www.meischools.com](http://www.meischools.com)

To access the MEI Secondary tutoring list, go to the Student Services section and click the tab "Tutor List".

[www.abbytutors.com](http://www.abbytutors.com)

[www.clubztutoring.com](http://www.clubztutoring.com)

[www.schooliseasy.com](http://www.schooliseasy.com)

[www.tutor.bc.ca](http://www.tutor.bc.ca)

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## Definitions

**Academic Grade 12 Courses:** Specific grade 12 courses involving academic rigor that certain post-secondary institutions (PSI) require meeting their general or program admission. Students must verify with the PSI which courses are considered "academic". Such courses may include: *Biology 12, Calculus 12, Chemistry 12, English Literature 12, Foundations of Math 12, French 12, Geography 12, History 12, Law 12, Physics 12, Pre-calculus 12, and Spanish 12.* MEI academic grade 12 courses have a final assessment worth a substantial portion of the final grade.

**Applied Design, Skills and Technology (ADST):** Courses that are recognized by the BC Ministry of Education have a practical, "hands-on" approach to learning. The Ministry of Education requires students to take a minimum of 4 credits of courses that qualify as ADST and/or Art Education. Courses that qualify as ADST have the symbol ✨ beside their name on the course selection sheet.

**Art Education (AE):** The Arts Education courses strive to encourage students' artful habits of mind through engaged arts learning. The Ministry of Education requires students to take a minimum of 4 credits of courses that qualify as ADST and/or AE. Courses that qualify as AE have the symbol 🎨 beside their name on the course selection sheet.

**Co-requisite:** A course that must be taken concurrently to enroll in a similar course at a more advanced level.

**Credit:** A unit of measurement assigned to courses. A full year course usually receives four credits (*110-120 hours of instruction*) and a half-year course usually receives two credits (*55 to 60 hours of instruction*).

**Extra-Curricular:** Non-credited activities students are encouraged to get involved in. See Part 2 of this calendar for more information.

**Final Assessments:** Final exams or summative projects prepared by the school for specific grade 9, 10, 11 and 12 academic courses. All students write the same final assessment at the end of a particular course. The final mark students receive for the course is a combination of the school mark and final assessment. A final assessment will count for a substantial portion of the final mark for that course.

**Graduation Program:** Grade 10-12 MEI graduation and the New (2018) Ministry of Education requirements that apply to students who plan to graduate with a Dogwood Certificate.

**The Graduation Numeracy Assessment (GNA)** is a new provincial assessment written in Grade 10. It is a graduation requirement. The GNA is based on mathematical concepts learned across multiple subjects from kindergarten to Grade 10, with an emphasis on K-9. It requires students to solve problems by using the five numeracy processes (different

ways of thinking and working): interpret, apply, solve, analyze and communicate. The numeracy processes are described in the [pre-assessment activities](#). The assessment is delivered online and has three essential components:

1. **Common component:** 24 computer-scored questions, completed online by all students.
2. **Student-choice component:** Two written-response questions completed on paper. These are deeper questions that require students to present their solutions in context and provide detailed explanations to justify their thinking. These questions are based on the information and work the student will have completed earlier in the common component. Students pick 2 of 4 possible questions and take their analysis deeper.
3. **Self-reflection component:** These questions ask the student to reflect on their experience with the assessment. The process of reflection becomes part of their learning. This portion is completed online and is not marked.
4. **Reporting:** Upon completion and evaluation, a proficiency level will be indicated on the student's transcript but no credit value or percentage mark assigned

**The Graduation Literacy Assessments (GLA)** are new provincial assessments and is a graduation requirement at Grade 10 and Grade 12.

- The Grade 10 GLA will be introduced in 2019/20.
- The Grade 12 GLA will be introduced in 2020/21.

Find more information in the [B.C. Graduation Program Guides](#). Upon completion and evaluation, a literacy proficiency level will be indicated on the student's transcript but no credit value or percentage mark assigned

**Personal Education Number (PEN):** A nine-digit number assigned to each student by the BC Ministry of Education. This number is on the student's report card. Please do not confuse this number with your *Student Number*.

**Post-Secondary Education:** Education pursued after high school at a college, university, institute, etc. Remember that pursuing a trades program or going to Bible School is considered post-secondary education.

**Prerequisite(s):** Particular criteria (grade level or specific course completion or minimum final percentage in a course) that must be achieved prior to enrolling in a similar course at a more advanced level.

**Pro-D:** A Professional Development day when teachers attend seminars, conferences or workshops. Students do not attend school on Pro-D days.

**Pupil Number:** A six or seven-digit number assigned for each student by our data management system.

**Student Services:** Different locations in our school where students have access to academic, post-secondary, career and health-related information and help. The Student Services department includes personnel providing counselling and academic guidance (room 226), learning assistance (room 208) and learning support (room 210).

**Study Block:** For a non-credited period, students may qualify. Students are encouraged to do homework during that time.

**Support Block:** A block of time provided to some designated students during a semester in order to receive additional support from Learning Assistance and Learning Support at MEI. It is abbreviated **XSPBK** or **XSIEP-LD** 10, 11 or 12 on the timetable. This non-credited course used to be called "Tutorial". Do not confuse this abbreviation with study block **XAT--12STU**.

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## List of Symbols

-  *Applied Design, Skills and Technology Course*
-  *Art Education Course*
-  *Application Form Required (Limited Enrollment)*
-  *Audition or Interview Required*
-  *Course Permission Slip from Instructor Required*
-  *Board/Authority Authorized Courses (Gr. 10, 11, 12) or Grade 9 Locally Developed Courses*

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## Course Classifications

**Academic Courses:** Courses that have an academic rigor providing a solid foundation of learning that students can build on in post-secondary. Such courses include: English (language arts), mathematics, modern languages, sciences and social studies.

**Board/Authority Authorized Courses (BAA):** Courses offered and developed by School Boards or Independent School Authorities to meet local needs and student interests. An unlimited number of BAA may be taken. A BAA course is identified by the code "Y" in front of its abbreviation, e.g., **YPHR-1A** for Bible 11 or **YCCT-2A** for Yearbook 12.

**Elective Courses:** Courses which a student will choose to complete their graduation requirements.

**Extended Day Courses:** Courses offered outside of the regular timetable (usually 7:00 am or 3:00 p.), e.g. Razzberry Jam, Leadership, etc.

**External Credentials:** Provincially authorized courses approved by the Ministry of Education and taught outside the regular

school system (e.g. External Lifesaving 11, ICBC Driver Education Course 11, etc.). Course credits are received by:

1. Obtaining an EXTERNAL CREDIT REQUEST FORM from Student Services, and
2. Bringing the supporting official documentation, issued by the external organization, along with the required signatures to Student Services.

**Provincially Ministry Authorized Courses:** Curriculum that is developed by the Ministry of Education and is consistent throughout British Columbia. If the course code begins with the letter "M" it is a Ministry Authorized course. E.g. Literary Studies 10 (MLTST10), Food Studies 11 (MFDN-11).

**Required Courses:** Grade 10, 11 and 12 courses must be successfully completed to fulfill the Ministry of Education and MEI graduation requirements.

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## Grade Promotion

- Required courses that are not completed satisfactorily will normally be repeated in summer school or other distributed learning means.
- Students must pass Bible in order to return to MEI the following year.

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## Course Changes – Drop / Add Policy

The timetable is created based on students' original choices in February. Course changes may be possible, due to timetable conflicts and student/course suitability, during the first week of each semester.

- Course changes – drop/add will be possible until the first Friday of each semester.
- These changes may be possible provided classes are not being overloaded and there is minimal disruption to the rest of the student's timetable.
- Course changes requested after the deadline will be evaluated by Student Services and/or Administration on a case by case basis.

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## Study Block

There are no study blocks allowed for grade 9 and 10 students.

A study block is available for eligible students (see the following criteria).

- A student taking an MEI extended day course work totaling 4 credits.
- Any students in grades 11 or 12, who have a study class and would like to leave the school campus, must have formal permission from their parents signed at the beginning of the year. An MEI Study Block - **Parental Consent to be Excused** form is available at the Secondary office.
- Students do not decide which block their study block will be.

### Study 11 (XAT--11STU) 0 credits

Prerequisite(s)/Co-requisite(s): This study block is only for grade 11 students who have 5 or more of the following grade 11 or 12 academic MEI courses on their current timetable: Chemistry, Earth Science, Explorations in Social Studies, Foundations of Math, French, Law, Life Sciences (Biology), Literary Studies (English), Physical Geography, Physics, Pre-Calculus, Social Studies, Spanish or World History.

### Study 12 (XAT--12STU) 0 credits

Co-requisite: Grade 12 students meeting MEI Graduation Requirements are entitled to take one study block in their grade 12 year. Students needing an additional study (or studies) for exceptional circumstances must submit their request to the Principal for approval.

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## External Credentials

Additional 2 or 4 credits for BC Ministry of Education approved courses taught outside the regular school system may be received in the following areas:

- Advanced Placement Courses and International Baccalaureate Courses
- Music courses (RCM, etc.)
- Drama, Speech & Effective Communications Courses
- Post-Secondary Courses
- International Languages
- Sport Courses (Athletes 10, 11, 12, etc.)
- Youth Development Courses (4-H 11, Guides, etc.)
- Industrial and Occupational Courses (ICBC Driver Education 11, Lifesaving 11, etc.)

For more information on *external credentials* and programs approved by the Ministry of Education, click the link [here](#).

A request for external credits begins when a student brings original supporting official documentation (letter, certificate, license, etc.) issued by the external organization to MEI Student Services Room 226. A student can get a written confirmation of their request having been processed by Student Services or look on their transcript verification report (TVR) or school transcript.

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## BC Second Language Information

As you are considering whether or not to carry on your education with a second language beyond grade 8, it is important to take into account the following information:

- A second language is **optional in grades 9 – 12** and is not required for high school graduation.
- At this time a second language is **not** required for general admission to:
  - ✓ British Columbia Institute of Technology

- ✓ Kwantlen Polytechnic University
- ✓ Trinity Western University
- ✓ University of the Fraser Valley
- ✓ University of British Columbia (Okanagan Campus)
- ✓ University of Northern British Columbia
- ✓ University of Victoria
- ✓ and most other BC Colleges and Bible Schools

- A grade 11 second language is not required for students transferring to SFU or UBC after completing a full year of university transfer courses at UFV, KPU, TWU or UVic, etc.

### HOWEVER...

- In order to take French or Spanish 10, 11 or 12 at MEI students must have previously successfully completed French 9 or Spanish 9. Students can switch from French 8 and move on to Spanish 9 without prior Spanish knowledge.
- A grade 11 second language is required for direct general admission to **Simon Fraser University** and **University of British Columbia (Vancouver Campus)**.
- A grade **11** second language, or equivalent, is required for all students planning to complete a **Bachelor of Arts degree** at the **University of the Fraser Valley**. Students without an additional grade 11 language will need to complete a first year modern language course as part of their university studies.
- A grade **12** second language is required for all students planning to complete a **Bachelor of Arts degree at the University of British Columbia (Vancouver Campus)** even if they are transferring from another post-secondary institution (PSI). Students without an additional grade 12 language must take a language as part of their university studies.
- **University of British Columbia** no longer takes into account a “challenged” language 12 mark as part of calculating student average of their academic grade 12 courses for admission selection purposes. However, students wanting their modern language 12 (e.g., French 12 or Spanish 12) mark to count as one of their required academics, they must take the language 12 as a classroom at MEI instead of challenging it.



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## Extra-Curricular Activities

Students are encouraged to get involved in extra-curricular activities. Getting involved is a great way to meet people, make friends and feel part of the MEI community. See the list of some of the extra-curricular activities MEI hopes to offer this year.

### Athletic teams

MEI is dedicated to the purpose of providing a sound athletic program integrated with a Christian view of God, the world and competition. Our teams include: basketball, cross-country, golf, hockey, soccer, swimming, tennis, and volleyball. For details regarding applications, try-outs and scheduling, please contact our Athletic Director, Mr. Rick Thiessen. For enquiry about the Hockey Academy, please contact Mr. Peter Hay.

For new students transferring from another school who are interested in joining an athletic program regulated under *BC School Sports*, they must contact the MEI Secondary Athletic Director for an interview to evaluate eligibility.

### Other Clubs and Opportunities

- Audio Visual Assistants
- Christmas Banquet Committee
- Grad Committee
- Intramurals
- Missions Teams
- Prayer Meetings
- Spring Production – Make-up Crew and Ushering.

# Graduation Program

For more information about planning for graduation, see [Graduation Planner 2018/2019](#)

Every student enrolled in Grade 10, 11 or 12 at MEI should attempt to meet the graduation requirements below. By doing so, students will receive the *Dogwood Diploma* from the BC Ministry of Education. MEI Students must complete a minimum of **80** credits in grades 10, 11 and 12 credits. Below is the breakdown of required and elective credit requirement. Students should prepare well to ensure they get the credits they need to achieve their goals.

## REQUIRED COURSES (64 credits)

Bible 10 – Exploring The Biblical Story .....	(4 credits)
Bible 11 – Exploring Theology .....	(4 credits)
Bible 12 – Exploring The Christian Life .....	(4 credits)
Career Life Education (CLE) .....	(4 credits)
Career Life Connections (CLC) including a Capstone Project .....	(4 credits)
English Language Arts 10 which includes required Literary Studies 10 (2 credits) + Composition 10 (2 credits) .....	(4 credits)
An English Language Arts 11 .....	(4 credits)
English Studies 12 .....	(4 credits)
A Mathematics 10 .....	(4 credits)
A Mathematics 11 or 12 .....	(4 credits)
An Arts Education <b>and/or</b> An Applied Design, Skills, and Technologies 10, 11 or 12 .....	(4 credits)
Social Studies 10 .....	(4 credits)
A Social Studies 11 or 12 .....	(4 credits)
Science 10 .....	(4 credits)
A Science 11 or 12 .....	(4 credits)
Physical Health Education 10 .....	(4 credits)
<b>TOTAL</b> .....	<b>(64 credits)</b>

## ELECTIVE CREDITS (16 credits)

Two additional Grade 12 provincially authorized or Board/Authority Authorized (BAA) courses .....	(8 credits)
Remaining additional Grade 10, 11 or 12 courses .....	(8 credits)
<b>TOTAL</b> .....	<b>(16 credits)</b>

**OVERALL TOTAL (64 required credits + 16 credits elective credits) ..... (80 credits)**

## GRADUATION ASSESSMENTS

More Information about the B.C. graduation assessments can be found at:

<https://curriculum.gov.bc/provincial-assessment/graduation>. Upon completion and evaluation, a proficiency level will be indicated on the student's transcript but no credit value or percentage mark assigned

Numeracy Assessment (Grade 10 Year)* .....	(0 credits)
Two Literacy Assessments (Grade 10 * and Grade 12 ** Year) .....	(0 credits)

\* The new Grade 10 Graduation Literacy Assessment will be introduced in 2019/20

\*\* The New Grade 12 Graduation Literacy Assessment will be introduced in 2020/21



# GRADE 9

## 2019 – 2020 COURSE SELECTION FORM

**Student Name** (print) \_\_\_\_\_ **Student #** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please refer to the *MEI Secondary 2019–2020 Course Calendar*

[http://www.meischools.com/secondary/documents/student\\_services/coursecalendar.pdf](http://www.meischools.com/secondary/documents/student_services/coursecalendar.pdf) or scan the QR Code for direct access. Please submit this completed course selection form after the course planning presentation on **Monday March 11, 2019** or to the main office before closing time at 4:00 pm on **Wednesday March 13, 2018**.



### Grade 9 Required Courses

The following required courses will be entered automatically:

- ✓ Bible 9 – Exploring the Biblical Story
- ✓ Career Education 9
- ✓ English Language Arts 9 **OR** English 9 Honours (Note 1)
- ✓ Physical and Health Education 9 **OR** Hockey Academy 9 (Note 2)
- ✓ Science 9 **OR** Science 9 Honours (Note 3)
- ✓ Social Studies 9
- ✓ Mathematics 9 **OR** Workplace Mathematics 9 (Note 4)

### Grade 9 Elective Course Options

#### **Applied, Design Skills and Technologies ✂**

- Entrepreneurship and Marketing 9 ✂
- Drafting 9 ✂
- Food Studies 9 ✂
- Information Technology 9 ✂
- Textiles 9 ✂
- Woodwork 9 ✂

#### **Art Education 🎨**

- Visual Arts 9 🎨
- Music - Band 9 🎵
- Music - Drama 9 🎭

#### **Modern Languages (Note 6)**

- French 9
- Spanish 9

#### **Extended Day Course (Optional)**

- APEX: Student Leadership 9 📄 (please attach application form)
- Junior Worship Leadership 9 📄 (please attach application form)

#### **Select ✓ 1 Science Preference**

- Science 9 **OR**  Science 9 Honours

#### **Write 1 required Applied, Design Skills and Technologies Elective ✂**

#### **Write 1 required Art Education 9 Elective 🎨**

#### **Write 4 additional grade 9 electives in order of priority (Notes 5, 6)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Extended Day Course(s)

Write one or two **optional** extended day course(s)

Please provide completed application form for each course

### Important Notes – Please read carefully

- Note 1.** Students wishing to be selected for English Language Arts 9 Honours must write a 2 hour entry test at MEI Secondary in the Secondary Library (Date and time TBA.) The final decision will be made by the English department.
- Note 2.** Physical and Health Education classes are divided between boys and girls. Students in the MEI Hockey Academy will meet the requirement for Physical and Health Education 9 by the end of their program.
- Note 3.** The science department will make the final selection upon review of the student's grade 8 MEI academic math and science record. Request for Science 9 Honours from schools other than MEI Middle must have a teacher recommendation. Recommendations can be sent by email to Mrs. Thiessen at [dthiessen@meischools.com](mailto:dthiessen@meischools.com)
- Note 4.** The MEI secondary math department will follow the MEI Grade 8 math teacher's recommendation for a student's placement into either Mathematics 9 or Workplace Mathematics 9. The MEI Secondary math department will evaluate the academic records of in-coming non-MEI students in order to decide the appropriate math pathway placement.
- Note 5.** Your selection will be used to create a complete timetable. However, it does not mean that you will be receiving the four electives classes you have chosen. For instance, students who select Band 9 as their Art Education course will only have room for one more elective. Students who select Drama 9 or Visual Arts 9 will have room for two electives. The remaining chosen electives will be used as alternates.
- Note 6.** If you want to take French 9 or Spanish 9 and intend to carry on with the next levels in grade 10, 11 or 12, you should write this elective as priority no. 1. Please read the BC Second Language Information on the back of this form.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

## BC SECOND LANGUAGE INFORMATION

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As you are considering whether or not to carry on your education with a second language beyond grade 8, it is important to take into account the following information:

### High School Graduation Requirement

A second language is **optional in grades 9 – 12** and is not required for high school graduation.

