

# Pemberton Woods Campus

## Program of Studies 2026/2027



**GNS**



**Glenlyon  
Norfolk  
School**



**IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB**



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# The Program of Studies

The *2026/2027 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.

Our goal of issuing a multi-level program guide is to let students and their families 'browse ahead' and plan their possible route through to university and 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. Early nerves (of students and parents) disappear rapidly, to be displaced by a sense of activity, achievement, challenge and enjoyment, building on a foundation of a strong sense of belonging. We offer students in Grades 6 through 8 a broad range of opportunities and possibilities, and all we ask is that they explore and exploit those opportunities to the fullest extent to discover where their passions lie.

For our Senior School students, the *Program of Studies* outlines the diverse pathways available that lead to readiness for post-secondary 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

At Glenlyon Norfolk School, we promise a transformative education that nurtures each student's unique potential, cultivates their passions, and prepares them to make a positive impact on their communities and the world.

## Our Mission

To empower 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.

## Our Core Values

Truth, Courage, Caring, Individuality, Community

## International Baccalaureate Mission

The International Baccalaureate (IB) 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:

<b>Inquirers</b>	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.
<b>Knowledgeable</b>	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.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	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.
<b>Principled</b>	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.
<b>Open-minded</b>	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.
<b>Caring</b>	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.
<b>Risk-takers</b>	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.
<b>Balanced</b>	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.
<b>Reflective</b>	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.
<b>Persevering</b>	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
<b>Total required course credits</b>	<b>52</b>
<b>Elective courses of grades 10, 11 or 12</b>	<b>28</b>
<i>Required Grade 12 courses (including English Studies 12)</i>	<i>16</i>
<b>Total credits</b>	<b>80</b>

### 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.
- All students will complete Indigenous-focussed coursework as part of the BC Ministry of Education graduation requirement. At GNS, this is completed in IB MYP Language & Literature 10. For students entering BC for Grade 11, this graduation requirement is met through module-based coursework in conjunction with the Language & Literature Department.
- **Please note that an elective course will run only if there are sufficient numbers, at the Head's discretion.**

## 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 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 (without the Core), 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 Theory of Knowledge (ToK), Creativity, Activity and Service (CAS), and the Extended Essay (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	
<p><b>Grade 11 and 12 courses:</b></p> <p>3 Higher Level IB courses</p> <ul style="list-style-type: none"> <li>• IB Theatre (HL)</li> <li>• IB Literature A (HL)</li> <li>• IB History (HL)</li> </ul> <p>3 Standard Level IB courses</p> <ul style="list-style-type: none"> <li>• IB Mathematics: Analysis &amp; Approaches (SL)</li> <li>• IB Environmental Systems &amp; Societies (SL)</li> <li>• IB French B (SL)</li> </ul>	<ul style="list-style-type: none"> <li>• IB Theory of Knowledge</li> <li>• IB CAS (Creativity, Activity and Service) related to Arts (e.g., participation in GNS theatre productions)</li> <li>• An IB Extended Essay related to Arts</li> <li>• Career Life Connections</li> </ul>	<p><b>Grade 11 courses:</b></p> <ul style="list-style-type: none"> <li>• Art Studio 11</li> <li>• IB Literature A (HL) 11</li> <li>• IB Global Politics (SL) 11</li> <li>• Pre-Calculus 11</li> <li>• IB Environmental Systems &amp; Societies (SL) 11</li> <li>• IB French B (SL) 11</li> <li>• IB Theory of Knowledge</li> <li>• Career Life Connections 11</li> </ul> <p>Service related to Arts (e.g., mural painting project for GNS)</p>	<p><b>Grade 12 courses:</b></p> <ul style="list-style-type: none"> <li>• Art Studio 12</li> <li>• IB Literature A (HL) 12</li> <li>• Social Justice 12</li> <li>• Pre-Calculus 12</li> <li>• Environmental Systems &amp; Societies (SL) 12</li> <li>• Creative Writing 12</li> <li>• Career Life Connections 12</li> </ul> <p>Service related to Arts (e.g., volunteering with a community arts program)</p>
<p><b>Co-curricular:</b> Theatre Company/Performing in GNS theatre productions</p>		<p><b>Co-curricular:</b> Senior School Art club</p>	
<p><b>Outside of School:</b> Speech and Dramatic Arts Lessons</p>		<p><b>Outside of School:</b> Piano Lessons</p>	
<p>Students are eligible for a BC Dogwood Diploma and IB Diploma</p>		<p>Students are eligible for a BC Dogwood Diploma and IB Course certificates</p>	
<p>Post-secondary programs might include: Fine Arts, Social Sciences, Humanities, Business</p>			

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

### Example Athletic Pathway

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

### Example Sustainability and Social Justice Pathway

Full IB Diploma Candidate		IB Course Candidate: a mixture of IB and Provincial courses	
<p><b>Grade 11 and 12 courses:</b></p> <p>3 Higher Level IB courses</p> <ul style="list-style-type: none"> <li>• IB Biology (HL)</li> <li>• IB Literature A (HL)</li> <li>• IB History (HL)</li> </ul> <p>3 Standard Level IB courses</p> <ul style="list-style-type: none"> <li>• IB Global Politics (SL)</li> <li>• IB French (SL)</li> <li>• IB Mathematics: Analysis &amp; Approaches (SL)</li> </ul>	<ul style="list-style-type: none"> <li>• IB Theory of Knowledge</li> <li>• IB CAS (Creativity, Activity and Service) related to the Environment (e.g., volunteering with a local conservation association)</li> <li>• An IB Extended Essay related to Global Politics</li> <li>• Career Life Connections</li> </ul>	<p><b>Grade 11 courses:</b></p> <ul style="list-style-type: none"> <li>• IB English Literature A (HL) 11</li> <li>• IB Global Politics (SL) 11</li> <li>• IB Economics (SL) 11</li> <li>• Pre-Calculus 11</li> <li>• IB Chemistry (HL) 11</li> <li>• IB French B (SL) 11</li> <li>• IB Theory of Knowledge</li> <li>• Career Life Connections 11</li> </ul>	<p><b>Grade 12 courses:</b></p> <ul style="list-style-type: none"> <li>• IB English Literature A (HL) 12</li> <li>• IB Global Politics (SL) 12</li> <li>• IB Economics (SL) 12</li> <li>• Pre-Calculus 12</li> <li>• Chemistry 12</li> <li>• Social Justice 12</li> <li>• Career Life Connections 12</li> </ul>
<p><b>Co-curricular:</b> Pride &amp; Equality Club</p>		<p><b>Co-curricular:</b> Round Square Committee</p>	
<p><b>Outside of School:</b> Part-time job at local garden centre</p>		<p><b>Outside of School:</b> Member of Public Library Youth Council</p>	
<p>Students are eligible for a BC Dogwood Diploma and IB Diploma</p>		<p>Students are eligible for a BC Dogwood Diploma and IB Course certificates</p>	
<p><b>Post-secondary programs might include: Fine Arts, Social Sciences, Humanities</b></p>			

## 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 removal 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 and to thrive at GNS and beyond.

For students in the Middle School, assistance is provided as required. Parents may be asked to share 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 and/or by completing summative work.

A course challenge is not permitted for any course in which a student has previously been enrolled. All students are expected to take a full course load while enrolled at GNS. A student may challenge a course not offered in the *Program of Studies*, or a course which is not included in their required GNS program. For more information on challenge credit and equivalency, please contact the Coordinator, Academic Programming or the division Principal.

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.

## 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. All students must complete Physical Health Education (PHE) up until the end of Grade 10 as part of the MYP; however, students performing and competing at a provincial level or above could be eligible to receive additional PHE credits.

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 the Coordinator, Academic Programming, for further information or consult the Ministry website at [www.gov.bc.ca/education/administration/policy/earning-credit](http://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 depends 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 prior to the September 30 deadline.

Please note that students cannot change courses once the course change deadline has 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.

**Deadline for course changes: 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 EBUS. 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 Coordinator, Academic Programming, the IB Diploma Coordinator 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 counsellors 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](mailto:kals@mygns.ca)) or Colin Montgomery ([cmontgomery@mygns.ca](mailto:cmontgomery@mygns.ca)).

## David Graham Learning Commons

The David Graham Learning Commons (DGLC) is an extension of the classroom and integral to the academic program 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 prepares 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 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. There are two rooms 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 grades, 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.

