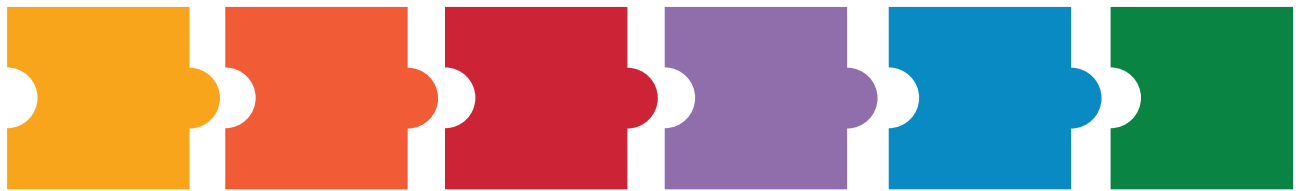


Pemberton Woods Campus

Program of Studies 2024/2025



GNS



Glenlyon
Norfolk
School



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The Program of Studies

The *2024/2025 Program of Studies for the Pemberton Woods Campus* details the courses to be offered for Grades 6 to 12. This year's document lists courses by IB subject group from Grades 6 to 12 to illustrate the choices available for students.

For Middle Years students and parents, the document may seem somewhat daunting—especially the more complex aspects of course choice in Grades 11 and 12. However, the programmes for Grades 6 through 8 are, in fact, quite straightforward and the only choices to be made are in the areas of arts and language acquisition.

We could, of course, simplify things by issuing to each grade level only the section relevant to them. However, we want students and their families to be able to 'browse ahead' and plan their possible route through to university. We also want everybody to see the richness of what GNS offers.

For our Grade 6 students, the step to the Middle School is full of opportunity and excitement. The nervousness (of students and parents) disappears rapidly, to be displaced by an overwhelming sense of activity, achievement, challenge, and enjoyment. We offer our Middle Years students a multitude of possibilities, and all we ask is that they explore and exploit those opportunities to the fullest extent.

For our Senior School students, the *Program of Studies* outlines the diverse pathways available that lead to university acceptance and enjoyment in ongoing studies. Please read this over carefully to ensure that you choose the best-fit pathway to suit your strengths, interests and post-secondary goals.

Enjoy reading the *Program of Studies*, and should you have any questions, please do not hesitate to contact us.

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Our Promise to Our Students

We will work to understand, challenge and support you to do your best and realize your potential as a whole person each day and throughout life.

Our Mission

To challenge and support each of our students to do their best through truth and courage in learning and in life.

Our Vision

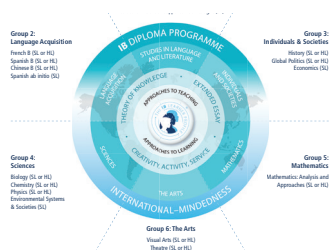
Glenlyon Norfolk School prepares outstanding citizens of character who will contribute to the world through their leadership, their commitment to service and their understanding that we are all responsible for the future of our communities.

IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The GNS IB Learner Profile

The attributes and descriptors of the Learner Profile define the type of learner the IB aspires to develop through its programmes, the aim of which is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. At GNS learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives (intellectual, physical, and emotional) to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Persevering

We see possibilities where others see impossibilities and are not afraid of failure. We work hard with determination, improving and making progress despite obstacles or limitations, with a focus on goal-setting and personal growth. We are always looking for the next challenge to conquer with courage and strength.

BC Graduation Requirements

In order to meet graduation requirements and be awarded a British Columbia Certificate of Graduation (Dogwood), students must earn a minimum of 80 credits to graduate. Schools are responsible for recording all course credits and for reporting that information to the Ministry for transcript production at the end of Grades 10, 11 and 12.

Required Courses	Credits
Language Arts 10	4
Language Arts 11	4
Language Arts 12 (English Studies 12)	4
Social Studies 10	4
Social Studies 11	4
Mathematics 10	4
Mathematics 11 or 12	4
Science 10	4
Science 11 or 12	4
Career Life Education (Grade 10)	4
Career Life Connections + Capstone Project (Grades 11 & 12)	4
Physical Health Education 10	4
Arts Education/Design 10/11 or 12	4
Total required course credits	52
Elective courses of grades 10, 11 or 12	28
<i>Required Grade 12 courses (including English Studies 12)</i>	<i>16</i>
Total credits	80

Important Notes

- All students are required to write the BC Provincial Numeracy 10, Literacy 10 and Literacy 12 Graduation Assessments.
- **All Grade 11** students are required to take **6 or 7 courses and Career Life Connections** at GNS during the academic year.
- **All Grade 12** students are required to take a minimum of **6 courses and Career Life Connections + Capstone** at GNS throughout the year.
- **Please note that an elective course will run only if there are sufficient numbers, at the Head's discretion.**
- Students will complete the BC Indigenous-focused Graduation Requirement in IB Language and Literature 10 (BC English First Peoples Literary Studies 10 and English First Peoples Writing 10).

Paths of Study in Grades 11 and 12

There are almost as many study pathways for GNS students in Grades 11 and 12 as there are students. We aim for all students to be able to study courses that will enable them to develop their areas of strength and interests, as well as prepare them successfully for their post-secondary goals.

Students can choose to study only IB curriculum courses, a mixture of IB curriculum and Provincial curriculum courses, or to work towards the full IB Diploma. When making course requests, students should consider their own strengths, post-secondary and personal goals, work-life balance and learning needs.

For full IB Diploma students: Please select your HL and SL subjects (3 of each), as well as ToK, CAS, and EE during the course request process. Select the HL or SL level based on your personal strengths and interests to ensure academic success, speak to your teachers to understand the difference in curriculum and check the admission requirements with our University Guidance Advisors.

Some Example Study Pathways in Grades 11 and 12

Below are some example study pathways to demonstrate how students can design a schedule that supports a variety of different subject interests, service commitments and co-curricular activities. Students can choose a wide variety of course options in order to meet graduation requirements and individual post-secondary goals.

We recommend that students discuss their post-secondary strategy with our University Guidance Advisors before choosing their course selections since post-secondary admission requirements vary.

Example Fine Arts and Humanities Pathway			
Full IB Diploma Candidate		IB Course Candidate: a mixture of IB and Provincial courses	
Grade 11 and 12 courses:	<ul style="list-style-type: none">• IB Theory of Knowledge• IB CAS (Creativity, Activity and Service) related to Arts (e.g., participation in GNS theatre productions)• An IB Extended Essay related to Arts• Career Life Connections	Grade 11 courses:	Grade 12 courses:
3 Higher Level IB courses		<ul style="list-style-type: none">• Art Studio 11• IB Literature A (HL) 11• IB Global Politics (SL) 11• Pre-Calculus 11• IB Environmental Systems & Societies (SL) 11• IB French B (SL) 11• IB Theory of Knowledge• Career Life Connections 11	<ul style="list-style-type: none">• Art Studio 12• IB Literature A (HL) 12• Social Justice 12• Pre-Calculus 12• Environmental Systems & Societies (SL) 12• Creative Writing 12• Career Life Connections 12
<ul style="list-style-type: none">• IB Theatre (HL)• IB Literature A (HL)• IB History (HL)			
3 Standard Level IB courses			
<ul style="list-style-type: none">• IB Math: Analysis & Approaches (SL)• IB Environmental Systems & Societies (SL)• IB French B (SL)			
		Service related to Arts (e.g., mural painting project for GNS)	Service related to Arts (e.g., volunteering with a community arts program)
Co-curricular: Theatre Company/Performing in GNS theatre productions		Co-curricular: Senior School Art club	
Outside of School: Speech and Dramatic Arts Lessons		Outside of School: Piano Lessons	
Students are eligible for a BC Dogwood Diploma and an IB Diploma		Students are eligible for a BC Dogwood Diploma and IB Course certificates	
Post-secondary programs might include: Fine Arts, Social Sciences, Humanities, Business			

This sampling of pathways is for demonstration purposes only and should not be seen as specific instructions for admission into those fields of study at a post-secondary level, as requirements can vary by school and specific program. Students are encouraged to discuss their post-secondary strategy with our University Guidance Advisors before finalizing course selections.

Example Sciences and Engineering Pathway

Full IB Diploma Candidate		IB Course Candidate: a mixture of IB and Provincial courses	
Grade 11 and 12 courses: 3 Higher Level IB courses <ul style="list-style-type: none"> • IB Language and Literature A (HL) • IB Chemistry (HL) • IB Physics (HL) 3 Standard Level IB courses <ul style="list-style-type: none"> • IB Math: Analysis & Approaches (SL) • IB Economics (SL) • IB Spanish B (SL) 	<ul style="list-style-type: none"> • IB Theory of Knowledge • IB CAS (Creativity, Activity and Service) related to Sciences (e.g., Health & Wellness) • An IB Extended Essay related to Sciences • Career Life Connections 	Grade 11 courses: <ul style="list-style-type: none"> • Pre-Calculus 11 • IB Chemistry (HL) 11 • IB Physics (SL) 11 • IB Language and Literature A (HL) 11 • IB Global Politics (SL) 11 • IB Spanish B (SL) 11 • Instrumental Music (Concert Band) 11 • Career Life Connections 11 	Grade 12 courses: <ul style="list-style-type: none"> • Pre-Calculus 12 • IB Chemistry (HL) 12 • Anatomy & Physiology 12 or IB Physics (SL or HL) 12 (depending on goals) • IB Language and Literature A (HL) 12 • IB Global Politics (SL) 12 • Instrumental Music (Concert Band) 12 • Career Life Connections 12
Co-curricular: Senior School computing/robotics club Outside of School: Part-time job at EB Games		Service related to Sciences (e.g., tutoring MS students in Science) Co-curricular: Science Club/Instrumental Music (Jazz Band) Outside of School: Trumpet Lessons	
Students are eligible for a BC Dogwood Diploma and an IB Diploma		Students are eligible for a BC Dogwood Diploma and IB Course certificates	
Post-secondary programs might include: Engineering, Math, Sciences, Business, Computer Science, Social Sciences, Humanities		Post-secondary programs might include: Engineering, Math, Sciences, Business, Computer Science, Social Sciences, Humanities, Music	

Example Athletic Pathway

Full IB Diploma Candidate		IB Course Candidate: a mixture of IB and Provincial courses	
Grade 11 and 12 courses: 3 Higher Level IB courses <ul style="list-style-type: none"> • IB Physics (HL) • IB Language & Literature A (HL) • IB Chemistry (HL) 3 Standard Level IB courses <ul style="list-style-type: none"> • IB History (SL) • IB French (SL) • IB Mathematics: Analysis & Approaches (SL) 	<ul style="list-style-type: none"> • IB Theory of Knowledge • IB CAS (Creativity, Activity and Service) related to Sport (e.g., Health & Wellness) • An IB Extended Essay related to Science • Career Life Connections 	Grade 11 courses: <ul style="list-style-type: none"> • Active Living 11 • IB Language and Literature A (HL) 11 • IB Global Politics (SL) 11 • Pre-Calculus 11 • IB Physics (SL) 11 • IB Chemistry (SL) 11 • IB Mandarin B (SL) 11 • Career Life Connections 11 	Grade 12 courses: <ul style="list-style-type: none"> • Active Living 12 • IB Language and Literature A (HL) 12 • Law Studies 12 • Pre-Calculus 12 • Anatomy & Physiology 12 • IB Chemistry (SL) 12 • Career Life Connections 12
Co-curricular: Senior School Soccer Team Outside of School: Play Soccer with Gold Level Club Team		Service related to Sport (e.g., volunteering as a sports coach for a children's summer camp) Co-curricular: Senior School Basketball Team Outside of School: Take part in high-performance development program	
Students are eligible for a BC Dogwood Diploma and an IB Diploma		Students are eligible for a BC Dogwood Diploma and IB Course certificates	
Post-secondary programs might include: Engineering, Computer Science, Sciences, Kinesiology, Humanities, Social Sciences		Post-secondary programs might include: Sciences, Kinesiology, Humanities, Social Sciences	

Example Sustainability and Social Justice Pathway

Full IB Diploma Candidate		IB Course Candidate: a mixture of IB and Provincial courses		
<p>Grade 11 and 12 courses:</p> <p>3 Higher Level IB courses</p> <ul style="list-style-type: none">• IB Biology (HL)• IB Literature A (HL)• IB History (HL) <p>3 Standard Level IB courses</p> <ul style="list-style-type: none">• IB Global Politics (SL)• IB French (SL)• IB Mathematics: Analysis & Approaches (SL)		<p>Grade 11 courses:</p> <ul style="list-style-type: none">• IB Language and Literature A (HL) 11• IB Global Politics (SL) 11• IB Economics (SL) 11• Pre-Calculus 11• IB Chemistry (HL) 11• IB French B (SL) 11• IB Theory of Knowledge• Career Life Connections 11 <p>Service related to the Environment (e.g., working with Green Team on recycling awareness at GNS)</p>		<p>Grade 12 courses:</p> <ul style="list-style-type: none">• IB Language and Literature A (HL) 12• IB Global Politics (SL) 12• IB Economics (SL) 12• Pre-Calculus 12• IB Chemistry (HL) 12• Social Justice 12• Career Life Connections 12 <p>Service related to the Environment (e.g., setting up and running an eco-bricks initiative at GNS)</p>
<p>Co-curricular: Pride & Equality Club</p>		<p>Co-curricular: Round Square Committee</p>		
<p>Outside of School: Part-time job at local garden centre</p>		<p>Outside of School: Member of Public Library Youth Council</p>		
Students are eligible for a BC Dogwood Diploma and an IB Diploma		Students are eligible for a BC Dogwood Diploma and IB Course certificates		
Post-secondary programs might include: Fine Arts, Social Sciences, Humanities				

Service as Action

What is Service as Action?

- Action is learning by doing and experiencing.
- Service, as a subset or particular kind of action: IB learners strive to be caring members of the community who demonstrate a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
- Service as Action: With appropriate guidance and support, MYP students should, through their engagement with service as one of the significant forms of action, meet the learning outcomes to develop the skills and attributes of an IB learner.

Service experiences are opportunities for students to engage in action. Service activities may be designed as a single learning event, a series of related learning experiences, or an extended project. They can be planned by teachers, students, external organizations and agencies, alone or in collaboration with other individuals and groups.

What is meaningful service?

"Feeling the work you do is significant and has a positive and important impact on the person, populations, or cause you are working with. It is sharing a part of yourself, either through a skill or passion, with another person for a mutual good." (Jacqui De Cormier)

"It's a learning experience that leads to personal development and positive community impact. This approach means that students are often learning service; i.e. understanding the context of an issue and place and becoming more aware of themselves and their role in communities." (pace.princeton.edu)

How many hours do I need?

Our goal is to help students develop a healthy balance of activities and responsibilities by suggesting flexible, developmentally appropriate guidelines for reasonable participation in service as action. A list of potential service experiences, and participation guidelines can be found in the Middle School and Senior School Service as Action handbooks found under Service as Action on Blackbaud.

As a member school of the Round Square, GNS also offers the opportunity for our students to help organize and lead local community engagement projects like invasive species removals and beach cleanups. We hope to continue our participation in international service projects. These projects, which generally occur in developing countries, allow students to work with students from around the world in constructing buildings and water systems.

Learning Strategies

GNS values diversity and learner differences and promotes equal opportunities for all. Learning Strategies teachers work alongside subject teachers, parents and students to help identify core competency and strength-based goals to overcome barriers to learning. This allows students to work to reach their potential to thrive at GNS and beyond.

In Grades 6, 7 and 8 remedial assistance is provided as required. Parents must obtain a full psychological-educational assessment from a registered educational psychologist to allow accommodations for internal exams and classroom or curriculum adaptations.

For students in the Senior School, University Guidance Advisors and the Learning Strategies teachers work with students and their families to manage grade and post-secondary transitions. Parents must obtain a full psychological-educational assessment from a registered educational psychologist to allow accommodations for internal exams and classroom adaptations. Assessments must be current in order to qualify for IB Diploma examinations.

Challenge Credit and Equivalency

In accordance with Provincial policy, a student may challenge course work in a graduation credit according to guidelines and practices established by the school. Typically, a student challenges a course by writing a GNS final examination for the course.

In order to challenge an academic course, the student must demonstrate preparedness for the challenge. This can be established by providing details of the work completed by the student, to parallel the GNS course outline. This must be provided in writing to the Coordinator, Academic Programming, not later than one week before the challenge exam. A course may be challenged once only.

A course challenge is not permitted for any course in which a student has previously been enrolled. For more information on challenge credit and equivalency, please contact the Coordinator, Academic Programming.

Credit Recognition for Courses/Programs Taken Outside GNS

A Ministry-approved external course is a Ministry-authorized course, with an organized set of learning activities developed and/or offered outside the BC school system. These courses have curricula and credentials approved by the Ministry and are of an equivalent standard to other Grade 10, 11 and 12 courses.

In all cases, to qualify for credit, the original exam results and certificate must be brought to the Coordinator, Academic Programming, to be copied and added to the student's file. Where a final mark was given by the certifying organization, that mark is used for the credit. Where no mark is given, TS is used for Transfer Standing.

If a student believes that they may qualify in some area that has not been described, see your Coordinator, Academic Programming, for further information or consult the Ministry website at www.gov.bc.ca/education/administration/policy/earning-credit.

Some examples of credit recognition for courses/programs taken outside of GNS:

Music

- Conservatory Music exams can be recognized as credits in Grade 10, 11 and 12 for completed examinations in practical exams with the accompanying required theory exam for Grades 6, 7 and 8 (or higher) respectively.

Dance

- RAD examinations can be recognized, as can ITSD, CDTA, ADAPT, AIDT and Highland Dance exams.

External Language Credits

- Students whose first language is not English should provide an original copy of the final report card for the last two years of high school in their home country to earn these credits.

External Sport

- Credits can be recognized for athletes on National teams, Provincial teams participating in national competition, and those on TEAM BC teams participating in the Canada Summer or Winter games. Other examples include the Victoria Junior Shamrocks and the Provincial Development Stream for horseback riding (External Sport: Athlete).

Guiding/Scouting/4-H/Cadets

- Youth Development credits can be given for Canada Cord or Chief Commissioner's Gold Award, Chief Scout's Award or Queen's Venturer

Award, 4-H programs or pins, and Cadet Levels or Advanced Specialty Training Courses.

Water Safety Instructor and Life Saving

- Bronze Cross (External Life Saving 11)
- Canada Red Cross Water Safety Instructor (11)

ICBC Drivers Education Course

- Driver Education that is recognized by ICBC can be awarded the equivalent of two Grade 11 credits. The original of the declaration of completion with a designated driving school stamp is required.

Aviation

- Canadian Private Pilot's licence is considered equivalent to a Grade 12 course.

Course Change Process/Withdrawal from Courses

In consultation with their teachers and family/guardians, a student may change their courses in September. Acceptance into a new course will depend upon the student's previous studies, their suitability for the course, whether there is capacity in the new course and if the new course can be accommodated within their timetable.