In order to take French or Spanish 10, 11 or 12 at MEI, students must have successfully completed French 9 or Spanish 9. Students can switch from French 8 and move on to Spanish 9 without prior Spanish knowledge.

### University Admission Requirements

At this time a second language is **not** required for general admission to:

- ✓ British Columbia Institute of Technology
- ✓ Kwantlen Polytechnic University
- ✓ Trinity Western University
- ✓ University of the Fraser Valley
- ✓ University of British Columbia (Okanagan Campus only)
- ✓ University of Northern British Columbia
- ✓ University of Victoria
- ✓ Most other BC Colleges and Bible Schools.

A grade 11 second language is not required for students transferring to SFU or UBC after completing a full year of university transfer courses at UFV, KPU, TWU or UVic, etc.

A grade 11 second language is required for direct general admission to **Simon Fraser University** and **University of British Columbia (Vancouver Campus)**.

A grade 11 second language, or equivalent, is required for **all** students planning to complete a **Bachelor of Arts degree** at the **University of the Fraser Valley**. Students without an additional grade 11 language, will need to complete a first year modern language course as part of their university studies.

A grade 12 second language is required for **all** students planning to complete a **Bachelor of Arts degree at the University of British Columbia (Vancouver Campus)** even if they are transferring from another post-secondary institution (PSI). Students without an additional grade 12 language must take a language as part of their university studies.

**University of British Columbia** no longer takes into account a “challenged” language 12 mark as part of calculating student average of their academic grade 12 courses for admission selection purposes. However, students wanting their modern language 12 (e.g., French 12 or Spanish 12) mark to count as one of their required academics, must take the language 12 as a classroom at MEI instead of challenging it.

### Six Surprising Benefits of Learning Another Language

**1. Learning a new language could improve your memory.** There’s evidence that learning vocabulary boosts memory, but it’s more than just simple repetition. Delving into another language can make you more mentally alert because you’re also paying attention to body language cues.

**2. Being bilingual can make you a better multitasker.** Science suggests that bilingual speakers demonstrate an increased capacity for problem-solving. Using cognitive muscles to navigate multiple languages can make you more adept at juggling tasks in other ways.

**3. Knowing other languages may encourage cultural appreciation.** Learning a new language could contribute to greater tolerance because of the exposure to a variety of cultures. Some studies show there is a correlation between being bilingual and having a more positive outlook.

**4. Speaking other languages can make you a better communicator.** It’s not just about knowing how to express yourself. It’s also about the ways other languages can help you understand your own.

**5. Learning a language can encourage creativity.** One of the natural outcomes of being versed in another language is immersing yourself in that culture. The process can spark connections and shift paradigms within your own world.

**6. Being bilingual may make your brain bigger.** Research suggests that being bilingual has noticeable benefits when it comes to the size of your brain, particularly growth in the cerebral cortex and hippocampus. Like the other muscles in your body, the brain can get bigger with exercise. One of the best ways to keep your mind active is to learn, speak, and read in other languages.



# GRADE 10 2019-2020 COURSE SELECTION FORM

Student Name (print) \_\_\_\_\_

Student # \_\_\_\_\_

Date \_\_\_\_\_

Students are expected to meet course prerequisites and will be placed into appropriate courses unless they receive written permission from subject teachers. Your course selection form must be completed and handed in first period **Friday March 8, 2019** to receive priority. All application forms, if applicable, must be attached. These forms are available in Student Services or on the Student Services website. For a complete description of each course as well as information on course planning, please consult the *MEI Secondary 2019-2020 Course Calendar* [http://www.meischools.com/secondary/documents/student\\_services/coursecalendar.pdf](http://www.meischools.com/secondary/documents/student_services/coursecalendar.pdf) or scan the adjacent QR Code for direct access.



## Grade 10 Required Courses

Select ✓ your required courses

- |   | Credits |
|---|---------|
| <input type="checkbox"/> Bible10 – Exploring The Biblical Story.....        | (4 cr.) |
| <input type="checkbox"/> Career Life Education (In the Classroom) OR        |         |
| <input type="checkbox"/> eCareer Life Education (MEI Online Course) ㉟.....  | (4 cr.) |
| <input type="checkbox"/> Foundations of Math & Pre-calculus 10 ㉟ OR         |         |
| <input type="checkbox"/> Workplace Mathematics 10 ㉟.....                    | (4 cr.) |
| <input type="checkbox"/> English Language Arts 10 ㉟ OR                      |         |
| <input type="checkbox"/> English Language Arts 10 Honours.....              | (4 cr.) |
| <input type="checkbox"/> Physical and Health Education 10 - <u>Boys</u> OR  |         |
| <input type="checkbox"/> Physical and Health Education 10 - <u>Girls</u> OR |         |
| <input type="checkbox"/> Hockey Canada Skills Academy 10 ㉟.....             | (4 cr.) |
| <input type="checkbox"/> Science 10 OR                                      |         |
| <input type="checkbox"/> Science 10 Honours.....                            | (4 cr.) |
| <input type="checkbox"/> Social Studies 10.....                             | (4 cr.) |

Total Required Credits (should be 28) \_\_\_\_\_

## Elective Course Options

Please note that to meet graduation requirements students must complete 4 credits of Applied, Design, Skills and Technologies (ADST) ㉟ and/or Arts Education (AE) ㉟, 10, 11 or 12.

### Applied Design, Skills and Technologies

- |                                     |         |
|-------------------------------------|---------|
| Information Technology 10 ㉟ ㉟       | (2 cr.) |
| Drafting 10 ㉟                       | (2 cr.) |
| Entrepreneurship and Marketing 10 ㉟ | (2 cr.) |
| Foods Studies 10 ㉟                  | (2 cr.) |
| Textiles 10 ㉟                       | (2 cr.) |
| Woodwork 10 ㉟                       | (2 cr.) |

### Arts Education

- |                                       |         |
|---------------------------------------|---------|
| Art Studio 10 (Introductory Level) ㉟  | (4 cr.) |
| Art Studio 10 ㉟                       | (4 cr.) |
| Choral Music: Concert Choir 10 ㉟      | (4 cr.) |
| Drama 10 ㉟                            | (2 cr.) |
| Instrumental Music: Concert Band 10 ㉟ | (4 cr.) |

### Other

- |  |         |
|--|---------|
| Advanced Performance Physical Education 10 ㉟ ㉟ ㉟ | (4 cr.) |
| Core French 10.....                              | (4 cr.) |
| Spanish 10.....                                  | (4 cr.) |

## Extended Day Courses

Courses offered outside of the regular timetable. Please see Course Calendar to see when each course will be offered

- |                                |         |
|--------------------------------|---------|
| Apex: Senior Leadership 10 ㉟ ㉟ | (2 cr.) |
| Junior Worship Leadership 10 ㉟ | (0 cr.) |
| Yearbook 10 ㉟ ㉟ ㉟              | (4 cr.) |

## List of Symbols

- ㉟ Applied, Design, Skills and Technologies (ADST) Courses
- ㉟ Arts Education Courses
- ㉟ Application Form Required
- ㉟ Audition or Interview Required
- ㉟ Course Permission Slip or Approval from Instructor Required
- ㉟ Board/Authority Authorized Course (Gr. 10, 11, 12)
- ㉟ Graduation Assessments (Numeracy or Literacy)

## Grade 10 Elective Course Selection

Write enough electives in order of priority to complete your timetable (34 credits). In order to do so you will usually need an additional **6 credits** total of elective courses above your 28 required credits. If you have selected eCareer Life Education (MEI online), that will allow you to take 4 additional elective credits; it **does not** entitle you for taking a study block. You may also have already completed one or more grade 10 required course(s) which will give you more credits available for additional elective courses.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Total Elective Credits (usually 6 credits) \_\_\_\_\_

Total of Required and Elective Credits \_\_\_\_\_  
(must equal 34 Credits)

## Grade 10 Alternate Selection

Select **two** other electives (A1 and A2) in order of priority which may be use to complete your timetable if necessary. These alternates are not included in the total counts of credits.

- A1. \_\_\_\_\_
- A2. \_\_\_\_\_

## Extended Day Selection (Optional)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature



# GRADE 11 2019-2020 COURSE SELECTION FORM

Student Name (print) \_\_\_\_\_

Student # \_\_\_\_\_

Date \_\_\_\_\_

Students are expected to meet course prerequisites and will be placed into appropriate courses unless they receive written permission from subject teachers. Your course selection form must be completed and handed in first period **Friday March 8, 2019** to receive priority. All application forms, if applicable, must be attached. These forms are available in Student Services or on the Student Services website. For a complete description of each course as well as information on course planning, please consult the *MEI Secondary 2019-2020 Course Calendar* [http://www.meischools.com/secondary/documents/student\\_services/coursecalendar.pdf](http://www.meischools.com/secondary/documents/student_services/coursecalendar.pdf) or scan the adjacent QR Code for direct access.



## Grade 11 Required Courses

Select  your required courses Credits

- Bible 11- Exploring the New Testament..... (4 cr.)
- Literary Studies 11 **OR**  Literary Studies 11 Honours..... (4 cr.)
- Foundations of Math 11 **OR**
  - Pre-Calculus 11 **OR**
  - Workplace Mathematics 11 ..... (4 cr.)

Select at least one Science 11 course

- Chemistry 11..... (4 cr.)
- Earth Science 11 ..... (4 cr.)
- Life Sciences 11 ..... (4 cr.)
- Physics 11 ..... (4 cr.)
- Specialized Science 12-Agriculture Stewardship ..... (4 cr.)

Select at least one Social Studies 11 or 12 course

- 20<sup>th</sup> Century World History 12 ..... (4 cr.)
- Exploration in Social Studies 11..... (4 cr.)
- Law Studies 12 ..... (4 cr.)
- Physical Geography 12 ..... (4 cr.)
- I am planning to postpone my Social Studies course to grade 12 ..... (0 cr.)

**Total Required Credits** \_\_\_\_\_

## Grade 11 Elective Course Options:

Please note that to meet graduation requirements students must complete 4 credits of Applied, Design, Skills and Technologies (ADST) and/or Arts Education (AE) 10, 11 or 12.

- Active Living 11 (Boys - formerly PE 11) ..... (4 cr.)
- Active Living 11 (Girls- formerly PE 11) ..... (4 cr.)
- Advanced Performance Physical Education 11 ..... (4 cr.)
- Art Studio 11 ..... (4 cr.)
- Art Studio 11 (Introductory Level) ..... (4 cr.)
- Choral Music: Concert Choir 11 ..... (4 cr.)
- Core French 11 ..... (4 cr.)
- Drafting 11 ..... (4 cr.)
- Film & Television 11 ..... (4 cr.)
- Food Studies 11 ..... (4 cr.)
- Hockey Canada Skills Academy 11 ..... (4 cr.)
- Internet 11 ..... (4 cr.)
- Instrumental Music: Concert Band 11 ..... (4 cr.)
- Interpersonal and Family Relationships 11 ..... (4 cr.)
- Marketing and Promotion 11 ..... (4 cr.)
- Peer Tutoring 11 ..... (4 cr.)
- Spanish 11 ..... (4 cr.)
- Study 11 (must have 5 academics or 4 cr. of MEI extended day courses to qualify) ... (0 cr.)
- Textiles 11 ..... (4 cr.)
- Theatre Company 11 ..... (4 cr.)
- Woodwork 11 ..... (4 cr.)

## Extended Day Course Options

Courses offered outside of the regular timetable. Please see Course Calendar to see when each course will be offered

- Apex: Senior Leadership 11 ..... (2 cr.)
- Computational Thinking and Information Systems 11 <sup>(Note 1)</sup> ..... (TBD)
- Senior Worship Leadership 11 ..... (0 cr.)
- Yearbook 11 ..... (4 cr.)

**Note 1:** New course offered in partnership with Trinity Western University. Successful students will also receive 3 sem. hours of TWU transferable credits. Students taking this course will take it as an additional course to a full timetable. Ministry of Education credit value to be determined, if applicable.

## List of Symbols

- Applied, Design, Skills and Technologies (ADST) Courses
- Arts Education Courses
- Application Form Required
- Audition or Interview Required
- Course Permission Slip or Approval from Instructor Required
- Board/Authority Authorized Course (Gr. 10, 11, 12)
- Graduation Assessments (Numeracy or Literacy)

## Grade 11 Elective Course Selection

Write enough electives in order of priority to complete your timetable (32 credits).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Total Elective Credits** \_\_\_\_\_

**Total of Required and Elective Credits** \_\_\_\_\_

(must equal 32 Credits)

## Grade 11 Alternate Selection

Select two other electives (A1 and A2) in order of priority which may be use to complete your timetable if necessary. These alternates are not included in the total counts of credits.

- A1. \_\_\_\_\_
- A2. \_\_\_\_\_

## Extended Day Selection (Optional)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_



# GRADE 12 2019-2020 COURSE SELECTION FORM

Student Name (print) \_\_\_\_\_

Student # \_\_\_\_\_

Date \_\_\_\_\_

Students are expected to meet course prerequisites and will be placed into appropriate courses unless they receive written permission from subject teachers. Your course selection form must be completed and handed in first period **Friday March 8, 2019** to receive priority. All application forms, if applicable, must be attached. These forms are available in Student Services or on the Student Services website. For a complete description of each course as well as information on course planning, please consult the *MEI Secondary 2019-2020 Course Calendar* [http://www.meischools.com/secondary/documents/student\\_services/coursecalendar.pdf](http://www.meischools.com/secondary/documents/student_services/coursecalendar.pdf) or scan the adjacent QR Code for direct access.



## Grade 12 Required Courses

Select ✓ your required courses

- Bible 12 – Exploring the Christian Life ..... (4 cr.)
- Career Life Connections..... (4 cr.)
- English Studies 12 <sup>OR</sup>
  - English 12 Studies combined with Advance Placement (AP)  
English Literature and Composition 12 (Note 1) ..... (4 cr.)

Note 1: Students who complete both courses will earn an additional 4 credits

**Total Required Credits** \_\_\_\_\_

## Grade 12 Elective Course Options:

Please note that to meet graduation requirements students must complete 4 credits of Applied, Design, Skills and Technologies (ADST) <sup>✳</sup> and/or Arts Education (AE) <sup>🎨</sup> 10, 11 or 12.

- 20<sup>th</sup> Century World History 12 ..... (4 cr.)
- Active Living 12 (Boys) formerly PE 12 ..... (4 cr.)
- Active Living 12 (Girls) formerly PE 12 ..... (4 cr.)
- Advanced Performance Physical Education 12 <sup>📖</sup> <sup>🎧</sup> <sup>🏠</sup> ..... (4 cr.)
- Anatomy and Physiology 12 ..... (4 cr.)
- Art Studio 12 <sup>🎨</sup> ..... (4 cr.)
- Calculus 12..... (4 cr.)
- Chemistry 12 ..... (4 cr.)
- Child Development and Caregiving 12..... (4 cr.)
- Choral Music: Concert Choir 11 <sup>🎤</sup> <sup>🎧</sup> ..... (4 cr.)
- Core French 12 ..... (4 cr.)
- Drafting 12 <sup>✳</sup> ..... (4 cr.)
- Entrepreneurship 12 <sup>✳</sup> ..... (4 cr.)
- Film & Television 12 <sup>🎥</sup> ..... (4 cr.)
- Food Studies 12 <sup>✳</sup> ..... (4 cr.)
- Foundations of Math 12 ..... (4 cr.)
- Hockey Canada Skills Academy 12 <sup>📖</sup> ..... (4 cr.)
- Internet 12 <sup>✳</sup> ..... (4 cr.)
- Instrumental Music: Concert Band 12 <sup>🎷</sup> <sup>🎤</sup> ..... (4 cr.)
- Introduction to Psychology 12 ..... (4 cr.)
- Law Studies 12 ..... (4 cr.)
- Marketing & Retailing 12 <sup>📖</sup> ..... (4 cr.)
- New Media 12 ..... (4 cr.)
- Peer Tutoring 12 <sup>📖</sup> ..... (4 cr.)
- Physical Geography 12 ..... (4 cr.)
- Physics 12 ..... (4 cr.)
- Pre-Calculus 12..... (4 cr.)
- Spanish 12 ..... (4 cr.)
- Specialized Science 12-Agriculture Stewardship..... (4 cr.)
- Studio Arts 2D (must also take Art Studio 12)..... (4 cr.)
- Studio Arts 3D (must also take Art Studio 12)..... (4 cr.)
- Study 12 ..... (0 cr.)
- Textiles 12 <sup>✳</sup> ..... (4 cr.)
- Theatre Company 12 <sup>🎭</sup> ..... (4 cr.)
- Woodwork 12 <sup>✳</sup> ..... (4 cr.)

## Extended Day Course Options

Courses offered outside of the regular timetable. Please see Course Calendar to see when each course will be offered

- Apex: Senior Leadership 12 <sup>📖</sup> <sup>🏠</sup> ..... (2 cr.)
- Computational Thinking and Information Systems 12 (note 1) ..... (4 cr.)
- Senior Worship Leadership 12 <sup>📖</sup> ..... (0 cr.)
- Yearbook 12 <sup>✳</sup> <sup>🎨</sup> ..... (4 cr.)

Note 1: New course offered in partnership with Trinity Western University. Successful students will also receive 3 sem. hours of TWU transferable credits. Students taking this course will take it as an additional course to a full timetable. Ministry of Education credit value to be determined, if applicable.

## List of Symbols

- <sup>✳</sup> Applied, Design, Skills and Technologies (ADST) Courses
- <sup>🎨</sup> Arts Education Courses
- <sup>📖</sup> Application Form Required
- <sup>🎧</sup> Audition or Interview Required
- <sup>🏠</sup> Course Permission Slip or Approval from Instructor Required
- <sup>🎤</sup> Board/Authority Authorized Course (Gr. 10, 11, 12)
- <sup>🎭</sup> Graduation Assessments (Numeracy or Literacy)

## Grade 12 Elective Course Selection

Write enough electives in order of priority to complete your timetable (32 credits).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Total Elective Credits** \_\_\_\_\_

**Total of Required and Elective Credits** \_\_\_\_\_  
(must equal 36 credits, or 32 credits if you selected a study)

## Grade 12 Alternate Selection

Select two other electives (A1 and A2) in order of priority which may be use to complete your timetable if necessary. These alternates are not included in the total counts of credits.

- A1. \_\_\_\_\_
- A2. \_\_\_\_\_

## Extended Day Selection (Optional)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_


\_\_\_\_\_  
Student Signature Parent/Guardian Signature

# COURSE DESCRIPTION

Please note that Grade 9 courses have no credit value assigned to them since they are not part of the graduation program requirement, which begins in grade 10 and ends in grade 12. Grade 9 courses are nevertheless pre-requisites for grade promotion and provide entry into the graduation program.