## Co-curricular Program

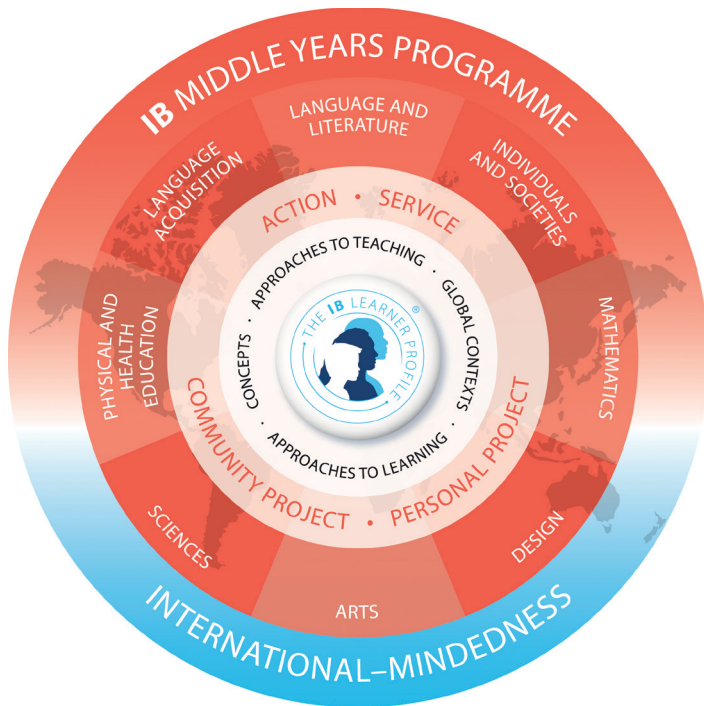
GNS offers a robust co-curricular program which is an integral part of our educational program, and we strongly encourage all students to take full advantage of the opportunities available. Full details and descriptions of these opportunities are available through specific program directors.

## Off Campus Trips

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 north 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 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.

# 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 IB Primary Years Programme (PYP) and the Diploma Programme (DP). When students complete the PYP 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 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 them and develops their 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 Personal Project is assessed using task-specific IB rubrics to evaluate the student's overall performance. 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 runs 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 derived from the completion of the Extended Essay and Theory of Knowledge.
3. There is no "N" awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.

### 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 also 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 full 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, critical-thinking skills, intellectual discovery and creativity. It is an opportunity to engage in independent research under the guidance of a GNS-teacher supervisor, 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 end of Year 1 of the IB Diploma, students choose a topic, research it and meet regularly with their supervisor.

This leads to IB EE 12 for full 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 focussed 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 is given first to full IB Diploma Candidates. This course leads to ToK 12 for full Diploma Candidates only.

4. There is no grade E awarded for the Theory of Knowledge and/or the Extended Essay.
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. Students 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, submit the draft on which they receive feedback and make final edits. The completed essay is submitted in October of 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 focussed 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, Creativity, Activity and Service). You may choose ONE course from Group 6 OR a second from Group 3 or Group 4 or an elective as your sixth course.

Group	Subject	HL x3	SL x3
1 Language and Literature	English A Language and Literature		n/a
	English A Literature		n/a
	Literature A: School-supported Self-taught <sup>1</sup> (Chinese, Russian, Spanish, etc.)	n/a	
2 Language Acquisition	French B		
	French ab initio	n/a	
	Spanish B		
	Spanish ab initio	n/a	
3 Individuals & Societies	Economics		
	Global Politics		
	History		
4 Sciences	Biology		
	Chemistry		
	Physics		
	Environmental Systems & Societies <sup>2</sup>	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 (CAS)		
	Extended Essay (EE)		
	Theory of Knowledge (ToK)		

<sup>1</sup> Our Self-supported Self-taught courses are offered through Pamoja. Additional fees will apply.

<sup>2</sup> For students wishing to pursue Humanities, Social Sciences but not pursuing Engineering, Science.

# Grade 6 to 12 Program of Study

No student is 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) and Theatre Company.

Grade 6	Grade 7	Grade 8	Grade 9
<b>REQUIRED COURSES</b>	<b>REQUIRED COURSES</b>	<b>REQUIRED COURSES</b>	<b>REQUIRED COURSES</b>
Career Education/Executive Function 6	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 and IB Spanish or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish or English Acquisition	One of IB Language Acquisition: IB French, IB Spanish 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
	<b>ELECTIVE COURSES</b>	<b>ELECTIVE COURSES</b>	<b>ELECTIVE COURSES*</b>
	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
<b>REQUIRED COURSES</b>	<b>REQUIRED COURSES</b>	<b>REQUIRED COURSES</b>
Career Life Education	Career Life Connections 11	Career Life Connections + Capstone 12
IB Language and Literature (Students earn credit for BC English First Peoples Literary Studies 10 and English First Peoples Writing 10, meeting the BC Indigenous-focussed Graduation Requirement.)	One of IB English Language and Literature A (HL) 11, IB English Literature A (HL) 11	One of IB English Language and Literature A (HL) 12, IB English Literature A (HL)
One of IB Language Acquisition: IB French, IB Spanish or English Acquisition	One of IB French B (SL or HL) 11, IB French ab initio (SL) 11, IB Spanish B (SL or HL) 11, IB Spanish ab initio (SL) 11 or IB Literature A: School-supported Self-taught (SL) 11	<b>ELECTIVE COURSES</b>
IB Individuals & Societies	One of IB History (SL or HL) 11, IB Economics (SL or HL) 11, IB Global Politics (SL or HL)	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 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 Economics (SL or HL) 12, IB Global Politics (SL or HL) 12, IB History (SL or HL) 12, Social Justice 12, Law Studies 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 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, Chemistry 12
One of IB Visual Arts, IB Instrumental Music (Concert Band), IB Theatre	<b>ELECTIVE COURSES</b>	IB Mathematics: Analysis and Approaches (SL or HL) 12, Pre-Calculus 12
IB Design	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 Physical and Health Education	GNS Launch Pad 11	GNS Launch Pad 12
IB MYP Personal Project	CineMagic 11	CineMagic 12
	Active Living 11, Fitness & Conditioning 11, High Performance PHE 11	Creative Writing 12
	IB Theory of Knowledge 11	Active Living 12, Fitness & Conditioning 12, High Performance PHE 12
<b>ELECTIVE COURSES*</b>	All Grade 11 students are expected to take 6 or 7 courses and Career Life Connections during the academic year.	IB Theory of Knowledge 12
Instrumental Music (Jazz Band)		All Grade 12 students are required to take a minimum of 6 courses and Career Life Connections + Capstone during the academic year.
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 Language and Literature Department crafts courses that spark curiosity, ignite imagination and place students at the heart of the journey. Through the lens of inquiry and a framework of key concepts, we nurture readers, writers and speakers who navigate a rich mosaic of perspectives and uncover layered insights into issues that shape our world. Students are invited to kindle their passions, engage deeply with texts, and weave meaningful connections between stories and life. In this shared pursuit, teachers facilitate discovery, offer insight in analysis, depth in interpretation, and clarity in contextualization.

Throughout the MYP and DP, students refine their foundational skills while immersing themselves in profound questions and overarching “big ideas.” They delve into the interplay of voice, audience, purpose, and form, enriched by inquiries into context and connections to the real world. Within the realm of Language and Literature, students uncover the timeless truth that art mirrors life, and that each illuminates the other.

<p><b>IB Language and Literature 6</b></p>	<p><b>IB Language and Literature 7</b></p>	<p><b>IB Language and Literature 8</b></p>	<p><b>IB Language and Literature 9</b></p>	<p><b>IB Language and Literature 10</b></p>	<p><b>IB English Language and Literature (HL) 11</b></p>	<p><b>IB English Language and Literature (HL) 12</b></p>
<p>Students integrate knowledge across disciplines while refining sentence and paragraph structures.</p> <p>They develop proficiency in persuasive and expository writing.</p> <p>Course readings emphasize both enjoyment and analytical depth.</p> <p>Students examine literature through personal responses, projects, class studies, and literature circles.</p> <p>Oral confidence is fostered through debate, discussion, poetry recitation, and public speaking.</p>	<p>Students work to master creative and expository writing.</p> <p>Language mechanics are refined as required.</p> <p>Students make connections between language, biography, history, classical cultures, and First Nations principles.</p> <p>Students read prose frequently and engage in discussion around themes, narrative features, and real-world connections.</p> <p>Guiding questions, literature circles, and debates all foster a high degree of critical thinking.</p>	<p>Students engage in a multidisciplinary unit known as Gallery of Fame, a Middle School rite of passage in which great authors, scientists, revolutionaries and other famous people are researched and represented in a rehearsed performance.</p> <p>Students get their first taste of Shakespearean drama and explore the timeless connections within.</p> <p>Students build their literary vocabulary and apply new terminology to discussions of authorial choices through analysis of biography, personal narrative, and short fiction.</p> <p>Students build an appreciation for writing conventions and hone their persuasive skills across a variety of written and oral presentation forms.</p>	<p>Students enhance their ability to engage with literature, fostering a lifelong love of reading while honing their skills in analysis and expression.</p> <p>The curriculum spans prose, drama, and poetry, including 19th- and 20th-century classics and contemporary writing.</p> <p>Students explore various forms, such as speeches, songs, films, and creative media to expand their stylistic range and functional proficiency.</p> <p>Readings highlight diverse cultural perspectives, including First Nations literature, to deepen students understanding across time and place.</p> <p>All students take part in an annual Shakespeare Day, which culminates in a dramatic performance of a selected work for an audience of peers.</p>	<p>Students read a range of prose, poetry, and drama written by indigenous authors, poets, and playwrights.</p> <p>Students explore literature as a vehicle to enrich their understanding of First Peoples cultures and ways of knowing.</p> <p>Students engage in activities designed for language development, vocabulary building, and refinement of mechanics.</p> <p>Students build their repertoire of style and function through studying a variety of text types such as formal speeches, song, film, and creative writing.</p> <p>This course emphasizes First Peoples Principles of Learning.</p> <p>Students earn credit for BC English First Peoples Literary Studies 10 and English First Peoples Writing 10.</p>	<p><b>IB English Literature A (HL) 11</b></p>	<p><b>IB English Literature A (HL) 12</b></p>
					<p><b>IB Literature A: School-supported Self-taught (SL) 11</b></p>	<p><b>IB Literature A: School-supported Self-taught (SL) 12</b></p>
						<p><b>Creative Writing 12</b></p>