Middle School students should first discuss the change with their homeform advisor, who will then contact the Coordinator, Academic Programming. Students in Grades 9 and 10 should contact the Coordinator, Academic Programming directly. Students in Grades 11 and 12 should contact the University Guidance Advisors.

Please note that students cannot change courses once the course change deadlines have passed. In Grades 10, 11 and 12, if a student withdraws from a course after the course change deadline, a 'W' (withdrawn) will show on their GNS and Ministry of Education transcripts. Students may have to explain this to post-secondary institutions.

The final deadline for course changes for Grades 6 to 12 is September 30.

Studying a Distance Learning Course at Another Institution

In certain circumstances, Senior School students may want to study another course via a Distance Learning Provider, such as SIDES, NIDES or Pamoja. GNS can support this learning if the course is not provided by GNS, or if it is not possible for a GNS-provided course to be studied within a student's timetable.

Students who are interested in enrolling in these courses must first seek advice from the University Guidance Advisors. As a GNS student, permission to enrol in these courses needs to be approved by the IB Diploma Coordinator, Coordinator, Academic Programming, or the Principal, Senior School, as appropriate.

We do not recommend that students in the Middle School enrol in Distance Learning courses but rather focus on developing their passions and skills via involvement in GNS's diverse co-curricular program.

Additional Services

Supportive Counselling

Supportive counselling is available to students in Middle and Senior School through the school's counsellors. Students experiencing social or emotional difficulties, or challenges associated with their adjustment to school, are encouraged to seek support in the Health Centre. The counsellors are able to coordinate resources and to consult with parents, students, teachers and administration in an effort to address those factors limiting a student's progress.

If supports outside the school community are preferred, the counsellor can recommend and, in some cases, coordinate referrals. In those situations we encourage an appropriate ongoing dialogue to ensure we continue to be aligned in our strategies to support the student.

Similarly, in those situations requiring educational or psychological assessment, or a level of therapeutic intervention beyond the scope of the counsellor, a referral to an external resource is recommended.

It is important to note that, with the exception of those situations involving individual safety, confidentiality underpins all and any communication with the counsellor. This includes any discussions surrounding drugs and alcohol use and other issues that might be considered infractions of school rules.

Supportive Counselling Services can be accessed through the homeform advisors/teachers, the school administration or by contacting the counsellors directly, Kathryn Als (kals@mygns.ca) or Colin Montgomery (cmontgomery@mygns.ca).

David Graham Learning Commons

The David Graham Learning Commons (DGLC) is an extension of the classroom and integral to the academic programme in the Middle School. The library collection reflects the curriculum and includes reference materials, books, teacher resources, magazines and newspapers and online databases. The Learning Commons subscribes to online database indexes, and students can access these resources in the learning commons, in the classrooms, and at home through Blackbaud.

The main objectives of the Learning Commons program are to support and enrich the curriculum, to promote literacy, and to teach students to competently conduct research. The DGLC is a vibrant learning space where students continue to build upon their Approaches To Learning Skills—learning information and digital literacy, digital citizenship, collaboration, research, and citation skills. Teachers in all grades and subject areas use the DGLC for research instruction relating to topics currently under study in the classroom. One of the main focuses of the Learning Commons program is to teach Approaches to Learning Skills in conjunction with the classroom teacher to enable students to competently complete research assignments with academic honesty. The knowledge and skills acquired will prepare them for study in the senior school. Another area of focus is to encourage students to develop a love for reading and encourage them to become life-long readers. All students visit the learning commons once a month for book exchanges, book talks, and library skills instruction.

GNS students and staff are welcome to use the facilities and resources for study, research, and reading. The Learning Commons program also includes individual instruction in which students receive assistance outside class time. A staff member is available to help students in the morning before school starts, during lunchtime, and after school.

Gudewill Learning Commons

The Gudewill Learning Commons is a collaborative learning space and the hub of the Senior School. Our two rooms are bookable by classes, clubs, and student study groups, welcoming students and staff to research, print, scan, photocopy, and read. Our physical collection supports research across subject areas—reflecting and complementing course studies with enrichment opportunities—and encourages a love of reading through contests and displays. The digital collection expands student access to academic databases and respected serialized media, alongside academic integrity tools such as google plagiarism checker and turnitin.com.

The teacher-librarian supports special projects in the IB—including the Personal Project and Extended Essay and works with both classes and individual students to scaffold development of the Approaches to Learning Skills of critical thinking, information literacy and research.

Students learn about subject appropriate referencing methods, as well as the importance of in-text citations. The knowledge and skills they acquire prepares them for post-secondary learning with confidence and independence.

The Gudewill Learning Commons is available as a gathering space, a study space, and a research hub in the morning before school starts, during lunchtime, and after school.

Senior School Athletics Program

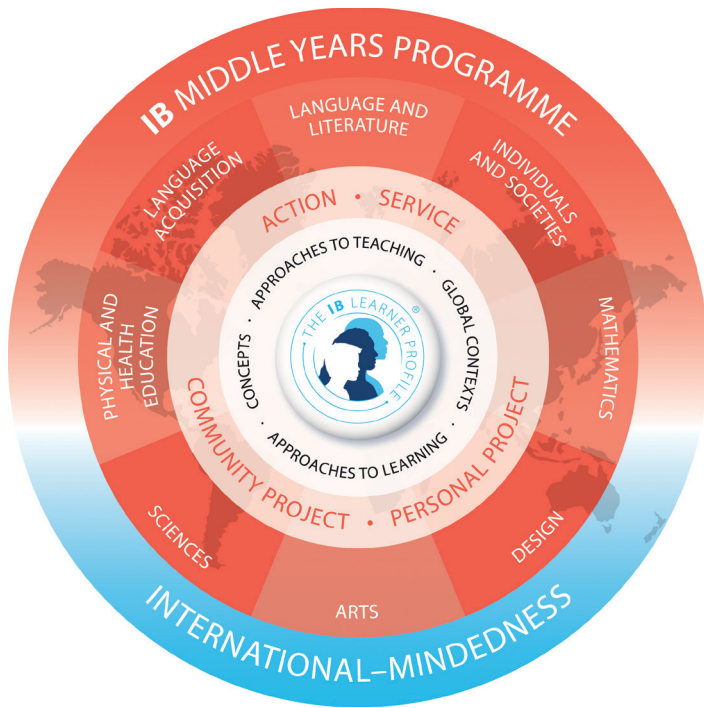
The co-curricular sports offered at GNS are an integral part of our educational program, and we strongly urge all students to take full advantage of the opportunities available. For full details of these opportunities, and for a complete description of our athletics' policies and goals, please refer to the *Parent/Student Handbook* posted on Blackbaud > Resources > Publications and Resources.

Off Campus Trips

The basis of our risk-management strategy is to maintain open communication with parents and to provide as much information as possible about each activity in which students are involved, so that parents can make informed decisions whether to allow their son or daughter to participate.

Many of our programs involve taking students off campus for a variety of activities. These trips may be to attend gallery shows, drama productions, museums, particular sites of interest, external athletic facilities, or athletic competitions. Every family is asked to sign a South Vancouver Island Blanket Consent form at the beginning of the school year for each child they have in the school. This form gives permission for their child to attend relatively low risk events within Victoria and the surrounding areas, where the most prevalent risk is riding in the school bus to the activity. For any activity involving a greater than regular risk, for example, kayaking, going further than Duncan, an experiential overnight camp, a separate activity information and consent form is shared with families via Blackbaud to be read and signed online prior to the activity. Families are always welcome to call the trip leader for additional information about any activity.

The International Baccalaureate Middle Years Programme



The IB Middle Years Programme (MYP) is intended to help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. The programme focuses on the education of the whole person, emphasizing the importance of a broad and balanced education.

All GNS students in Grades 6 to 10 fully participate in the IB MYP, which provides a framework for the delivery of the provincial curriculum in 8 subject areas. Student learning is assessed using a criterion-related approach established by the IBO, which represents a philosophy of assessment that aims to support and encourage student learning by providing feedback throughout the learning process through formative and summative assessment.

The MYP benefits all levels of ability and learning styles and provides opportunities to:

- address students' intellectual, social, emotional and physical well-being;
- enable students to understand and manage the complexities of our world, and provide them with the skills and attitudes they need in order to take responsible action for the future;
- ensure breadth and depth of knowledge and understanding through the study of eight subject areas;
- engage in the study of at least two languages to support students in understanding their own culture and that of others; and
- provide the opportunity to undertake an independent project into an area of interest.

Students entering Grade 6 at the Middle School begin the first year of the MYP. This programme shares many of the educational principles of both the Primary Years Programme and the Diploma Programme. When students complete the IB Primary Years Programme at the Junior School, they are proficient at structuring their own inquiries, reflecting on what they have learned, and have developed a strong sense of their own community as well as the world at large. This learning and development continue through the MYP, promoting international mindedness, responsible citizenship, the importance of

learning how to learn, student-centered inquiry, and communication. The skills learned throughout the MYP culminate in Grade 10 when students undertake the MYP Personal Project, which is a personal investigation of an interest or passion of their choice.

At the end of Grade 10, the GNS MYP Certificate is presented to each student who meets the following criteria:

- the student has completed the Personal Project
- the student has completed required Service as Action commitments
- the student has completed the learning outcomes in the MYP

The GNS MYP Certificate is not a prerequisite for entry into the GNS IB Diploma, although the skills developed over the course of the MYP serve as a strong foundation for this higher level of study.

Conceptual Teaching and Learning with Global Contexts

Units of study are structured around concepts in different contexts. Teachers design units around important global issues using the IB Global Contexts to establish a focus for meaningful teaching and learning and key and related concepts engage students in higher-order thinking, which helps them to connect facts and topics with more complex conceptual understanding.

Approaches to Learning Skills

Starting in the PYP and continuing through the MYP and beyond, students develop five important skill groups to become confident, independent, self-managed learners for life. All teaching is aimed at helping students develop competencies for research, critical and creative thinking, collaboration, communication, and self-management. These skills transfer between classes and can be considered the "tools for learning."

IB Middle Years Programme Personal Project

Required Course

Students are introduced to the Personal Project in the Spring Term of their Grade 9 year and embark upon the culminating activity of the MYP in September of their Grade 10 Year. The Personal Project provides students with the opportunity to exhibit aptitude and passion for a topic of their choosing. This final project encourages students to practice and strengthen their approaches to learning skills, to consolidate subject-specific learning and to develop an area of personal interest. Each student selects a topic that challenges, motivates and interests him or her and develops his or her personal project independently. All students are assigned a teacher advisor who guides them through the process of developing ideas, researching, designing, exhibiting the project and reflecting on their learning. The advisor also uses published rubrics to assess the student's overall performance (formative and summative). Students earn a 2 credit course towards their graduation upon completion of the Personal Project.

The exhibition of the projects, along with the summative assessment and final reflection piece, are completed in Winter Term of the student's Grade 10 year.

The International Baccalaureate Diploma Programme

This exciting curriculum is available to students in Grades 11 and 12 in the Senior School who have the desire, the commitment and the interest to participate. The IB Diploma represents a complete philosophy of pre-university education. The structure is designed to meet certain needs, which are highly advantageous now, in post-secondary and in life. These needs may be simplified as:

Breadth: students are exposed to a balanced programme including elements of each of the major intellectual fields.

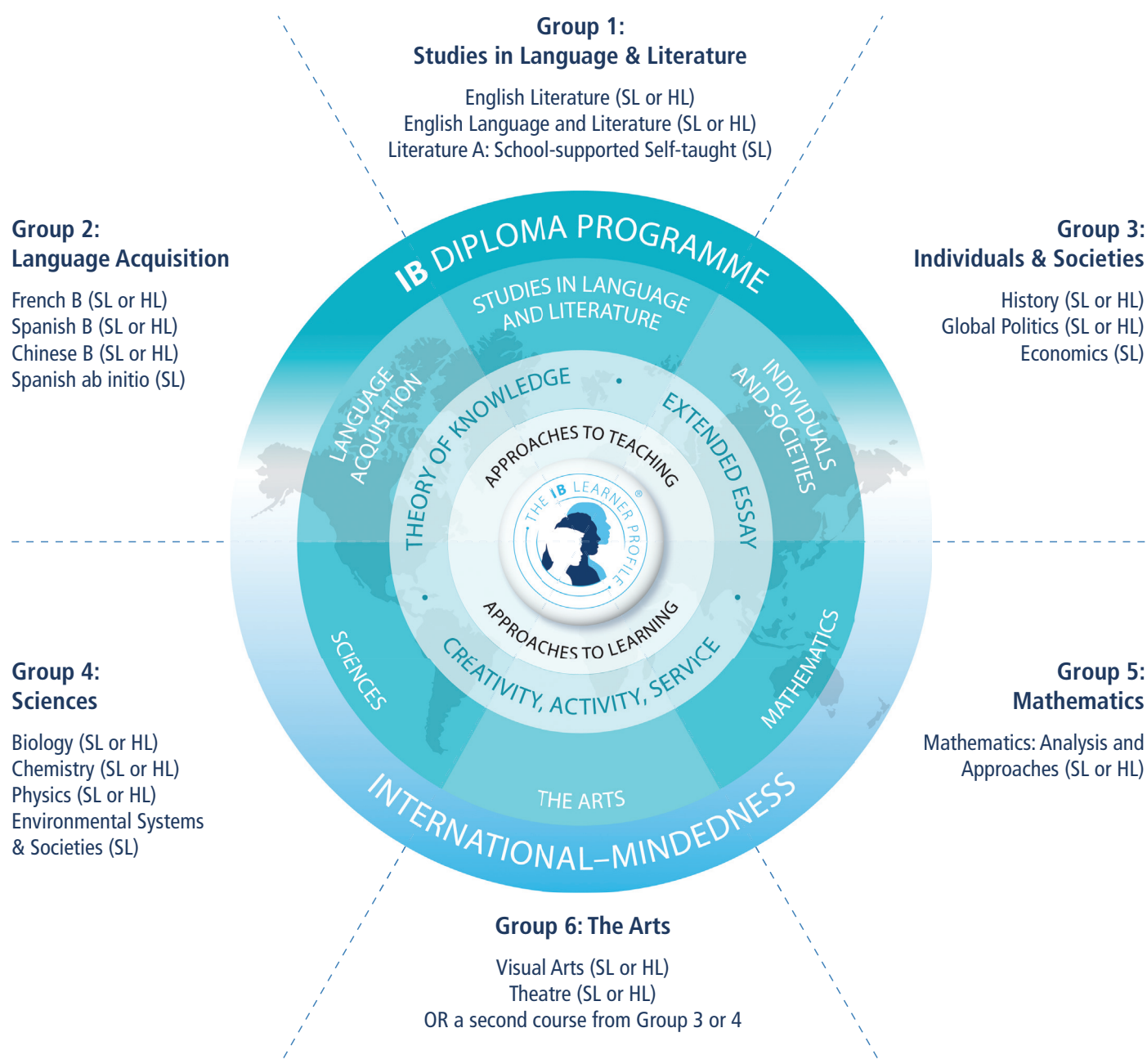
Depth: students pursue certain elements of study to a comparatively advanced level.

Independence: students are able to work independently in developing an area of study to an advanced level.

Critical thought: students develop the intellectual rigour and philosophical background necessary to evaluate and use the knowledge acquired.

The IB Diploma Programme comprises six subjects studied over two years. One subject must be selected from each of the six subject groups representing the major academic fields. The sixth subject may be from Group 6 (The Arts), or a second selection from Group 3 (Individuals & Societies) or Group 4 (Sciences). **Of the six subjects chosen, three must be studied at Higher Level (240 hours over two years), and three at Standard Level (150 hours over two years).** A student's choices may be limited by the school timetable. Each course depends on sufficient enrolment and will run at the discretion of the Head of School. Language Acquisition (Language B) is designed for students who have NOT acquired the target language as their first language.

At GNS, the following diagram illustrates which courses may be offered for each subject group.



The Core of the IB Diploma

A unique characteristic of the Diploma Programme, and in many ways the most valuable, is the extension of learning beyond the normal range of classroom subjects. In addition to the six examination subjects, full Diploma students pursue three further requirements:

- Creativity, Activity and Service (CAS)
- The Extended Essay (EE)
- Theory of Knowledge (ToK)

Award of the IB Diploma

The IB Diploma is awarded to a candidate provided all of the following requirements have been met:

1. CAS requirements have been met.
2. The candidate's total points are 24 or more, including additional points.
3. There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
4. There is no grade E awarded for the Theory of Knowledge and/or the Extended Essay.

IB Creativity, Activity and Service 11 (IB CAS 11)

Requirement for all IB Diploma candidates

The two-year CAS programme provides a framework for a Diploma candidate's co-curricular involvement. It is a key component in helping students to discover and maintain balance during the Diploma Programme. As such, students involve themselves in a variety of experiences that link to each of the three strands: creativity, activity and service. CAS experiences build upon activities in which students are already involved and allow them to experience new opportunities. Students create a CAS portfolio under the guidance of their assigned CAS Advisor, meet seven learning outcomes, and plan and initiate a CAS project. They must also take part in three CAS interviews over the two-year programme. These interviews are an opportunity for students and advisors to discuss progress on the portfolio. CAS begins in Year 1 (Grade 11) and must be ongoing throughout the two years.

This leads to IB CAS 12 for Diploma candidates only.

IB Extended Essay 11 (IB EE 11)

Requirement for all IB Diploma candidates

The Extended Essay promotes high-level research and writing skills, intellectual discovery and creativity. It is an opportunity to engage in independent research under the guidance of a supervisor (a teacher in the school), the teacher-librarian and the EE Coordinator. It is a substantial piece of writing of up to 4000 words, which enables students to investigate a topic of special interest of their own choosing. During the first year of the process, students choose a topic, research it, meet regularly with their supervisor, and write a first draft.

This leads to IB EE 12 for Diploma candidates only.

IB Theory of Knowledge 11 (IB ToK 11)

Required Course for all IB Diploma candidates, Elective for Course Candidates

Theory of Knowledge 11 is a unique course where students explore ideas from a variety of disciplines and perspectives. The emphasis is on exploring real-world knowledge issues, with a goal of helping students learn to question their own assumptions so they become flexible problem solvers. The course is organized around a series of Big Questions related to topics such as values, spin and biases. These are explored in the context of different areas of knowledge, including the arts, history, and the natural sciences. Because the course is focused on critical questioning and team learning, rather than upon the mastery of a defined body of knowledge, student-led discussion and journal entries drawn from their personal experience form a major part of the programme. In the final term, the prepared exhibition is assessed as the IBO required internal assessment.

Please note that although any Grade 11 student may enrol in this course, priority will be given first to full IB Diploma candidates. This course leads to ToK 12 for IB Diploma candidates only.

5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (SL or HL).
7. There are no more than three grade 3s or below awarded (SL or HL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades will count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the IBO Final Award Committee.