The following course description is listed by department, subject category and grade level. Each description is updated every calendar year to reflect what each course entails. If any question arises, please do not hesitate to contact a particular department or the academic guidance for more specific information.

For math advising, it is strongly recommended that you carefully read the Math Education description in this calendar first. If more information is needed, it is most appropriate to speak to Mr. Rich Balzer, the head of the department of Mathematics before addressing your questions to the academic guidance counsellors.

Each course name comes with a Ministry of Education Course Code that is comprised of a series of letters, symbols and numbers. Courses starting with an "M" have been created by the Ministry of Education and are called Ministry Authorized. Courses starting with a "Y" (for grade 10-12) or with an "X" (for grade 9) have been locally developed (in-house) by the school and are called Board Authority Authorized (BAA) symbolized by a little house .

It is important that students know the pre-requisites needed to take a course. Prerequisites can be a particular grade level, a previous course(s) completion and/or a certain minimum grade achievement, a teacher permission, an application process/form, etc. The prerequisite(s) or co-requisite(s), if applicable, are listed under the course name.

## Applied, Design Skills and Technology (ADST) Education

✘ This symbol means that a course is recognized as an **Applied Design, Skills and Technology (ADST) Course** and meet the graduation program requirement (Grade10 - 12).

### Business Education


**Entrepreneurship and Marketing 9 (MADEM09)** ✘  
Prerequisite(s): None

In this course, students will understand the role of marketing in business, including research methods and product development. Students will also gain a working knowledge of accounting, for both business and personal use. As well; students will be encouraged to consider establishing their own

business as a viable option in the future. The content will help develop the curricular competencies of defining success and what it means to be successful in the business world. Students will begin to understand the risks involved in the different stages of business development. As well, students will be exposed to various career opportunities available to them, as well as the general spectrum of courses in the Business Education Department.

**Entrepreneurship and Marketing 10 (MADEM10)** 2 credits ✘  
Prerequisite(s): None

In this course, students will be introduced to the opportunities for entrepreneurship. They will be challenged to look at their own traits and compare them to the characteristics of entrepreneurs. Students will develop the competency of examining the barriers that entrepreneurs face in introducing a product or service. In addition, we will explore the life cycle of a product or service from invention/innovation to the marketplace and ways to add value to an existing product or service. While being challenged to look at Entrepreneurship as a career path, students will develop the competencies of researching different businesses while being able to define the goals of a business and to identify their target market.

**Marketing and Promotion 11 (MMAP-11)** 4 credits ✘   
Prerequisite(s): An application form, available in Student Services or on the MEI Secondary Student Services website, must be completed and attached to the course selection sheet. Limited enrollment.

This course is a practical, activity-based course that provides a framework for creative application of marketing concepts, operations and techniques applied to retailing and selling. Students will have the opportunity to learn how to be productive and motivate employees, including themselves. Students will be given not only the opportunity to come up with new promotional ideas but will be given the support and resources as well. Other competencies that will be developed will be to define and understand their target market while receiving and reacting to feedback on their ideas through consumer response. A major part of this course is the operation of the school café and cafeteria.

**Entrepreneurship 12 (MENT-12)** 4 credits ✘  
Prerequisite(s): Completion of Grade 11 or permission of instructor. Limited enrollment.

This course helps students gain an understanding of the entrepreneurial spirit and concepts in the context of starting a small business. Students will develop the competencies of prototyping a business idea, while working collaboratively with others. In doing so they will be able to decipher through information about who is their target market and how they will be able to re work their idea for a product or service to fit their market's needs. These competences will be developed in large part through a product/service launch within the class, as the class environment will mirror the structure of a corporation.



### Marketing and Retailing 12 (YMD--2A) 4 credits

Board Authority Authorized (BAA) Course

Prerequisite(s): MK 11 preferred. An application form, available in Student Services, must be completed and attached to the course selection sheet. Limited enrollment.

This course will provide students with an opportunity to learn and develop marketing skills in a practical way critical in today's market place. Students will be taught how to create and implement marketing plans. They will also develop organizational skills through production of a marketing calendar and will also explore the effectiveness of developing different promotional materials. These skills will be fostered through working on practical projects in a team environment. Students will need to show initiative and leadership in starting, promoting and maintaining a successful operation with high ethical standards. Students may also work with a local business in developing a promotional campaign to help meet these business objectives. Competencies that will be developed will be to learn how to define questions that needs to be solved and to come up with different possibilities to arrive at a solution.

## Home Economics and Culinary Arts Education

### Food Studies 9 (MADF09) ✖

Prerequisite(s): None

This course will focus on kitchen basics, breakfasts and lunches. Students will learn many food preparation techniques, and will prepare a variety of recipes. There will be opportunity for students to experiment with some recipes and design their own when taking into consideration the Canadian and First Nations Food Guides. Students will develop communication skills, as well as time management and personal and social responsibilities. They will also gain confidence in preparing food safely and using equipment properly.

### Food Studies 10 (MFOOD10) 2 credits ✖

Prerequisite(s): None (Foods Studies 9 is an asset)

This course will deepen students' knowledge of food preparation and techniques, and will expand students' understanding of nutrition and healthy living. Students will learn about kitchen safety and sanitation, the proper use of tools and equipment, and elements of nutrition. Students will prepare a variety of food products, such as snacks, appetizers, meals, and baked goods. There will be opportunity for students to create their own recipes, and test their own creations.

### Food Studies 11 (MFOOD-11) 4 credits ✖

Prerequisite(s): None (Foods Studies 9 or 10 are an asset)

This course will provide many opportunities to practice cooking and baking skills all the while applying the design process. Students will work with fruits and vegetables, rice and pastas, meats and alternatives. They will develop meal-planning strategies and will learn to use resources effectively. A nutrition

international and regional food guides. In addition, the course explores concept and design in food by creating garnishes and gingerbread houses. Throughout the course, students will plan and bake for the school's café.

NOTE: Additional cost of \$25 lab fee.

### Food Studies 12 (MFOOD12) 4 credits ✖

Prerequisite(s): Foods & Nutrition 11 or permission of instructor

This course is designed to build on culinary skills learned in Food Studies 11 (Formerly: Foods and Nutrition 11). The focus is on the more intricate aspects of cooking, baking and aesthetics in foods, as well as the orchestration of entire meals. Cooking passion and confidence develop as students prepare a wide variety of healthy breakfasts, snacks, lunches and dinners. Throughout the course, students will plan and bake for the school's café as well as design other service projects. Students will also explore nutrition, healthy living and the economic, environmental and cultural impact of food. This is a course students will find very beneficial as they move toward independent living.

NOTE: Additional Costs: \$25.00 lab fee.

### Interpersonal and Family Relationships 11 (MIAFR11)

4 credits ✖

Prerequisite(s): Completion of Grade 10

How do you know if she/he is the right person to marry? What does the government say about marriages? What do you do to end an unhealthy relationship? This is the most valuable course you will ever take! Morals, values and social skills in our society are all taught from within the family unit. Our culture is dependent on good families for its propagation of great communities. How do we ensure a future of excellent families in an ever-changing world? We have to be purposeful in our actions and thoughts, and take the time to evaluate our culture and beliefs. To do this, students will design a service opportunity that could encompass individuals and families across the lifespan. This may involve surveys, interviews, or experiments of peers and others. Along with these activities, communication skills, thinking critically, personal and social responsibilities are developed. Everyone can benefit from this life preparation course.

NOTE: There are no additional costs, and there is no final exam except life itself.

### Child Development and Caregiving 12 (MCDAC12)

4 credits ✖

Prerequisite(s): completion of Grade 11

This course is one of the most useful courses you will ever take at MEI. Through a service project you design, you will learn about child development and caregiving. Surveys and social experiments are conducted to gain insight of current trends and possible changes within the family structure. News items from around the world are discussed and debated as to their possible impacts on the family unit. Baby simulators are used to

demonstrate the demands and responsibilities placed on families. Along with these activities, communication skills, thinking critically, personal and social responsibilities are developed. Everyone can benefit from, especially students who may be considering careers working with children this life preparation course.

NOTE: There is no final exam for this course, and no additional costs.

### **Textiles 9 (MADT-09) ✖**

Prerequisite(s): None

This course opens up a world of possibilities for expressing creativity. Students will begin with a fun small project to review sewing and pressing techniques and then will construct a onesie or pajamas. Students will learn how to work with a commercial pattern and will build their sewing skills as they progress through the course. A self-directed project at the end of the course will allow students to explore either commercial patterns or the many DIY options on the web. Students will learn about textile design, fibres and fabrics, and elements of design.

NOTE: Students will be required to buy a pattern, sewing supplies and fabric for their projects.

### **Textiles 10 (MTXT-10-2) 2 credits ✖**

Prerequisite(s): None

This course provides an interactive environment where students combine creativity with sewing skills. It is for students who have no previous sewing courses or those who want to develop their sewing skills. The students' first project will be a hoodie where they will learn to sew more efficiently, successfully and creatively as they construct a professional looking garment. A self-directed project at the end of the course will allow students to design and express their creative side as they produce custom made clothing or other DIY items that are truly unique.

NOTE: Students will be required to purchase sewing supplies and fabric for their projects.

### **Textiles 11 (MTXT-11) 4 credits ✖**

Prerequisite(s): None

In this course, students will deepen competencies learned in previous clothing classes, or develop new skills if they have not yet taken textiles courses. Textiles 11 is open for registration for all students in grades 11-12. It is a project-based course, which makes it an exciting and hands-on place to be. Students will have a wide range of choice in their projects, with an emphasis on developing skills and technique that are more advanced. Students will apply the principles of design by exploring ideas, prototyping, testing, making, and sharing textiles items. They will explore the world of fabrics and fibres, technology and textiles, elements of design, and repurposing textiles.

NOTE: Students will be required to purchase patterns, sewing supplies and fabric for a minimum of four projects.

### **Textiles 12 (MTXT-12) 4 credits ✖**

Prerequisite(s): MTXT-11 or by permission of instructor

Textiles 12 focuses on learning advanced construction and finishing techniques. Students will learn to make their sewing more polished, and will choose projects that will develop both their creative and technical skills, such as combining patterns or creating their own patterns. Students will learn techniques of design, ethics of textile production and consumption, and routine practices of the textile world. As they explore creative design techniques and make challenging textile items, students will deepen their competencies in sewing. Their applied design skills will open up a world of opportunities, both as a hobby and in the workplace.

NOTE: Students will be required to purchase patterns, sewing supplies and fabric for a minimum of four projects.

## **Information and Communications Technology Education**

### **Information Technology 9 (MADIT09) ✖**

Prerequisite(s): None

This MEI secondary IT course introduces students to the steps necessary to analyze a problem in information technology and to identify and define the computing requirements appropriate to its solution, with a focus on how to design, implement, or evaluate a computer-based system, process, component, or program to meet desired needs. Students learn to analyze the local and global impact of computing on individuals, organizations, and society. This course leads students to recognize the need for continuing development and imparts an understanding of professional, ethical, security and social issues, and responsibilities in information technology.

NOTE: No final exam

### **Information Technology 10 (YCAIS0A) 2 credits ✖📱**

Prerequisite(s): None

This important computer course is designed by MEI to give each student the opportunity to learn computer skills as they are integrated throughout our society today. The course will have a core component of internet with learning web-design and creating websites. Students learn how to shoot high-quality photographs and to manipulate digital images through Adobe's Photoshop. Students are also introduced to videography through Adobe Premier and Adobe After Effects as well as mobile app design as each student will be developing an app for their mobile device. Students will take creative risks in generating ideas and add to others' ideas in ways that enhance them through teamwork and collaboration. This is an intensively hands-on course where students learn by "doing" rather than listening.

NOTE: No final exam

**Internet 11 (YCAIS1A)** 4 credits    
Prerequisite(s): None

Students interested in web design and in learning how to work collaboratively as a team member will enjoy this course. Students create websites using many different design techniques and will practice web design by maintaining and creating within the award winning MEI website. Students work in a business climate classroom and also develop and create a web portfolio. Outside businesses have the opportunity to “hire” students for their particular website needs. Additional topics and skills covered include: the art of taking a good photo, proper use of the digital camera, tricks for web photos, using animation design, Dreamweaver editor, Adobe Photoshop, Javascript, streaming audio and video, php, mysql, frames, dynamic and interactive site design.

NOTE: No Final Exam

**Internet 12 (YCAIS2A)** 4 credits    
Prerequisite(s): YCAIS1A

This course has been developed by MEI to support and encourage students to explore the richness and diversity of various cultures through the medium of web page design. Students will learn to use digital cameras as recording tools and computers as editing tools. Today, new and exciting careers are being pioneered by those with the knowledge and skills to use information technology creatively. Whole industries are emerging around the information technology revolution. Students will explore curricula themes, develop project proposals and research topics of community value or personal interest. They will write advanced web pages and edit data to produce finished web pages or a working Internet site. This course focuses on scripting, programming, developing search strategies for new technology, publishing skills, and serving information on a web server. In addition, the topic of web ethics will be covered.

NOTE: No Final Exam

**Computational Thinking and Information Systems 11, 12 (CMPT 113)** This is a TWU Course Code\*

Credits: 3 Semester Hours with TWU. \* BC Ministry of Education Course Code and credit value to be determined if applicable

Prerequisite(s): No prior computing experience is required. However, having taken or taking MEI IT course(s) in grade 9 to 12 is an asset.

This is a course offered as a partnership between MEI Secondary and Trinity Western University (TWU). Students will gain a broad introductory understanding of information systems, including how modern computers interact with networks. Topics will include network and internet security, artificial intelligence, human-computer interaction, intellectual property, and computer ethics. Students will learn computational thinking through coding.

NOTE: This course will be designed by TWU but facilitated by an MEI teacher as an extended day course offered one day a

week after school. Students taking this course will take it as an additional course to a full timetable.

**Yearbook 10 (YCCT0A)** 4 credits  

Prerequisite(s): Application required, form available in Student Services, must be completed and attached to the Course Selection Sheet. Limited enrollment.

This course focuses on the development of photography and journalism skills needed to produce a yearbook and several books or booklets including the secondary yearbook, elementary yearbook and possibly the spring supplement. Students take creative risks in generating ideas and add to others’ ideas in ways that enhance them and they will develop the following skills: photography, selling and developing ads, using Adobe Photoshop, developing themes for yearbook, choosing and recording significant world events, designing single and double page spreads, developing photo stories, writing headlines, captions, editing, teamwork, and record keeping.

NOTE: This is an extended day course offered outside the timetable. In addition, students must be prepared to give some out-of-school time to take photo assignments, sell ads and finish projects. Being able to meet deadlines is a must. Day and time of the course will be decided as a class at the beginning of the school year.

**Yearbook 11 (YCCT1A)** 4 credits  

Prerequisite(s): Application required, form available in Student Services, must be completed and attached to the Course Selection Sheet. Limited enrollment.

This course focuses on the development of photography and journalism skills needed to produce a yearbook and several books or booklets including the secondary yearbook, elementary yearbook and possibly the spring supplement. Students take creative risks in generating ideas and add to others’ ideas in ways that enhance them and they will develop the following skills: photography, selling and developing ads, using Adobe Photoshop, developing themes for yearbook, choosing and recording significant world events, designing single and double page spreads, developing photo stories, writing headlines, captions, editing, teamwork, and record keeping. Editors will make a step-by-step plan for production and carry it out, making changes as needed.

NOTE: This is an extended day course offered outside the timetable. In addition, students must be prepared to give some out-of-school time to take photo assignments, sell ads and finish projects. Being able to meet deadlines is a must. Day and time of the course will be decided as a class at the beginning of the school year.

**Yearbook 12 (YCCT2A)** 4 credits  

Prerequisite(s): Application required, form available in Student Services, must be completed and attached to the Course Selection Sheet. Limited enrollment.

This course focuses on the development of photography and journalism skills needed to produce a yearbook and several books or booklets including the secondary yearbook, elementary yearbook and possibly the spring supplement. Students take creative risks in generating ideas and add to others' ideas in ways that enhance them and they will develop the following skills: photography, selling and developing ads, using Adobe Photoshop, developing themes for yearbook, choosing and recording significant world events, designing single and double page spreads, developing photo stories, writing headlines, captions, editing, teamwork, and record keeping. Editors will make a step-by-step plan for production and carry it out, making changes as needed.

NOTE: This is an extended day course offered outside the timetable. In addition, students must be prepared to give some out-of-school time to take photo assignments, sell ads and finish projects. Being able to meet deadlines is a must. Day and time of the course will be decided as a class at the beginning of the school year.

## Technology Education

### Drafting 9 (MADD-09) ✖

Prerequisite(s): None

In this intensive, hands on course the students will be equipped with the knowledge and skills necessary for creating a basic 2D working drawing using AutoCAD. The course will emphasize the development of drafting skills and students will use AutoCAD to complete their formal drawings. Students will complete dimensioned orthographic drawings, design a simple house plan and will be introduced to 3D modelling.

### Drafting 10 (MTDRF10) 2 credits ✖

Prerequisite(s): MADD-09 is an asset

The intent of this program is to focus on the development of drafting skills. Drafting is truly a universal language. This curriculum is designed to promote understanding and application of this graphical language used in technical drawings. The computer program AutoCad will be utilized to develop these skills. Students will communicate their designs using both 2D and 3D wireframe and solid model drawings. They will complete full working drawings in 2D and 3D along with taking measurements of rooms and pieces of furniture and drawing them using AutoCAD.

### Drafting 11 (MTDRF11) 4 credits ✖

Prerequisite(s): None MTDRF10 is an asset

This course will focus on architectural design and mechanical drafting. The students will be introduced to construction methods as well as theory of residential design. During the course, students will become designers in part of a "mock" design firm. They will be assigned various projects where they will be designing floor plans, custom furniture and millwork. They will then present their designs along with samples and renderings

showing what a client might expect from the project. The second half of the course will deal with drafting mechanical objects using various formats and conventions such as dimensioning, section and auxiliary views, surface developments and intersections as well as fastening devices.

### Drafting 12 (MTDRF10) 4 credits ✖

(Course content offered in 2019-2020)

Prerequisite(s): MDTRF10 or instructor's permission.

This course is similar to Drafting 11 by covering both architectural residential design and mechanical drafting, but this time in greater detail and thorough application. Students will complete a full set of house plans. Students will learn to use appropriate drafting and design terminology; select, present and respond to drawings and design solutions in a variety of suitable visual formats and media; apply drawing standards and conventions; and create complex concept, presentation and detail drawings. Students will also learn to identify and develop the components of working drawings including bill of materials and schedules.

### Woodwork 9 (MADW-09) 2 credits ✖

Prerequisite(s): None

This course lays a solid foundation for entry into other advanced courses such as Woodwork 10 or Woodwork 11/12. In this course, students will develop safe and proper handling skills of various materials, equipment, stationary machineries, and hand and power tools in the shop. Students will also develop knowledge of wood in historical and cultural contexts, locally and throughout Canada. Through the completion of a first assigned project, they will learn and apply sketching, scale drawing, modeling, design introduction, material lists, wood calculations and construction. In addition, students will be introduced to some basic principles and terminology of good design and will be assigned the task of communicating and completing a small project using a design they have created.