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

The Literature course invites students to delve deeply into the world of prose, poetry, and plays, sparking critical thought and boundless curiosity. Enhanced by the study of world myths and literary theory, the course equips students to read and write through varied critical lenses—including archetypal, feminist, queer, existentialist, and aesthetic perspectives. Through skits, oral commentaries, and student-led seminars, they refine their ability to speak, listen, and think critically, forging thematic connections across diverse eras, cultures, and genres.

Students also interrogate the concept of a literary canon, cultivate a keen sensitivity to the aesthetic power of language, and explore how literature both reflects and shapes social and cultural identities. This dynamic, student-driven environment is a haven for engaged literary enthusiasts eager to “geek out” over texts and ideas. Designed for the independent reader and avid analyst, this course rewards those ready to wrestle with the great questions brought to light by storytelling.

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

**IB English Language and Literature A (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, 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.

In Year 1, students read both literary and non-literary texts, explore annotation skills, apply critical lenses, practice writing strategies, and engage in formative tasks to investigate how form, structure and style can influence meaning. Across both years of the program, students are afforded opportunities to apply their growing understanding of how contexts (social, cultural and historical) impact the ways texts are written and received. In short, the course is geared toward those students looking for a blend of new media explorations and focussed literary studies.

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

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

Building on the foundation of textual analysis, critical lenses, and socio-political contexts established in Year 1, this course invites students to apply their expertise to complex, richly rewarding texts spanning a broad spectrum of forms, eras, and perspectives. Alongside the core readings, which amplify traditionally marginalized voices, students encounter shorter excerpts from global literature to prepare for the unseen analysis required in the Paper 1 exam.

Universal themes of alienation and isolation, the relativity or absoluteness of truth and morality, the role of the artist in society, trauma and healing, and the nature of human spirituality are all explored in depth as preparation for the thematic Paper 2 exam.

This second phase of the diploma course sharpens students’ analytical methodologies and expressive skills, equipping them with valuable tools for advanced university studies. Whether interpreting scholarly articles, critiquing research, delivering compelling presentations, or identifying meaningful data patterns, Literature graduates emerge ready to excel in any field that demands critical thinking and articulate expression.

In Year 2, 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 earn course credits for BC English Studies 12.

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

This course builds upon the foundation laid in Year 1, focussing 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 grapple with age-old questions of oppression and power, honour and dignity, personal agency, and morality as seen through the lenses of different times and places. Our aim is to read the whole world around us critically.

With a continued focus on culture and identity, students prepare for the major assessments of the year through small-group presentations, creative projects, and reflective journaling to investigate the uses and effects of literary, stylistic, rhetorical, visual and theatrical techniques.

In Year 2, students write a multi-draft HL Essay on a text of their choice.

This course leads to the IB Language and Literature examinations in May. Students earn course credits for BC English Studies 12.

**Creative Writing 12***Elective*

Creative Writing 12 offers students the chance to craft a body of work that reflects a mature and nuanced mastery of writing. Building on the structural and stylistic foundations explored in their Language and Literature courses, students refine their ability to write meaningful texts with precision, complexity, and emotional impact.

This course invites students to explore personal and cultural identities, memories, and narratives across diverse genres, including fiction, poetry, children’s literature, music, creative nonfiction, and memoir. Within a supportive and collaborative community, students critique one another’s work, provide constructive feedback, and embrace creative risks. This dynamic environment encourages writers to push boundaries while honing their unique voices.

## 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 first or best language while also studying in a different language of instruction.

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

This course is similar to the taught English A: Literature course and focuses on big ideas, or concepts, to help students make connections between different subjects and ideas. These concepts are also useful in real-life situations. Students will study seven works of literature over this two-year course in their first or best language. They will explore the central concepts of culture, communication, transformation, perspective, creativity, representation, and identity. Full Diploma Candidates who successfully complete IB English Literature A (HL) or IB English Language and Literature A (HL) and a Self-taught Language (SL) obtain a bilingual IB Diploma.

The School-supported Self-taught (SSST) courses are offered by Pamoja, the approved online provider of IB Diploma courses. Pamoja provides a flexible but structured approach to the Language A syllabus, with guidance and support from a dedicated Pamoja teacher. These courses are best suited to independent, organized students who are motivated to manage their time and complete work online. Students should be comfortable working remotely, following deadlines, and seeking guidance when needed.

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. Additional fees will apply.

This course leads to IB Literature A: School-supported Self-taught (SL) 12.

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

In the second year of the course, students continue to focus on big ideas, or concepts, to help them make connections between different subjects and ideas. In addition, they continue to explore the central concepts of culture, communication, transformation, perspective, creativity, representation, and identity. Students will finish studying the seven works of literature, complete the Individual Oral (Internal Assessment), and prepare for and sit two papers in the May examination session. Full Diploma Candidates who successfully complete IB English Literature A (HL) or IB English Language and Literature A (HL) and a Self-taught Language (SL) obtain a bilingual IB Diploma.

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

# Group 2: Language Acquisition

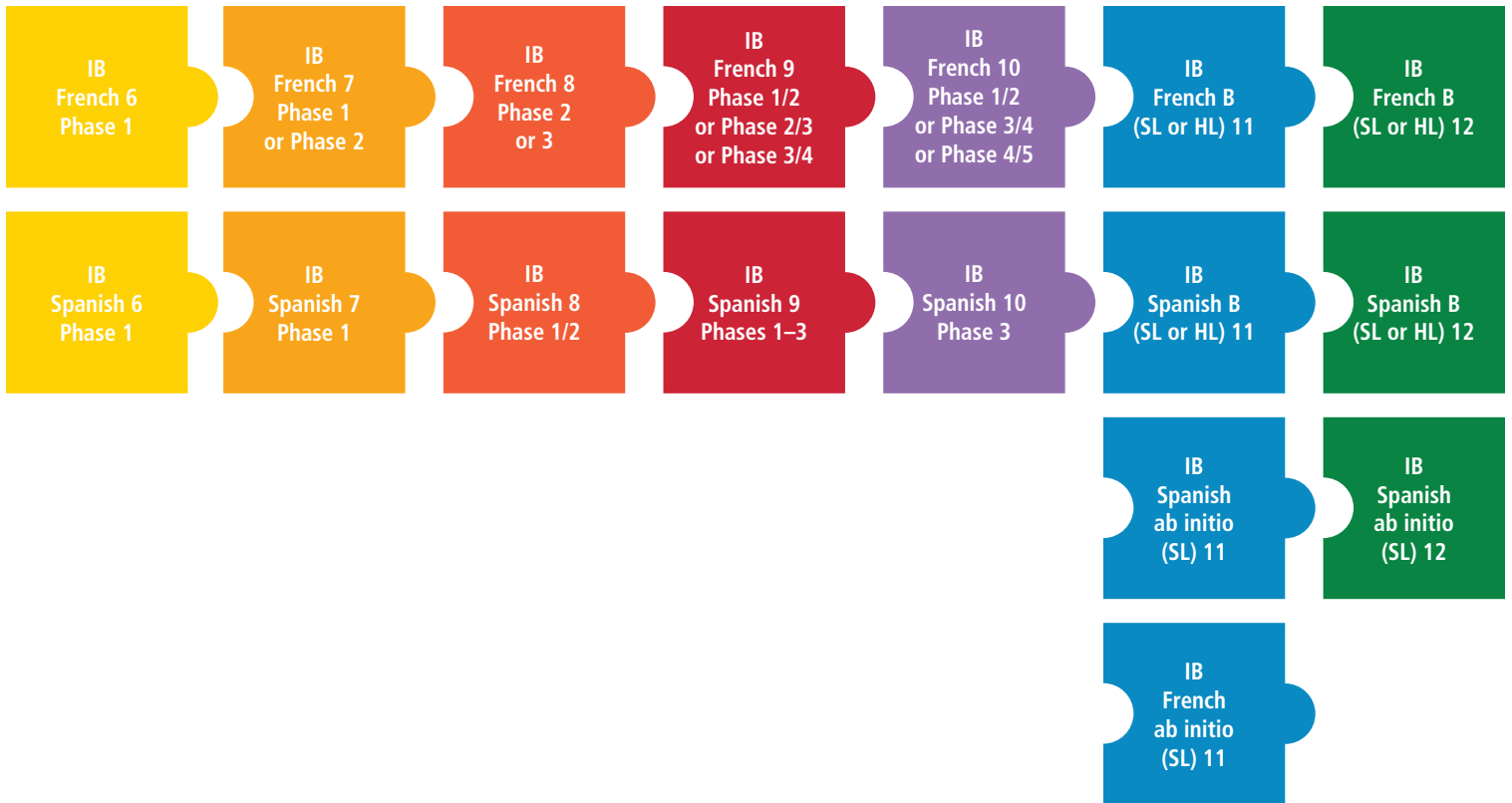
The Language Acquisition Department is dedicated to providing students with immersive and authentic language learning experiences that foster intercultural understanding and international-mindedness. Our teaching approach prioritizes the development of communicative skills through a dynamic and interactive 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 Primary Years Programme. In Grade 6, students are introduced to Spanish, and take Spanish in one term and French in another. In Grade 7, students choose one of French or Spanish to continue through the MYP. There may be exceptional circumstances where, after discussion with the Head of Department and Principal, Middle School students may switch to another language after Grade 7. All four language acquisition skills are evaluated: reading, writing, speaking and listening, and students are encouraged to take risks with spontaneous dialogue and use 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 consider the influence of their target culture and Indigenous People’s communities on language and international mindedness.