Grades E and N are failing grades, with E being a low grade and an N being "No Grade Awarded."

Diploma Course Year 2 Prerequisite Requirements

Students who complete a Year 1/Grade 11 Diploma Standard Level or Higher Level course with a final grade of 1 will not be permitted to continue into Year 2/Grade 12 of that course as they will not have met the pre-requisite. Students who complete a Year 1/Grade 11 Diploma Standard Level or Higher Level course with a final grade of 2 will be evaluated on a case-by-case basis at the discretion of the School's Administration to determine their readiness to continue into Year 2/Grade 12.

IB Creativity, Activity and Service 12 (IB CAS 12)

Requirement for all IB Diploma candidates

Co-requisite: Diploma Candidate

Prerequisite: IB Creativity, Activity, and Service 11

During the second year of the CAS programme, Diploma candidates continue to maintain balance by involving themselves in a variety of experiences that link to each of the three strands: creativity, activity and service. They progress their CAS portfolio under the guidance of their assigned CAS Advisor, while continuing to meet the seven learning outcomes. Involvement in the programme is throughout the second year until the beginning of April culminating in the final CAS interview.

IB Extended Essay 12 (IB EE 12)

Requirement for all IB Diploma candidates

Co-requisite: Diploma Candidate

Prerequisite: IB Extended Essay 11

In the second year of work on their essay, students continue to meet with their supervisors to receive feedback and make final edits. The completed essay is submitted in the Fall Term.

IB Theory of Knowledge 12 (IB ToK 12)

Required Course for all IB Diploma candidates, Unavailable for Course Candidates

Co-requisite: Diploma Candidate

Prerequisite: IB Theory of Knowledge 11

Theory of Knowledge 12 continues the journey students began in ToK 11. We begin by exploring a final Big Question while reviewing core concepts, and then students select an IBO-prescribed topic as the basis for a 1600 word essay, which is the external assessment for the course. The essay is written in three stages: proposal, first draft, and revisions, before submission to IBO just before Spring Break, concluding the course.

Because this course is so focused on writing the external assessment, it is available to IB Diploma candidates only.

IB Diploma Programme Planning Sheet for Incoming Grade 11 and 12 Students

Choose 3 Higher Level (HL) and 3 Standard Level (SL) courses. You must choose ONE course from groups 1 to 5 plus The Core (Theory of Knowledge, Extended Essay, CAS). You may choose ONE course from group 6 OR a second group 3 or group 4 courses or an elective as your sixth course.

Group	Subject	HL x3	SL x3
1 Language and Literature	English A Language and Literature		
	English A Literature		
	Literature A: School-supported Self-taught (Chinese, Russian, Spanish, etc.)	n/a	
2 Language Acquisition	Chinese B		
	French B		
	Spanish B		
	Spanish ab initio	n/a	
3 Individuals & Societies	Economics		
	Global Politics		
	History		
4 Sciences	Biology		
	Chemistry		
	Physics		
	Environmental Systems & Societies*	n/a	
5 Mathematics	Analysis & Approaches		
6 Arts or Elective (choose 1)	Theatre		
	Visual Arts		
	Elective (2nd Group 3 or Group 4)		
The Core	Creativity, Activity, Service		
	Extended Essay (EE)		
	Theory of Knowledge (ToK)		

* For students wishing to pursue Humanities, Social Sciences but not pursuing Engineering, Sciences

Grade 6 to 12 Program of Study

No student will be permitted to select a program that would result in fewer than 20 graduation courses (Grades 10, 11 and 12). Students may earn supplementary credits for certain activities outside the timetable. For Grades 11 and 12, these are Instrumental Music (Concert Band), Instrumental Music (Jazz Band), Choral Music (Concert Choir), Theatre Company, Health & Wellness, and Duke of Edinburgh Awards.

Grade 6	Grade 7	Grade 8	Grade 9
REQUIRED COURSES	REQUIRED COURSES	REQUIRED COURSES	REQUIRED COURSES
Career Education	Career Education	Career Education	Career Education
IB Language and Literature	IB Language and Literature	IB Language and Literature	IB Language and Literature
IB Language Acquisition: IB French, IB Mandarin and IB Spanish or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish, IB Mandarin or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish, IB Mandarin or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish, IB Mandarin or English Acquisition
IB Individuals & Societies	IB Individuals & Societies	IB Individuals & Societies	IB Individuals & Societies
IB Sciences	IB Sciences	IB Sciences	IB Sciences
IB Mathematics	IB Mathematics	IB Mathematics	One of IB Mathematics 9 or IB Mathematics 9 Extended
IB Arts: IB Music (Band) IB Arts Carousel Experience: IB Visual Arts, IB Music (Choir), IB Theatre (students take one each term)	IB Arts: IB Visual Arts	IB Arts: IB Theatre	One of IB Visual Arts, IB Music (Band), IB Theatre
IB Design	IB Design	IB Design	IB Design
IB Physical and Health Education	IB Physical and Health Education	IB Physical and Health Education	IB Physical and Health Education
	ELECTIVE COURSES	ELECTIVE COURSES	ELECTIVE COURSES*
	One of IB Arts: IB Music (Band) or IB Theatre	One of IB Arts: IB Music (Band) or IB Visual Arts	Instrumental Music (Jazz Band) Theatre Company Choral Music

Grade 10	Grade 11	Grade 12
REQUIRED COURSES	REQUIRED COURSES	REQUIRED COURSES
Career Life Education	Career Life Connections 11	Career Life Connections + Capstone 12
IB Language and Literature (Students will earn credit for BC English First Peoples Literary Studies 10 and English First Peoples Writing 10, meeting the BC Indigenous-focused Graduation Requirement.)	One of IB English Language and Literature A (SL or HL) 11, IB English Literature A (HL) 11	One of IB English Language and Literature A (SL or HL) 12, IB English Literature A (HL)
One of IB Language Acquisition: IB French, IB Mandarin, IB Spanish, or English Acquisition	One of IB Chinese B (SL or HL) 11, IB French B (SL or HL) 11, IB Spanish B (SL or HL) 11, IB Spanish ab initio (SL) 11 or IB Literature A: School-supported Self-taught (SL) 11	ELECTIVE COURSES IB Chinese B (SL or HL) 12, IB French B (SL or HL) 12, IB Spanish B (SL or HL) 12, IB Spanish ab initio (SL) 12, IB Literature A: School-supported Self-taught (SL) 12
IB Individuals & Societies	One of IB History (SL or HL) 11, IB Economics (SL or HL) 11, IB Global Politics (SL or HL)	IB Economics (SL) 12, IB Global Politics (SL or HL) 12, IB History (SL or HL) 12, Social Justice 12, Law Studies 12
IB Sciences	One of IB Biology (SL or HL) 11, IB Chemistry (SL or HL) 11 or IB Physics (SL or HL) 11, IB Environmental Systems & Societies (SL) 11	IB Biology (SL or HL) 12, IB Chemistry (SL or HL) 12, IB Physics (SL or HL) 12, IB Environmental Systems & Societies (SL) 12, Anatomy and Physiology 12
One of IB Mathematics 10 or IB Mathematics 10 Extended	One of IB Mathematics: Analysis and Approaches (SL or HL) 11, or Pre-Calculus 11 or Foundations of Mathematics 11	IB Mathematics: Analysis and Approaches (SL or HL) 12, Pre-Calculus 12
One of IB Visual Arts, IB Instrumental Music (Concert Band), IB Theatre	ELECTIVE COURSES Art Studio 11, IB Visual Arts (SL or HL) 11, Instrumental Music 11 (Concert Band), Instrumental Music 11 (Jazz Band), Theatre Company 11, Drama 11, IB Theatre (SL or HL) 11	Art Studio 12, IB Visual Arts (SL or HL) 12, Instrumental Music 12 (Concert Band), Instrumental Music 12 (Jazz Band), Theatre Company 12, Drama 12, IB Theatre (SL or HL) 12
IB Design	GNS Launch Pad 11 CineMagic 11	GNS Launch Pad 12 CineMagic 12
IB Physical and Health Education	Active Living 11, Fitness & Conditioning 11, Health & Wellness 11, Customized PHE 11	Creative Writing 12 Active Living 12, Fitness & Conditioning 12, Health & Wellness 12, Customized PHE 12
IB MYP Personal Project	IB Theory of Knowledge 11	IB Theory of Knowledge 12
ELECTIVE COURSES*	All Grade 11 students are expected to take 6 or 7 courses and Career Life Connections during the academic year.	All Grade 12 students are required to take a minimum of 6 courses and Career Life Connections + Capstone during the academic year.
Instrumental Music (Jazz Band)		
Theatre Company		
Choral Music		

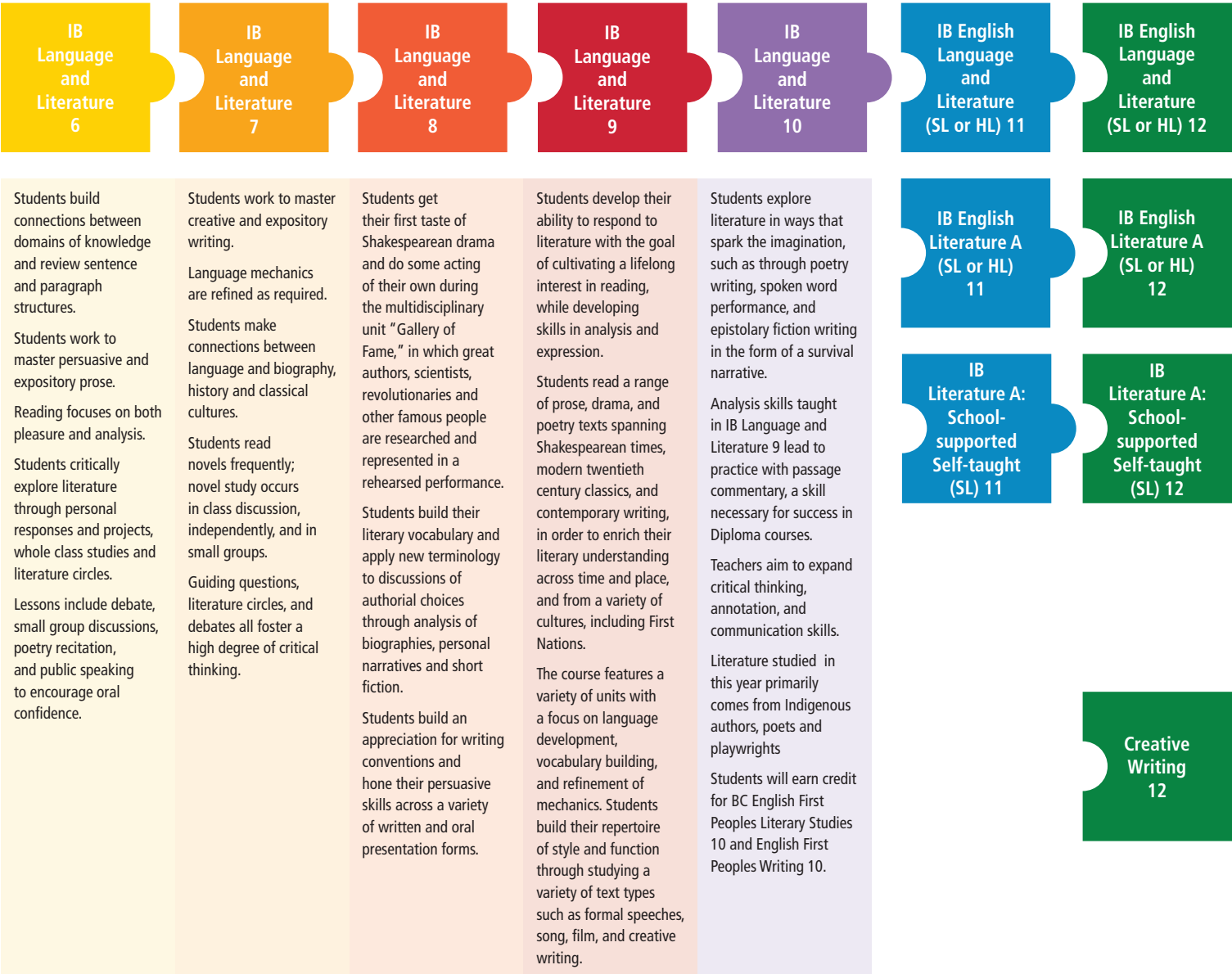
*Provincial credit for these courses may apply in Grade 11 and 12.

An elective course will run only if there are sufficient numbers, at the Head's discretion.

Group 1: Language and Literature

The department of Language and Literature offers inquiry-led, conceptually-focused, student-centered courses. We aim to develop skilled readers, writers and speakers who explore diverse perspectives and build multifaceted understandings of globally-significant issues. Our students are encouraged to activate their curiosity, follow their passions, and to make real-connections with the texts we study. Teachers aim to be partners in learning by providing guidance in analysis, interpretation, and contextualization.

Across the MYP and DP, students continuously hone foundation skills while engaging with “big ideas” and significant lines of inquiry. Investigations of voice, audience, purpose and form are supplemented by explorations of context and real-world applications. Language & Literature students come to understand that art mimics life, and that the key to understanding one can be found in the other.



IB English Literature A (HL) 11*Either this course or IB Language and Literature A 11 is required*

The Literature course is designed to inspire critical thought and curiosity through a deep exploration of literary forms: prose, poetry, and plays. Enriched with supplemental study of world myths and literary theory, students hone their ability to: write and read with reference to critical lenses (including archetypal, feminist, queer theory, existentialism, and aestheticism); speak and listen through skits, oral commentaries, and student-led seminars; and, think critically about thematic connections across widely varying times, places, and genres. Students will examine the validity of a literary canon, develop a scholarly sensitivity to aesthetic uses of language, and consider the ways in which literature represents and constructs the world through social and cultural identities. This is a flexible, student-driven space for engaged literary scholars to 'geek out' together. Entrants should enjoy reading independently: this course rewards the avid analyst.

This course leads to IB Literature A (HL) 12 and concludes with an oral IB internal assessment.

IB English Language and Literature A (SL or HL) 11*Either this course or IB Literature A 11 is required*

This course focuses on the study of English language and literature across media and cultures. We aim to broaden student perspectives of what constitutes a text and to develop skills in both the analysis and production of a range of text types, including fiction, non-fiction and mass media such as advertising and film. Students investigate how language can shape or express identity, how language develops in different cultural contexts, and how its production and reception is affected by the medium itself. Across both years of the program, students also study literary texts, applying their growing understanding of how contexts (social, cultural and historical) impact the ways texts are written and received, while also demonstrating how form, structure and style can influence meaning. In short, the course is geared toward those students looking for a blend of new media explorations and focused literary studies.

In Year 1, **Standard** and **Higher Level** students read the same texts, engage in the same formative tasks, and complete the same IB internal assessment. **Higher Level** students will have additional time to explore annotation skills, critical theories, and writing strategies.

This course leads to IB Language and Literature A (SL or HL) 12 and concludes with an oral IB internal assessment.

IB English Literature A (HL) 12*Prerequisite: IB Literature A 11*

Building on knowledge of texts, critical lenses, and socio-political contexts developed in Year 1, this course offers an opportunity to apply this expertise to challenging and richly-rewarding texts spanning the same diversity of forms, eras, and perspectives as enjoyed in the first part of the course. In addition to course texts, where Indigenous and Canadian voices ring out, students will be exposed to shorter excerpts from around the world in preparation for the unseen analysis of the Paper 1 exam. Universal themes such as alienation and isolation, truth and morality as relative or absolute, the role of the artist and the arts in society, consumerism, trauma and healing, and the nature of human spirituality are discussed with an eye to success on the thematic Paper 2 exam. As with the first part of the diploma course, students will explicitly develop awareness of and confidence using analysis methodologies and expressive skills that are invaluable for advanced university studies in all fields: wherever there are dense scholarly articles to be read, research to be critiqued, presentations to be made, or data patterns to be interpreted, Literature graduates will succeed.

In Year 2, **Higher Level** students write a multi-draft HL Essay on a text of their choice. This course leads to the written IB Literature examinations in May. Students will earn additional course credits for BC English Studies 12.

IB English Language and Literature A (SL or HL) 12*Prerequisite: IB Language & Literature A 11*

This course builds upon the foundation laid in Year 1, focusing on recognizing the unique features of a diverse set of text types, considering the impacts of where and when texts are created and consumed, and organizing arguments around thematic global issues. Year 2 allows students to delve more deeply and independently into texts rich with social commentary and to question the role of arts and mass media in shaping our world and a shared vision for the future. Thematically we will grapple with age-old questions of oppression and power, honor and dignity, agency, and morality as seen through the lenses of different times and places. With a continued focus on culture and identity, students will prepare for the major assessments of the year through small-group presentations, creative projects, and reflective journaling in order to investigate the uses and effects of literary, stylistic, rhetorical, visual and theatrical techniques. Our aim is to read the whole world around us critically.

In Year 2, **Higher Level** students write a multi-draft HL Essay on a text of their choice and is recommended for those seeking extra support with their written skills, while **Standard Level** includes additional practice with timed exam strategies. Both courses lead to the IB Language and Literature examinations in May. Students will earn additional course credits for BC English Studies 12.

Creative Writing 12*Elective*

Creative Writing 12 is designed for students who are interested in creating a body of work reflective of a sophisticated breadth and depth of skill. It is an excellent opportunity for students to apply the knowledge of structure and conventions that they have honed through Literature and Language courses. Students refine their ability to write in complex, controlled styles with effectiveness and impact. Throughout the course, students engage in the exploration of personal and cultural identities, memories, and stories through a wide range of genres. Within a supportive community, students collaborate, support, critique each other's work, and learn to take risks. Topics covered include fiction, poetry, children's literature, music, creative nonfiction, and memoir.

IB Literature A: School-supported Self-taught (SL)

This literature course provides an opportunity for students to continue to develop oral and written skills in their mother tongue while also studying in a different language of instruction.

IB Literature A: School-supported Self-taught (SL) 11

This demanding literature course provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Students wishing to embark upon this course of study should be prepared to work independently, manage their time effectively, and meet regularly with the Diploma Coordinator and a mentor. Diploma Candidates who successfully complete IB English Literature A (SL or HL) or IB English Language and Literature A (SL or HL) and a Self-taught Language (SL) will obtain a bilingual diploma. Examples of self-taught subjects that GNS has supported in the past include: Chinese, French, German, Korean and Urdu.

Interested students must meet with the IB Diploma Coordinator to complete a self-assessment before submitting their course requests in order to establish their suitability for the course.

IB Literature A: School-supported Self-taught (SL) 12

This constitutes the final year of the two-year IB School Supported Language A course. This demanding literature course provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. Students will continue to work independently, manage their time effectively, and meet regularly with the Diploma Coordinator and their mentor. Diploma Candidates who successfully complete IB English Literature A (SL or HL) or IB English Language and Literature A (SL or HL) and a Self-taught Language (SL) will obtain a bilingual diploma. Examples of self-taught subjects that GNS has supported in the past include: Chinese, French, German, Korean and Urdu.