NOTE: Wood Work Fee \$30 plus additional costs for projects determined by student design

### Woodwork 10 (MWWK-10) 2 credits ✖

Prerequisite(s): Previous woodwork courses will be an asset.

This course primarily involves skill development in cabinet construction and furniture building. Students will learn various styles of cabinet building and learn to identify and make various wood joints. In addition, students will learn how to both plan specific projects and construct them within certain design parameters and controls. Students at this level will pick from a set list of projects. They will then be required to plan the project, which will include material calculations, scale drawings, pricing and a procedures list. The applied construction skills developed via two main start-to-finish cabinet and furniture projects will include milling of the wood, joining and assembling as planned along with staining and finishing their project. Students will also develop knowledge of wood in historical and cultural contexts, locally and throughout Canada.

NOTE: Wood Work Fee \$30 plus additional costs for projects determined by student design

### Woodwork 11 (MWWK-11) 4 credits ✖

Prerequisite(s): Previous woodwork courses will be an asset.

This advanced course will require the students to design, plan, and construct projects within very clear design parameters, as well as projects of their own choosing from start to finish. Students will need to understand, identify and select the appropriate wood product for particular structural and aesthetic applications. Students will also learn how to create production jigs and how to organize and work on assembly line. Working safely and as a team will be further enhanced during this course. Students will also develop knowledge of wood in historical and cultural contexts, locally and throughout Canada.

NOTE: Wood Work Fee \$30 plus additional costs for projects determined by student design


### Woodwork 12 (MWWK-12) 4 credits ✖

Prerequisite(s): MWWK 10 or Instructors permission

This course is designed for students with advanced carpentry skills and who intend to pursue a career in this industry. During the first half of the course, students will design and learn to construct small structures for off-campus sites. Topics and skills covered during this section include framing, window and door installation, interior and exterior finishing along with some basic electrical and plumbing. Students can expect to design and work on special projects that might involve building sheds, playhouses, doghouses, green houses, and/or other small structures. Students will also develop knowledge of wood in historical and cultural contexts, locally and throughout Canada. The second half of the year, students will be allowed time to pursue interests they may have in furniture building or cabinet making.

NOTE: Wood Work Fee \$30 plus additional costs for projects determined by student design

## Arts Education

The symbol  means that this particular subject fulfills the requirement of an Art Education course

### Drama

#### Music-Drama 9 (MDR--09)

Prerequisite(s): None

This locally developed course is for those especially interested in music and/or drama. Students will be introduced to the basics of drama and singing as a means of communication. Students will be applying their knowledge and skills in short drama presentations including improvisation, creative movement, monologues and skits. They will also learn basic singing skills to develop strong vocal qualities for effective communication. Students will learn how to appreciate music by listening to and

analyzing all styles of music, and watching videos of Broadway musicals. Students work towards developing competencies in leadership, teamwork and relational communication (being able to express opinions, views and observations in a public appropriate manner). *All music/drama students are required to be a member of the Christmas Concert Mass Choir and perform on the MEI Christmas Concerts (see School Calendar for date).* It is recommended that all students attend the annual MEI Spring Production. Students will also go one evening outing to see a professional production.

NOTE: Additional cost for field trip approximately \$40-50.

#### Drama 10 (MDRM-10) 2 credits

Prerequisite(s): None

This class is designed for drama enthusiasts desiring to improve public communication skills. The course covers the many facets of the dramatic arts, including characterization and role-playing, blocking, creative movement, choreography, voice production, stagecraft, sound effects and stage lighting. The main emphasis will be on communication through mime, improvisation and dramatic skill building. This is a collaborative course, where students are expected to develop skills in leadership, creativity and teamwork in various size groups of students. Projects require building communication and relational skills, while expressing personal experiences and opinions daily in class. All drama students are required to attend the Spring Production. This course requires attending a professional drama/musical production, outside of class time with the class.

NOTE: Additional cost of approximately \$30-50 to cover field trip transportation and tickets

#### Theatre Company 11, 12 (MDRTC11, MDRTC12) 4 credits

Prerequisite(s): XLCA09MUD, MDRM-10, MDRTC11 or permission from the teacher

This course is designed to give students a reasonable level of competency in all essential components of Acting. Students will enhance their theatre skills through projects including, but not limited to: pantomime, improvisation, monologues, choreography, blocking, lighting, make-up, voice, and sound effects. This is a collaborative course, where students are expected to demonstrate leadership ability, creativity and teamwork in various size groups of students. Projects require strong communication and relational skills, while expressing personal experiences and opinions daily in class. This course requires attending a professional drama/musical production outside of class time with the group. Furthermore, all theatre students are expected to take part in some capacity in the Spring Production.

NOTE: Additional cost of approximately \$30-50 to cover field trip transportation and tickets

### Film & Television 11 (MDFT-11) 4 credits ✂🗣️

Prerequisite(s): none

The Film & Television 11 course teaches students to analyze the ways in which moving images convey meaning through movement, sound, image, structure, and form and then put these principles into their own productions. Students will make a number of short films during the year as well as participate in live news broadcasts and other live streaming events. Students will learn to improvise to inspire creativity and innovation and students can choose to do this in front of the camera, behind the scenes, or both. Students will learn how to use cutting-edge videography equipment including microphones, cameras, dollies, switchers, mixes, tele-prompters, lighting, editing software (Adobe Premier, Adobe After Effects, DaVinci Resolve) and much more. Finally, students will watch and reflect on a variety of film and television productions and use the course as an opportunity to add their voice to the world around them.

### Film & Television 12 (MDFT-12) 4 credits ✂🗣️

Prerequisite(s): None

The Film & Television 12 course teaches students to bring stories to life through the visual arts. Students will plan, produce, record, and refine moving images individually and collaboratively and make a number of short films during the year as well as participate in live news broadcasts and other live streaming events. Student can choose to focus on working in front of the camera, behind the scenes, or both. Students will learn all production phases of digital filmmaking including; editing software (Adobe Premier, Adobe After Effects, DaVinci Resolve), Adobe Photoshop, as well as advanced techniques such as green-screening and motion graphics. Students will examine the influences of social, cultural, historical, environmental, and personal contexts in film and television and learn how to write and format a movie script, storyboard, and use advanced camera techniques and composition. Finally, students will watch and reflect on a variety of film and television productions and use the course as an opportunity to add their voice to the world around them.

## Music - Choral

### Choral Music: Concert Choir 10 (MCMCC10) 4 credits 🗣️🗣️

Prerequisite(s): None

This course is essential in preparing students for the audition into the MEI showcase groups and the Senior Concert Choirs. Students will learn to sing in four-part harmony. Students will also be exposed to a wide range of choral literature and all styles of music. They will listen to and discuss a variety of quality music videos and tracks. Students will demonstrate their musical skills and talents at the MEI Christmas and Spring Concerts, at student chapels, at local care homes and a choral festival. This class starts developing a high degree of leadership through teamwork, communication and relational accountability to achieve a cohesive team. This course includes a trip to Vancouver to attend

a Vancouver Chamber Choir rehearsal and concert (sponsored by VCC donors).

NOTE: All students must have the standard \*MEI performing arts uniform. Additional cost of approximately \$50 (not including the uniform) to cover cost of Vancouver field trip bus and personalized MEI choir folder.

### Choral Music: Concert Choir 11, 12 (MCMCC11,12) 4 credits each year 🗣️🗣️

Prerequisite: Audition (during June of previous school year; beginning of September for new students)

The Concert Choir 11 and 12 performs challenging choral literature in a wide range of styles, from Renaissance to Contemporary. While training levels of musical theoretical concepts and singing ability, the course has the goal of developing competencies in leadership, teamwork, and relational communication, and the group strives for a high calibre of aural and visual performance as a team. The choir takes on many service opportunities to perform in local churches and in-school outreach programs. This course will prepare students to make an effective contribution to MEI churches, choirs and worship teams, as well as allow students to become involved in other community singing experiences after completing their secondary studies.

Every second year we do a major tour with Concert Band and Concert Choir, (Razzberry Jam and Chamber Singers). Costs for this tour can range from \$2000-2500+ per student (depending on location). Fundraising opportunities will be presented during the year to defray some of the costs. The tour happens in spring and lasts for approximately 7-8 days. It usually includes a major festival, school or community/cultural performances and social events along the way. Students will be responsible for homework and assignments missed while away from school. The tour, as well as all concerts and events during the year, is required of all members of the group.

Alternate year to the major tour could include a trip to the "CAMS" or "ACSI" festival somewhere in Canada/Western US, or one of a number of national festivals, and other more local festivals. Cost should be expected for these years as well for festival fees, transportation and accommodation, although not as high as our major tour expenses which happen every second year. Costs for alternate year tours will vary depending on whether we do shorter trips or one longer festival (\$450-\$550). Fundraising opportunities may be available through parent led committees.

NOTE: All students must have the standard \*MEI performing arts uniform. Students without a personalized MEI Choir folder will have an additional cost of approximately \$20 (folder to be provided by the instructor).

### Choral Music: Chamber Choir 10, 11, 12 (MMUCH10, 11, 12) 4 credits 🗣️🗣️

Prerequisite(s): Audition (September)

Co-requisite(s): Enrolled in an MEI Performing Arts Choral or Band class.

This extended day course is for those who excel in vocal music. This class strives for excellence and has many awards to illustrate their past successes. Approximately 16-18 singers are admitted into this group. Focus is given to developing technical competencies in vocal intonation, phrasing, blend, balance, refinement of tone quality, enunciation and dynamics. Leadership, creativity and communication are essential skills to develop for this group. There is a high level of relational communication and accountability between group members to achieve a high calibre of visual and aural communication to audiences and each other. This course covers a wide range of literature, from Renaissance to Vocal Jazz based on the festival expectations for the year. The Chamber Singers group takes many opportunities to perform at festivals, churches, and a variety of venues throughout the year. They have regularly been on TV and sing the anthems annually at a Vancouver Canucks game. The 3-4 weeks leading up to the Christmas break are probably the busiest. This is why students must sign an agreement form, which outlines the coming year, with expectations, commitments and expenses in detail. Rehearsals are mandatory, meeting two mornings per week at 6:55 a.m. and students are expected to attend additional rehearsals when necessary.

NOTE: Extra costs should be expected for festival fees, transportation and accommodation. Every second year (opposite year of the large Concert Choir/Concert Band tour) we attend the Lionel Hampton International Jazz Festival in Idaho, which generally costs around \$500-600. All students must have the standard \*MEI performing arts uniform. This is an extended day course.

**Choral Music: Vocal Jazz (Renaissance Singers) 9, 10, 11, 12 (XLDCB09, MMUVJ10, MCMJV11, MCMJV12) 2 Credits** 🧠 🎧  
Prerequisite(s): Audition (September)

Renaissance Singers specialize in small ensemble singing in a variety of styles. This course is for students in grades 9-12 who want to excel in music performance, especially in preparation to sing in the MEI Chamber Singers, with a more relaxed commitment and busyness as the senior Chamber Singers. Approximately 24-30 students will be admitted into the group. The group will explore contemporary and traditional styles with the addition of visual performance and choreography, and a 'Glee Club' flair. The group develops on-stage communication and relational collaboration to accomplish a high calibre of musical performance. Rehearsal attendance is mandatory. Renaissance will perform in a 2 or 3 Christmas concerts including the West Coast Christmas Show, the MEI Christmas Concerts, and MEI Spring Concert (in May); as well as attend a festival weekend, such as the Good Noise Gospel Choir "Gospel Experience" and/or Kiwanis Music Festival in April each year. Cost per student: \$200 - \$500 depending on the year. All students must have a performance uniform for this group (black dress shirt, black dress pants and black dress shoes). Own cost.

NOTE: This is an extended day course. Class meets Thursday mornings at 6:55 a.m. and every second Monday morning at 7:25 am.

## Music - Instrumental

**Music- Band 9 (MMU--09)** 🧠 🎧

Prerequisite(s): Music-Band 8; Audition

This class is intended for high achieving students seeking a very fulfilling and creative experience through high-level performance and commitment and is critical in preparing students for Concert Band. Students are expected to show above average competency on their instruments, and be proficient in vocal singing, and physical movement. The class works together from a method book, studies theory, and cultivates listening habits to enrich appreciation. A major component of the MEI Band program is the marching band. Students enrolled in band also participate in the marching band as part of the regular scheduled Band 9 class. The marching band is in high demand for performances throughout the lower mainland particularly, for athletic events, parades, etc. Private lessons are strongly encouraged (Abbotsford Community Music School is just down the road). Percussionists who enroll in this class are required to also participate in the MEI Drumline. The Grade 9 Band can be expected to participate in numerous concerts and performances averaging between 25-30 per year. The Grade 9 band will also participate in a travel festival with associated costs (approx. \$500).

Attendance for rehearsals and performances is expected throughout the year. Festival trips are mandatory as each member is an integral member of the team and absences have a major impact overall. Absences are treated with significance and must be communicated to the director well in advance. Failure to do so can have significant impact on a student's grade and potential participation in the ensemble. Dates for trips and performance will be published well in advance so that students and parents can plan accordingly, making the necessary scheduling adjustments to accommodate these performances.

In all of this, students will be working to increase their ability to work as a team with a common goal. They will learn the fundamentals of communicating the language of music both verbally and on their instruments. They will begin to learn to identify personal strengths and weakness and how to overcome challenges and obstacles they encounter. Students will reflect on their performances and through self and peer evaluation be able to think critically to solve problems on multiple levels (musically, physically, socially, etc.).

NOTE: 180 minutes per week of practice is required to ensure progress and overall musical proficiency is maintained. A standard of performance is expected of all members and regular evaluation of student competency will be conducted. All students must have the standard\* MEI performing arts uniform (see highlighted section above). A band folder will be provided for \$20.

PARENT MEETING: A mandatory parent meeting will be held in September to communicate expectations as well as a general outline of the year. One parent should be in attendance.

### **Instrumental Music: Concert Band 10, 11, 12 (MMUCB10, MIMCB11, MIMCB12)**

4 credits each year 🗣️ 🎧

Prerequisite(s): Audition

The Senior Concert Band is MEI's most demanding concert band ensemble and is intended for high achieving students seeking a very fulfilling and creative experience through high-level performance and commitment. Students are expected to show above average competency on their instruments, and be proficient in vocal singing, and physical movement. The Concert Band performs at various concerts and festivals throughout the year. Attendance at festivals has reasonable transportation and accommodation costs that students are expected to cover. Preparation for festivals often involves extra rehearsal time outside of the timetable that members are required to attend. A major component of the MEI Band program is the marching band. Students enrolled in band also participate in the marching band as part of the regular scheduled Concert Band class. The marching band is in high demand for performances throughout the Lower Mainland, particularly for athletic events, parades, etc. Concert Band can be expected to participate in numerous concerts and performances averaging between 25-30 per year. Private lessons are strongly encouraged. Percussionists who enroll in this group are required to also participate in the MEI Drumline. Every second year the Music Department does a major tour with the Concert Choir and Concert Band, (Razzberry Jam and Chamber Singers). The cost of this tour can range from **\$1000 - \$2500+** per student. Fundraising opportunities may be presented during the year to defray some of the costs. The tour happens in spring and lasts for approximately 7 days. It usually includes a major festival, school or community performances and social events along the way. Students will be responsible for homework and assignments missed while away from school. Alternate year to the major tour could include a trip somewhere more locally (Western Canada/US), to one of a number of national festivals, and potentially other local festivals. Cost should be expected for these years as well for festival fees, transportation and accommodation, although not as high as our major tour expenses which happen every second year. Costs for alternate year tours will vary depending on whether we do shorter trips or one longer festival (approx. \$500).

**ATTENDANCE:** Attendance for rehearsals and performances is expected throughout the year. Festival trips are mandatory as each member is an integral member of the team and absences have a major impact overall. Absences are treated with significance and must be communicated to the director well in advance. Failure to do so can have significant impact on a student's grade and potential participation in the ensemble. Dates for trips and performance will be published well in advance so that students and parents can plan accordingly, making the necessary scheduling adjustments to accommodate these performances.

In all of this, students will be working to increase their ability to work as a team with a common goal. They will learn to more adeptly communicate the language of music, both verbally and on their instruments. They will learn to identify personal strengths and weakness and how to overcome challenges and obstacles

they encounter. Students will reflect on their performances and through self and peer evaluation be able to think critically to solve problems on multiple levels (musically, physically, socially, etc.). Leadership opportunities are available to exemplary students in the form of section leadership, which entails the implementation of the ensemble's vision, goals, and overall expectations.

**NOTE:** 180 minutes per week of practice is required to ensure that progress and overall musical proficiency is maintained. A standard of performance is expected of all members and regular evaluation of student competency will be conducted. All students must have the standard\* MEI performing arts uniform (see highlighted section below). A band folder will be provided for \$20.

**PARENT MEETING:** A mandatory parent meeting will be held in September to communicate expectations as well as a general outline of the year. One parent should be in attendance.

### **Drumline 9 (XDR 09)** 🗣️ 🎧

Extended Day Course

Co-requisite(s): Band 9; Audition

Drumline is required of percussionists who are enrolled in the MEI Music program. This class gives percussionists an opportunity to enhance their drum rudiments skills and cadence playing.

**NOTE:** Drumline meets once a week outside of the timetable for 120 minutes.

### **Drumline 10, 11, 12 (YVPA-0B, YVPA-1B, YVPA-2B)** 2 credits each year 🗣️ 🎧

Co-requisite(s): Band 09 or Music Concert Band 10 or Instrumental Music Concert Band 11/12; Audition

Drumline is required of percussionists who are enrolled in the MEI band program. This class gives percussionists an opportunity to enhance their drum rudiments skills and cadence playing.

**NOTE:** Drumline meets once a week outside of the timetable for 120 minutes. This is an extended day course.

### **Instrumental Music: Jazz Band (Bluesberry Jam) 10 (MMUJB10)** 2 credits 🗣️

Prerequisite(s): Audition (September)

Co-requisite(s): Band 09, Music Concert Band 10 (Piano, Guitar, and Bass players needn't be enrolled in Band, but will need to be registered in an MEI performing arts class, e.g. Choir, Music Drama)

Bluesberry Jam is MEI's Junior Jazz Band. This course teaches the fundamentals of Jazz Band performance such as breath support, articulation, syncopation, jazz riffs and inflections, fingering dexterity and improvisation. "Blues" performs music in a variety of styles (swing, ballad, funk, and rock). The band participates at the Envision Jazz Festival in February, and performs in various concerts yearly. In this course, students will receive at least 50 hours of instruction each year.