We meet the language needs of heritage speakers on a case-by-case basis and determine the most suitable course for each student using the IB’s placement guidance documentation. In the 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 DP students who can communicate confidently and proficiently in their mother tongue need to pursue studies in a different language. IB requires that the school monitor students’ placement in their language course throughout each year. Should a student’s initial placement in a language course not provide an appropriate degree of challenge, the school is required to make adjustments.

**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 or IB French 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 or Spanish.

GNS encourages all students to study a language in Grade 11 as this is an admission requirement of some Canadian universities.



## Language Acquisition: French

The GNS French program 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. The exact number of sections may be subject to change; however, there are opportunities for students to be both challenged and supported in their language learning. Teachers work with students and families to ensure they are properly placed in their language courses.

### IB Language Acquisition: IB French 6 Phase 1

In French 6, students are emergent communicators using basic French in familiar situations. Students 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 reflect on their school life and compare their opinions and experiences to Francophones of their age. Students 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. By the end of the year in this course, classes are conducted nearly entirely in French. Students reflect on their school life and compare their opinions and experiences to Francophones of their age. Students 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 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. In this course, classes are conducted almost entirely in French. Students engage with aspects of Francophone culture while learning about sports, music, and volunteerism.

### IB French 9 Phase 1/2

In French 9 Phase 1/2, students may be brand new to French or emergent communicators. This course covers 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, the world around us and celebrations.

### IB French 9 Phase 2/3

*Prerequisite: IB French 8*

In French 9 Phase 2/3, students start transitioning from emergent to capable communicators by engaging in courses conducted almost entirely in French. Students strengthen their comprehension skills by identifying implicit and explicit information in written and recorded texts. Students explore themes related to cultural identity, linking languages and identity, and Francophone cinema.

### IB French 9 Phase 3/4

*Prerequisite: IB French 8*

Placement in this program is at the discretion of the Head of Department. French 9 Phase 3/4 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 impact of French colonization, regional dialects of French-based languages and Francophone cinema.

### IB French 10 Phase 1/2

This course covers the fundamentals of the French language and is open to students who are either new to French or are emergent communicators who would benefit from further strengthening their foundation in the language. Students learn and/or reinforce basic vocabulary and communication techniques related to the themes of cultural identity, the world around us, and celebrations.

### IB French 10 Phase 3/4

*Prerequisite: French 9*

In French 10 Phase 3/4, students aim to become capable communicators with the goal of participating in classes almost entirely in French. They 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 4/5

*Prerequisite: French 9*

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 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 ab initio (SL) 11**

*Prerequisite: None; not for native speakers*

The IB French 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 would like to learn a new language and/or meet the admission requirement 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 intercultural 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:

- Any student who enrolls in the Senior School without a second language and who would like to complete the Diploma Programme
- Current students who would like to study a new second language as part of their pathway to graduation and/or the Diploma Programme (i.e., change from Spanish to French ab initio)

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

**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 identity development through lived experiences, including the study of an author and their own search for identity through forced migration. Also covered are the role of media and new technologies on our health, and human rights and equality, with a focus on how social engagement can influence laws and politics to drive change.

Students choosing HL receive supplementary classes without the SL students during which they pursue the study of francophone literary texts. 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**

*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: Spanish

The Spanish program 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 cultures, traditions, everyday vocabulary, and likes and dislikes.

### IB Language Acquisition: IB Spanish 7 Phase 1

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

### IB Language Acquisition: IB Spanish 8 Phase 1/2

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 Phases 1–3

Spanish 9 is open to students who are new to the language as well as those continuing their learning. Students can begin as emergent communicators and gradually develop greater confidence and fluency as they move through the phases of the course. They engage with familiar topics and are supported in exploring some new and less familiar contexts over time. Students learn to identify explicit information and, as their skills grow, begin to interpret implicit meaning. Learning focuses on everyday routines, food and culture, and celebrations in the Hispanic world, with increasing complexity and independence as the terms progress.

### IB Spanish 10 Phase 3

*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 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 would like to learn a new language and meet the admissions requirement of 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. Any student who enrolls in the Senior School without a second language and who would like to complete the Diploma Programme
2. Current students who would like to study a new second language as part of their pathway to graduation and or the Diploma Programme (i.e., change from French 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*

The primary focus of IB Spanish B 11 is 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. They learn to write using different 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 in which literary texts are studied. Students are expected to interact in Spanish at all times 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.

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 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 engagement 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 to further develop their ability to manage literary texts and writing tasks.

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 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 MYP 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 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 units such as Resolving Conflict, Life's Opportunities, Digital Communications, and Quests. 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. Units include Happiness and Fulfilment, Migration, Bilingualism, and Human Rights.

# 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, students discover the variety of ways that individuals and societies interact over time and space.

The Diploma Programme courses in Grades 11 and 12 are accessible to all students and provide an opportunity to specialize in an area of interest. Building on the skills of the MYP, 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
<p>Study of economic self-interest, complex global problems and systems of government.</p> <p>Students communicate ideas and information to a variety of audiences through different task specific assignments.</p> <p>Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized.</p> <p>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.</p>	<p>Introduces students to the achievements and challenges of living in ancient civilizations.</p> <p>Strategies for gathering, interpreting and evaluating sources of information are taught and emphasized.</p> <p>Students learn to synthesize information to create well-supported written arguments for research reports and oral presentations.</p> <p>Students are asked to think critically about their own actions and the actions of others.</p>	<p>Study of the development of world civilizations from 650 to 1750.</p> <p>Students think critically to identify problems, gather and analyze information, interpret and evaluate sources, and deliver written and oral presentations.</p> <p>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.</p>	<p>Students explore how identity, culture, power, systems and conflict shape human societies across time and place from 1750 to 1918.</p> <p>Students investigate concepts of identity formation, cultural development, power and privilege, ethical decision-making, and peace and conflict management—making connections between past events and present-day global issues to analyze and understand how societies develop, interact and change.</p> <p>Students are encouraged to develop intercultural awareness and international-mindedness by engaging with diverse perspectives, and global viewpoints, evaluating evidence and by participating in respectful discussions.</p>	<p>Students build on their understanding of society by examining how power, ideology, systems, global interactions and environmental change, shaped the modern world at local, national and global levels from 1914 to present day.</p> <p>Throughout the course, students strengthen their ability to analyze political and social issues by examining national and international historical events and case studies, interpreting sources, evaluating perspectives, and applying conceptual understanding to real-world contexts, including simulations and structured inquiry tasks.</p>	<p>IB Economics (SL or HL) 11</p> <p>IB Global Politics (SL or HL) 11</p>	<p>IB Economics (SL or HL) 12</p> <p>IB Global Politics (SL or HL) 12</p> <p>Social Justice 12</p> <p>Law Studies 12</p>

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

This course considers big questions, strong opinions and learning how the world really works.