This course leads to the IB Language A: Literature School Supported Self-taught (SL) examinations in May.

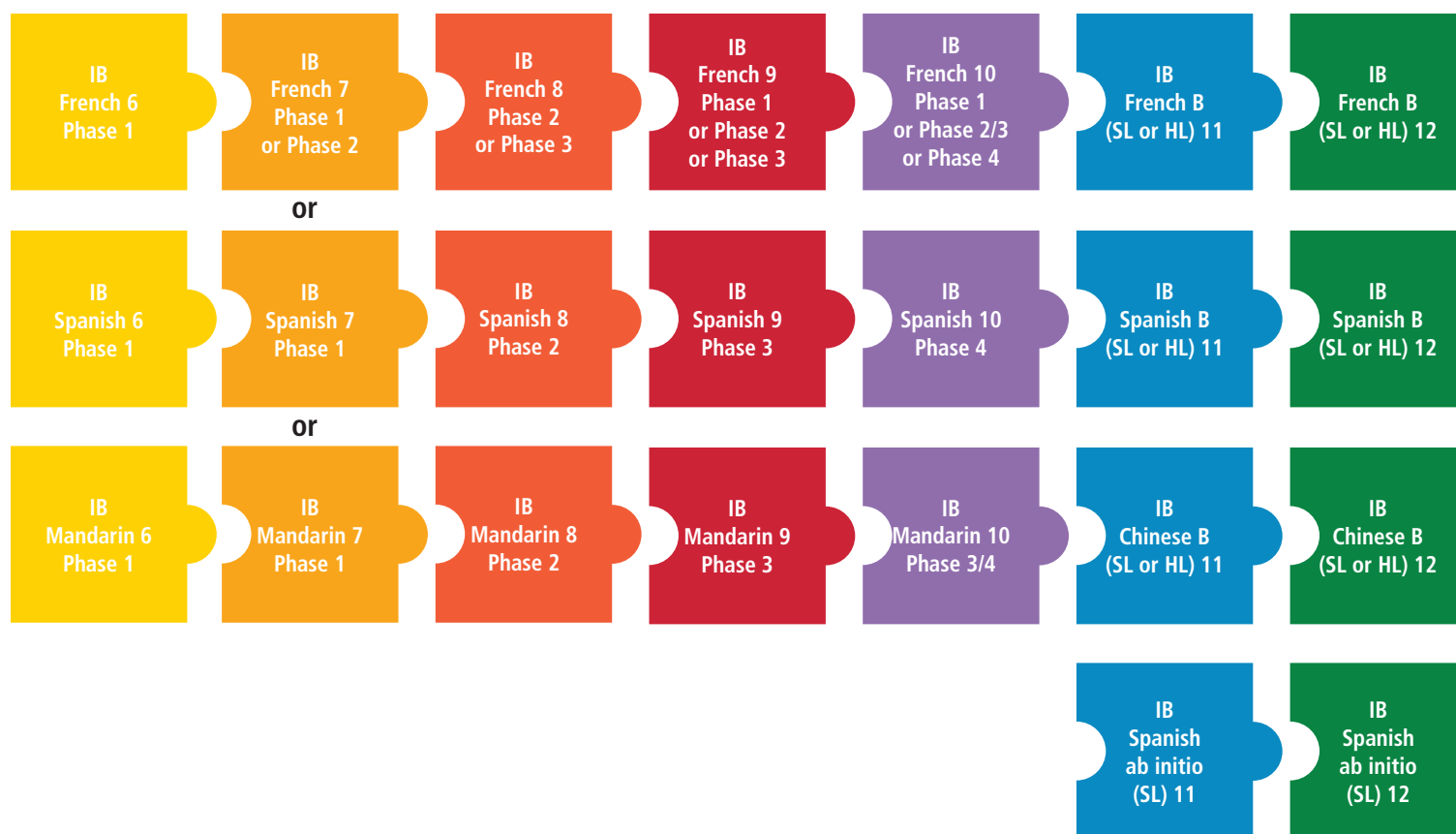
Group 2: Language Acquisition

The Language Acquisition department is dedicated to providing students with immersive and authentic language learning experiences that foster intercultural understanding and international-mindedness. Our teaching approach prioritizes the development of communicative skills through a dynamic and interactive classroom environment that promotes the acquisition of vocabulary and grammar in a natural and meaningful way. To achieve this, teachers use a variety of authentic texts, such as short literary extracts, children's stories, magazine/news articles, films, and songs, and a wide range of activities that immerse students in diverse linguistic and cultural contexts. These activities include, but are not limited to, role-playing, debates, discussions, and presentations. This approach encourages students to use the target language in a variety of contexts, including both formal and informal settings, and to communicate confidently and effectively. Through the MYP and DP programmes, students become proficient, confident, and culturally aware communicators who can use the target language effectively in academic and real-world situations.

Students are introduced to French in the IB PYP. In Grade 6, they have the opportunity to be introduced to Mandarin and Spanish, which they will study in addition to French. In Grades 7, students choose one of French, Spanish or Mandarin to continue through the MYP. There may be exceptional circumstances where, after discussion with the Head of Department and divisional principal, that students may switch into another language after Grade 7. All 4 language acquisition skills are evaluated: reading, writing, speaking and listening, and students are encouraged to take risks with spontaneous dialogue and using language creatively. Language acquisition is developed in each course through the study of themes that link to the respective cultures. In all Language Acquisition courses, students will consider the influence of their target culture and Indigenous People's communities on language and international mindedness.

We will try to meet the language needs of heritage speakers on a case-by-case basis and will determine the most suitable course for each student using guidance from IB. In the Middle Years Programme (MYP), students have the opportunity to study their mother tongue as their language acquisition course if they have not extensively attended a school where their mother tongue was the language of instruction. In the Diploma Programme (DP), students who have the ability to communicate confidently and proficiently in their mother tongue will need to pursue studies of a different language.

Please note: To enable students to develop and deepen their language acquisition skills, they are expected to continue with the same languages from Grade 7 to Grade 10. Students are likely to continue with the same language into Grade 11, but they also have an opportunity to choose a different language at this point (e.g., IB Spanish Ab Initio or IB Literature A: School-supported Self-taught) depending on their previous language studies. For Grades 11 and 12, students have the option of following the Diploma Programme curriculum in French, Mandarin or Spanish.



Language Acquisition: French

The GNS French Programme aims to develop students' communication skills while learning more about French language and francophone cultures, each year building upon the previous one. A course taught at a higher phase is offered in Grades 7 to 10 for students with a strong background in French, and for students who are highly motivated in French with exceptional study skills. Students are placed in the course based on their history of studying the language, achievements in the previous year's course, and teacher recommendation.

IB Language Acquisition: IB French 6

In French 6, students are emergent communicators using basic French in familiar situations. Students will express their preferences in a variety of situations, talk about their families, and explore celebrations and food in the francophone world.

IB Language Acquisition: IB French 7 Phase 1

In French 7 students are emergent communicators. They improve their receptive and productive skills using basic structures in familiar contexts. Students will reflect on their school life and compare their opinions and experiences to francophones of their age. Students will also explore travel in the Francophone world and their tastes in fashion.

IB Language Acquisition: IB French 7 Phase 2

Placement is at the discretion of the Head of Department. In the French 7 Phase 2 class, students are emergent communicators able to demonstrate higher levels of understanding and use of more complex structures. Students will reflect on their school life and compare their opinions and experiences to francophones of their age. Students will also explore travel in the Francophone world and their tastes in fashion.

IB Language Acquisition: IB French 8 Phase 2

In French 8 Phase 2 students are emergent communicators. They use a variety of tenses to communicate with increasing competency in a range of familiar contexts. Students will engage with aspects of Francophone culture while learning about sports, music, hobbies and volunteerism.

IB Language Acquisition: IB French 8 Phase 3

Placement in this program is at the discretion of the Head of Department. In the French 8 Phase 3 class students aim to become capable communicators who can engage in a variety of topics and spontaneous discussion including those of global significance. Students will engage with aspects of Francophone culture while learning about sports, music, hobbies and volunteerism.

IB French 9 Phase 1

Prerequisite: IB French 8

In French 9 Phase 1, students may be brand new to French or emergent communicators. This course will cover the fundamentals of the French language and is open to students who are either new to French or would benefit from further strengthening their foundation in the language. Students will learn and/or reinforce basic vocabulary and communication techniques related to the theme of personal identity.

French 9 Phase 2

Prerequisite: IB French 8

In French 9 Phase 2 students may be emergent or capable communicators, engaging in topics in a range of familiar and some unfamiliar contexts. Students will strengthen their comprehension skills by identifying implicit and explicit information in written and recorded texts. Students explore themes related to cultural identity and family, my city and surroundings, Francophone festivals and celebrations, movies and television.

French 9 Phase 3

Prerequisite: IB French 8 Phase 2

Placement in this program is at the discretion of the Head of Department. The French 9 Phase 3 class is for capable communicators who engage in a variety of topics and spontaneous discussion, including those of global significance. They understand and respond to some complex texts. In this course, classes are conducted almost entirely in French, and there is a greater emphasis on the accuracy of spoken and written French. The themes include: exploring the Francophone world, Francophone festivals and celebrations, movies and television.

IB French 10 Phase 1

Prerequisite: IB French 9

In French 10 Phase 1, students may be brand new to French or emergent communicators. This course will cover the fundamentals of the French language and is open to students who are either new to French or would benefit from further strengthening their foundation in the language. Students learn and/or reinforce basic vocabulary and communication techniques related to the theme of personal identity.

IB French 10 Phase 2/3

Prerequisite: French 9 Phase 1 or 2

In French 10 students aim to become capable communicators who engage in a range of topics in various contexts and respond to some complex texts in familiar and unfamiliar contexts. The themes include: food and cultural identity, fables, legends and childhood memories as well as sustainability and the environment.

IB French 10 Phase 4

Prerequisite: French 9 Phase 3

Placement is at the discretion of the Head of Department. This class is for capable or proficient communicators who engage in a wide variety of topics and spontaneous discussion with confidence. They understand and respond to increasingly complex texts. The course is conducted almost entirely in French and aims to further develop the student's communication skills necessary for further language learning. The themes include: food and cultural identity, fables, legends and childhood memories as well as sustainability and the environment. The study of a Francophone novel is also part of this course.

IB French B (SL or HL) 11

Prerequisite: IB French 10; not for native speakers

While students are introduced to some literary texts, the primary focus is on language acquisition and the development of skills at a sophisticated level. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide variety of tasks, largely based on higher order learning. They learn to write in a variety of styles and text types with appropriate register and language etiquette. The themes covered during this first year of the DP course include relationships, traditions and cultural events, holidays and travel, the role of communication and media, as well as the importance of arts and entertainment in our lives today. Students choosing HL receive supplementary classes without the SL students. Students are expected to interact in French at all times during class, and to research, read and review independently to increase their knowledge and understanding in the language.

This course leads to IB French (SL or HL) 12 and concludes with an in-school final examination.

IB French B (SL or HL) 12**Elective**

Prerequisite: IB French B (SL) 11; not for native speakers

This course constitutes the final year of the two-year IB Diploma Language B course, which leads to the IB exam at either Standard or Higher level. A more demanding level of work than in previous years is required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension, and writing are centered on topics and themes like Sharing the Planet and Identities. Students should research, read and review independently outside the classroom to increase their knowledge and understanding in the language.

This course leads to the IB French B (SL or HL) examinations in May.

Language Acquisition: Mandarin

The GNS Mandarin Programme aims to develop communication skills and knowledge about Mandarin language and Chinese culture and society, with each year building upon the previous.

IB Language Acquisition: IB Mandarin 6 Phase 1

In Mandarin 6 students are introduced to the respective cultures and participate in role-plays and oral exchanges. They learn beginner writing skills. Students will be introduced to aspects of Chinese culture as they learn simple topics like basic greetings, dates, age and phone numbers.

IB Language Acquisition: IB Mandarin 7 Phase 1**Elective**

In Mandarin 7, students are emergent communicators. They continue to develop and apply knowledge and characters in predictable contexts. Students will be introduced to aspects of Chinese culture as they learn about self and family, time, routine, basic transportation, colour and outfits.

IB Language Acquisition: IB Mandarin 8 Phase 2**Elective**

In Mandarin 8, students develop their skills as emergent communicators in familiar and recognizable formats. Students will be introduced to aspects of Chinese culture as they learn about countries, languages, weather, seasons and wellness.

IB Mandarin 9 Phase 3

Prerequisite: IB Mandarin 8

In Mandarin 9, students continue as emergent communicators to use a wider range of characters and understand with increasing proficiency. Students will engage with aspects of Chinese culture while learning about food and drinks, home and community, and health.

IB Mandarin 10 Phase 3/4

Prerequisite: IB Mandarin 9

In Mandarin 10 students may be emergent or capable communicators. They increasingly use correct tone and a wider range of characters to express ideas. Students will engage with aspects of Chinese culture while learning about neighbourhood, weather and holidays.

IB Chinese B (SL or HL) 11

Prerequisite: Mandarin 10; not for native speakers

While students are introduced to some literary texts, the primary focus is on language acquisition and the development of skills at a sophisticated level. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide variety of tasks, largely based on higher order learning. They learn to write in a variety of styles and text types with appropriate register and language etiquette. The topics covered during this first year of the DP course include health and wellbeing, customs and traditions, communication and media, technology, education, and the environment. Students choosing HL receive supplementary classes without the SL students. Students are expected to interact in Mandarin at all times during class, and to research, read and review independently to increase their knowledge and understanding in the language.

This course leads to IB Chinese (SL or HL) 12 and concludes with an in-school final examination.

IB Chinese B (SL or HL) 12

Prerequisite: IB Mandarin B (SL or HL) 11; not for native speakers

This course constitutes the final year of the two-year IB Diploma Language B course, which leads to the IB exam at either Standard or Higher level. A more demanding level of work than in previous years is required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension, and writing are centered on topics like lifestyles, health holidays and travel, life stories, customs and traditions, communication and media, technology, social engagement, education, and the environment. Students should research, read and review independently outside the classroom to increase their knowledge and understanding in the language. Students choosing HL receive supplementary classes without the SL students.

This course leads to the IB Chinese B (SL or HL) examinations in May.

Language Acquisition: Spanish

The GNS Spanish Programme aims to develop communication skills and explore the richness and diversity of Spanish-speaking cultures through a variety of creative works. Each year, students are introduced to a number of language learning strategies in order to express themselves and communicate effectively.

IB Language Acquisition: IB Spanish 6 Phase 1

In Spanish 6 students are introduced to beginner Spanish vocabulary that is useful in daily interactions. Students learn about various Hispanic culture, traditions, everyday vocabulary, and likes and dislikes.

IB Language Acquisition: IB Spanish 7 Phase 1

Elective

In Spanish 7, students are emergent communicators. They use basic conversational phrases and descriptions to engage in familiar topics to discuss their routines and ideas related to hobbies and school.

IB Language Acquisition: IB Spanish 8 Phase 2

Elective

In Spanish 8, students are emergent communicators. They build on familiar and basic structures to express a broader range of ideas relating to school, family and childhood.

IB Spanish 9 Phase 3

Prerequisite: IB Spanish 8

In Spanish 9 students gain greater understanding and fluency to engage in familiar and some unfamiliar topics as emergent and capable communicators. They identify both explicit and implicit information. Learning in this course is focused on daily routines, food and culture, and celebrations in the Hispanic world.

IB Spanish 10 Phase 4

Prerequisite: IB Spanish 9

In Spanish 10 students aim to become capable communicators who engage in a range of topics in various contexts and respond to some complex texts in familiar and unfamiliar contexts. Students will engage with Hispanic cultures through the investigation of childhood, communities, and film and television.

IB Spanish ab initio (SL) 11

Prerequisite: None; not for native speakers

The IB Spanish ab initio course is a two-year language acquisition course for students with little or no experience of the language. It is suitable for those who wish to meet the GNS graduation requirements for language acquisition and admission to some university programs. It is organized into themes using topics that provide students with opportunities to practise and explore the language and to develop inter-cultural understanding. Through the development of receptive, productive and interactive skills, students become confident in their ability to respond and interact appropriately in a range of everyday situations.

This course is suitable for:

1. New Grade 11 students who might not otherwise meet the school's graduation requirements for a second language
2. Any student who enrolls in the Senior School without a second language and who would like to complete the Diploma Programme
3. Current students who would like to study a new second language as part of the Diploma Programme (i.e., Change from French or Mandarin to Spanish ab initio)

This course leads to IB Spanish ab initio (SL) 12 and concludes with an in-school final examination.

IB Spanish B (SL or HL) 11

Prerequisite: Spanish 10; not for native speakers

While students are introduced to some literary works, the primary focus is on language acquisition and the development of skills at a sophisticated level. Students' work is not only evaluated from a linguistic perspective, but also with regard to content and the ability to respond to a wide-variety of tasks, largely based on higher order learning. They learn to write in a variety of styles and text types with appropriate register and language etiquette. The themes covered during this first year of the DP course include health and wellness, travel, customs and traditions, as well as the impacts that technologies have on our lives. Students choosing HL receive supplementary classes without the SL students. Students are expected to interact in Spanish at all times during class, and to research, read and review independently to increase their knowledge and understanding in the language. This course leads to IB Spanish B (SL or HL) 12 and concludes with an in-school final examination.

This course leads to IB Spanish B (SL or HL) 12 and concludes with an in-school final examination.

IB Spanish ab initio (SL) 12

Prerequisite: IB Spanish 11 ab initio; not for native speakers

This constitutes the final year of the two-year IB Diploma Language B course. A more demanding level of work is required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, listening, reading, comprehension and writing are centered on various topics and themes. Students are expected to interact in Spanish during classes, and to research, read and review independently to increase their knowledge and understanding in the language.

This course concludes with the IB Spanish ab initio (SL) examinations in May.

IB Spanish B (SL or HL) 12

Prerequisite: IB Spanish B (SL or HL) 11 or the permission of the Department Head; not for native speakers

This course constitutes the final year of the two-year IB Diploma Language B course, which leads to the IB exam at either Standard or Higher level. A more demanding level of work is required of students in order to develop fluency, and prepare them adequately for exams and later endeavours in this field. Oral communication, comprehension, and writing are centered on topics and themes like community engagement and volunteerism, the environment and globalization. Students are expected to interact in Spanish at all times during class, and to research, read and review independently to increase their knowledge and understanding in the language. Students choosing HL receive supplementary classes without the SL students.

This course leads to the IB Spanish B (SL or HL) examinations in May.

English Acquisition (*for international students developing proficiency in academic English*)

English Acquisition is a specialized English language course for students whose first language is not English. Language learners typically develop proficiency in social English quite quickly but need intensive study to develop sufficient levels of academic English, which has much more complex vocabulary and grammatical structures. The program prepares students for academic success. Developing students' academic English supports progress within all subjects across the curriculum.