NOTE: All students must have the standard\* MEI performing arts uniform. Costs for festival fees, transportation and accommodation should be anticipated. Students should be prepared to start a personal library of jazz recordings – 2 per year. Blues meets twice a week outside of the timetable (extended day course) for a total of 120 minutes.

### Instrumental Music: Jazz Band (Razzberry Jam) 11, 12

(MIMJB11, MIMJB12) 2 credits 📖🎧

Extended Day Course

Prerequisite(s): Audition (September)

Co-requisite(s): Band 09 or Music Concert Band 10 or Instrumental Music Concert Band 11/12 (Piano, Guitar, and Bass players needn't be enrolled in Band but will need to be registered in an MEI performing arts class, e.g. Choir, Music Drama)

Razzberry Jam is MEI's Senior Jazz Band as well as premier performing jazz ensemble. For this reason, a high level of performance and commitment is expected. "Razz" performs music in all the classic and contemporary jazz styles. This band participates in several festivals and performs at a variety of venues and concerts throughout the year. Preparation for festivals often involves extra rehearsal time which members are expected to attend. Students receive at least 50 hours of instruction each year.

NOTE: All students must have the standard\* MEI performing arts uniform. Costs for festival fees, transportation and accommodation should be anticipated. Every second year (opposite year of the large Concert Choir/Concert Band tour) we attend the Lionel Hampton International Jazz Festival in Idaho, which generally costs around \$400. Students should be prepared to start a personal library of jazz recordings – 2 per year. Razz meets twice a week outside of the timetable for a total of 120 minutes.

### Junior Worship Leadership 10, 11 0 credits 📖🎧

Prerequisite(s): Application Form & Audition Required

This extended day course gives a coordinated introduction to the field of contemporary worship leading. Students will develop skills in worship leading through weekly rehearsals, informal discussions, and participation in public worship leading settings both in chapel and on deputation to local churches. Successful applicants will display sufficient ability either vocally or on their instrument to play skillfully before large congregations. Audio and Visual technicians are also encouraged to apply for this course. Students in this course do not need the MEI performing uniform.

NOTE: An Application form, available in Student Services, must be completed and attached to the Course Selection Sheet. Limited enrollment. This course is offered only as an extended day course (i.e. discussions and rehearsals will take place outside of the timetable).

### Senior Worship Leadership (Grade 11-12) 0 credits 📖🎧

Prerequisite: Application Form & Audition Required

This extended day course builds onto the foundations set at the junior level, continuing with providing a coordinated introduction to the field of contemporary worship leading. Students will continue to develop their skills with the addition of bi-weekly classes where topics such as Worship Theology + Philosophy, Practical Music Theory, Songwriting, Sound Design, and many others will be discussed. Successful applicants will display sufficient ability either vocally or on their instrument to play skillfully before large congregations. Audio and Visual techs are also encouraged to apply for this course. Students in this course do not need the MEI performing uniform.

NOTE: An Application form, available in Student Services, must be completed and attached to the Course Selection Sheet. Limited enrollment. This course is offered only as an extended day course (i.e. classes and rehearsals will take place outside of the timetable).

### \* The Standard MEI Performing Arts Uniforms:

All MEI performing arts groups have specific uniforms. Advanced groups may have additional uniform requirements (i.e., Marching Band and Chamber Singers – see below).

#### MEI Performing Arts Uniform (All Bands and Choir 10 – if separate from Choir 11/12)

**Shirts:** MEI black dress shirt (specific women's or men's style) to be purchased from the MEI Music Department for \$40.

**Pants:** solid black dress pants (no denim)

**Socks:** solid black (no spots or stripes) (ladies: black socks, knee-highs or tights)

**Shoes:** solid black dress shoes not suede or canvas (but rather the kind one could polish)

**Accessory:** Men's vests and bow ties will be fitted and assigned from the MEI Music Department at the beginning of the year, for a rental fee of \$20 per year. Women's scarves to be purchased from the Music Department for \$15.

#### MEI Marching Band Uniform (Additional uniform - supplied by MEI Music Department)

**Shirts:** Students will be required to purchase a personalized shirt (supplied by MEI) that is to be worn for all formal and informal marching events. Cost - \$27.

**Hat:** Students will be required to purchase a black ball cap (supplied by MEI) that is to be worn for all informal marching events. Cost - \$20.

**Shoes:** Students will be required to purchase a pair of Adidas running shoes (supplied by MEI) that is to be worn for all formal and informal marching events. Cost - \$75.

**Uniform:** Students will be required to submit a cheque for uniform deposit for \$700, dated July 1<sup>st</sup> (year- end of current school year), in the event that the formal marching uniform is lost or damaged.

### **MEI Concert Choir and Chamber Singers Uniform** (supplied by MEI Music Department)

Uniforms are to be worn for all concerts unless other dress codes have been arranged. Men's shirts must be tucked in and buttoned at the neck – sleeves rolled down - and ties must be worn at all times in public at the concert venue.

**Men's Shirts:** Students will be required to purchase their own white dress shirt (collared – not button-down) with white buttons

**Men's Pants:** Students will be required to purchase their own black dress pants (solid, not denim)

**Men's Shoes:** Students will be required to purchase their own black dress shoes (not running shoes, suede or canvas)

**Men's Vests/Bow ties:** will be fitted and assigned from the MEI Music Department at the beginning of the year for a rental fee of \$20 per year.

**Women's Dress:** women's choir dresses will be fitted and assigned at the beginning of the year from the MEI Music Department for a rental fee of \$30 per year.

**Women's Shoes:** Students will be required to purchase their own silver dress shoes. (With lower heel – 1-2"). Details provided in class.

**All Uniform rentals:** Dresses or vests/ties must be returned in excellent condition at the end of the year (including the provided garment bags and hangers – each specifically numbered).

**Additional Chamber Singers Uniforms:** During the Christmas season Chamber Singers wear a "Christmas caroling" style uniform. Provided by the MEI Music Department. (Details in class)

## **Visual Arts**

**Visual Arts 9 (MAE--09)** 2 Credits 🧠  
Prerequisite(s): None.

This course offers an overview of visual arts as a foundation for further study. Visual Arts 9 encourages experimentation as well

as introducing basic technical skills and the elements and principles of design. Students will be able to use the creative process to create and respond to the arts, through group work, individual studio work, and working with a variety of materials and processes.

The students will use the elements and principles of art while learning to take creative risks to express themselves through their art. The students will also learn to appreciate and critique their own art as well as others

**Art Studio 10-Intro (MVA10--INT)** 4 Credits 🧠  
Prerequisite(s): None.

This course is designed for students who have had no previous art class or require more skill development before progressing to more advanced classes in grade 11. The basic strategies, techniques, processes, and vocabulary in art are covered. Students will explore, create, reason, and reflect, while creating artistic works. Students will learn to communicate, document, connect and expand their ideas through their art making. This will be done using a variety of media: drawing, painting, sculpture, and printmaking.

**Art Studio 10 (MVA10)** 4 Credits 🧠  
Prerequisite(s): Visual Arts 9.

Growth as an artist requires time, patience, and reflection. This course provides students the opportunity to create artwork while exploring identity and developing artistic competency in their skills, techniques, processes and strategies. Students will explore, create, reason, and reflect, while creating artistic works. Students will learn to communicate, document, connect and expand their ideas through their art making. This will be done using a variety of media: drawing, painting, sculpture, and printmaking.

**NOTE:** Students will not be able to do both Art Studio 10 Introductory Level and Art Studio 10: General and receive four credits for each since they both cover the same art curriculum. The only difference is that the Introductory Level course is adapted for those who have not taken a visual art class before or have very limited experience.

**Art Studio 11-Intro (MVA11--INT)** 4 Credits 🧠  
Prerequisite(s): None.

This course is designed for the students who have had only one or no previous art classes or require more skill development before progressing to more advanced classes. The basic strategies, techniques, processes, and vocabulary in art are covered. Students will explore, create, reason, and reflect, while creating artistic works. Students will learn to communicate, document, connect and expand their ideas through their art making. This will be done using a variety of media: drawing, painting, sculpture, and printmaking.

**NOTE:** Students will not be able to do both Art Studio 11 Introductory Level and Art Studio 11 and receive 4 credits for each since they both cover the same art curriculum. The only

difference is that the introductory level course is adapted for those who have not taken a visual art class before or have very limited experience.

### **Art Studio 11 (MVA11)** 4 Credits

Prerequisite(s): MVA10

This course is designed for students desiring more advanced forms of visual expression in drawing, painting, mixed media, sculpture and printmaking. There will be an emphasis on building more advanced technical skills in a variety of media in order to create personal and thoughtful expressions. In addition, this course covers historical and contemporary progress in art as well as focusing on the development of critical thinking skills. Visual arts reflect the interconnectedness of the individual, community, history, and society, which will be expressed by developing unique aesthetic experiences.

NOTE: Materials required: Pencils, erasers and a sketchbook. Students will not be able to do both Art Studio 11 Introductory Level and Art Studio 11 and receive 4 credits for each since they both cover the same art curriculum. The only difference is that the introductory level course is adapted for those who have not taken a visual art class before or have very limited experience.

### **Art Studio 12 (MVA12)** 4 Credits

Prerequisite(s): MVA11

Students who can only take one art class must take Art Studio 12. This course enables serious art students to work on their art portfolios and further refine their skills in various forms of visual expression. Students will be expected to do more complex pieces, as well as in-depth research, critiques, etc. This course gives art students the chance to explore new media and techniques as well as larger and more time-consuming works. Aesthetic experiences have the power to transform our perspective, and students will learn to do this through perseverance, resilience, and risk taking.

NOTE: Materials required: Pencils, erasers and a sketchbook.

### **Studio Arts 2D 12 (MVA-12)** 4 Credits

Prerequisite(s): MVA12

This course is designed only for students wishing to take a second art class in grade 12. It is for the serious art student, capable of working independently, contemplating an art-related career or just having a keen interest in the visual arts. Students should be able to progress independently from initial concept, through research, production, evaluation and final display of their work. A primary focus of this course is the building of a strong personal portfolio. Visual arts are an essential element of culture and personal identity, and students will learn to make purposeful artistic choices that enhance depth and meaning in artistic works.

NOTE: Materials required will vary depending on student choices. Everyone must have a sketchbook and basic drawing tools.

### **Studio Arts 3D 12 (MVA-12)** 4 Credits

Prerequisite: MVA12

This course is designed only for students wishing to take a second art class in grade 12. It is for the serious art student, capable of working independently, contemplating an art related career or just having a keen interest in the visual arts. Students will be able to design a personal curriculum based on 3-Dimensional works. Students should be able to progress independently from initial concept, through research, production, evaluation and final display of their work. A primary focus of this course is the building of a strong personal portfolio. Visual arts are an essential element of culture and personal identity, and students will learn to make purposeful artistic choices that enhance depth and meaning in artistic works.

NOTE: Materials required will vary depending on student choices. Everyone must have a sketchbook and basic drawing tools.

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## **Bible Education**

### **Bible 9: Exploring the Biblical Story (XLCA09BIB)**

The Big Ideas for Bible 9 are: Scripture is the central authority for all of matters of life and doctrine, the story of God is being played out in the context of the world, the kingdom of God is the story of the world: past, present, and future, and we love and glorify God with our head, heart, and hands. This course will encourage students to study and become familiar with the overarching themes and messages of the Bible, in particular the Old Testament. An emphasis will be placed on the Kingdom of God, Understanding the Bible, and the Historical Context of the Old Testament. Students will be evaluated based on the curricular competencies of recognizing, explaining, and constructing.

NOTE: An ESV study Bible is provided for the duration of the course.

### **Bible 10: Exploring the New Testament (YPHR0A)** 4 credits

Prerequisite(s): Currently enrolled in Grade 10

The Big Ideas for Bible 10 are: Scripture is the central authority for all of matters of life and doctrine, the story of God is being played out in the context of the world, Jesus is the central figure of God's story, and we love and glorify God with our head, heart, and hands. This course will encourage students to study and become familiar with the New Testament. This course will encourage students to study and become familiar with the overarching themes and messages of the Bible, in particular the New Testament. An emphasis will be placed on Understanding the Bible, the Historical Context of the New Testament, and the Gospels. Students will be evaluated based on the curricular competencies of recognizing, explaining, and constructing.

NOTE: A physical copy of the Bible is required.

### **Bible 11: Exploring Theology (YPHR-1A)** 4 credits

Prerequisite(s): Currently enrolled in Grade 11

The Big Ideas for Bible 11 are: Scripture is the central authority for all of matters of life and doctrine, the story of God is being

played out in the context of the world, theological study deepens one's relationship with Jesus, and we love and glorify God with our head, heart, and hands. This course will encourage students to study and become familiar with Anabaptist biblical theology and systematic theology in their historical context. Students will learn about and read from portions of the *Mennonite Brethren Confession of Faith* and from Wayne Grudem's *Christian Beliefs: Twenty Basics Every Christian Should Know* to gain an understanding of how Christian theology should affect Christian life and practice. An emphasis will be placed on Understanding the Bible and Theology. Students will be evaluated based on the curricular competencies of recognizing, explaining, and constructing.

NOTE: A physical copy of the Bible is required.

### **Bible 12: Exploring The Christian Life (YPHR-2A)** 4 credits

Prerequisite(s): Currently enrolled in Grade 12

The Big Ideas for Bible 12 are: Scripture is the central authority for all of matters of life and doctrine, the story of God is being played out in the context of the world, kingdom life involves personal devotion to Jesus that makes one think and live like him, and we love and glorify God with our head, heart, and hands. This course will encourage students to study and become familiar with how to live out the Christian life in their context in order to provide a firm biblical foundation for their post-secondary endeavors. Students will investigate varying worldviews and will see that Christianity makes the most sense of what is seen in the world. They will also be given the opportunity to participate in spiritual practices that will hopefully guide their love for Jesus for the rest of their lives. An emphasis will be placed on Understanding the Bible, Cultural Context and the Christian Life. Students will be evaluated based on the curricular competencies of recognizing, explaining, and constructing.

NOTE: A physical copy of the Bible is required.

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## **Career Education**

Core Christian beliefs laying the foundation for Career Education at MEI are that we are all made in the image of God (Genesis 1:27), God has a will for us, which includes using our gifts & strengths to love & serve Him and others (Matthew 22:37-39 and Colossians 3:17).

*"And whatever you do or say, let it be as a representative of the Lord Jesus, all the while giving thanks through him to God the Father." Colossians 3:17*

### **Career and Education 9 (MCE-09)**

Prerequisite(s): None

Career Education 9 at MEI is covered within the Bible 9 Course, and through "Take Our Kids to Work Day". Students will also have the opportunity to work with <http://myblueprint.ca>, an education planning online resource.

In Career Education 9, students will have the opportunity, as life long learners, to engage in the process of career-life planning through exploration, goal setting, personal self-assessment, reflection connecting with a support network/mentor and practical application. Students will have opportunities to further develop their knowledge, skills and competencies, to engage with others and to meaningfully contribute within their community.

### **Career-Life Education (MCLE-10)** 4 credits

Prerequisite(s): Completion of grade 9 or permission of instructor.

Career Life Education is a BC Ministry of Education graduation required course. It may be taken in Grade 10 or 11 and is offered at MEI as a one Term "brick and mortar" classroom course, with students also required to complete 20 hours of Community Engagement, student organized work or volunteer experience outside of the classroom. The 20 hours of Community Engagement need to be completed between July 1<sup>st</sup>, after grade 9, and the end of the Term CLE is taken (the 20 hours of work or volunteer experience used to meet the CLE 10/11 requirement may not be used to also meet the work or volunteer experience requirement for Career Life Connections 12). Career Life Education involves learning and experiences related to self-assessment, careers and education, goal setting, financial planning, graduation requirements and post-graduation opportunities, job seeking and keeping, essential career and employability skills, employment standards, workplace safety and volunteer or work experience evaluations or reflections. <http://myblueprint.ca> will be used as resource.

### **e-Career Life Education online (MCLE-10)** 4 credits

Prerequisite(s): Completion of grade 9 and/or permission of instructor. Students must attach a completed e-Career Life Education Application Form to their Course Selection sheet. An interview may also be required. Only qualifying students will be accepted into e-CLE.

e-Career Life Education may be taken in grade 10 or 11. It will involve mostly online learning, however, a number of "face-to-face" meetings and 20 hours of Community Engagement, student organized work or volunteer experience outside of the classroom will also be required. The 20 hours of Community Engagement will need to be completed between July 1<sup>st</sup>, after grade 9, and the end of the Term CLE is taken (the 20 hours of work or volunteer experience used to meet the CLE 10/11 requirement may not be used to also meet the work or volunteer experience requirement for Career Life Connections 12). This e-course covers the same learning outcomes as the regular in-class Career Life Education course (see course description above), however, this e-course format gives MEI students flexibility in their timetables, an alternative mode of learning, and freedom to pursue another elective. Students taking e-Career Life Education must be self-disciplined, motivated, and able to work independently. Students also need to be confident and comfortable with computer technologies including Web Chat, Forums, and Internet use, and with software such as PowerPoint, Excel and Word. Students need frequent, regular access to the computer and the Internet.

NOTE: IMPORTANT - This e-course will be provided if enough students sign up for it and the school has a teacher available to teach and monitor it. It is a self-paced course within the timeframe options provided by the instructor (eg. must be completed with a certain Term).

### **Career Life Connections (MCLC-12)** 4 credits

Prerequisite(s): Completion of grade 11 or permission of instructor.

Career Life Connections (CLC) is a new BC Ministry of Education graduation required course that replaces Grad Transitions. This course will include classroom instruction, 30 hours of work or volunteer experience completed in Grade 11 and/or 12, a Capstone Project and mentorship. CLC will address topics, such as, personal assessment, post-graduation planning, career-life exploration, self-advocacy strategies, lifelong learning, active citizenship, employment marketing strategies, budget planning and a Capstone Project presentation. <http://myblueprint.ca> will be used as a resource.

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## English Language Arts Education

### **English Language Arts 9 (MEN--09)** 4 credits

Prerequisite(s): English Language Arts 8

English Language Arts 9 leads students to deepen and broaden their competencies in reading comprehension and communication. It seeks to stimulate an appreciation for good literature and a sense of values as students interact, interpret, evaluate and respond to a variety of literary forms.

### **English Language Arts 10 (MLTST10 & MCMPS10)** 4 credits\*

Prerequisite(s): MEN--09

This course deals with an in-depth study of the curricular competencies of language: comprehension & connection (reading, listening, viewing), and creation & communication (writing, speaking, representing). One of the goals of English Language Arts 10 is also to recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. Literature also explores our relationships between God and humanity. In this course, students will be asked to communicate ideas in oral and written form, to think critically and creatively, and to develop personal connections to the texts studied in class.

NOTE: \*This 4 credit course is the combination of two grade 10 Ministry Authorized English Language Arts 10 courses: **Literary Studies 10** (MLST10) 2 credits and **Composition 10** (MCMPS10) 2 credits. Students will receive the same final mark for both course since they are integrated into one class.