SL students undertake a focused and thematic study of major historical change. The focused study examines economic and political transitions through case studies of the Meiji Restoration in Japan (1853–1894) and the challenges facing the Russian Federation (1985–1999). The thematic study explores Authoritarian Rule, analyzing the policies and methods of 20th-century leaders, including Lenin, Stalin, Hitler, Mao and Castro. HL students build on this foundation by studying additional turning points, including the U.S. Civil War and the Great Depression, to better understand how societies confront crisis, conflict and change.

In Year 1, both SL and HL students complete a 2,200-word historical investigation that encourages intellectual curiosity and independent inquiry. This assessment provides students with the opportunity to research a topic of genuine personal interest, develop their analytical skills, and engage critically with historical evidence, interpretation and perspective.

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

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

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 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 explore additional graphs and calculation as well as extensions of the economic theories.

In Grade 11, students 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 (SL or HL) 11**

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 explores contemporary political issues through an interdisciplinary lens including the study of politics, international relations and other social sciences. In Year 1, students examine a variety of political issues while building the foundational knowledge of global politics: power, sovereignty, legitimacy and interdependence. The course allows students to develop research, analysis and critical evaluation skills as they study abstract concepts and apply them to current, real-world problems. Students are asked to engage in discussion, debate and model diplomacy activities as they work to deepen their understanding. The Internal Assessment is an engagement activity where students are asked to learn about a political issue in a real-world context. This engagement can include volunteer experience with organizations in Victoria, interviews with experts in the field and involvement with local, provincial or national government organizations. Students document their experience and learning in a 2000-word essay submitted at the end of Year 1. IB Global Politics SL 11 concludes with an in-school final examination modeled after the IB Paper 1 and Paper 2 examinations.

HL students explore the interconnected nature of global political challenges through extended inquiries. Students choose a political issue that connects to multiple global challenges such as environment, poverty, health, identity, borders, security, equality and technology. Of particular focus for HL students is the complexities and tensions involved with addressing these challenges, along with an emphasis on solutions. Their research and conclusions are discussed and presented in a variety of ways during the course such as presentations, seminars and research papers. IB Global Politics HL 11 concludes with an in-school final examination modeled after the IB Paper 1, Paper 2 and Paper 3 examinations.

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

*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 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 discuss authoritarian states, with a specific emphasis on leaders such as Adolf 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 explore extensions of the economic theories, including additional graphs and calculations. Higher Level students also prepare for an additional examination paper focussed on economic policies. All students 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 and HL builds upon political issues and concepts developed in year one. Additional thematic studies are introduced such as development, sustainability, peace and conflict. Students continue to work on their research, analysis and critical evaluation skills while examining academic sources, writing persuasive essays, engaging in discussion, debate and model diplomacy activities.

HL students dedicate more time to independent extended inquires on topics that they are interested in.

IB Global Politics 12 concludes with the IB Diploma Paper 1, Paper 2 and Paper 3 (HL only) examinations in May.

### **Social Justice 12**

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**

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 centres 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 learn about: the foundation of the law, structures and powers of the courts and tribunals, key areas of law: criminal, 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 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 are 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.

<p>IB Sciences 6</p>	<p>IB Sciences 7</p>	<p>IB Sciences 8</p>	<p>IB Sciences 9</p>	<p>IB Sciences 10</p>	<p>IB Biology (SL or HL) 11</p>	<p>IB Biology (SL or HL) 12</p>
<ul style="list-style-type: none"> <li>• Internal systems of multicellular organisms</li> <li>• Mixtures</li> <li>• Newton's three laws of motion</li> <li>• The solar system</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution by natural selection</li> <li>• Elements and compounds</li> <li>• Electromagnetic force</li> <li>• Earth's climate over geological time</li> </ul>	<ul style="list-style-type: none"> <li>• Cell biology and the immune system</li> <li>• Matter and the kinetic molecular theory</li> <li>• Energy transfer as a particle and a wave</li> <li>• Plate tectonics</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual and asexual reproduction</li> <li>• Electron arrangement of atoms and compounds</li> <li>• Electricity and simple circuits</li> <li>• Energy flow through our atmosphere and world</li> </ul>	<ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Transformation and conservation of energy</li> <li>• Inheritance and ethics of genetic technologies</li> <li>• Formation of the universe with the big bang theory</li> </ul>	<p>IB Chemistry (SL or HL) 11</p>	<p>IB Chemistry (SL or HL) 12</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 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 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>	<p>IB Physics (SL or HL) 11</p>	<p>IB Physics (SL or HL) 12</p>
					<p>IB Environmental Systems &amp; Societies (SL) 11</p>	<p>IB Environmental Systems &amp; Societies (SL) 12</p>
					<p>Anatomy &amp; Physiology 12</p>	
					<p>Chemistry 12</p>	

<sup>1</sup> Required course.

<sup>2</sup> In Grade 11, students are required to take one of IB Environmental Systems & Societies, 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, levels of organization, evolution, classification, microbiology, and cell 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. Students also have opportunities to develop their independent study skills throughout the course. All students in this course participate in the Collaborative Sciences Project with all Grade 11 students, where cooperative scientific investigations are performed.

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.

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

### IB Biology (SL or HL) 12

*Prerequisite: IB Biology 11*

This course focuses on providing students with an understanding of biochemistry, genetics, 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 expected to complete an independent investigation (IA) as a lab requirement for this course.

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

### IB Chemistry (SL or HL) 12

*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. Students are expected to complete an independent investigation (IA) as a lab requirement for this course.

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

### IB Physics (SL or HL) 12

*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. 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**

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 are 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**

*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 BC Grade 12 Science credit.

**Anatomy and Physiology 12**

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.

**Chemistry 12**

Chemistry 12 is an exciting course that begins with Reaction Kinetics. The theme of equilibrium underlies the rigorous and extensive study of ionic solubility (solubility product), acid/base theory and oxidation and reduction. The students' "laboratory comfort zone" increases as they work through the intricacies of experiments on each of these topics. Armed with such experience and background, students are well prepared to enter the university of their choice. Students may occasionally be taken on local field trips.

The big ideas introduced include:

- Reactants must collide to react, and the reaction rate is dependent on the surrounding conditions
- Dynamic equilibrium can be shifted by changes to the surrounding conditions
- Saturated solutions are systems in equilibrium
- Acid or base strength depends on the degree of ion dissociation
- Oxidation and reduction are complementary processes that involve the gain or loss of electrons

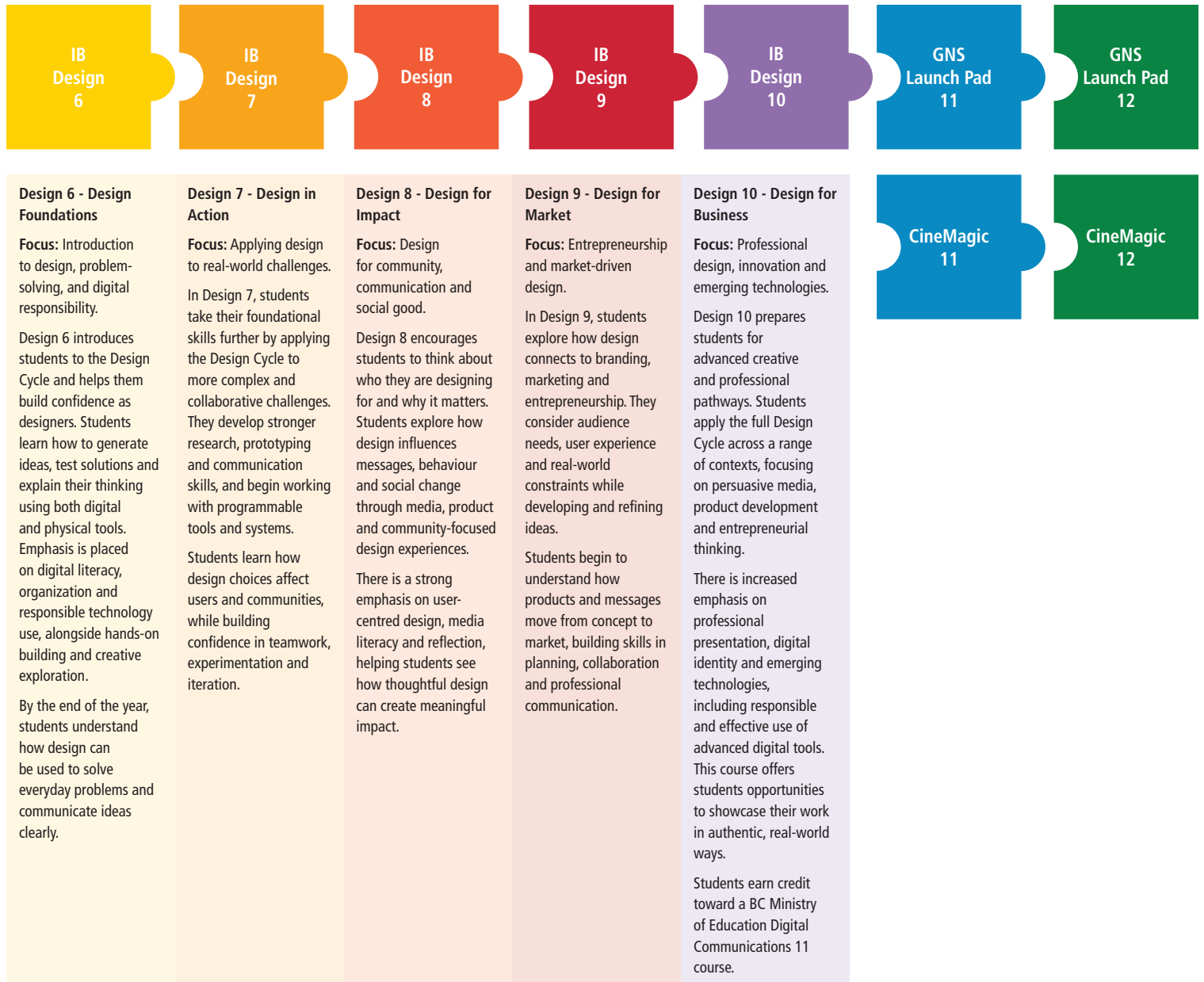
This course concludes with an in-school final assessment.