The special nature of our multilingual students is recognized. Focus is placed on deepening an awareness and appreciation of Canadian culture, as well as international mindedness. Teachers monitor the development of each student's mother tongue language, as this is known to have a critical role in the process of learning additional languages. Language Acquisition: English Acquisition may be required for International Students instead of IB Language Acquisition: IB French, IB Mandarin or IB Spanish.



English Acquisition 8

In English Acquisition 8, students will be introduced to a variety of authentic English academic texts in order to prepare them for success in their IB classes. Focus is on developing the academic vocabulary and more complex grammar structures needed to accurately express opinions and ideas. Students also develop their academic speaking skills through short presentations as well as listening comprehension skills. Topics include global Englishes, energy, technology, and law. Determination of whether students will require English Acquisition 9 is based on success in the course and a final standardized English test.

English Acquisition 9

In English Acquisition 9, students continue to develop their academic English skills in all four areas: reading, writing, speaking and listening. Specific skills like note-taking, paraphrasing and expressing opinions are highlighted and students develop these skills through individual presentation, academic lectures and writing tasks. Students also continue to develop higher-level vocabulary through exploration of topics such as psychology, social justice, and artificial intelligence. English Acquisition 9 serves as a bridge to English Acquisition 10 where students will refine these skills. Determination of whether students will require English Acquisition 10 is based on success in the course and a final standardized English test.

English Acquisition 10

In English Acquisition 10, the final EA course offered in the MYP program, students build on their foundation of academic English, refining their academic writing to develop more nuanced and sophisticated arguments supported by evidence. Students also develop their reading comprehension skills through timed reading exercises, recognizing both implicit and explicit arguments in the text. Emphasis is also placed on delivering engaging academic presentations, both individually and in small groups. Topics include graphic design, environmental science and globalization among others.

Group 3: Individuals and Societies

The Individuals and Societies approach to teaching is rooted in the development of creative, collaborative and critical thinking global citizens. Students engage with concepts that define the world around them and learn to take action solving complex problems. Curiosity is at the heart of this inquiry-driven programme as students explore multiple perspectives on real world issues, build communication, research and analytical skills.

The Middle Years Programme explores local, national and global issues through the various lenses—society, economy, politics and geography. Through case studies, learners discover the variety of ways that individuals and societies interact over time and space.

The Diploma Programme courses in Grade 11 and 12 are accessible to all learners and provide an opportunity to specialize in an area of interest. Building on the skills of the MYP Programme the courses support students in developing research, communication and analytical skills in preparation for post-secondary education. Grade 11 students are required to register for at least one of the IB History 11, IB Global Politics 11 or IB Economics 11, and may also choose a second option from this group.

IB I&S 6	IB I&S 7	IB I&S 8	IB I&S 9	IB I&S 10	IB History (SL or HL) 11	IB History (SL or HL) 12
Study of economic self-interest, complex global problems and systems of government.	Introduces students to the achievements and challenges of living in ancient civilizations.	Study of the development of world civilizations from 650 to 1750.	Study of history from 1750 to 1918 through the Canadian lens: First Nations, colonial settlement, and Confederation and an inquiry approach to understanding the causes and effects of World War I. Themes of power and privilege and an investigation of Canada's 'historical wrongs.'	Study of global relationships through a Canadian Lense. This includes political, social, and economic development from 1914 to present day.	IB Economics (SL or HL) 11	IB Economics (SL or HL) 12
Students communicate ideas and information to a variety of audiences through different task specific assignments.	Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized.	Students think critically to identify problems, gather and analyze information, interpret and evaluate sources, and deliver written and oral presentations	Students think critically and work to identify problems, gather information, gain perspective in order to compare, contrast and analyze sources, and deliver written and oral presentations.	Students think critically and work to identify problems, gather information, compare, contrast and analyze sources, and deliver written and oral presentations.	IB Global Politics (SL or HL) 11	IB Global Politics (SL or HL) 12
Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized.	Students learn to synthesize information to create well-supported written arguments for research reports and oral presentations.	Students are introduced to document analysis and are given instruction on formulating arguments with supporting evidence in the form of explanations and historical examples.	Students are evaluated on their understanding of knowledge, investigation, communication, and critical thinking skills using task-specific rubrics.	Students are evaluated on their understanding of knowledge, investigation, communication and critical thinking skills using task-specific rubrics.		
Students are asked to think critically about how their own actions and the actions of the world's communities have had an effect on relationships and the environment.	Students are asked to think critically about their own actions and the actions of others.	Students are encouraged to develop a sense of inter-cultural awareness and international mindedness through the study of the following topics: the Middle Ages, Islamic Civilizations, Early China, the Renaissance, and the Reformation.	Students develop inter-cultural awareness through an investigation of the founding cultures of Canada, and are also encouraged to develop international mindedness through frequent classroom discussion of current events and international affairs.	This course prepares students to be responsible and contributing citizens in their own communities.		Social Justice 12
						Law Studies 12

IB History (SL or HL) 11**Elective**

Looking through the lens of history helps us make sense of today's world and the complex issues that challenge and interest us. Students in IB History routinely examine the historical context of current political, economic and social issues. The study of war, revolution, dictatorships, democracies and human rights encompass the broad themes of our curriculum. SL students will study the civil rights movement and authoritarian states, including their leaders (Adolph Hitler, Joseph Stalin, Mao Zedong and Fidel Castro). HL students will study the US Civil War, the Great Depression and the civil rights movement. All students engage in seminar discussion, collaborative work, serious research and analysis. A historical investigation of 2200 words on a topic chosen by the student serves as the IB History internal assessment during Year 1 of the course.

This course leads to IB History 12 (SL or HL) and concludes with an in-school final examination.

IB Economics (SL or HL) 11**Elective**

Economics is a dynamic social science that explores the ways that we can meet unlimited wants with limited resources using economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)

Students will explore these economic theories through a focus on real world issues, current events and nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention).

At the **Higher Level**, students will explore additional graphs and calculation as well as extensions of the economic theories.

In Grade 11, students will complete the first of three economics commentaries on a contemporary news article.

This course leads to IB Economics (SL or HL) 12 and concludes with an in-school final examination.

IB Global Politics 11 (SL or HL)**Elective**

IB Global Politics is a course for students who want to understand more about how the world they live in works, what makes it change or what prevents it from changing. It aims to develop a lifelong commitment to active global citizenship through collaboration and agency. This course draws on the study of a wide variety of social science disciplines including international relations and politics. Students build their knowledge and understanding by critically engaging with contemporary political issues and challenges that interest them. Some examples include: the role of the United Nations in conflict zones, power struggles between authoritarian regimes and democracies and challenges of climate change.

The course is driven by case studies, where students apply their conceptual understanding to real-world situations using content knowledge as tools for investigation. Students are also asked to critically think about the different actors, stakeholders and perspectives presented in each case study. An important emphasis is placed on the development of critical thinking, research and writing skills.

The Internal Assessment is an engagement project where students actively engage with a political issue to explore power and agency outside of the classroom. For example, students can learn about the local manifestations of a global issue such as rising sea levels. They could also explore the dynamics of decision making on communities through an exploration of the municipal by-law process. The end product is a reflective, 2000 word essay to be submitted at the end of Year 1. In their written report, HL students offer potential solutions for their chosen political issue.

The course content is the same for both Standard Level and Higher Level students. HL students also conduct extended inquiries around global political challenges with a focus on their interconnected nature, complexities of these challenges and possible solutions.

IB Global Politics 11 concludes with an in-school final examination modelled after the IB Paper 1, 2 and 3 (HL only) examinations. This course leads to IB Global Politics (SL or HL) 12 and concludes with the IB final examination.

IB History (SL or HL) 12**Elective**

Prerequisite: IB History (SL or HL) 11

Year two of the IB History course of study focuses on the history of the twentieth century and the complex issues that challenged us. Both HL and SL students will engage in a document-based case study approach on the theme of rights and protest in South Africa's Apartheid era and examine superpower tensions and rivalries. In addition, HL students will discuss authoritarian states, with a specific emphasis on leaders such as Adolph Hitler, Fidel Castro and Joseph Stalin. The evaluation and analysis of primary sources is an important skill acquired at this level, as is the ongoing development of sophisticated research and writing skills. Seminar discussion, document studies, essay work and historiography represent some points of emphasis. Students in IB History 12 submit a final draft of their Internal Assessment.

This course leads to the IB History (SL and HL) examinations in May.

IB Economics (SL or HL) 12

Prerequisite: IB Economics (SL or HL) 11

The second year of IB Economics builds upon the theories of micro and macroeconomics learned in Year 1 of the course. The focus of this course is an examination of the way choices are made at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).

At the **Higher Level**, students will explore extensions of the economic theories, including additional graphs and calculations. **Higher Level** students will also prepare for an additional examination paper focused on economic policies.

All students will complete two additional economics commentaries. This course leads to the IB Economics Paper 1, Paper 2 and Paper 3 (HL only) examinations in May.

IB Global Politics (SL or HL) 12

Prerequisite: IB Global Politics (SL) 11

The second year of IB Global Politics SL/HL builds upon the theories and case studies developed in year one. Students start the year completing their Internal Assessment that requires an engagement activity in a political issue. Past Internal Assessment activities have included participating in a local climate change rally, interviewing female MLAs and volunteering with a refugee support group. This is followed by a continuation of the course content that explores the opportunities and challenges of a global world including human rights, conflict and development. Current events will be tied to topics such as peace, violence, justice, inequality, globalization and sustainability for a more in-depth exploration. Students continue to build their research, analysis and critical evaluation skills while examining academic sources, writing persuasive essays, engaging in discussion, debate and model diplomacy activities.

Both IB Global Politics (SL or HL) 12 conclude with the IB Diploma Paper 1 and Paper 2 examinations. HL students will complete the second of their case studies in Year 2, and present their research and conclusions in a 10-minute oral presentation.

This course leads to the IB Global Politics (SL or HL) examinations in May.

Social Justice 12

Elective

The intention of this course is to raise students' awareness of issues surrounding social injustice, both historical and current. Students examine a wide range of topics related to social justice at the global, national and local level, enabling them to recognize the causes of injustice and how they might become "responsible agents of change." In an increasingly complex and interconnected world, the ability to apply critical thinking and ethical reasoning skills to a variety of social justice issues is crucial and is at the cornerstone of this course. The course includes topics such as race, genocide, ethnicity, gender, sexual orientation and socio-economics. The extent to which systemic oppression (in both historical and contemporary contexts) impacts various groups including women, First Nations communities, 2SLGBTQ+ individuals, ethnic minorities, and other groups is central to the course material.

To be successful, students need to demonstrate genuine interest and empathy, open-mindedness and respect for different points of view as well as proficiency in a wide variety of intellectual tasks. These include critical thinking, considering perspective, and analyzing cause and effect relationships.

This course concludes with a Social Justice Action Project where students apply the knowledge and skills learned to a current social justice issue.

Law Studies 12

Elective

This course is an exciting opportunity for students to study different aspects of the judicial process. Students will engage with the dynamic nature of the law through exploring, social and ethical issues with a critical lens. This course will centre around four core components of the law including: understanding legal rights and responsibilities, how laws can spark change in society, the impact of individuals and history on the legal process, and the dynamics of law itself.

Students will learn about: the foundation of the law, structures and powers of the courts and tribunals, key areas of law: criminal, family, civil and youth, legislation around First Peoples and Indigenous traditional laws, the correctional system and restorative justice, and structures and roles of global dispute resolution.

Students will engage in case studies, mock trials, debates, seminars, writing and reading. Working with the law requires critical thinking, analysis, creativity, flexibility and perseverance. These essential skills will be further developed in this course and allow students to see the impact they can have in the legal process.

Group 4: Sciences

Scientists systematically gather and use research and evidence to make hypotheses and test them in order to share understanding and advance knowledge. GNS science students develop the skills to question, explore, research, and analyse the world around them using the scientific method. Embedded as the foundation of every science course are real life applications, hands-on activities, and practical demonstrations to enhance student understanding. Students successfully acquire age appropriate inquiry, study, and referencing skills through course topics, use of laboratory equipment, and experimental design skills that are taught in a logical progression from Grade 6 to 12. Students showcase their scientific inquiry skills during the Grade 9 Science Fair and there are co-curricular opportunities for interested students to continue participating at the local and national levels in Grades 10 to 12.

IB Sciences 6	IB Sciences 7	IB Sciences 8	IB Sciences 9	IB Sciences 10	IB Biology (SL or HL) 11	IB Biology (SL or HL) 12
<ul style="list-style-type: none"> Internal systems of multicellular organisms Mixtures Newton's three laws of motion The solar system 	<ul style="list-style-type: none"> Evolution by natural selection Elements and compounds Electromagnetic force Earth's climate over geological time 	<ul style="list-style-type: none"> Cell biology and the immune system Matter and the kinetic molecular theory Energy transfer as a particle and a wave Plate tectonics 	<ul style="list-style-type: none"> Sexual and asexual reproduction Electron arrangement of atoms and compounds Electricity and simple circuits Energy flow through our atmosphere and world 	<ul style="list-style-type: none"> Chemical reactions Transformation and conservation of energy Inheritance and ethics of genetic technologies Formation of the universe with the big bang theory 	IB Chemistry (SL or HL) 11	IB Chemistry (SL or HL) 12
<p>Students work towards outlining, applying and interpreting scientific concepts.</p> <p>Through guided research, students summarize how science solves problems and document sources of information using in-text citations and a references list.</p> <p>Students outline a testable prediction using scientific reasoning, design a scientific investigation to test this prediction, and describe improvements that could be made to the investigation.</p>	<p>Students work towards outlining, applying and interpreting scientific concepts.</p> <p>Through guided research, students summarize how science solves problems and document sources of information using in-text citations and a references list.</p> <p>Students complete independent investigations for testable hypotheses using scientific reasoning, design a scientific investigation to test the hypotheses, and describe improvements that could be made to the investigation.</p>	<p>Students expand on previously developed science skills by applying and interpreting scientific concepts.</p> <p>Students use research skills to discuss and analyze how science can be used to solve problems. Sources are documented using in-text citations and a references list.</p> <p>Students design controlled experiments using scientific reasoning to answer their research question. Following their investigation, students interpret and present their data and describe improvements or extensions that could be made to the investigation.</p>	<p>Students expand on previously developed science skills.</p> <p>Students explain a testable hypothesis using scientific reasoning and design an investigation to test this hypothesis. Following their investigation, students interpret and present their data and explain improvements or extensions that could be made to the investigation.</p> <p>For one of these investigations, students will increase their depth of knowledge of the scientific method by developing a research question and collecting evidence to support their conclusion. They showcase this research and their learning in the Grade 9 Science Fair, which takes place in the Winter Term.</p>	<p>This course prepares students to undertake the science courses offered in the IB Diploma Programme.</p> <p>Students expand on previously developed science skills.</p> <p>Students complete two independent investigations. Students explain an appropriate problem to be tested by a scientific investigation. They outline a testable hypothesis using scientific reasoning and design a scientific investigation to test this hypothesis. Following their investigation, students interpret and present their data and explain improvements or extensions that could be made to the investigation.</p>	IB Physics (SL or HL) 11	IB Physics (SL or HL) 12
					IB Environmental Systems & Societies (SL) 11	IB Environmental Systems & Societies (SL) 12
						Anatomy & Physiology 12

¹ Required course.

² In Grade 11, students are required to take one of IB Chemistry 11, IB Physics 11 or IB Biology 11. No prerequisites can be taken in a student's Grade 11 or 12 year.

IB Biology (SL or HL) 11

IB Biology 11 is a challenging introductory course that explores numerous aspects of living systems and provides students with an opportunity to develop a deeper appreciation of the natural world and the interrelationships among all living things. Within this context, emphasis is placed on developing an increased understanding of the scientific method, ecology, genetics, levels of organization, evolution, classification, microbiology, and plant biology. All students in this course participate in the Collaborative Sciences Project with students in Chemistry, Physics and ESS, where cooperative scientific investigations are performed. Students are occasionally taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to IB Biology (SL or HL) 12 and concludes with an in-school final examination.

IB Chemistry (SL or HL) 11

The course explores the nature of matter, including chemical reactions, the mole concept, electron configuration, organic chemistry and periodicity. A study of chemical bonding leads naturally to the understanding of Lewis structures, and solution chemistry. Both the qualitative and quantitative aspects of these topics are developed. Hands-on experience in the lab offers students the opportunity to grow in confidence as experiments become more intricate and skills progress. All students in this course participate in the Collaborative Sciences Project with all Grade 11 students, where cooperative scientific investigations are performed. Students are occasionally taken on local field trips.

This course leads to IB Chemistry (SL or HL) 12 and concludes with an in-school final examination.

IB Physics (SL or HL) 11

The course explores some of the major topics of physics such as mechanics in two dimensions, wave motion, and optics. Problems are related to practical applications and extend the knowledge of topics taught in Sciences 8, 9 and 10. Problem solving reinforces the relationship of mathematics and science and hones mathematical skills. A wide variety of laboratory investigations enhance understanding of the subject matter and the nature of the scientific method. All students in this course participate in the Collaborative Sciences Project with students in Biology, Chemistry and ESS, where cooperative scientific investigations are performed. Students are occasionally taken on local field trips.

This course leads to IB Physics (SL or HL) 12 and concludes with an in-school final examination.

IB Biology (SL or HL) 12

Elective

Prerequisite: IB Biology 11

This course focuses on providing students with an understanding of biochemistry, and mammalian anatomy and physiology. Students build on their foundation of knowledge of the structural and functional organization of the eukaryotic cell. After gaining an understanding of the individual metabolic functions of the cell, students move on to study how cells interact and function as tissues to regulate the internal environment of an entire organism. This course is ideally suited for students wishing to pursue a career in the medical or biological sciences, or anyone interested in making well-informed choices about personal health and lifestyle. Students are occasionally taken on field trips in order to utilize the abundant teaching resources in our region.

This course leads to the IB Biology (SL or HL) examinations in May.

IB Chemistry (SL or HL) 12

Elective

Prerequisite: IB Chemistry 11

IB Chemistry 12 covers all of the material necessary to prepare students as candidates for the IB Chemistry Higher or Standard Level Examination. Topics include energy transfer within chemical processes, kinetics, equilibrium, acid and base chemistry, spectroscopy, and redox. The curriculum incorporates examples from everyday life to draw connections between the student's experiences and the content. Students are expected to demonstrate a high level of independent study and an ability to observe events and process data leading to original experimentation.

This course leads to the IB Chemistry (SL or HL) examinations in May.

IB Physics (SL or HL) 12

Elective

Prerequisite: IB Physics 11

Standard Level: This course sets out to give a rigorous grounding in the fundamentals of Physics, and is aimed primarily at students who may not be considering pursuing a science or engineering program at university, but enjoy science and mathematics. Topics covered include electrostatics, electric circuits, electromagnetism, global warming and atomic and nuclear physics. Activities include laboratory investigations and a significant problem-solving component. Students are expected to complete an independent investigation (IA) as a lab requirement for the course.