### **Literary Studies 11 (MLTST11)** 4 credits

Prerequisite(s): MLTST10 & MCMPS10

This enhances the competencies described in English Language Arts 10 with a more advanced application of literature analysis, including understanding of short stories, novels, poetry, essays and drama. It also focuses on creative and informative writing of short stories, poetry and various types of essays including research writing. In addition, students will acquire knowledge of the conventions of language, such as vocabulary, grammar, punctuation and sentence structure.

### **English Studies 12 (MENST12)** 4 credits

Prerequisite(s): MEN--11 or MLTST11

This required grade 12 course helps students to deepen and broaden their reading, comprehension and communication competencies. It seeks to stimulate an appreciation for great literature of different genres and a sense of Christian values as students interact, interpret, evaluate and respond.

### **New Media 12 (MNDM-12)** 4 Credits

Prerequisite(s): Completion of Literary Studies 11 (MLTST11) or English 11 (MEN-11)

Film! Although film has been entertaining millions for a hundred years, you may not have thought about the themes that directors explore. Film is called "the new novel," and often deals with themes of redemption, sin, and love. Students will watch classic and modern films with the intent to illustrate societal ideas, and for the student to become thoughtful analyzers and not mere consumers. Essays, presentations, tests and quizzes will demonstrate your understanding of movies from every decade of the 20<sup>th</sup> century and the 21<sup>st</sup>.

NOTE: Students should have access to a home computer. This is an elective English Language Arts 12 course and does not replace the required English Studies 12 (MENST12) course.

## English Language Arts Honours Pathway

English Language Arts Honours courses 9 to 11 are designed to challenge students with an enriched curriculum that will prepare them for the Advance Placement (AP) English Literature and Composition 12 course and also to write the (AP) English Language exam in their senior year of high school. The course material in the English Language Arts Honours Program is enriched, the skills required are more advanced and the concepts are covered in more depth.

IMPORTANT: A particular English Honours' class will be offered only if there are enough students (usually 15) who select it, meet the pre-requisite and can fit this class on their timetable without conflict with other courses.

### **English Language Art 9 Honours (MEN—09HON)**

Prerequisite(s): Successful achievement of the English Language Arts 9 Honours Screening Test or teacher's permission.

This course will complete English Language Art 9 and prepare students for Literary Studies 10 Honours.

## English Language Arts 10 Honours

(MLTST10H & MCMP510H) 4 credits

Prerequisite(s): Successful completion of English Language Arts 9 Honours with 80% or better and/or teacher's permission.

NOTE: This course will complete Literary Studies 10 (2 credits) and Composition 10 (2 credits) and prepare students for Literary Studies 11 Honours.

## Literary Studies 11 Honours

(MLTST11H) 4 credits

Prerequisite(s): Successful completion of English Language Arts 10 Honours with 80% or better and/or teacher's permission.

NOTE: This course will complete the requirement for MELST11.

## Advance Placement (AP) English Literature and Composition 12 (MLTST12H) 4 credits

Prerequisite(s): Successful completion of MELST11H with 80% or better and/or teacher's permission.

AP is a widely recognized program that most Canadian universities recognize as the equivalent of first-year coursework. For example, a student who scores a 4/5 or 5/5 on the AP English exam will be granted first year credit at most PSI.

NOTE: This course meets the requirement for the completion of MENST12 (4 credits). Students will receive a total of 8 credits for taking this course.

## Language Development & Culture

(Available for International Students Only)

### Language and Culture 10 (YESFLOB) 2 credits

Board/Authority Authorized (BAA) Course

Prerequisite(s): International students only. Permission from instructor required.

The course focuses on the English language skills students require to be effective communicators in the classroom, to build upon their knowledge of life with a homestay, and to continue to acclimatize them to Canadian life. The course is founded on the principle that in order to be successful in the Canadian classroom and society, students must acquire foundational skills in communication, Canadian culture and history. It focuses on developing student's skills and increasing their knowledge in ways that will allow them to be more effective in English in the regular academic stream. The goal of this course is for students to develop skills and increase knowledge through classroom lessons, activities and exercises. Students will practice and improve skills that will enhance their academic performance and enrich their experience in Canadian society. The course also places an emphasis on the acquisition of knowledge of the aboriginal worldview and perspective by infusing aboriginal perspectives into the classroom through First Nations literature and other media.

# Leadership and Peer Tutoring Education

## Leadership Courses

### APEX: Student Leadership 9, (XLDCA 09) 2 credits.

Prerequisite(s): Students in grade 9 who have not taken a leadership course. Limited enrollment. An application form for APEX: Leadership 9, available at Student Services, must be completed and attached to the course selection sheet.

This course (Wednesday mornings 7:00 - 8:00 a.m.) is designed to introduce students to leadership qualities and encourage students to be positive leaders in the school and community. Students will examine and discuss leadership qualities such as personality, behaviour, influence, and service. They will plan and participate in activities that will promote a positive atmosphere in our school and community. They will complete approximately 4 hours of school/community service each term.

NOTE: Cost \$15-\$100 for workshops / retreats / seminars (most are optional).

### APEX: Senior Leadership 10, 11, 12 (YIPS-0A) (YIPS-1A)

(YIPS-2A) 2 credits each year 

Prerequisite(s): completion of APEX: Leadership 9 is recommended. Limited enrollment. An application form for APEX: Senior Leadership, available at Student Services, must be completed and submitted to the course instructor.

This course (Wednesday mornings 7:00 - 8:00 a.m.) is an extension of the Introductory Leadership courses. It is designed to build on students' knowledge and experience in leadership. Students will be increasingly involved in school and community events. They will play significant role in the planning and execution of the annual Christmas Banquet and several other large-scale events. They will study current leadership theory and learn more about what it means to be an effective and positive leader. They will complete approximately 5 hours of school and community service per term.

NOTE: Cost \$15-\$100 for optional workshops / retreats / seminars.

## Peer Tutoring

### Peer Tutoring 11 (YIPS-1B) 4 credits

Prerequisite(s): A good command of basic academic skills is needed. (C+ minimum is required in EN 11 and MA 11). A good attendance record is required. Approval from the instructor and completion of application form, available from Student Services, attached to the course selection sheet is required

Peer Tutoring 11 is designed to develop responsibility, communication and organization skills through practical experience in helping individual students or small groups in a

classroom setting. Following the initial in-school training at the start of the course, students will work with an individual student in the Learning Support block. The acquired skills will be valuable in the future in working-with-people vocations, such as teaching.

**Peer Tutoring 12 (YIPS-2B)**   4 credits

Pre-requisite(s): Successful completion of Peer Tutoring 11 and approval of the instructor are required in order to be considered for Peer Tutoring 12.

Peer Tutoring 12 is designed to develop responsibility, communication and organization skills through practical experience in helping individual students or small groups in a classroom setting. Following the initial in-school training at the start of the course, students will work with an individual student in the Learning Support block. The acquired skills will be valuable in the future in working-with-people vocations, such as teaching.

## Math Education

### General Information

The Common Curriculum Framework for Grades 9–12 Mathematics includes three pathways: Workplace Mathematics, Foundations of Mathematics, and Pre-calculus. See diagram in Appendix titled: Math Pathways with MEI Minimum Pre-requisites and Sample Post-Secondary Options. Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. Problem solving is also an important component and appears throughout each course at various times.

#### Workplace Mathematics Pathway

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills into the work force. Topics include Algebra, Geometry, Measurement, Numbers, Statistics and Probability.

#### Foundations of Mathematics Pathway

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus.

Topics include Financial Mathematics, Geometry, Measurement, Numbers, Logical Reasoning, Relations and Functions, Statistics and Probability.

#### Pre-Calculus Pathway

This pathway 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. Topics include: Algebra, Numbers, Measurement, Relations and Functions, Trigonometry, and Permutations, Combinations and Binomial Theorem.

**Prerequisite(s) General:** Students are expected to meet all course prerequisites and will be placed into appropriate courses, unless they receive written permission from Mr. Balzer, Math

Department Head. Therefore, students should choose the appropriate Math course based on their current math average this year. In June, the Math Department will place students who, according to their final mark do not meet prerequisites, in the appropriate Math courses.

## Questions & Answers

### Which Math course is best suited to my student?

While there is no “rule” about which Math course is right for each student, the decision can be made easier by thinking about your student’s ability and interest in Math, and future education and career plans. The new courses have been designed to facilitate student success after high school. For example:

- If your student has struggled in Mathematics 8 or Mathematics 9, enjoys working on projects or hands-on activities, or intends to pursue a trade or technical job after high school, then the Workplace Mathematics pathway is the best choice.
- If your student enjoys working on projects or hands-on activities, or is planning further studying in the Social Sciences like Economics or Arts or Humanities at post-secondary, then the Foundations pathway will be the best choice.
- If your student has been very successful in Math 9, enjoys the challenges of Math, and is thinking about future education or a career that involves Sciences or Engineering at a university, then starting the Pre-Calculus pathway will be the best choice.

Your student’s educational choices after high school depend, in part, on the courses they take in high school. To make an informed decision about which course is best suited for your student, you need to find out as much as you can about each pathway. Parents and students need to remember that grade 10 has ONLY two math courses available but there are three pathways in grade 11 to 12.

### What happens if we change our mind about the course decision that we have made?

Because the three pathways were designed to give students different skills, attitudes and knowledge for different career and post-secondary paths, they were not designed specifically to allow for lateral movement between pathways. As a result, MEI will not be suggesting students move from one pathway to another, once a choice has been made and a student is working in one pathway’s courses. Students who choose grade 10 Workplace Mathematics CANNOT move to the Foundations stream or Pre-Calculus stream. However, students who have successfully completed the common Foundations of Math and Pre-Calculus 10 can transfer to Apprenticeship and Workplace Mathematics 11.

## Mathematics

### Mathematics 9 (MMA--09---AWM)

Prerequisite(s): Successful completion of regular Mathematics 8 program and recommendation from the MEI Math 8 teacher (as per final report card)

Welcome to Math 9! This course is designed to develop students’ curricular competency in the following areas: reasoning and

modeling, understanding and solving, communicating and representing, connecting and reflecting. Topics include: operations with rational numbers, exponents and exponent laws, operations with polynomials, linear relations, graphing, multi-step linear equations, spatial proportional reasoning, statistics and financial literacy. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

### **Workplace Mathematics 9 (MMA--09)**

Prerequisite(s): Successful completion of regular Math 8 program and recommendation from the MEI Mathematics 8 teacher (as per final report card)

This course is designed for students who experienced some difficulty with the regular Mathematics 8 curriculum. This course will prepare students for Workplace Mathematics 10 and 11 pathway. Students who fail this course must repeat it before moving on to Workplace Mathematics 10. This course includes the following components: Numbers, Number Operations, Data Analysis, Integers, Fractions, Geometry, and Measurement.

NOTE: A notebook, scientific calculator, pencil, eraser, ruler, and geometry set are required.

### **Workplace Mathematics 10 (MAWM-10) 4 credits**

Prerequisite(s): 50% or better in AWM-9 or 50% in FMP-9

This course is designed to develop students' curricular competency in the following areas: reasoning and modeling, understanding and solving, communicating and representing, connecting and reflecting. Topics include income, measurement, unit conversion, geometry and basic trigonometric ratios. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

NOTE: a student workbook is provided. A scientific calculator is required.

### **Workplace Mathematics 11 (MAWM-11) 4 credits**

Prerequisite(s): 50% or better in MAWM-10 or 50% in MFMP-10

This course is designed to develop students' curricular competency in the following areas: reasoning and modeling, understanding and solving, communicating and representing,

connecting and reflecting. Topics include financial literacy (personal investments, loans, and budgeting), rate of change, how probability and statistics are used in different contexts, interpreting graphs in society, 3D objects: angles, views, and scale diagrams. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

NOTE: a student workbook is provided. A scientific calculator is required.

### **Foundations of Mathematics and Pre-calculus 10 (MFMP-10)**

4 credits

Prerequisite(s): 60% or better in Math 9 (Math 9 Workplace does not qualify)

This course is a **common program** for students desiring to carry on in either the **Foundations of Mathematics 11 and 12** pathway or the **Pre-calculus 11 and 12** pathway.

This course is designed to develop students' curricular competency in the following areas: reasoning and modeling, understanding and solving, communicating and representing, connecting and reflecting. Topics include operations with exponents, prime factorization, functions and relations, linear functions, arithmetic sequences, systems of linear equations, polynomials, primary trigonometric ratios, and financial literacy. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

NOTE: a student workbook is provided. A scientific calculator is required. This course has a graduation program exam worth 20% of the final grade.

### **Foundations of Mathematics 11 (MFOM-11) 4 credits**

Prerequisite(s): 60% or better in MFMP-10

This course is for students desiring to carry on, if needed, in the Foundations of Mathematics 12 pathway. This course is designed to develop students' curricular competency in the following four areas: reasoning and modelling, understanding and solving, communicating and representing, connecting and reflecting. Topics include numbers, computational fluency, patterning, geometry, data and probability, as well as financial literacy. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning



standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes, as well as chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in deep learning and life-long learning.

NOTE: student workbook is provided. Graphing calculator is required.

#### **Foundations of Mathematics 12 (MFOM-12)** 4 credits

Prerequisite(s): 60% in FOM 11 or 50% in Pre-Calc 11

This course is designed to develop students' curricular competencies in the following four areas: reasoning and modelling, understanding and solving, communicating and representing, connecting and reflecting. Topics include financial planning, combinatorics, probability, regression analysis, exponential and logarithmic functions and equations, as well as trigonometric functions and applications. The focus of the course is on problem solving, with First Peoples perspectives reflected within the learning standards. Students will be assessed through various activities, quizzes and unit tests. During the course, students will also be self-evaluating their own learning as a method of formative assessment. Core competencies such as communication and thinking skills, personal and social responsibilities will be encouraged throughout the course in order to engage students in life-long learning.

NOTE: A student workbook is provided. A graphing calculator is required. This course has a graduation program exam worth 25% of the final grade.

#### **Pre-Calculus 11 (MPREC-11)** 4 credits

Prerequisite(s): 67% or better in MFPM 10 (Math 10 Workplace does not qualify). This course is for students desiring to carry on, if needed, in the Pre-Calculus 12 pathway.

This course is designed to develop students' curricular competency in the following areas: reasoning and modeling, understanding and solving, communicating and representing, connecting and reflecting. Topics include operations with radicals, graphing and solving quadratic equations and systems of quadratic equations and inequations, rational expressions, primary trigonometric ratios, and financial literacy. The focus of this course is on problem solving, and the First Peoples perspectives are reflected within the learning standards. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

#### **Pre-Calculus 12 (MPREC-12)** 4 credits

Prerequisite: 67% or better in MPREC-11

This course is designed to develop students' curricular competencies in the following four areas: reasoning and modelling, understanding and solving, communicating and representing, connecting and reflecting. Topics include transformations, exponential functions and equations, geometric sequences and series, logarithmic functions and applications, trigonometric functions and identities, as well as conics. The focus of this course is on problem solving, with First Peoples perspectives reflected within the learning standards. Students will be assessed through various activities, quizzes and unit tests. They will also be given the opportunity to self-evaluate their own learning through formative assessment. Core competencies – thinking and communication skills, personal and social responsibilities - will be developed throughout the course to encourage students towards life-long learning.

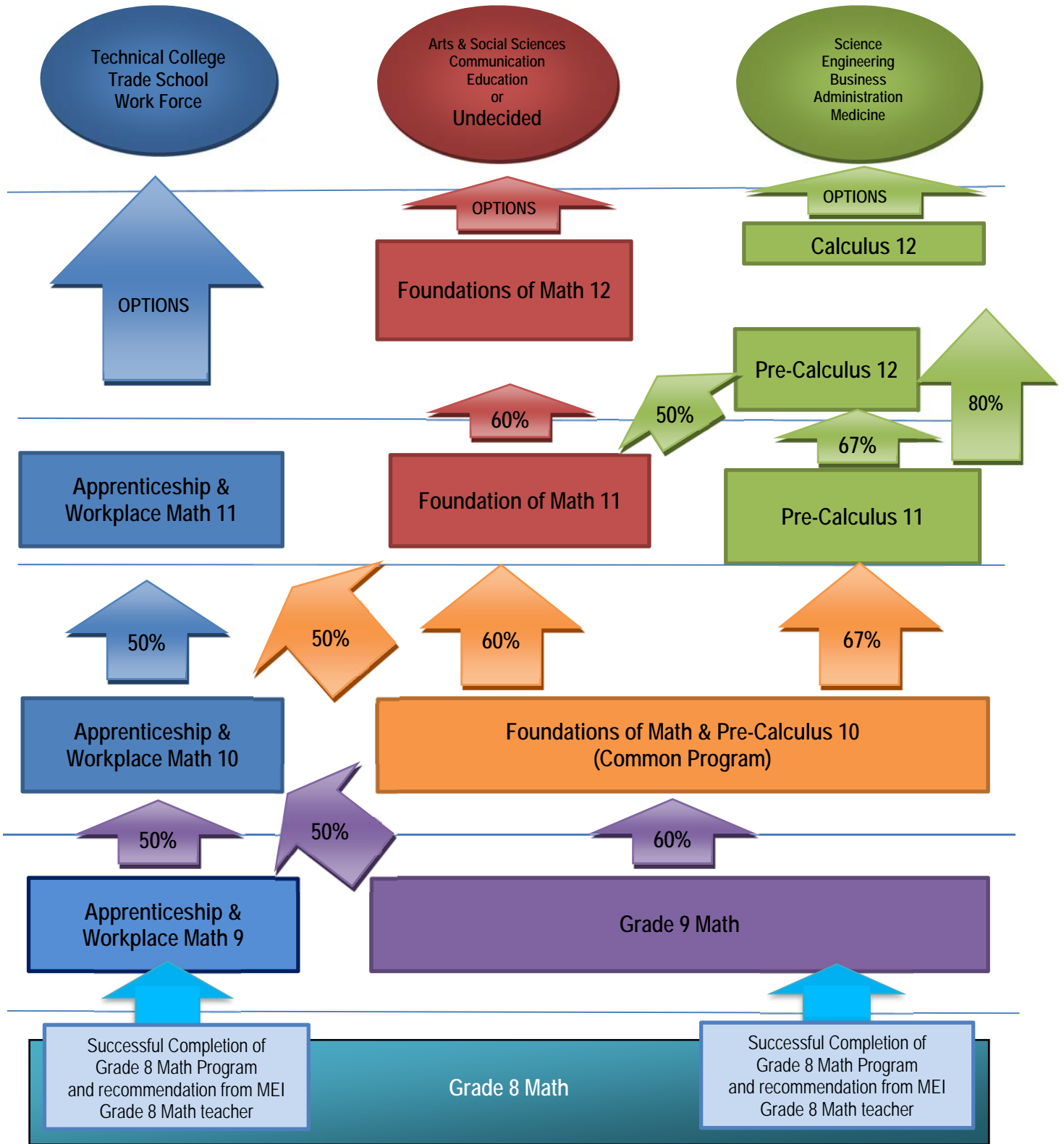
NOTE: A student workbook is provided. A graphing calculator is required. This course has a graduation program exam worth 25% of the final grade.