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

# Design

The GNS MYP Design program helps students become creative problem-solvers, thoughtful designers and confident communicators. Across Grades 6 to 10, students learn to use the Design Cycle to explore ideas, test solutions and reflect on their learning through a balance of digital tools and hands-on making.

Students work with a range of technologies and materials while developing skills in design thinking, communication, collaboration and entrepreneurship. While learning themes are consistent by grade level, specific projects may change from year to year to remain responsive, current and engaging.



### **GNS Launch Pad 11 and 12**

**Focus:** Personalized innovation, technology and entrepreneurship.

GNS Launch Pad is a flexible, student-driven program for learners with strong interests in technology, innovation and entrepreneurship. Offered as a senior-level credit course, outside of the regular timetable, Launch Pad allows students to pursue passion projects, take risks and learn through real-world problem solving.

Students work with mentors, industry partners and community experts, and may access learning through the GNS CISCO Networking Academy, earning globally recognized certifications in areas such as programming, cybersecurity, networking and data science.

Completion of the course earns a Foundations of Inquiry 11 credit.

### **CineMagic: Journey into Digital Storytelling 11 and 12**

**Focus:** Film, animation, and visual storytelling.

CineMagic is a project-based course developed in partnership with the Vancouver Film School, offering students hands-on experience in content creation, film, news production, animation, and digital media production.

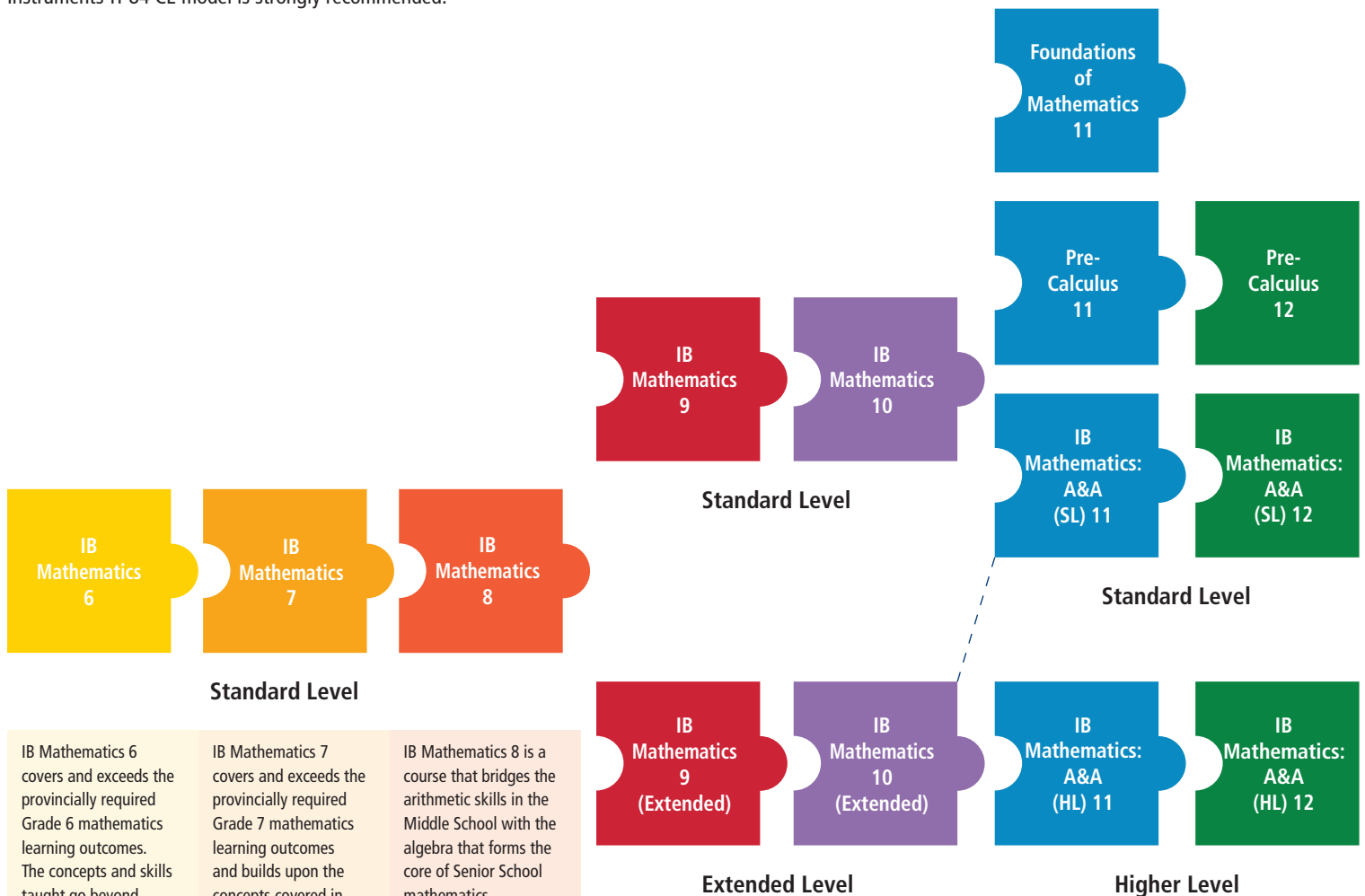
Students explore storytelling, camera work, sound, editing, and animation using professional-grade tools while building portfolios and production skills that support future creative pathways. This course is home to the Gryphon News Network (GNN), our monthly school news broadcast.

Students earn a Digital Media Development 12 credit.

Note: As an ADST course, this credit may not be recognized by all post-secondary institutions.

# 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. With an emphasis on real-world applications, our student-centered approach encourages active participation and exploration. We encourage mathematical confidence and reasoning 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 6 covers and exceeds the provincially required Grade 6 mathematics learning outcomes. The concepts and skills taught go beyond those required by the Ministry of Education thus preparing our students for successful completion of the IB MYP. The framework for mathematics in Grade 6 and beyond covers the following branches: numerical and abstract reasoning, thinking with models, spatial reasoning, and reasoning with data.

IB Mathematics 7 covers and exceeds the provincially required Grade 7 mathematics learning outcomes and builds upon the concepts covered in the previous year. As the student matures in their mathematical understanding, they will construct meaning about mathematics concepts, transfer this meaning to symbols and apply mathematical understanding in familiar and unfamiliar situations.

IB Mathematics 8 is a course that bridges the arithmetic skills in the Middle School with the algebra that forms the core of Senior School mathematics. It consolidates and expands on the concepts taught in previous years to prepare students for mathematics in the Senior School. This course leads to IB Mathematics 9 or IB Mathematics 9 Extended. A minimum achievement level of '7' in Criteria A in IB Mathematics 8 AND special permission of the Mathematics Department Head is required to enrol in the Extended program IB Mathematics 9.

The above diagram shows all mathematics course offerings; however, there are multiple math pathways that students may take beyond their Grade 10 year. Working with University Guidance and the Coordinator, Academic Programming, students are supported in selecting the best pathway to help meet their academic goals. More information about math pathways is available during course information evenings.

**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 9 Extended**

*Prerequisite: A minimum achievement level of '7' in Criteria A in IB Mathematics 8 and 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 establishes a strong foundation for students planning to continue with advanced mathematical studies.