This course leads to the IB Physics (SL) examinations in May.

Higher Level: IB Physics (HL) 12 is a rigorous course and covers all the topics studied in IB Physics (SL) 12 with additional topics including quantum physics, thermodynamics and digital communications, as well as optional topics. IB Physics (HL) 12 offers the best preparation for a science or engineering program at any university. Students are expected to demonstrate a high level of independent study and an ability to manipulate and analyze data. Students who like mathematics and science and wish to challenge themselves will enjoy IB Physics (HL) 12. Students are expected to complete an independent investigation (IA) as a lab requirement for this course.

This course leads to the IB Physics (HL) examinations in May.

IB Environmental Systems & Societies (SL) 11**Elective**

The Environmental Systems & Societies course is a trans-disciplinary course between Sciences and Individuals & Societies. This course is designed for the student that might be interested in focussing on a non-science path, but still needs to satisfy the Group 4 requirement in their IB course load. The course combines physical and biological sciences with a global issues viewpoint, in order to help students understand the environment and its sustainability. Students explore topics including how human populations affect resources, conservation, biodiversity, pollution management, global climate change, and the overlap of these topics with governmental and non-governmental agencies. The lab work of the course is more focussed on fieldwork, and current issues in the environment will be addressed more holistically.

This course currently satisfies the graduation requirements for Science 11 but not Social Studies 11.

This course leads to IB Environmental Systems & Societies (SL) 12 and concludes with an in-school final examination.

IB Environmental Systems & Societies (SL) 12**Elective**

Prerequisite: IB Environmental Systems & Societies (SL) 11

In Grade 12, Environmental Systems and Societies builds on the foundations of the Grade 11 course and includes in depth looks at Food Production, Atmospheric Science, Soil Systems and Agriculture, Climate Change and Human Impacts on the Environment.

Students combine fieldwork and research to complete an extensive Internal Assessment, and are provided opportunities to interact with the environment in different capacities.

The course leads to the IB ESS examinations in May and provides a Grade 12 Science Credit with the Ministry of BC.

Anatomy and Physiology 12**Elective**

This course focuses on expanding students' understanding of the world of biology with an emphasis on human anatomy and physiology while developing an appreciation of how lifestyle choices impact the manifestation of disease in humans. The big ideas introduced include:

- Homeostasis is maintained through physiological processes
- Gene expression, through protein synthesis, is an interaction between genes and the environment
- Organ systems have complex interrelationships to maintain homeostasis

Students are occasionally taken on field trips in order to utilize the abundant teaching resources in our region.

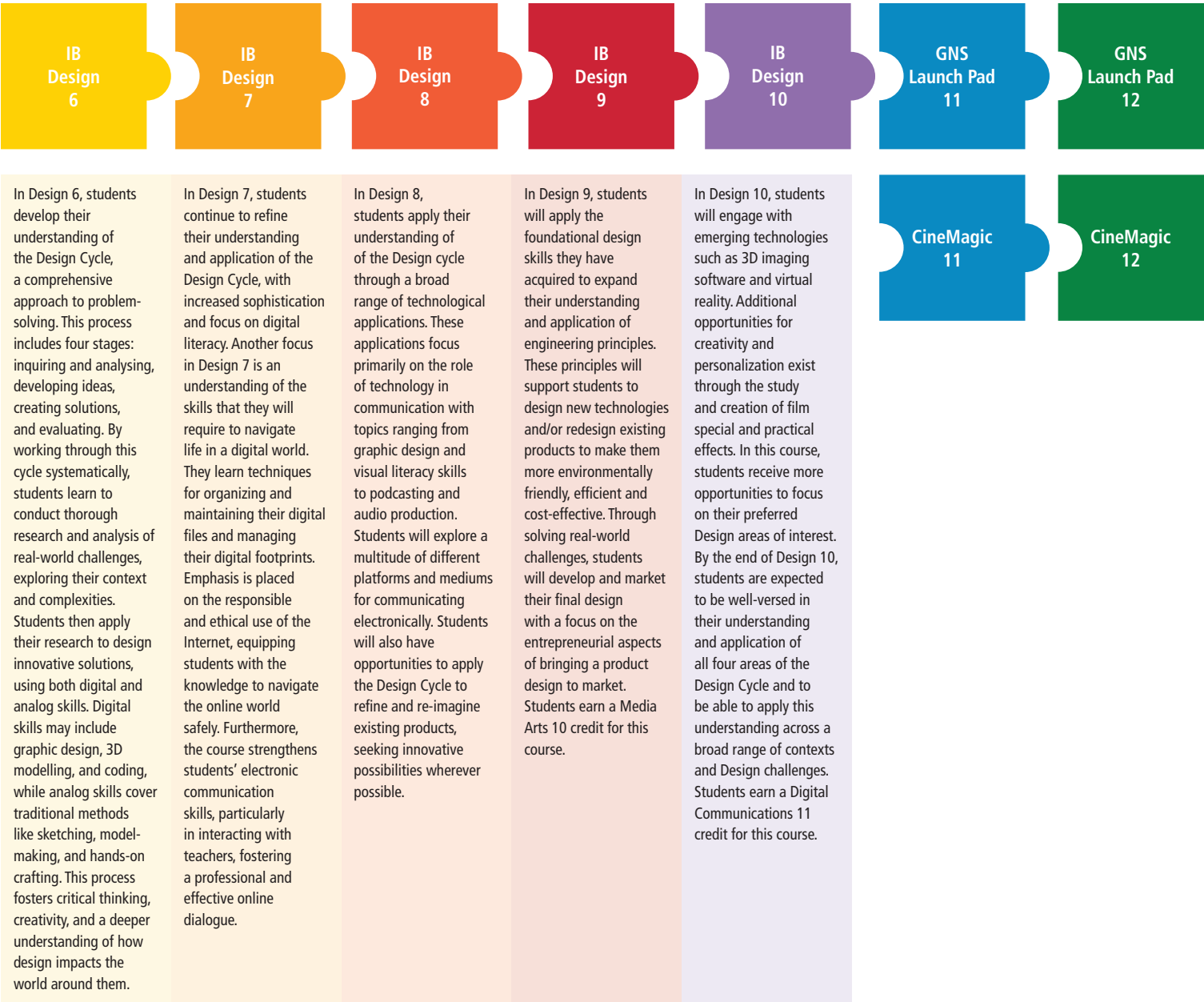
This course concludes with an independent summative research project.

Design

The MYP Design program encompasses a multitude of digital and analog design opportunities that students engage with to solve real-world problems. In these courses, students develop a deep understanding of the design cycle and apply this framework throughout their learning. Topics may range from 2D/3D digital design, video production, 3D Printing, laser cutting and audio recording. The Design department is actively working to increase learning opportunities in relation to entrepreneurship and marketing, textiles design and hands-on building projects. The GNS Design program is committed to offering cutting-edge learning opportunities for all students and engaging with our surrounding community to provide real-world learning opportunities wherever possible.

GNS Launch Pad/ CISCO Networking Academy

GNS Launch Pad is a program for students interested in pursuing personalized learning opportunities in technology, innovation, and entrepreneurship. Launch Pad can be either a co-curricular available to all Senior School students or a senior-level 4-credit course that students can complete outside of their regular school timetable. The 4-credit course can span Grade 11 and 12 (2 credits per year) or be completed solely within a student's Grade 12 year at GNS. Launch Pad is for students with existing passions in the areas of technology, innovation, and entrepreneurship. Students will be supported to take risks, learn from failure, develop community partnerships, and overcome obstacles to bring their ideas to fruition. Launch Pad students are also eligible to complete learning modules through the **GNS CISCO Networking Academy**, which can provide globally recognized certifications in high-demand areas such as computer programming, cybersecurity, systems and networking.



GNS Launch Pad 11 and 12

Elective

GNS Launch Pad is a course for students interested in pursuing personalized learning opportunities in technology, innovation, and entrepreneurship. Classes will run after school on a bi-weekly basis.

This course is designed for students with existing passions in the areas of technology, innovation, and entrepreneurship. Course facilitators will work in conjunction with community experts, guest speakers, and industry leaders to provide students with a variety of unique perspectives and personalized learning opportunities to further their individual aspirations. Students will either work on further developing existing ideas, questions, and challenges they are already engaged with or will be supported to generate and develop new ideas within an inquiry framework.

Launch Pad students are also eligible to complete learning modules through the GNS CISCO Academy, which can provide globally recognized certifications in high-demand areas such as computer programming, cybersecurity, systems and networking.

If you are passionate about technology, innovation, and entrepreneurship and would like opportunities to gain new skills and make lasting connections to benefit your future opportunities in these fields, then Launch Pad may be the program for you!

Students earn a Foundations of Inquiry 11 credit for this course.

CineMagic: Journey into Digital Storytelling 11 and 12

Elective

This new course offers an exciting blend of film, animation, and digital design, enhanced by an exclusive partnership with the Vancouver Film School, British Columbia's leading institution in media arts education. Students will have the unique opportunity to learn from post-secondary and industry professionals.

The curriculum covers both digital filmmaking techniques and digital animation. Students will gain hands-on experience using both consumer and professional technology, including cameras, drawing tools, and software like Adobe Premiere Pro, and Adobe Animate. The focus is on storytelling, covering aspects like narrative structure, character development, camera operation, sound design, and digital editing.

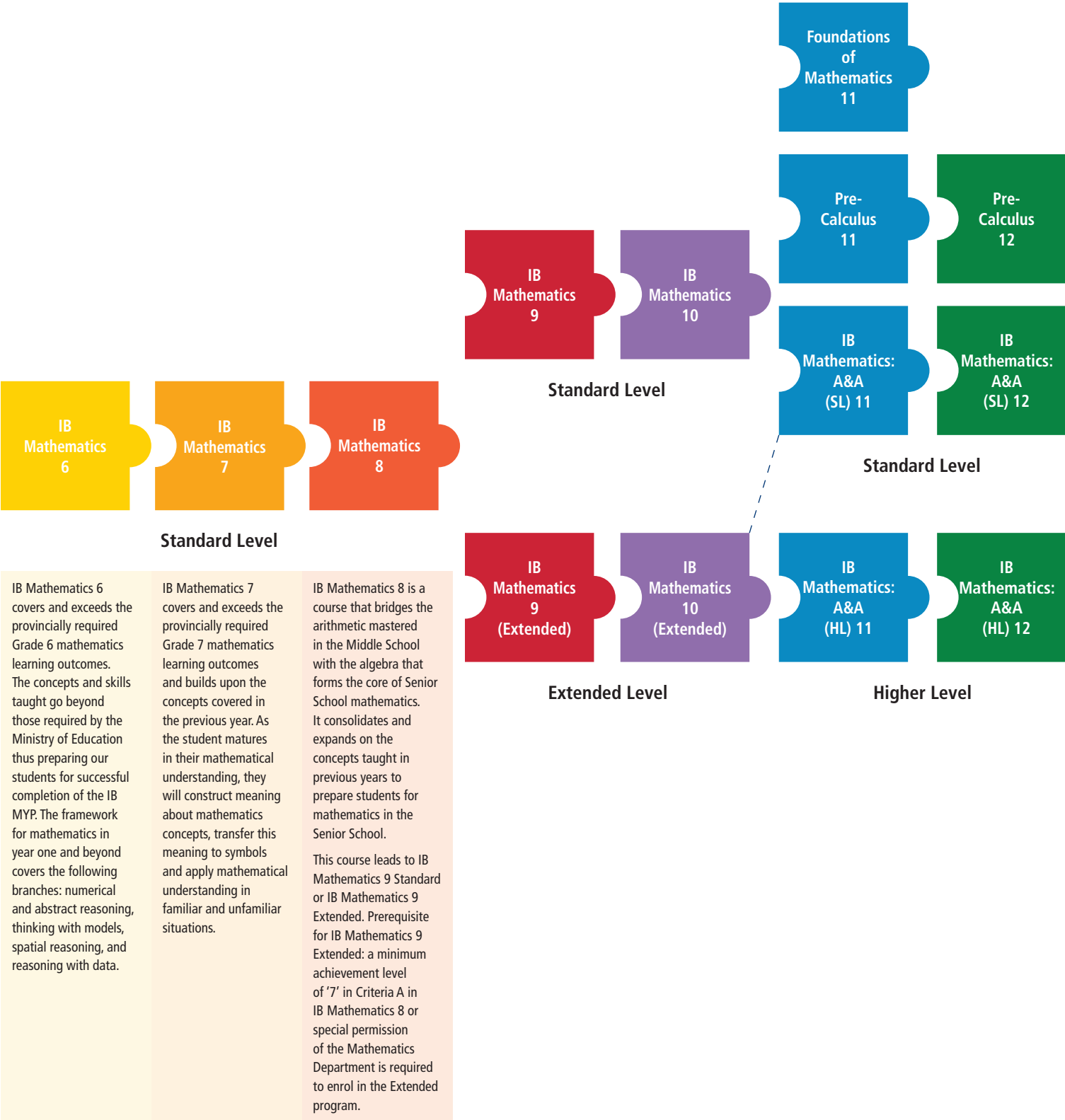
Students will engage in project-based learning, exploring themes through various media, including photography, storyboarding, film writing, drawing, and painting. The partnership with the Vancouver Film School enriches the course with practical industry perspectives, offering a real-world context to the learning experience.

Critical analysis is integral to the course, encouraging students to evaluate their work and that of others, and fostering a deeper understanding of the design process. This combination of practical skills, industry insights, and critical thinking prepares students for further education and careers in the dynamic field of media arts. *Note:* Students earn a Digital Media Development 12 credit for this course.

This course is considered by the Ministry of Education as 'Applied Design, Skills and Technologies,' and is generally not accepted as an academic subject used for meeting admission requirements at most post-secondary education programs.

Group 5: Mathematics

The Mathematics Department uses a variety of approaches for teaching to encourage learners to develop the prerequisite attitudes, knowledge, skills and understanding required to excel in their chosen post-secondary program. We focus on creating engaging lessons using visual and interactive supporting material such as dry erase desks, vertical learning surfaces, digital textbooks and tutorials, games and a myriad of mathematical software. Our student-centered approach provides opportunities for hands-on and real-world experience. We encourage mathematical confidence through a variety of guided practice and differentiated independent practice opportunities where students are encouraged to incorporate feedback to develop their mathematical reasoning skills. Students with a history of strong achievement are invited to participate in an Extended course of study commencing in Grade 9. In Grades 6 to 9 a scientific calculator (non-CAS) is required. All Grade 10 Extended and Grade 11 and 12 Mathematics courses require a graphing calculator. The Texas Instruments TI-84 CE model is strongly recommended.



IB Mathematics 9

This course introduces students to function analysis by studying the properties of linear functions. Students are able to review, consolidate and enhance their algebra skills to enable them to undertake the challenges ahead. In addition, topics in finance, geometry and trigonometry are covered.

This course leads to IB Mathematics 10.

IB Mathematics 10

Prerequisite: IB Mathematics 9

The aim of the course is to introduce students to function analysis by studying the properties of linear functions. Students are able to review and consolidate their algebra skills to enable them to undertake the challenges ahead. All curricular competencies and content of the BC Ministry of Education Foundations of Mathematics and Pre-Calculus 10 course are covered in addition to factoring and solving quadratic equations, parallel lines and transversals, circle geometry, probability and Venn diagrams.

This leads to IB Mathematics: Analysis & Approaches (SL) 11 or Pre-Calculus 11.

IB Mathematics 9 Extended

Prerequisite: A minimum achievement level of '7' in Criteria A in IB Mathematics 8 or special permission from the Mathematics Department and Administration.

The extended framework consists of the standard mathematics framework supplemented by additional topics and skills. This level provides the foundation for students who wish to pursue further studies in rigorous mathematics.

This course leads to IB Mathematics 10 Extended.

IB Mathematics 10 Extended

Prerequisite: IB Mathematics 9 Extended or equivalent with permission of the Mathematics Department.

This is a comprehensive course that is intended for students with a very high degree of aptitude in mathematics. It builds on the algebra learned in IB Mathematics 9 Extended and moves into some more advanced topics including quadratic functions and equations, inverse functions, polynomials, trigonometry of non-right angles, sequences and series, networks, logarithms, measures of dispersion, probability, and geometry. Problem solving skills are heavily emphasized throughout this course.

This course leads to IB Mathematics: Analysis & Approaches (SL or HL) 11 or Pre-Calculus 11.

Foundations of Mathematics 11

Prerequisite: IB Mathematics 10 or higher.

This course follows the prescribed BC Ministry of Education curriculum for Foundations of Mathematics 11. Topics include mathematical reasoning, graphical analysis, statistics, scale models and financial literacy.

This course concludes with an in-school final examination.

Pre-Calculus 11

Prerequisite: IB Mathematics 10 or higher.

This course follows the prescribed BC Ministry of Education curriculum for Pre-Calculus 11. Topics include surds and radical operations, quadratic equations and functions, trigonometry, rational equations and financial literacy. This course is the first year of the Provincial mathematics courses and leads to Pre-Calculus 12.

The course concludes with an in-school final examination.

Pre-Calculus 12

Prerequisite: Pre-Calculus 11 or higher

This course follows the prescribed BC Ministry of Education curriculum for Pre-Calculus 12. Topics include functions (polynomial, rational, absolute value, logarithmic and reciprocal) and combining functions, transformations of functions, trigonometry and conics. This course satisfies most post-secondary entrance requirements, including Engineering, Science, Mathematics, and Business programs.

The course concludes with an in-school final examination.

IB Mathematics: Analysis & Approaches (SL) 11

Prerequisite: IB Mathematics 10

This curriculum brings together many concepts and techniques taught throughout senior school. Upon successful completion, the student has a well-rounded background in trigonometry, problem solving, and functions (logarithmic, exponential, polynomial, radical and rational). A level of maturity is important for students in this course, as they are required to synthesize their previous mathematical knowledge with new skills, while building their application techniques. It is recommended that students taking this course are capable of an achievement level of '4' on MYP Criteria A: Knowing and Understanding. A discussion with their Mathematics 10 teacher is highly recommended.

This course concludes with an in-school final examination and leads to IB Mathematics: Analysis & Approaches (SL) 12 or Pre-Calculus 12.

IB Mathematics: Analysis & Approaches (SL) 12

Elective

Prerequisite: IB Mathematics: Analysis & Approaches (SL) 11

This course constitutes the second half of the two-year IB Mathematics: Analysis and Approaches (SL) curriculum. Topics included in this course include statistics and probability, and calculus. The course is assessed externally with two written examinations. An internal assessment or exploration is completed in Term 2 and is assessed internally and moderated by IB.

This course leads to the IB Mathematics: Analysis & Approaches (SL) examinations in May.