#### **Calculus 12 (MCALC 12)** 4 credits

Prerequisite(s): 80% or better in Math 11. Pre-Calculus Math 12 is highly recommended as a pre-requisite.

This course is a pre-cursor for any student wishing to take post-secondary calculus. This course is designed to develop students' curricular competency in the following areas: reasoning and modeling, understanding and solving, communicating and representing, connecting and reflecting. Topics include derivatives, differentiation rules and applications, integrals and applications of integration. The focus of this course is on problem solving. During this course, students will be self-evaluating their own learning as a method of formative assessment, and they will also be assessed with various activities, projects, quizzes and chapter tests. Core competencies such as communication skills, thinking skills and personal and social responsibilities will also be embedded and developed throughout the course to engage students in life-long learning.

# Math Pathways Diagram



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# Physical and Health Education

## Physical and Health Education 9 (MPHE-09---Boys, MPHE-09---Girls)

Prerequisite(s): MPHE-08

This course will integrate the MEI faith based values with the BC Government Curricular ideas. The overarching principles are:

1. Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
2. Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
3. Healthy choices influence our physical, emotional, and mental well-being.
4. Healthy relationships can help us lead rewarding and fulfilling lives.
5. Advocating for the health and well-being of others connects us to our community.

The physical education component of this course provides students with the knowledge, understanding, attitudes, abilities and fundamental skills required to maintain active physical health both now and in the future. Students will also participate in various individual/dual and fitness activities as well as in various team games. The health education component of this course provides students the ability to identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour. It also provides students strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations. It proposes approaches for developing and maintaining healthy relationships and create plans for promoting the health and well-being of the school and community. There will be opportunity within this course to examine strategies for promoting mental well-being for self and others, to assess and evaluate strategies for managing problems related to mental well-being and substance use. Students will also create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence and explore and describe factors that shape personal identities, including social and cultural factors.

NOTE: PE Gym strip is available from PE teacher on first day of class. (\$20 shorts, \$20 t- shirt payable with Cash Online)

## Physical and Health Education 10 (MPHED---Boys, MPHED---Girls) 4 credits

Prerequisite(s): MPHE-09

This course involves similar activities as PE 9; however, students will be expected to demonstrate a higher degree of skill in the competencies.

This course will integrate the MEI faith based values with the BC Government Curricular ideas. The core competencies are:

1. Mental Well Being - Students will analyze strategies for promoting mental well-being for self and others as well as

managing physical, emotional and social changes during puberty.

2. Physical Literacy - students develop, refine, and apply fundamental movement skills in a variety of physical activities and environments.
3. Healthy and Active Living - provides opportunities for students to participate daily in physical activity designed to enhance and maintain health components of fitness.
4. Social and Community Health - students develop positive interpersonal behaviors, healthy relationships, and creating strategies for promoting health and well-being of self, school, community and others.

The physical education component of this course provides students with the knowledge, understanding, attitudes, abilities and fundamental skills required to maintain active physical health both now and in the future. Students will need to show competence in a variety of physical situations and tasks.

The health education component of this course continues to build on MPHE-9 provides students the opportunity to demonstrate skill in the social, community and mental health competencies.

NOTE: PE Gym strip is available from PE teacher on first day of class. (\$20 shorts, \$20 t-shirt payable with Cash Online)

## Active Living 11, 12 (MACLV11/12) 4 credits each year

Prerequisite(s): MACLV11: Grade 10 completion; MACLV12: Grade 11 completion and Permission of the Instructor.

This course will integrate the MEI faith based values with the BC Government Curricular ideas. Physical Education 11 and 12 are elective programs at MEI with a broader scope of activities than MPHE-09 or grade 10 MPHED---Boys, MPHED---Girls.

The overarching principles are:

1. Physical Literacy: Physical activity is an important part of overall health and well-being.
2. Health and Active Living: Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.
3. Personal and Community Health: Safety and injury prevention practices allow lifelong participation in physical activities. Reasonable choices affect physical and mental health.

These two courses will give students an opportunity to develop their physical fitness through performance, and leisure activities that all foster a balanced, healthy lifestyle. Students will be required to investigate, analyze and discuss healthy choices, healthy relationships, positive mental health and fostering community. Students will be required to display competence in leadership/serving the community via Service Hours for the school and Athletics Department. Students will be required to complete a minimum of 15-20 hours of service per year beyond regular class time to pass the class. Students are expected to have a positive attitude towards all activities and serving the school via the Physical Education Department.

NOTE: Activity fees of \$90-100 for MACLV11 boys and MACLV11 girls; and \$100-120 for MACLV12 boys and MACLV12 girls. (Payable with Cash Online)

### Advanced Performance Physical Education 10, 11, 12 (YHRA-0A, YHRA-1A, YHRA-2A) 4 credits

Prerequisite(s): Application and instructor interview required. An application form, available at Student Services, must be completed and attached to the course selection sheet.

This is a course designed for high performance level athletes who are interested in augmenting their training regime through a sport specific training program. The course will involve the students demonstrating competence in the following training programs: plyometrics, sport specific weight training, jump program, agility and core training, aerobic and anaerobic training, skill development, self-reflection and analysis. Students will demonstrate a variety of competencies in the areas of sports psychology, nutrition, and mental toughness. Students considering this course must be highly self-motivated, interested in training and prepared to work to their maximum potential in each class. Preference will be given to students who participate on school teams. Grade 10 students cannot substitute YHRA 10A for grade 10 PHED.

NOTE: Gym strip is available from PE teacher on first day of class. (\$20 shorts, \$20 t-shirt payable with Cash Online)

### Hockey Canada Skills Academy 9-12 (MPHE-09---HA, MPHE10---HA; MACLV11---HA; MACLV12---HA) 4 credits

Prerequisite(s): Successful completion of previous grade, proficiency in skating at the Midget level and permission of the Hockey Academy Director This is a course designed for high achieving students who are interested in developing a more comprehensive course in hockey skill development and training principles. It allows students to develop their individual hockey skills specific to their sport to support their Minor Hockey teams. The course involves the following training programs: plyometrics, sport specific weight training, agility and core training, aerobic and anaerobic training, nutrition, psychology, character building, fitness level tracking, on ice skills training based on Hockey Canada curriculum with self-reflection and analysis. Students considering this course must be highly self-motivated and prepared to work to their maximum potential in each class. The Program has also been developed and endorsed by Abbotsford Minor Hockey. Student athletes have the opportunity to receive individualized hockey instruction from a qualified teacher/instructor. This program allows hockey players at MEI to develop their individual hockey skills, strength, speed, quickness, character, leadership, and overall athletic performance. This course will use the weight room, gymnasium, as well as other facilities such as Center Ice Arena and Apollo Athletic Center.

NOTE: This program fulfils the MPHE-09, MPHE-10, MACLV11 and MACLV12 curriculum. This is a fee for service program. If you are interested in joining the MEI Hockey Academy, please e-mail [phay@meischools.com](mailto:phay@meischools.com). For more information, please go to the Hockey Academy website.

### Outdoor Education 11, 12 (ODED 11, 12) 4 credits Not Offered in 2019-2020 Academic Year

Prerequisite(s): Application and instructor interview required. An application form, available at Student Services, must be completed and attached to the course selection sheet. Recommended: C or better in MPHE-09, PHED 10 or MACLV11. Limited enrollment (16 seats). Priority given to senior students.

This extended day course is designed to allow students with an interest in outdoor pursuits an opportunity to explore many different outdoor activities. These include hiking, backpacking, mountain biking, kayaking, rock climbing (indoor and outdoor), snowshoeing, alpine touring (skiing/snowboarding), backcountry winter camping, orienteering, and caving. Through these activities, students will develop technical skills, environmental awareness, sense of community, sense of self and personal health and fitness. They will also learn skills in leadership, trip planning and preparation, first aid, route finding and risk management. There will be several mandatory multi-day trips requiring students to miss school days; therefore, students must be able to maintain their grades in other courses. Students will be evaluated using a variety of approaches, including personal journals, skill presentations, reports, class projects and practical camp situations. This is a linear extended day course, meaning we will meet once or twice a week immediately after school throughout the year (3:00 to 4:30 pm - days to be determined). The course fee is \$675, which will cover mandatory activities. It is necessary for students to obtain suitable layered clothing including a waterproof-breathable jacket, as well as a sleeping bag, a sleeping pad and good hiking boots. The school will provide students with backpacks, tents, tarps, water purification systems, stoves, pots, fuel, and over bags.

NOTE: This course is extremely dependent on environmental conditions and consequently the outline of activities listed above is subject to change. Outdoor activities will depend on the weather, time and the ability of the class. Field trips will be dependent on the above conditions as well as scheduling. If the instructor is not entirely qualified to teach segments of the course, experts in the field will be hired to ensure complete safety from foreseeable hazards.

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## Psychology Education

### Introduction to Psychology 12 (YPSYC2A) 4 credits

Prerequisite(s): Completion of grade 11 or permission from the teacher

In this introductory course, students will survey from a Christian worldview eight selected units from the first post-secondary year program in the field of psychology. Those units include: (1) The Science of Behavior, (2) Studying Behaviour Scientifically, (3) Biological Foundations of Behaviour, (4) Sensation and Perception, (5) States of Consciousness, (6) Stress, Coping, and Health, (7) Psychological Disorders, and (8) Treatment of Psychological Disorders. This course will be taught from the perspective that the search for truth is the primary goal of

Christian education, and scientific discovery that integrates with scriptural principles can illuminate our understanding of each other and ourselves as God's creation. However, this course will also reflect on aboriginal perspectives for each of the units covered. This course has an academic rigor to it. Students are expected to read a vast section of the textbook, remember and understand a large amount of content and use critical thinking skills to reflect on the key concepts of this course.

NOTE: Textbook provided: Passer, M. W., Smith, R. E., L, A. M., B, M. J., & W., M. D. (2011). *Psychology Frontiers and Applications Fourth Canadian Edition*. McGraw-Hill Ryerson.

## Science Education

The core competencies for all our science courses are to develop students abilities to question and predict, plan and conduct, process and analyze data and information, evaluate, apply and innovate, and to communicate. Each course has its curricular competencies that center on 3-4 "Big Ideas".

### Science 9 (MSC--09)

Prerequisite(s): MSC--08

In this course, students will continue to develop the science curricular competencies while exploring four big ideas: 1. Cells are derived from cells. 2. The electron arrangement of atoms impacts their chemical nature. 3. Electric current is the flow of electric charge. 4. The biosphere, geosphere, hydrosphere, and atmosphere are inter-connected, as matter cycles and energy flows through them. The course completion is a prerequisite for Science 10.

### Science 10 (MSC--10) 4 credits

Prerequisite(s): MSC-09

In this course, students will continue to develop the science curricular competencies while exploring four big ideas: 1. DNA is the basis for the diversity of living things. 2. Energy change is required as atoms rearrange in chemical processes. 3. Energy is conserved, and its transformation can affect living things and the environment. 4. Explore to what extent the formation of the universe can be explained by the big bang theory. The course completion is a prerequisite for all senior science courses.

### Chemistry 11 (MCH--11) 4 credits

Prerequisite(s): 67% or better in MSC--10 and MFMP-10

Co-requisite(s): Enrolled in MFOM11 or MPREC11

This course is a study of matter, its composition, structure and properties. In this course, students will work with the smallest particles that exhibit the particular properties of substances. Through studying chemistry, students will attain a solid understanding of how things work at the atomic, ionic and molecular level. Topics covered include: chemical reaction, atomic theory, solution and organic chemistry. This understanding is central to acquiring a well-rounded education in Science. Students will also spend a substantial amount of time

learning technical lab skills and solving problems. This includes working with a wide variety of equipment, gathering data, making qualitative and quantitative observations, and calculations, and drawing conclusions.

NOTE: Scientific calculator and graph paper required. The textbook used is *Essential Experiments for Chemistry*. Chemistry 11 is a strongly recommended prerequisite for Biology 12.

### Chemistry 12 (MCH--12) 4 credits

Prerequisite(s): 67% or better in MCH--11 and MFOM-11 or MPREC11.

Co-requisite(s): Enrolled in MFOM-12 or permission from instructor or MPREC12.

Chemistry 12 is a course intended to give those students majoring in sciences or technical related fields, a comprehensive background in a few key areas in Chemistry. The five units covered include:

1. Reaction Kinetics,
2. Dynamic Equilibrium,
3. Solubility Equilibria,
4. Acids, Bases and Salts, and
5. Oxidation – Reduction.

The skills and processes students use and develop are the same as those used by scientists at work. The development of these skills will allow students to solve problems, think critically, make decisions, find answers and satisfy their curiosity.

NOTE: Scientific calculator and graph paper required. This is a provincially examinable course. The textbook used is *Essential Experiments for Chemistry*. This course has a school based lab exam and final exam collectively worth 25% of the final grade.

### Earth Science 11 (MES-11) 4 credits

Prerequisite(s): MSC--10

This is a very practical course intended to provide students with the background to investigate the earth and its materials and processes. The goal is to inform and educate students about the world we live in. We will focus on astronomy, geology (minerals, rocks, plate tectonics, earthquakes and volcanoes), oceanography and meteorology (atmosphere and weather). This course allows for the study of various theories of origins and will provide the opportunity to develop a more complete understanding of issues surrounding ideas of creation and evolution. Many labs and hands on activities are incorporated into this course.

### Life Sciences 11 (MLFSC11) 4 credits

Prerequisite(s): 60% or higher in MSC--10.

In this course, students will continue to develop the science curricular competencies while exploring three big ideas: 1. Life is a result of interactions at the molecular and cellular levels. 2. Evolution occurs at the population level. 3. Organisms are grouped based on common characteristics. The course takes students on an exploration of scope of life in all five kingdoms:

Bacteria, Protista, Fungi, Plantae and Animalia. The course completion is a prerequisite for Anatomy and Physiology 12.

### **Anatomy and Physiology 12 (MATPH12)** 4 Credits

Prerequisite(s): 67% or higher in MBI--11 or MLFSC11 or with instructors permission. MCH--11 is not required but is strongly recommended.

In this course, students will continue to develop the science curricular competencies while exploring three big ideas: 1. Homeostasis is maintained through physiological processes. 2. Gene expression, through protein synthesis, is an interaction between genes and the environment. 3. Organ systems have complex interrelationships to maintain homeostasis. The course is designed to foster an appreciation design of the human body and prepare students for further studies of anatomy and physiology.

### **Physics 11 (MPH--11)** 4 credits

Prerequisite(s): 67% or better in MSC--10 and MFMP-10  
Co-requisite(s): Enrolled in MFOM-11 or MPREC11

Physics 11 is an introductory course that deals with the principles and theories of physics, encourages investigation of physical relationships, and illustrates the relationship between theory and application. Topics covered in this course include: Kinematics, vector dynamics, work and energy, power and efficiency, electric circuits, properties of waves and sound. During this course, students will develop various problem solving skills and an ability to translate phenomena into algebraic expressions and graphical representations that can be manipulated.

NOTE: Scientific calculator, transparent ruler and graph paper are required.

### **Physics 12 (MPH--12)** 4 credits

Prerequisite(s): 67% or better in MPH--11 and MFOM-11 or MPREC11  
Co-requisite(s): Enrolled in MFOM-12 or MPREC12

Physics 12 is the study of classical mechanics and electromagnetism, and is designed to help students develop analytical and problem-solving skills required in areas of science and technology. This course is a more rigorous follow-up to Physics 11. Topics studied include: relative reference frames, static equilibrium, impulse and the conservation of momentum and energy, circular motion, gravitational fields, electric fields, magnetic fields and applications of magnetic induction. During this course, students will develop various problem solving skills and an ability to translate phenomena into algebraic expressions and graphical representations that can be manipulated.

NOTE: Scientific calculator, transparent ruler and graph paper required.

### **Specialized Science 12-Agriculture Stewardship (MSPSC12)** 4 credits

Prerequisite(s): SC 10

This is a "hands-on" course in that students will be operating the Agriculture Initiative on MEI's ALR land south of Downes Road. As part of the school-wide Ecological Stewardship Program, students in this course will be growing vegetables and flowers using sustainable methods in greenhouse and field crop environments. Students may also be assisting the Elementary and Middle Schools in their initiatives on this property. A secondary focus will include stream ecosystem restoration on the Downes Creek tributary on this land.

As a science course, the focus will be in the following areas:

1. Sustainable land use to meet humanity's needs.
2. Understanding the sustainability, stewardship, and restoration of ecosystems.
3. Applying scientific knowledge to develop procedures, techniques, and technologies that have implications for places of employment.

Much of this course will be conducted outdoors and will involve practical work. It will run during the second semester.

NOTE: This course fulfills the grade 11 or 12 science requirement for graduation and for universities.

## **Junior Science Honours Program**

The Junior Science Honours Program is designed to challenge students with an enriched science curriculum that develops a depth of understanding. The courses highlight critical thinking, leadership, character, teamwork, collaboration, advanced lab skills and competitions. The Junior Science Honours courses prepare students for Senior Sciences. Students graduating from this program will be prepared for a high level of success in post-secondary science and have insights into careers in Science. They will also be prepared to complete the Advanced Placement (AP) Science exams in their senior year.

**IMPORTANT:** A particular science honours course will be offered only if there are enough students to form a class.

### **Science 9 Honours (MSC--09H)**

Prerequisite(s): Entry by recommendation of Science 8 Instructor based on interest, ability and work habits. Math 8 marks will also be reviewed. This course will complete Science 9.

### **Science 10 Honours (SC--10H)** 4 credits

Prerequisite(s): Successful completion of Science 9 Honours or recommendation of Science 9 Instructor based on interest, ability and work habits. Math 9 marks will also be reviewed.

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## **Second Language Education**

### **Core French**

#### **Core French 9 (MFR--09)**

Prerequisite(s): Core French 8

This one term course emphasizes the communicative approach. The text used is the series "Ça marche! 2". French 9 explores the

following themes: music, sports, adventures, community service, and the environment. There will be an emphasis on the relationship between French letter patterns and pronunciation. Students will learn to derive meaning from a variety of French texts. Through short and simple conversations, students will demonstrate describing people, objects, places, and personal interests. Similarities and differences between students' own cultural practices and traditions and those of Francophone communities in various regions will be explored. NOTE: A good French/English dictionary (preferably Oxford or Collins Robert) is required.