This course leads to IB Mathematics 10 Extended or 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 students cover: solving quadratic equations, analyzing quadratic functions, circle geometry, non-right angled trigonometry, circular trigonometry and introductory probability, Venn diagrams and statistical analysis including correlation and lines of best fit.

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

**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, exponents and logarithms, statistics and 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 properties of functions (polynomial, rational, absolute value, logarithmic and reciprocal), 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 or higher*

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**

*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 the 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**

*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 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 learning 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.

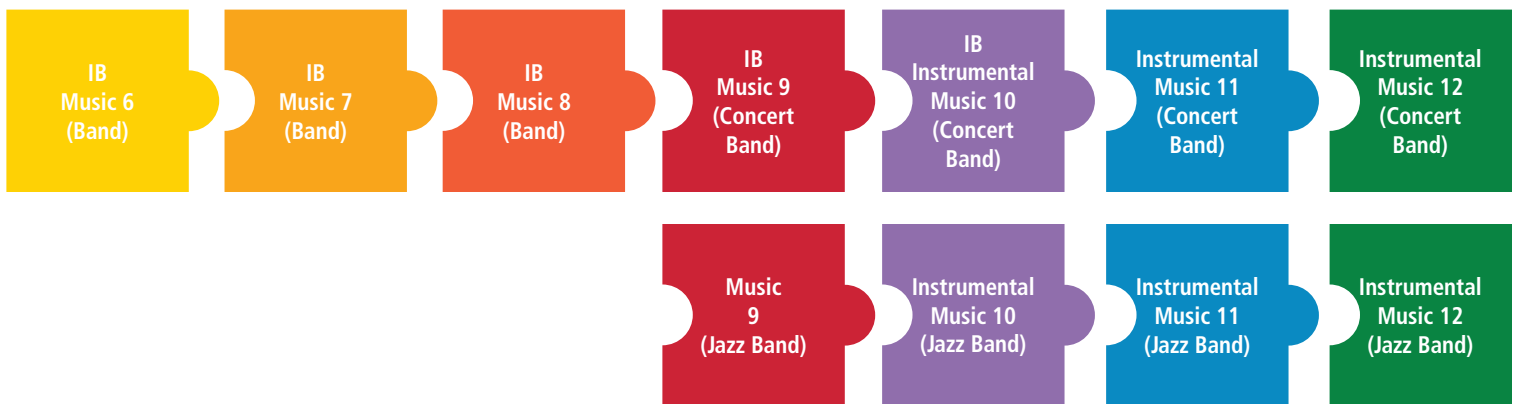
Students spend Grades 6 to 8 gaining experience in various disciplines, enabling them to make informed decisions as they move forward into the Senior School. In Grade 9, students' Arts electives set them on a path for the following four years, with a need for consistency from year to year. Senior School 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 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 Wind Band, the Middle School Jazz Band, the Symphonic Wind Ensemble (Grades 9 to 12) and the Jazz Orchestra (Grades 9 to 12). 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 participate in adjudicated festivals. Students in Grades 11 to 12 are required to attend classes on Tuesday and 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 Thursday 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).

**Instrumental Music 11 (Concert Band)**

In Concert Band 11, students will explore the context, structure and form of selected repertoire while rehearsing and performing as members of the Symphonic Wind Ensemble. 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)**

In Concert Band 12, students will explore the context, structure and form of selected repertoire while rehearsing and performing as members of the Symphonic Wind Ensemble. 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)**

*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 each term, as well as at a regional festival, and the Oak Bay Tea Party. This course runs outside of the timetable.

**Instrumental Music 10 (Jazz Band)**

*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 each term, as well as at a regional festival and the Oak Bay Tea Party. This course runs outside of the timetable.

**Instrumental Music 11 (Jazz Band)**

*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 performs each term, as well as at a regional festival and the Oak Bay Tea Party. This course runs outside of the timetable.

**Instrumental Music 12 (Jazz Band)**

*Co-requisite: Instrumental Music 12 (Concert Band)*

A willingness to solo and improvise is expected. Students exhibit well-developed jazz articulations, special effects, and mutes, and are assessed using jazz études, repertoire excerpts, performance reviews and knowledge of jazz history. Jazz Band 12 students have extensive knowledge of the genres of swing, bebop, cool, New Orleans, blues, Afro-Cuban, hard bop, funk, and rock. The GNS Jazz Orchestra performs each term, at a regional 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. Students take choir as part of the IB Arts Experience in Grade 6 and may take it as a co-curricular option in Grades 7 to 12. 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)

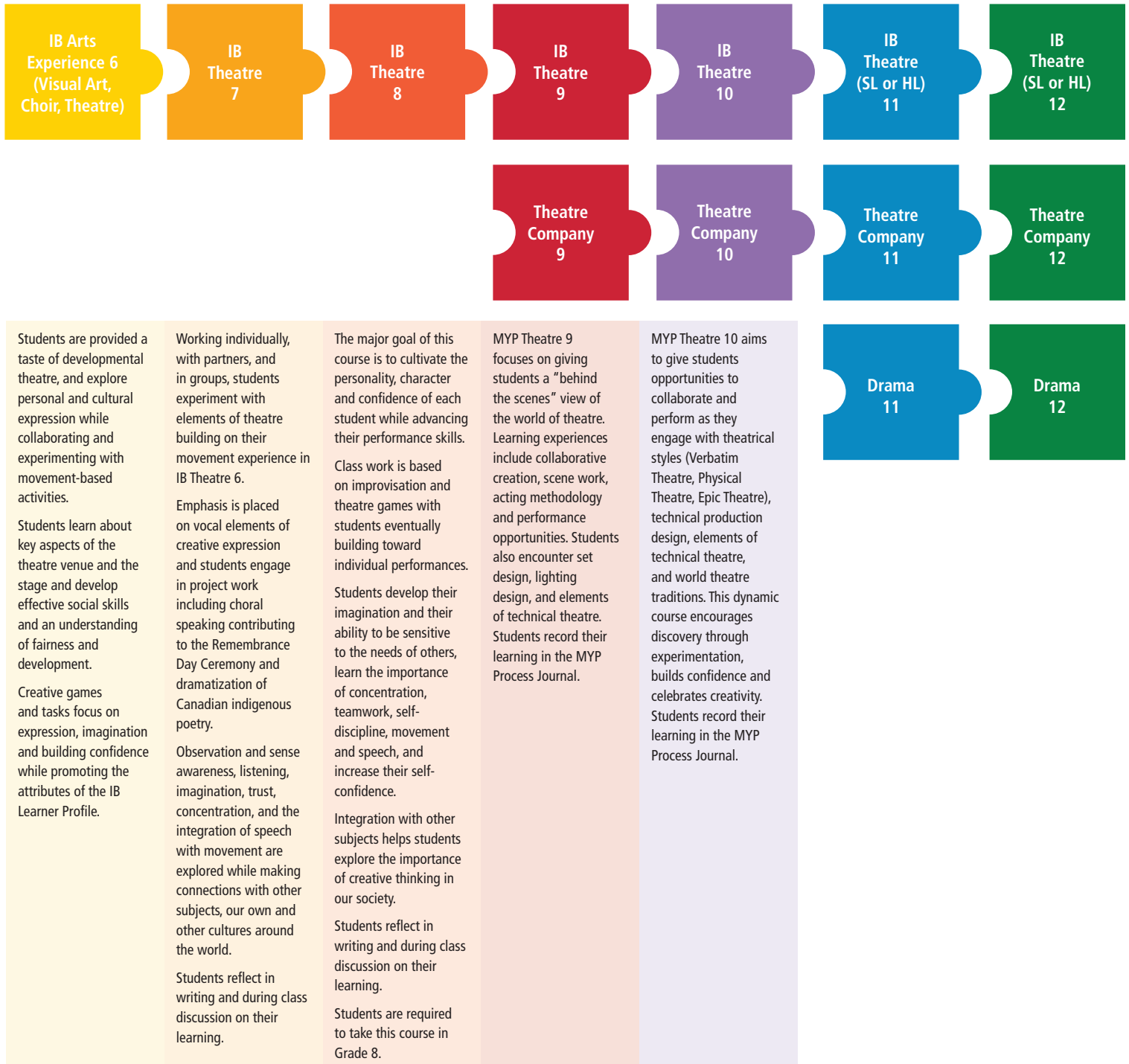
Students develop aural musicianship as well as music reading skills and sight-singing skills as choral rehearsal techniques and routines are explored.

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. Performances generated in class include the Remembrance Day Assembly, collaborations with the Junior School classes, and Gallery of Fame in Grade 8.



### 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. 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

*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

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

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

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

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 theatre 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). Theatre 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**

*Prerequisite: None*

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.