IB Mathematics: Analysis & Approaches (HL) 11

Prerequisite: permission of the Mathematics Department

IB Mathematics (HL) 11 is intended for students with mathematical ingenuity. Students with a history of high achievement and proven ability, who display exceptional work habits and reasoning skills with a broad foundation of mathematical knowledge are permitted to apply to this two-year programme. Year one includes all of the core components of IB Mathematics Analysis and Approaches (SL) course and several components of the IB Mathematics Higher Level programme (complex numbers, trigonometry, and proof and vector geometry). The remaining IB topics are completed during year two. Given both the depth and volume of the material covered in this course, students should expect a faster pace of learning and a greater amount of out-of-class work. This course is for students whose post-secondary aspirations include considerable mathematics such as Mathematics itself, or Engineering. This course concludes with an in-school final examination and leads to IB Mathematics: Analysis & Approaches (SL or HL) 12.

IB Mathematics: Analysis & Approaches (HL) 12

Elective

Prerequisite: IB Mathematics: Analysis & Approaches (HL) 11

This course constitutes the second half of the two-year IB Mathematics: Analysis and Approaches (HL) curriculum. Topics included in this course include statistics and probability, and calculus. The course is assessed externally with three written examinations. An internal assessment or exploration is completed in Term 2 and is assessed internally and moderated by IB.

This course leads to the IB Mathematics: Analysis & Approaches (HL) examinations in May.

Group 6: Arts

The GNS Arts Department values the process of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work. By developing curiosity about themselves, others and the world, students can become effective learners, inquirers and creative problem-solvers. They develop their social, emotional, intellectual and personal skills, building their self-confidence and learn different ways to express and present themselves. Being creative not only empowers students by giving them a voice to share their experiences and ideas, it also enhances their well-being, providing them with a sense of accomplishment and achievement.

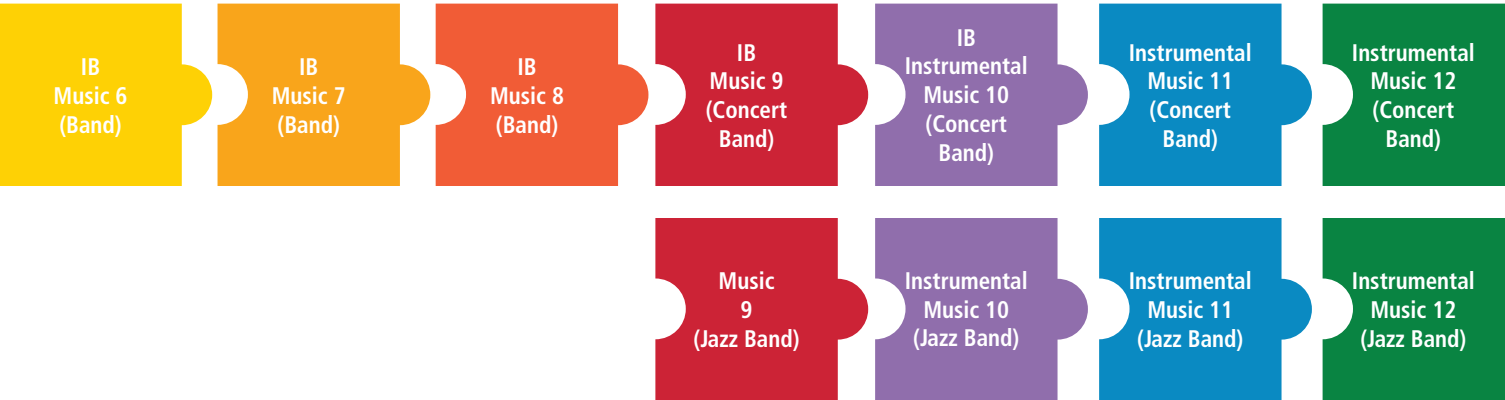
Students spend Grades 6 to 8 gaining experience in all four disciplines, enabling them to make informed decisions as they move forward into the Senior School. In Grade 9, students' Arts electives set them on a path for the following four years, with a need for consistency from year to year. Senior School students are encouraged to enrol in one discipline (Music, Theatre, or Visual Arts) as their main focus, continuing to study it in each consecutive year, with the option of participating in others outside of the timetable as an additional course, with the permission of the instructor.

Band

The GNS Band Program is offered to students in Grades 6 through 12, and provides the opportunity to explore the study of music while engaging in an active and dynamic performance program. In Grades 6 to 10, students learn the BC music curriculum through the unique lens of the IB Middle Years Programme, ensuring that while they develop the all-important performance skills and techniques, they will also develop as well-rounded musicians through in-depth study of the structure, language and history of music. GNS features six performing ensembles, including the Grade 6 Beginners' Band, the Middle School Concert Band, the Middle School Jazz Band, the Green Senior Concert Band (Grade 9 and 10), the Blue Band (Grade 11 and 12) and the Jazz Orchestra. These ensembles are featured in a busy, year-long performance schedule that includes school functions, concerts in the community, appearances at local festivals, and international tours. Band students participate as members of a community through their work as an ensemble, fostering collaboration, empathy, creativity and a lifelong passion for music.

All Band students are required to perform in several concerts during the year, as well as participating in adjudicated festivals. Students in Grades 11 to 12 are members of the Blue Band, and are required to attend rehearsals on Thursday mornings before school, as well as the Performing Arts Block. The GNS Band goes on tour each year; participation in tours is optional.

Jazz Band courses are advanced level offerings and only those students with exceptional skills and strong motivation are eligible; auditions may be required for entrance. Students MUST also be enrolled in Concert Band and perform as part of the GNS Jazz Orchestra. The ensemble consists of five saxophones, four trumpets, four trombones, guitar, piano, bass and drums. Rehearsals are on Wednesday during activity time and every Friday after school. Attendance at all rehearsals and performances is essential in this ensemble.



Students are introduced to the basic skills needed to play woodwind, brass, or percussion instruments. Students record their learning in the MYP Process Journal. This is a required course in Grade 6.	Students explore music notation, technique development and performance. Students record their learning in the MYP Process Journal. Students must have at least one year of experience playing a brass, woodwind, or percussion instrument to take part in Music 7 (Band).	Students explore music notation, technique development and performance. Students record their learning in the MYP Process Journal. Students must have at least one year of experience playing a brass, woodwind, or percussion instrument to take part in Music 8 (Band).	Students explore technique development, composition, music appreciation and performance with an emphasis on the development of tone and technique. Students record their learning in the MYP Process Journal. Students should have at least two years of experience playing a brass, woodwind, or percussion instrument to take part in Music 9 (Band).	Students explore technique development, composition, music appreciation, and performance with an emphasis on advanced and extended techniques. Students record their learning in the MYP Process Journal. Students should have at least three years of experience playing a brass, woodwind, or percussion instrument to take part in Instrumental Music 10 (Concert Band).
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Instrumental Music 11 (Concert Band)**Elective**

In Concert Band 11, students will explore the context, structure and form of selected repertoire while rehearsing and performing as members of the Blue Band. Consistent development of musicianship is furthered through thoughtful reflection each term. This course runs outside of the timetable, meeting during Performing Arts Block and two mornings per week.

Instrumental Music 12 (Concert Band)**Elective**

In Concert Band 12, students will explore the context, structure and form of selected repertoire while rehearsing and performing as members of the Blue Band. Consistent development of musicianship is furthered through thoughtful reflection each term. This course runs outside of the timetable, meeting during Performing Arts Block and two mornings per week.

Music 9 (Jazz Band)**Elective**

Co-requisite: IB Music 9 (Band)

A willingness to solo and improvise is strongly encouraged. Students are introduced to jazz articulations, special effects, and mutes, and are assessed using jazz études, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 9 students are introduced to the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra performs at one Jazz Night per term, as well as the Songs of the Season Concert, the West Coast Jazz Festival, and the Oak Bay Tea Party. This course runs outside of the timetable.

Instrumental Music 10 (Jazz Band)**Elective**

Co-requisite: IB Band Instrumental Music 10 (Concert Band)

A willingness to solo and improvise is strongly encouraged. Students continue to develop jazz articulations, special effects, and mutes, and are assessed using jazz études, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 10 students become more familiar with the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra performs at one Jazz Night per term, as well as the West Coast Jazz Festival, and the Oak Bay Tea Party. This course runs outside of the timetable.

Instrumental Music 11 (Jazz Band)**Elective**

Co-requisite: Instrumental Music 11 (Concert Band)

A willingness to solo and improvise is expected. Students refine their jazz articulations, special effects, and mutes and are assessed using jazz études, repertoire excerpts, performance reviews, and knowledge of jazz history. Jazz Band 11 students become increasingly familiar with the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the West Coast Jazz Festival, and the Oak Bay Tea Party. This course runs outside of the timetable.

Instrumental Music 12 (Jazz Band)**Elective**

Co-requisite: Instrumental Music 12 (Concert Band)

A willingness to solo and improvise is expected. Students will exhibit well-developed jazz articulations, special effects, and mutes, and will be assessed using jazz études, repertoire excerpts, performance reviews and knowledge of jazz history. Jazz Band 12 students will have extensive knowledge of the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra will perform at one Jazz Night per term, as well as the West Coast Jazz Festival, and the Oak Bay Tea Party. This course runs outside of the timetable.

Choir

Choral students at GNS learn to use their voice as a form of self-expression. While developing self-discipline as young musicians, they are given an opportunity to develop a variety of related musical skills, an understanding of the role and strength of the communicative powers within a group of dedicated singers, and an appreciation of the art of performance ensemble on stage. Students develop a sense of musical independence, a safe and effective vocal technique, a concept of poise and posture as a basic skill of presentation, a rudimentary base of music theory and the ability to sight sing, as well as study a cross-section of musical styles. Choir at GNS is a safe place and is welcoming to everyone—no prior musical training is required. Students develop a stronger sense of self confidence by learning how to use their body as their instrument. There are several levels of participation available ranging from regular classes to co-curricular options. Choir groups are featured in a busy, year-long performance schedule that includes school concerts, and participating in adjudicated music festivals. There are also opportunities of volunteer singing groups that reach out in service to people in the greater Victoria area.

IB Arts
Experience 6
(Visual Art,
Choir, Drama)

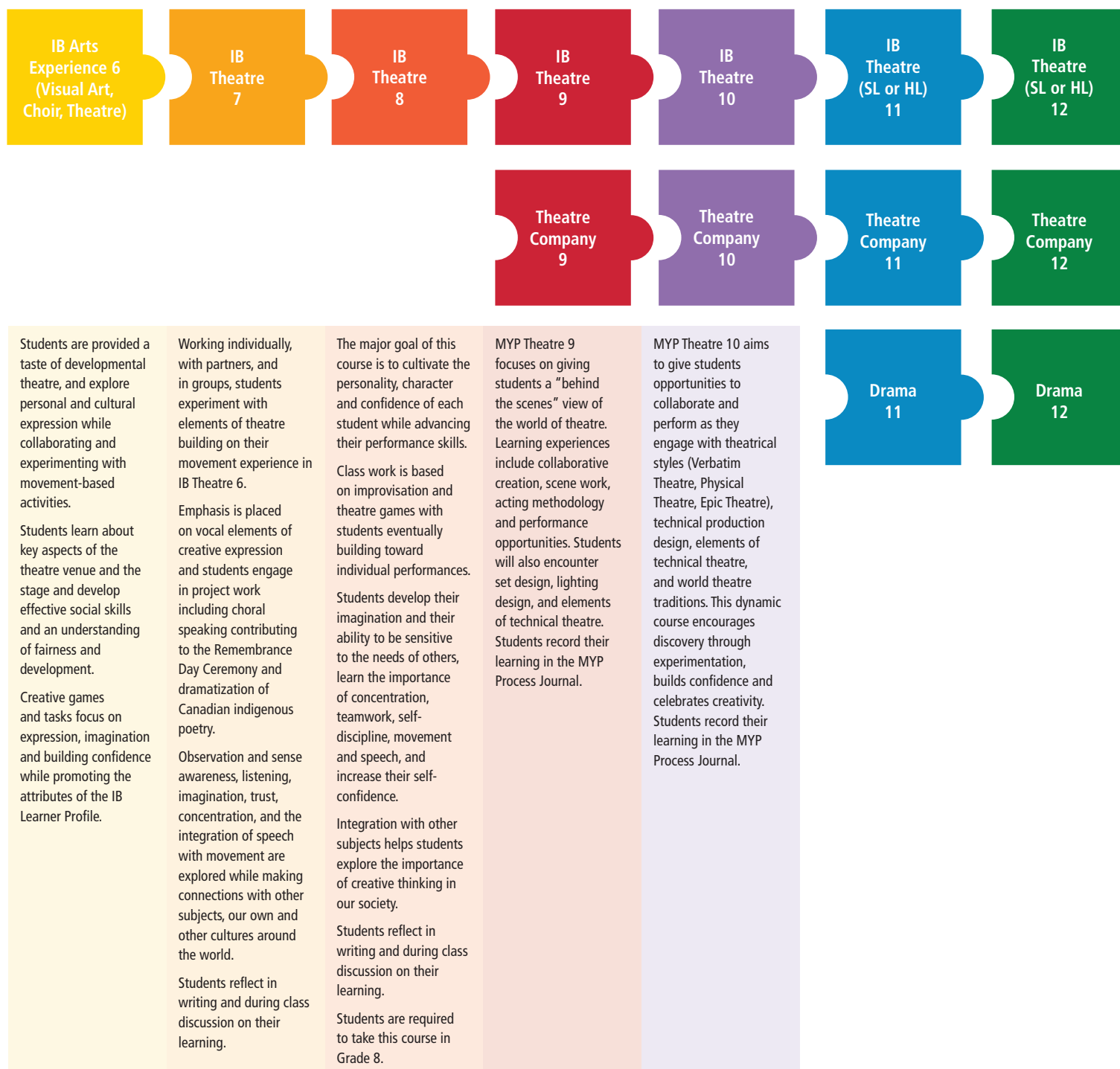
Students develop aural musicianship as well as music reading skills and sight-singing skills as choral rehearsal techniques and routines are explored.

Repertoire includes historical and modern choral music in two and three parts and exposure to cross-cultural music.

Students learn basic vocal and breathing techniques, and vocal warm-ups include solfeggio scales with range alternatives that adapt to changing voices and ranges.

Theatre

GNS Theatre classes and co-curricular activities unlock and encourage the use of creative thinking, while promoting empathy and courage. Theatre students develop their ability to lead, manage their time, persevere, and collaborate with others, as they translate their ideas into action. Our co-curricular theatre company offers students opportunities in performance, set and costume design, stage management, and technical theatre. Each year, we put on two Senior School main stage productions, and one Middle School main stage production. Other performances include the Remembrance Day Assembly, The Page to Stage Collaboration with the Grade 10 and Grade 5 classes, and Gallery of Fame in Grade 8.



IB Theatre (SL or HL) 11

Elective

The IB Theatre syllabus consists of four equal, interrelated areas: inquiring, developing, presenting, and evaluating theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. Four key tasks make up the IB Theatre course content and assessment:

1. Production proposal: students take on the role of director, responding to and staging a scene from a play of their choosing.
2. Research presentation: students outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.
3. Collaborative project: students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice.
4. The Solo Theatre Piece (HL students only): Higher Level students investigate a theatre theorist and create a solo performance piece using performance styles and theatrical production techniques they have encountered.

This course is open to anyone and no previous experience or coursework is required and is of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas.

Students have the opportunity to participate in field trips including the yearly Bard on the Beach theatre trip to Vancouver as well as to other local and regional theatres.

This course leads to IB Theatre Arts (SL or HL) 12.

IB Theatre (SL or HL) 12

Elective

Prerequisite: IB Theatre (SL or HL) 11

The IB Theatre syllabus consists of four equal, interrelated areas: inquiring, developing, presenting, and evaluating theatre. These areas are approached from the perspective of the following specialist theatre roles: creator, designer, director and performer. This course will be of particular interest to those pursuing a career in education or the performing arts. If a student is passionate about theatre, however, this course can become a lens through which they can explore a number of different subject areas. Students have the opportunity to participate in field trips including the yearly Bard on the Beach theatre trip to Vancouver as well as to other local and regional theatres.

Standard Level: Three key tasks make up the course content and assessment. 1) Production proposal: students take on the role of director, responding to and staging a scene from a play of their choosing. 2) Research presentation: students outline and physically demonstrate their research into a world theatre tradition they have not previously studied. 3) Collaborative project: students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice.

This course leads to the IB Theatre (SL) 12 evaluation.

Higher Level: In addition to the three key tasks that make up the course content and assessment for the Standard Level, HL students also complete the additional Solo Theatre Piece: students investigate a theatre theorist and create a solo performance piece using performance styles and theatrical production techniques they have encountered..

This course leads to the IB Theatre (HL) 12 evaluation.

Theatre Company 9

Elective

Admission to this course is by audition or permission of the instructor. This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Theatre Company enables exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training involves work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the timetable.

Theatre Company 10

Elective

Admission to this course is by audition or permission of the instructor. This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Theatre Company enables exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training involves work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the timetable.

Theatre Company 11

Elective

Admission to this course is by audition or permission of the instructor. This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building an ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Theatre Company enables exploration and skill building in the areas of acting and stagecraft (stage management, props, sets, lights, costumes and sound). Training involves work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the timetable.

Theatre Company 12

Elective

Admission to this course is by audition or permission of the instructor. This course is designed to help students understand the nature of the theatre by actively creating productions and reflecting on them. The rehearsal and performance processes are designed to introduce students to the experience of building a theater ensemble, and performing in front of a live audience, while developing the ability to articulate from an actor's point of view how the craft of theatre works. Theatre Company enables exploration and skill building in the areas of acting, and stagecraft (stage management, props, sets, costumes, lights and sound). Theater training involves work in various styles of theatre, including movement and vocal work. Value is given to both the process of developing performers and the performance product. This course runs outside the timetable.

Drama 11***Elective***

This course is designed for students to explore and share history, culture, and community by investigating how theatre can effect change. Students develop their performance and production skills in chosen dramatic forms and conventions as they express their personal voice, identity and perspectives. Students reflect on theatre in diverse contexts, and work creatively and collaboratively as an ensemble alongside the Theatre 12, and the IB Theatre 11/12 students. Students have the opportunity to participate in field trips including the yearly Bard on the Beach theatre trip to Vancouver as well as to other local and regional theatres. There are no prerequisites for this course.