#### **Core French 10 (MFR--10) 4 credits**

Prerequisite(s): MFR--09 (60% or better or permission from instructor)

This course is a continuation of the Ça Marche! program used in French 9. The program continues with Ça Marche! 3. This course uses an integrated approach, based on the principle that students should learn to communicate in French in class. Students and teacher increasingly communicate in French during the semester. Oral and written activities encourage communication about topics drawn from the experience of young people. The main thematic units are centered on clothing, family, Canada, and part-time jobs. They will learn how the interactions between First Peoples and Francophone communities have affected French language and culture in Canada. Students will learn and use Francophone cultural expressions. An intentional focus on the lives and contributions of Francophone Canadians and the importance of story in personal, family, and community identity. NOTE: A good French/English dictionary (preferably Oxford or Collins Robert) is required.

#### **Core French 11 (MFR--11) 4 credits**

Prerequisite(s): MFR--10 (60% or better)

French 11 continues to develop students' competencies in the French language. Students will explore and interpret various texts in French. They will express themselves more fluently, both in spoken and written formats. Students will build their vocabulary and language skills, allowing them to ask and answer questions, respond to texts, narrate stories, and engage in conversations. Students will be able to communicate in the past, present, and future tenses. As students interact in different language contexts, they will learn to adjust their language and vocabulary. During class, students will tell anecdotes, share presentations, conduct interviews, perform dramatizations, and write a variety of texts. Students will look at various cultural aspects of French, including regional variations, cultural expression, and connections between French language and culture. They will learn how the interactions between First Peoples and Francophone communities have affected French language and culture in Canada. Students will engage with Francophone communities and people, bringing the language to life.

NOTE: A good French/English dictionary (preferably Oxford or Collins Robert) is required. This course has a final assessment worth 20% of the final grade.

#### **Core French 12 (MFR--12) 4 credits**

Prerequisite(s): MFR--11 (70% or better)

French 12 builds on language skills acquired in previous years, and allows students to communicate more proficiently in the language. Both teacher and students normally communicate in French. Students will discuss and justify opinions, share feelings and beliefs, and converse more confidently in French. As students' language skills progress, they will use a broader spectrum of vocabulary, idiomatic expressions, and present, past and future verb tenses. Students will explore cultural connections with French, including how diverse communities express themselves in French, how the language varies depending on the region, and how language and culture have been influenced by historical interactions. Students will engage with Francophone communities and people, bringing the language to life. During the course, students will also explore future opportunities for using French in personal, educational, and professional settings.

NOTE: A good French/English dictionary (preferably Oxford or Collins Robert) is required. This course has a final assessment worth 25% of the final grade.

## **Spanish**

#### **Spanish 9 (MSP--09) 2 credits**

Prerequisite(s): none

This course begins the *En Español* program and uses the *En Español 1* textbook. Spanish 9 at MEI is a one-term course, which introduces students to the language. Students will begin to learn Spanish with an emphasis placed on asking and answering basic questions. Recognizing the relationships between pronunciations, letters, punctuation, including common intonation patterns and meaning is one of the main curricular competencies for this course. By the end of the course, students are expected to give a simple description of themselves, including activities they enjoy, their families, and their daily schedule in both spoken and written Spanish. Students will begin to communicate in the language through listening, speaking, reading and writing activities.

NOTE: Access to the internet through a device/computer with Wi-Fi capabilities will be beneficial to the student in class and required for completing assignments outside of class.

#### **Spanish 10 (MSP--10) 4 credits**

Prerequisite(s): MSP--09, (60% or better or permission from instructor)

This course continues the *En Español* program and uses the *En Español 1* textbook. Students continue their learning of the Spanish language and learn about Hispanic countries. Students explore some of the celebrations, challenges, cultural activities and points of interest in the Spanish world. This course helps students develop their skills in spoken, aural and written Spanish. Competency in basic conversational Spanish is an emphasis and students are encouraged to participate in the Mexico mission trip. By the end of the course, students are expected to communicate

their thoughts and feelings in basic Spanish on a number of topics, including weather, sports, transportation, and daily routines. Students work at each of the four language skills simultaneously through listening, speaking, reading and writing activities

NOTE: Access to the internet through a device/computer with Wi-Fi capabilities will be beneficial to the student in class and required for completing assignments outside of class. This course has a final assessment worth 20% of the final grade.

### Spanish 11 (MSP--11) 4 credits

Prerequisite(s): MSP--10 (60% or better or permission from the instructor)

Spanish 11 continues to develop students' competencies in the Spanish language. Students will develop their ability to communicate their thoughts and feelings in Spanish on a number of topics, including school life, leisure time, activity preferences, and daily routines. The text used is *En Español 2*. Competency in basic conversational Spanish is emphasized, and one of the components will focus on Spanish as an outreach language, encouraging students to be involved in Missions to Hispanic people and their countries. Students work at each of the four language skills simultaneously through listening, speaking, reading and writing activities. They will expand their knowledge in the areas of conversation, culture, Hispanic music and vocabulary. They will develop in their use of other verb tenses such as the future and past. This helps students' proficiency in their conversational, reading and writing skills.

NOTE: Access to the internet through a device/computer with Wi-Fi capabilities will be beneficial to the student in class and required for completing assignments outside of class. This course has a final assessment worth 20% of the final grade.

### Spanish 12 (MSP--12) 4 credits

Prerequisite(s): MSP--11 (70% or better or permission from instructor)

This course is a consolidation of previously acquired knowledge that allows students to communicate more proficiently in the Spanish language. By completing Spanish 12, students are able to omit Intro to Spanish at the university level. Therefore, students should be fully prepared to work diligently in Spanish class on a daily basis. Students will express themselves with growing fluency as they further develop the use of tenses such as present, past, future, conditional, and subjunctive. They will extend their vocabulary and improve their reading and writing levels in both speed and accuracy. Students will engage in experiences with Hispanic people and communities thereby improving their speaking and listening skills. Students will explore educational, personal, and professional opportunities requiring proficiency in Spanish.

NOTE: Access to the internet through a device/computer with Wi-Fi capabilities will be beneficial to the student in class and required for completing assignments outside of class. This course has a final assessment worth 25% of the final grade.

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## Social Studies Education

The main goal of Social Studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information needed to consider multiple perspectives and to make reasoned judgments. The Social Studies curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections to the past, and consider the future. Through their participation in Social Studies, students are encouraged to understand and prepare to exercise their roles, rights and responsibilities within the family, the community, Canada and the world; to develop an appreciation for democracy and what it means to be a Canadian; to demonstrate respect for human equality and cultural diversity; and to think critically, evaluate information, and practice effective communication.

Students in Social Studies will develop the following skills: Learning how to gather and analyze information, communicate effectively, evaluate significance, use and assess primary and secondary sources, understand geography's effects on human behaviour, appreciate multiple perspectives, recognize continuity and change, observe cause and consequences, and make reasoned ethical judgements.

### Social Studies 9 (MSS--09)

Prerequisite(s): SS 08

This course will cover the following content for the time period 1750 to 1919: Social, economic, political, and technological revolutions. The effects of colonialism and imperialism on indigenous peoples throughout the world. Global demographic shifts in population. Nationalism and the growth of modern nation states, including Canada. Local, regional, and global conflicts. Investigations into discriminatory actions and attitudes, and historical wrongs. Physiographic regions of Canada and geologic processes. This content will be the material used to develop these competencies in students: Assessing the significance of events from a variety of historical perspectives. Researching and assessing the evidence and sources for competing historical perspectives. Comparing and contrasting continuity and change through this time period. Assessing how specific conditions and actions of individuals affect history and geography. Recognizing ethical judgements in various sources. Making reasoned ethical judgements on controversial topics and events.

NOTE: Textbooks provided: *Crossroads: A Meeting of Nations* (Pearson Education, 2013) and *Horizons: Canada's Emerging Identity* (Pearson Education, 2009)

### Social Studies 10 (MSS--10) 4 credits

Prerequisite(s): Successful completion of SS--09

Social Studies 10 will focus on developing various skills such as understanding significance, evaluating evidence, recognizing and using various perspectives, discovering continuity and change, making reasoned ethical judgements, and linking cause and consequences. The content used for developing these skills will range from the functions of the Canadian government, to Canada's historic role in the twentieth century (1914 to the



present), to world geographical issues like population, standard of living and environmental issues. There will be a final exam worth 20%.

NOTE: Textbook provided: Counterpoints: Exploring Canadian Issues (Prentice-Hall, 2010).

### Explorations in Social Studies 11 (MEPSS11) 4 credits

Prerequisite(s): MSS--10

Explorations in Social Studies 11 is a course under the new provincial curriculum. Students will explore the most dynamic time in our existence – the last 100 years - and where we might be going. We will examine game-changing events and directions like the atomic age, space exploration, and the interconnectivity of humanity. We will observe the evolution of economic systems from the rise and fall of communism to the rise of globalization. We will look at the political and societal issues of our time, from the effects of 9-11 and the war on terror, to the competition between fundamentalism and liberalism. Naturally, we will look to the future of humanity and the earth. There will be a final exam worth 20%.

### Physical Geography 12 (MPGEO12) 4 credits

Prerequisite(s): 67% in MSS--10 for students in Grade 11; 60% in MSS--10 for students in grade 12.

Physical Geography 12 focuses on the processes and features of the natural world and how humans interact with God's good creation. Areas of study include:

1. Using geographic data and inquiry skills, such as cartography, to analyze evidence and interpret.
2. Assessing gradational forces that shape the earth and affect humanity – glaciation, rivers, coastal, weathering, hydrology, etc.
3. Developing knowledge of meteorology (weather) and its effect on climate.
4. Biome Regions – climate, vegetation, and soil.
5. Sustainable resource use and effects on the land, atmosphere, and hydrosphere.

Essential skills will include analyzing evidence and interpreting, assessing the significance of place, identifying patterns and trends, assessing geographical importance and interactions between the spheres, and making geographical value judgements.

As much as possible, the areas of study will be coupled with fieldtrips to bring life to academic knowledge. This will include an optional 3-day fieldtrip to the coasts of Washington and Oregon. There will be a final exam worth 25%.

NOTE: Textbooks provided: Earth Dynamics and a student workbook. Additional costs for fieldtrips (usually \$10 -\$15).

### 20<sup>th</sup> Century World History 12 (MWH--12) 4 credits

Prerequisite(s): 73% in MSS--10 for students in Grade 11; 67% in MSS--10 for students in grade 12.

This course focuses on the major events, people, and forces that shaped the most dynamic century in world history. The areas of focus will include the following:

1. Civil conflicts, revolutions, and independence movements – from the Russian Revolutions to Vietnamese independence
2. Authoritarian regimes – Mussolini, Stalin, Hitler, Mao, etc.
3. Global Conflicts like World Wars I and II, and the Cold War
4. International Cooperation and Organizations
5. Ethnic and cultural conflicts, along with civil rights movements
6. Social, cultural, and migration trends
7. Transportation and communication developments

This academic course will develop communication skills, including defending a thesis; along with other historical inquiry skills like identifying the role of perspective in assessing historical significance, evaluating evidence, understanding cause and consequence, identifying continuity and change, and making reasoned ethical judgements.

There will be a final exam worth 25%.

NOTE: Textbook provided: Global Forces in the Twentieth Century and a student workbook.

### Law Studies 12 (MLAW-12) 4 credits

Prerequisite(s): 67% in MSS--10 for students in Grade 11; Completion of MSS--10 for students in grade 12.

This course attempts to provide students with a basic understanding of their legal rights and responsibilities so that they are able to participate fully in Canada's democratic society. By understanding how laws are created and interpreted, students will be able to identify what influences these changes and how they evolve. At the end of this course, students should be able to recognize that our current legal framework in Canada will affect and impact their everyday lives. Areas of focus include: history of law, structure of Canada's justice system, different types of law, First People's legal orders and traditions, Canada's correction system and discussion of global legal agencies. This course includes guest speakers such as police officers, lawyers, and judges. It also includes a trip to the law courts and concludes with our very own mock trial. Law 12 final exam will be a mock trial worth 25% of the final mark.

NOTE: Textbook provided: All About Law – 6th Edition (Nelson, 2010). Additional cost of \$10 for a field trip. This course has a final exam.

# POST SECONDARY ADMISSION REQUIREMENT

The Ministry of Education is undergoing a transitional phase between the old and the new graduation program. Consequently, post-secondary institutions (PSIs) have to respond accordingly by revising their admission requirements within the next few years. It is therefore advisable to direct our students to PSI websites where the most current information is available. MEI Student services guidance counsellors are also available to guide in this process. The links below will get you as close as it can to where the information can be found. Students should not hesitate to contact a college or university advisor if any questions arise.

**IMPORTANT:** There are two types of admission requirements: (1) General, and (2) Program Specific. The hyperlinks below (as of February 19, 2019) will guide you to either the general admission requirements and/or the program specific requirements. Each post-secondary institutions identify their requirements differently. It is up to students to navigate carefully through this information so that they can plan their courses accordingly in high school.

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## Post-Secondary Admission Requirements Links

**www.bcit.ca**

*British Columbia Institute of Technology, Burnaby,  
Richmond*  
<https://www.bcit.ca/admission/requirements/>

**www.capilanou.ca**

*Capilano University, North Vancouver*  
For the official publication of programs, course descriptions and admission requirements please view the [Capilano University Calendar](#).

**www.douglascollege.ca**

*Douglas College, New Westminster and Coquitlam*  
[General Admission Information](#)

**www.ecad.ca**

*Emily Carr University of Art + Design, Vancouver*  
[Undergraduate Degree Application](#)

**www.kpu.ca**

*Kwantlen Polytechnic University, Langley, Surrey,  
Richmond*  
[Admission Requirements](#)

**www.sfu.ca**

*Simon Fraser University, Burnaby, Surrey and Vancouver*  
<https://www.sfu.ca/students/counsellors/admission-requirements-2019-2020.html>

**www.twu.ca**

*Trinity Western University, Langley*  
[Admission Requirements / Canadian High School / BC & Yukon](#)

**www.tru.ca**

*Thompson River University, Kamloops*  
[Admission Requirements \(must look within the program itself\)](#)

**www.ubc.ca**

*University of British Columbia, Vancouver, Okanagan and Robson Square campus*  
[Vancouver Campus General Admission](#)  
[Okanagan Campus General Admission](#)

**www.ufv.ca**

*University of the Fraser Valley, Chilliwack, Abbotsford*  
[General Admission Requirements](#)

**www.uvic.ca**

*University of Victoria, Victoria*  
[Admission Requirements for BC Students](#)

## SCHOLARSHIP AND BURSARY AWARDS 2019-2020

### BC Achievement Scholarships

[www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/)

The BC Achievement Scholarship is a \$1250 award recognizing students who achieve at least 73% in their Language Arts 12 course and are one of the top 8000\* students in the province based on their cumulative average percent in their Grade 10, 11 and 12 required and elective courses (\*number may change for 2019/2020). More information is available at the website listed above.

### BC Excellence Scholarship

[www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/)

The BC Excellence Scholarship is a \$5000 award recognizing 55 well-rounded graduates demonstrating community service and leadership, both inside and outside of their school, as well as commitment and aptitude for their chosen career paths. Each school may nominate one student for this award. Additional criteria, including required marks, can be found at the website listed above.

## Pathway to Teacher Education Scholarship

[www.bced.gov.bc.ca/awards/](http://www.bced.gov.bc.ca/awards/)

The Pathway to Teacher Education Scholarship is a \$5,000 annual scholarship that recognizes 20 outstanding Grade 12 students planning to enter the field of teaching. Other specific criteria can be found at the website listed above.

## District Authority Scholarship

<http://www.meischools.com/secondary/grads-2/>

The District Authority Scholarship is a \$1250 award intended for students who have excelled in grade 11 and 12 courses in the following specialty areas:

- Applied Skills (e.g. Business Ed., Tech. Ed., Home Ec.)
- Community Service (Volunteer – local and/or global)
- Fine Arts (e.g. Visual Arts, Dance, Drama, Music)
- Indigenous Languages & Culture
- International Languages
- Physical Activity (not limited to Physical Education)
- Technical & Trades Training

Specific criteria for this award can be found at the website listed above.

## Abbotsford Community Foundation Awards

<http://www.abbotsfordcf.org>

Abbotsford Community Foundation Awards are available to MEI and Abbotsford School District #34 secondary school students. Criteria for these awards may include one or more of the following: high academic achievement, school/community involvement, leadership involvement, good citizenship, financial need and/or pursuing specific post-secondary studies. Students will usually receive information about these awards in early February, with applications due by the end of February.

## MEI Friends & Alumni Awards

<http://www.meischools.com/secondary/grads-2/>

MEI Friends & Alumni Awards are available to MEI students. Criteria for these awards may include one or more of the following: high academic achievement, involvement in specific MEI courses, school/community involvement/service, leadership involvement, good citizenship, financial need and/or pursuing specific post-secondary studies. Students will usually receive information about these awards in early January, with applications due by the end of February.

## Other Scholarship and Bursary Awards

Student Services will receive award related information throughout the year from various businesses, organizations and post-secondary institutions. Students are encouraged to check the GRAD bulletin board, the MEI Grad Newsletters (usually posted in September, November, January and March), the MEI Student Services webpage and various other award and post-secondary related web sites. Students are also encouraged to join the Student Services Grade 12 Schoology Group in September 2019.

## Application Process

Grade 12 students interested in applying for scholarship & bursary awards are encouraged to initiate the application process in September already to ensure that their award application packages arrive at the specific organizations, businesses, and post-secondary institutions etc. by the application deadline.

Specific donors select the majority of scholarship & bursary award recipients; however, the MEI Grade 12 Awards Committee is also involved in selecting award recipients for some awards.

## Awards, Scholarships & Financial Aid Online Recourses

*The award information below is accurate as of January 2019.*

[www.abbotsfordcf.org](http://www.abbotsfordcf.org)

*Abbotsford Community Foundation - funds awarded to grade 12 students*

[www.aved.gov.bc.ca/studentaidbc](http://www.aved.gov.bc.ca/studentaidbc)

Financial resource to help with the cost of post-secondary education through student loans, grants, and scholarships. They also have programs that help with loan repayment.

[www2.gov.bc.ca](http://www2.gov.bc.ca)

Get help with post-secondary tuition and fees. Learn about the scholarships and awards from the BC Ministry of Education available to Grade 12 students completing high school. To access the information you must follow the links: BC Home > Education > Kindergarten to Grade 12 > Support

[www.canlearn.ca](http://www.canlearn.ca)

This site is designed to help Canadian students save, plan and pay for their education. You will find information about education savings and RESPs, education planning, student loans and grants, and online tools such as various educational estimators, search tools and other helpful resources.

[www.scholarshipscanada.com](http://www.scholarshipscanada.com)

Search for scholarships and awards that match your profile. There are more than 77,000 awards worth more than 167 million.

<https://scholartree.ca/>

Find scholarships available in Canada!

<https://lyconic.com/>

Free scholarship, grants, cash and award matching service