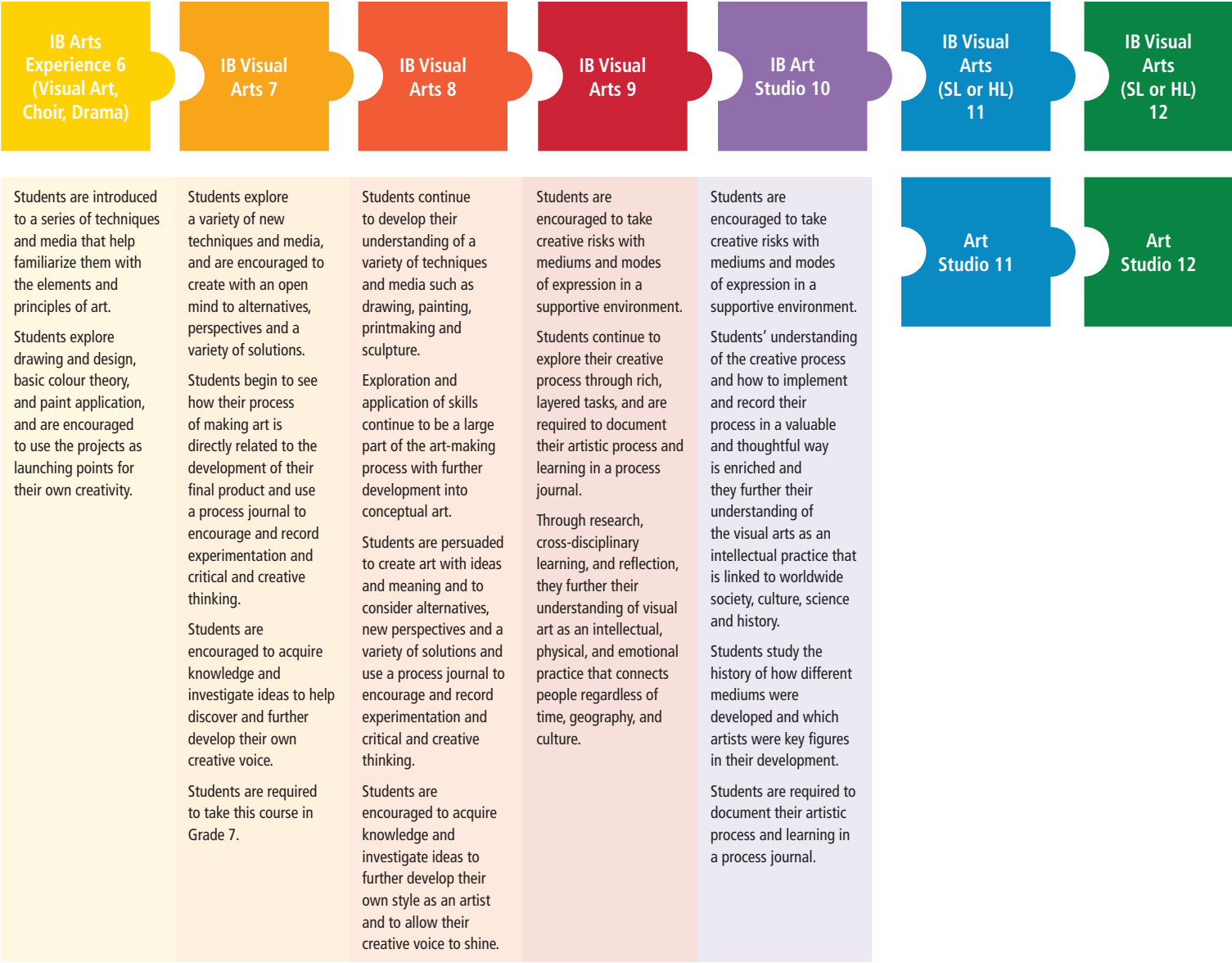
This course leads to Drama 12.

Drama 12***Elective***

This course is designed for students to share and understand traditions, perspectives, culture, and world views by exploring and creating dramatic works. Students develop their performance and production skills as they investigate how aesthetic experiences have the power to transform our perspective through a variety of dramatic forms and techniques. Students document and reflect on theatre in diverse contexts, and work innovatively and collaboratively as an ensemble alongside the Theatre 11 and the IB Theatre 11/12 students as they express their personal voice, identity and perspectives. Students have the opportunity to participate in field trips including the yearly Bard on the Beach theatre trip to Vancouver as well as to other local and regional theatres. There are no prerequisites for this course.

Visual Arts

Visual arts at GNS encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking program in which students develop analytical skills in problem-solving and divergent thinking while working towards technical proficiency and confidence as art-makers. Students will come to see the interconnected and overlapping functions of art in society and understand the complexity and diversity of art throughout history and across cultures. In addition to exploring and comparing visual arts from different perspectives, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The program requires students to become involved in the process of making art, the investigation and documentation of the artistic journey that they embark on, the ability to make creative connections and insightful personal reflection.



IB Visual Arts (SL or HL) 11***Elective***

This is the first of a two-year programme in which students are exposed to a variety of approaches and media options. This course is best suited to those students with an attitude of inquiry, self-motivation and a mature commitment to the study of the visual arts. All students are expected to explore and develop areas of personal interest as they investigate the broader context of the visual arts both historically and culturally. Self-reflection in the form of class discussions, regular critiques, workbook assignments, and documentation of their own unique artistic process, is an integral aspect of this course. The regular use of the process journal as a vehicle for developing a personal repertoire of significant imagery is the foundation for much of the studio work and represents approximately 40% of the term mark.

This course leads to IB Visual Arts (SL or HL) 12.

Art Studio 11***Elective***

This is a general art course, encompassing a variety of both traditional and contemporary approaches and media options. Students are expected to demonstrate self-motivation as they develop their skills and experiment with a variety of media. Self-reflection in the form of class discussions, regular critiques and process journal assignments, and documentation of their own unique artistic process is an integral aspect of this course. Through the process journal students develop and record their ideas for studio work, and represents approximately 50% of the term mark.

This course leads to Art Studio 12.

IB Visual Arts (SL or HL) 12***Elective***

Prerequisite: IB Visual Arts (HL) 11

This is the second year of the IB Visual Arts programme. Students continue to build on the body of work they began in the previous year; further clarifying their expressive intent, deepening the content of their work and developing their skill level. In the spring, students are required to showcase their journey and development as artists by curating their Studio Work as an exhibition which will be internally assessed (40%). Regular use of their process journal continues to be the basis of studio projects as well as serving to document the development of their ideas. This process of investigation, experimentation and development will be assessed externally (40%) in the form of a Process Portfolio and submitted electronically. Students are also required to submit a Comparative Study (20%) at the end of the programme for external assessment.

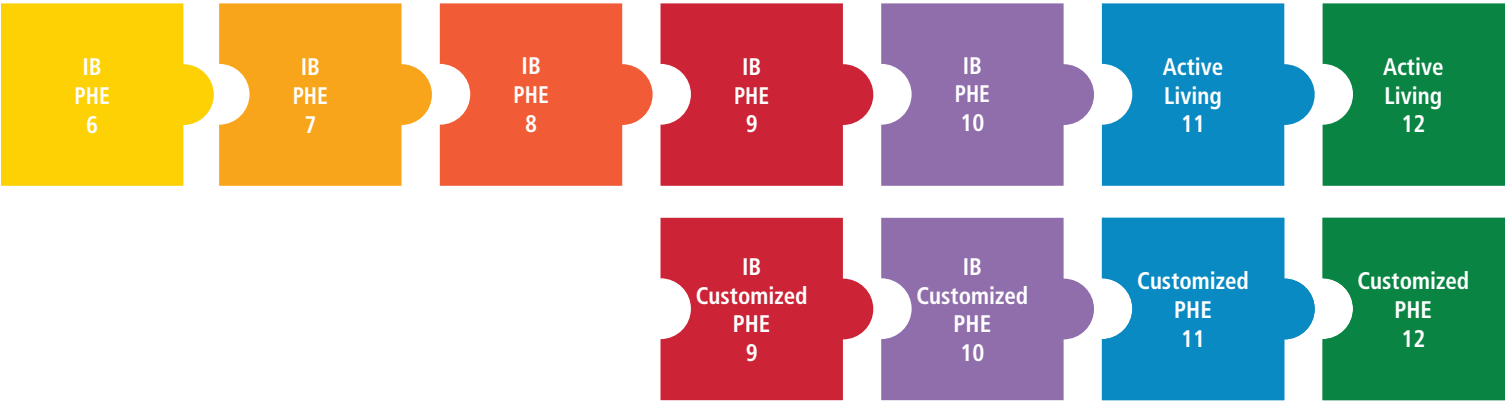
This course leads to the IB Visual Arts (SL or HL) evaluation.

Art Studio 12***Elective***

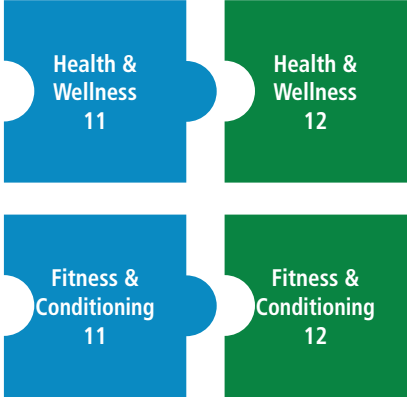
In this course students continue to develop their skills and expand their understanding of forms of visual arts expression. A greater level of autonomy is expected as students in this course have more freedom to work in mediums and styles that are informed by their own research and preferences. As well, students are encouraged to develop personally significant themes and content in their work and focus the range of their use of media. The process journal continues to be the basis for individual studio projects and represents approximately 30% of the term mark.

Physical Health and Education (PHE)

The goal of the PHE Department is to emphasize life-long participation in sport, activity, and health. Fostering healthy choices, and creating physical, emotional and mental well-being, we build a community that is balanced, confident and resilient. Students are provided opportunities for growth in leadership, social responsibility and interpersonal skills. Our PHE program empowers students to develop strong character and physical and health literacy for life. All students in Grades 6 to 10 are required to take PHE and there are opportunities for Outdoor Education throughout the year in Grades 6 thru 12.



<p>This course focuses on the acquisition and improvement of one's skills in different team and individual sports. Basic skills and strategies for each sport are taught in order to build a strong foundation for future physical activity.</p> <p>Team sports are taught to promote teamwork and positive communication skills within the sporting arena. In addition to the major team sports, activities include units on movement, cooperative games, badminton and fitness.</p> <p>Grade 6 Students will learn about the physical, emotional and social changes that occur during puberty.</p> <p>Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.</p>	<p>Skills instruction and game strategy for each sport continue in order to engage both physical and intellectual faculties aiming to cultivate a love for fitness.</p> <p>Team sports are taught to promote teamwork and to begin to develop leadership and sportsmanship. In addition to the major team sports, activities include units in badminton, movement and cooperative games.</p> <p>Students acquire a knowledge base in fitness, mindful activities, and the rules of the game.</p> <p>Grade 7 students explore how to balance their physical, emotional and mental well-being while learning about similarities and differences of others around them.</p> <p>Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.</p>	<p>Skills instruction for each sport continues to build on previous experience, using these skills to develop more advanced game strategies. Students continue to develop their reflection and feedback skills through self and peer evaluation. In addition to team sports, units in dance, personal fitness, cooperative games and badminton round out the curriculum.</p> <p>Grade 8 students explore how healthy choices and relationships influence our physical, mental and emotional well-being.</p> <p>Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.</p>	<p>The course includes modules that cover: Healthy and Active Living, Social and Community Health, Mental Well-Being and Physical Literacy.</p> <p>Throughout the year, students participate in a variety of team-oriented sports, where the emphasis is on team concepts and strategies. They will also play many mass participation games where they develop collaboration and self-management skills. Students will also have many opportunities to discuss a variety of health topics and to use the Scott Fitness Centre for self-directed workouts and Yoga classes.</p> <p>Some highlights of the year include Territory Invasion Games, Net Games (pickleball, badminton), and Flag Football.</p> <p>Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.</p>	<p>In this course, the developing athlete refines their physical and cognitive skills in both team and individual sports.</p> <p>More cognitive aspects of activity are introduced including fitness theory and peer teaching. Self-discipline, leadership, peer coaching and self-reliance are stressed.</p> <p>This course includes modules that cover: Healthy and Active Living, Social and Community Health, Mental Well-being, Physical Literacy and Healthy Sexual Decision Making.</p> <p>Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.</p>
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IB Customized Physical & Health Education 9

Prerequisite: permission from the Senior School Principal and Head of PHE

This course is offered to students who are pursuing a high level of sport, representing BC on a provincial team or an equivalent elite level if the provincial team structure does not apply. Students are expected to meet with their teacher once per 10 day cycle either during lunch or after-school. This course has an IB MYP approach that allows students a more personalized PHE experience, with a focus on individual needs, goals and interests. A wide variety of activities are presented, with opportunities for student choice and self-directed learning.

Before selecting this course, students must submit an application to the Head of PHE and the Senior School Principal outlining their suitability for the customized course (both as an athlete and as a student) in place of a regular PHE 9 option.

This course leads to Customized Fitness & Conditioning 10.

IB Customized Physical & Health Education 10

Prerequisite: permission from the Senior School Principal and Head of PHE

This course is offered to students who are pursuing a high level of sport representing BC at least at the provincial team or an equivalent elite level if the provincial team structure does not apply. Students are expected to meet with their teacher once per 10 day cycle either during lunch or after-school. This course has an IB MYP approach that allows students a more personalized PHE experience, with a focus on individual needs, goals and interests. A wide variety of activities are presented, with opportunities for student choice and self-directed learning.

Before selecting this course, students must submit an application to the Head of PHE and the Senior School Principal outlining their suitability for the customized course (both as an athlete and as a student) in place of a regular PHE 10 option.

This course leads to Customized Fitness & Conditioning 11.

Customized Physical & Health Education 11

Prerequisite: permission of the Senior School Principal and Head of PHE

Customized PHE gives students with an exceptional commitment to sport outside of GNS the support they need to pursue their goals as competitive athletes. Students complete assignments that are in line with their interests and dedication to their chosen sport as well as investigate topics that help them work towards developing their knowledge, skills and attitudes to support a lifelong, healthy, active lifestyle. Before selecting this course, students must submit an application to the Head of PHE and the Senior School Principal outlining their suitability for why they have chosen to apply for the customized course (both as an athlete and as a student).

Customized Physical & Health Education 12

Prerequisite: permission of the Senior School Principal and Head of PHE

Customized PHE gives students with an exceptional commitment to sport outside of GNS the support they need to pursue their goals as competitive athletes. Students complete assignments that are in line with their interests and help prepare them to pursue their sport at a post-secondary level. Before selecting this course, students must submit an application to the Head of PHE and the Senior School Principal outlining their suitability for why they have chosen to apply for the customized course (both as an athlete and as a student).

Active Living 11

This elective provides an opportunity for students to fit activity into their school day. The focus of this course is on enjoyment of physical activity and sharing that enjoyment with others. Students are encouraged to begin thinking about how to maintain a healthy lifestyle after graduation. The course includes a variety of traditional sports, both competitive and recreational as well as opportunities to use the Scott Fitness Center to work towards their fitness goals. Students have many opportunities to explore recreational facilities in the community and also continue to develop their leadership skills through peer-teaching activities within their own class and across grades.

Active Living 12

This elective provides an opportunity for students to fit activity into their school day. The focus of this course is on enjoyment of physical activity and sharing that enjoyment with others. Students will make more concrete plans for maintaining a healthy lifestyle after graduation. Students are expected to take a larger leadership role in the course through peer-teaching activities within their own class and across grades.

Health & Wellness 11

This course provides an opportunity to develop lifelong, healthy habits related to a student's own physical and mental well-being. The course relies on a non-competitive environment to explore personal health and wellness and new, enjoyable types of recreation that contribute to a healthy lifestyle. Pursuits may include recreational sports, yoga, dance, outdoor recreation, and other forms of individual physical activity. Students also have opportunities to explore aspects of nutrition, stress relief and mindfulness. This course can be attended as part of the CAS learning outcomes or for partial course credit. Meeting times are once a week after school (as determined by the group, but typically Mondays) and during Performing Arts block.

Health & Wellness 12

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Fitness and Conditioning 11

Fitness and Conditioning 11 is a provincial course that builds on the foundations of the PHE program at GNS. Students have the opportunity to learn about concepts such as exercise anatomy and physiology, training principles, proper nutrition, sport-specific training, and injury prevention as well. Students explore a variety of strength and conditioning activities for lifelong participation in physical activity. From recreational to elite athletes, any student would benefit from this course; however, participants should be self-motivated, able to work independently, and willing to work towards their personal goals. This course takes place almost exclusively in the Scott Fitness Centre.

Fitness and Conditioning 12

Fitness and Conditioning 12 is a provincial course that builds on the foundations of Grade 11 PHE courses. Students have the opportunity to further develop their understanding of concepts such as exercise anatomy and physiology, training principles, proper nutrition, sport-specific training, and injury prevention as well. Students explore a variety of strength and conditioning activities for lifelong participation in physical activity. From recreational to elite athletes, any student would benefit from this course; however, participants should be self-motivated, able to work independently, and willing to work towards their personal goals. This course takes place almost exclusively in the Scott Fitness Centre.

Career Education & University Guidance

In the Middle School, Career Education is integrated within all subjects and aims to equip students with the knowledge, skills and attitudes to assist them in making informed decisions related to their health, education, and future careers. Career Education topics are also covered in homeforms and within assemblies.

Beginning in Grade 9, students gain experience in both written and oral presentations through debating, public speaking and collaborative projects. This course is interdisciplinary in nature, and allows students to interact with a variety of topics that come up in the media and in school life.

Beginning in Grade 10, University Guidance Advisors provide formal support and guidance for students and parents in such areas as course request preparation, standardized test advising, PSAT testing, and post-secondary application and scholarship strategizing. All students are encouraged to make one-on-one appointments with a University Guidance Advisor to discuss best 'fit', program-specific admission requirements, timelines, financing, and transition planning.



Career Life Education 10

Career Life Education is a required four-credit course that includes six big ideas for students to explore: finding a balance between work and personal life is essential to good physical and mental health, a network of family, friends, and community members can support and broaden our career awareness and options, learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities, effective career planning considers both internal and external factors, the global economy affects our personal, social, and economic lives and prospects, and successful career and education paths require planning, evaluating, and adapting. Students cover content in personal development, connections to the community and start to research their career life plan.

This course leads to Career Life Connections 11.

Career Life Connections 11

Career Life Connections 11 requires students to reflect on their knowledge and abilities, and to plan for life after graduation. This course involves several career and self-awareness related assignments and hours of research into different post-secondary options. The time spent on research prepares students to make well-informed decisions for their course selections in Grade 12. Through numerous learning experiences inside and outside the classroom, students are expected to develop an integrated post-graduation plan that is connected to a capstone or culminating project in Grade 12, which demonstrates their learning in an area of personal interest.

This course leads to Career Life Connections 12.

Career Life Connections + Capstone 12

In order to graduate in BC, all students must complete 4 credits in Career Life Connections. GNS spreads the course over two years, with the credits earned in the Grade 12 year. Students are given class time to plan and reflect on their required service activities. Students are required to participate in a minimum of 30 hours of service from Grades 10 to 12, and complete a graduation transition plan that outlines their plans for the year following Grade 12. This graduation transition planning process involves workshop-style classes where students research and apply for schools and scholarships based on personal fit. Students spend time in class preparing essay and short answer questions for university/college applications as well as editing and completing their online applications.



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