This course leads to Drama 12.

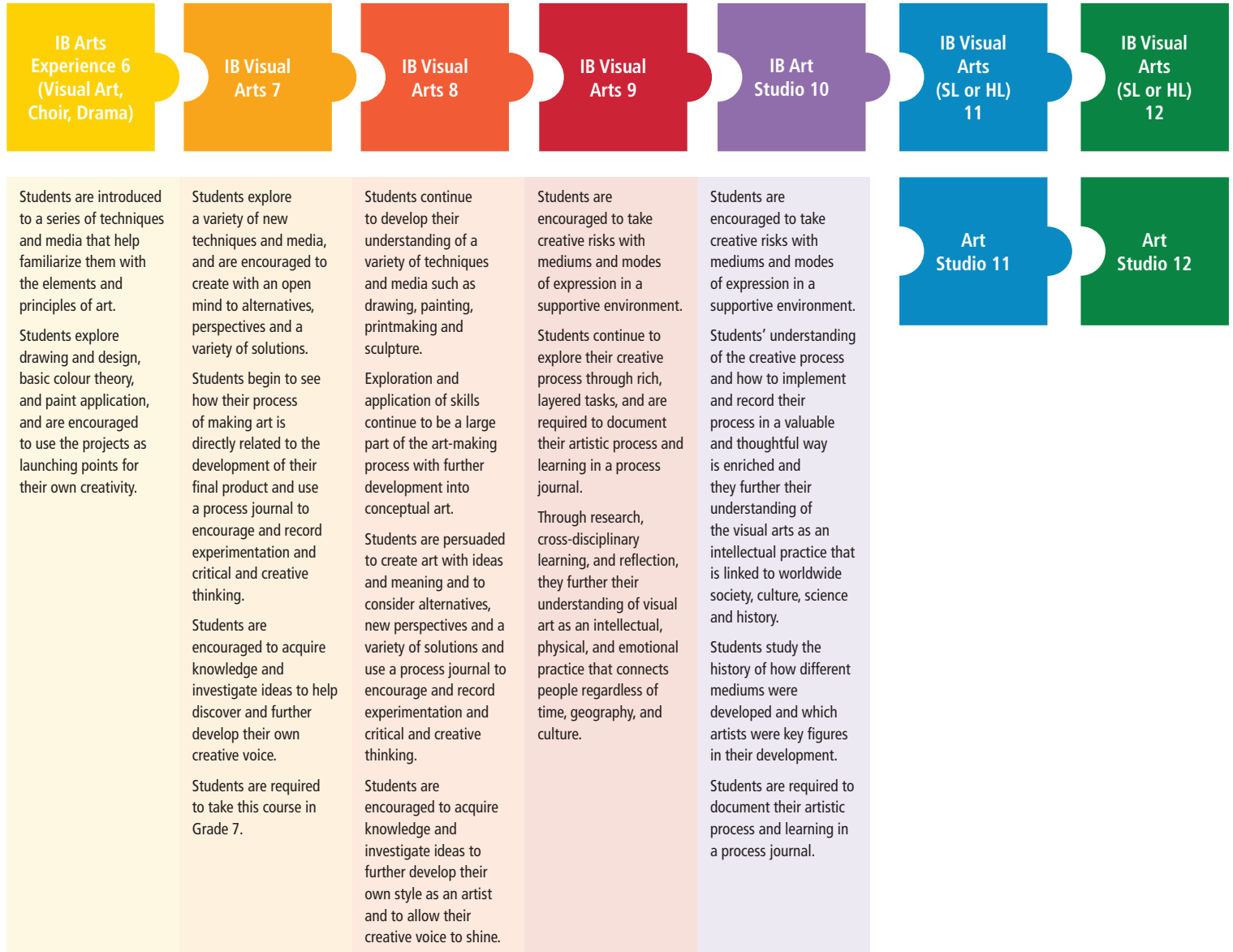
### **Drama 12**

*Prerequisite: None*

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.

## 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 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**

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**

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**

*Prerequisite: IB Visual Arts (SL or 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 are 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 is 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.

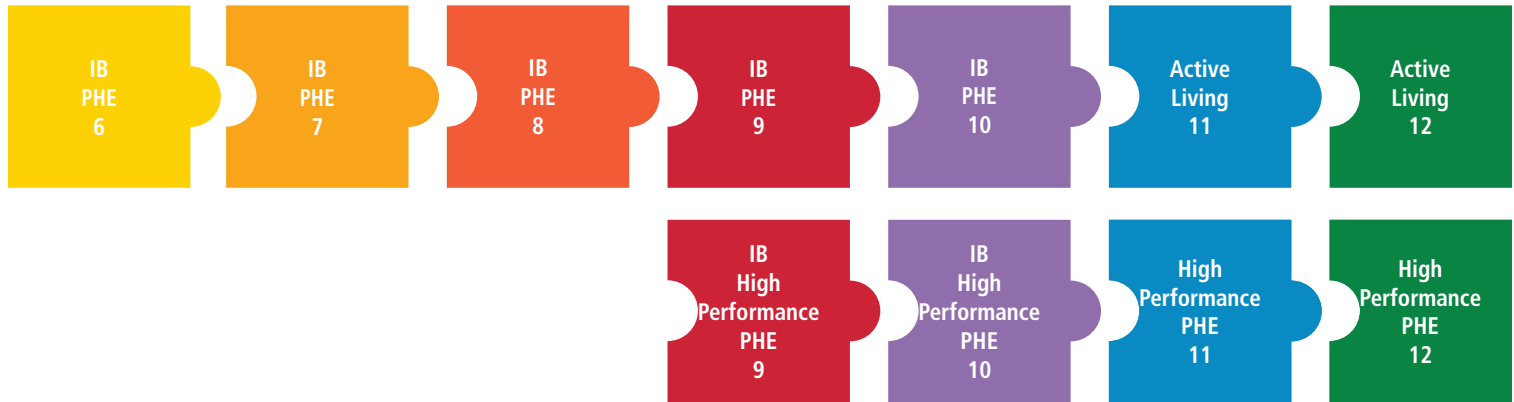
This course leads to the IB Visual Arts (SL or HL) evaluation.

**Art Studio 12**

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 through 12.



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.

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.

Grade 6 students learn about the physical, emotional and social changes that occur during puberty.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

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.

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.

Students acquire a knowledge base in fitness, mindful activities, and the rules of the game.

Grade 7 students explore how to balance their physical, emotional and mental well-being while learning about similarities and differences of others around them.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

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.

Grade 8 students explore how healthy choices and relationships influence our physical, mental and emotional well-being.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

IB PHE 9 includes modules that cover: healthy and active living, social and community health, mental well-being and physical literacy.

Throughout the year, students participate in a variety of team-oriented sports, where the emphasis is on team concepts and strategies. During our Basketball unit, students also experience the Sport Ed model, taking on duties such as referees, coaches, scouts and more. They also play many mass participation games where they develop collaboration and self-management skills. Students 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. Some highlights of the year include territory invasion games, net games (pickleball, badminton), and flag football.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

In IB PHE 10, the developing athlete refines their physical and cognitive skills in both team and individual sports.

More cognitive aspects of activity are introduced including fitness theory and peer teaching. Self-discipline, leadership, peer coaching and self-reliance are stressed.

This course includes modules that cover: healthy and active living, social and community health, mental well-being, physical literacy and healthy sexual decision making.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

Fitness & Conditioning 11

More cognitive aspects of activity are introduced including fitness theory and peer teaching. Self-discipline, leadership, peer coaching and self-reliance are stressed.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

Fitness & Conditioning 12

More cognitive aspects of activity are introduced including fitness theory and peer teaching. Self-discipline, leadership, peer coaching and self-reliance are stressed.

Students demonstrate their learning in the course through knowledge and activity, planning for performance, and reflection.

**IB High Performance 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).

This course has an IB MYP approach that allows students a more high performance PHE experience, with a focus on individual needs, goals and interests.

At the time of course registration, 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 IB High Performance PHE 10.

**IB High Performance 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 (on a provincial team or an equivalent elite level if the provincial team structure does not apply). This course has an IB MYP approach that allows students a more high performance PHE experience, with a focus on individual needs, goals and interests.

At the time of course registration, 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 IB High Performance PHE 11.

**High Performance Physical & Health Education 11**

*Prerequisite: permission of 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).

This course gives students a more high performance PHE experience, with a focus on individual needs, goals and interests that are in line with their desires to pursue sport after high school as well as how to live a lifelong, healthy life.

At the time of course registration, 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).

**High Performance Physical & Health Education 12**

*Prerequisite: permission of 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).

This course gives students a more high performance PHE experience, with a focus on individual needs, goals and interests that are in line with their desires to pursue sport after high school as well as how to live a lifelong, healthy life.

At the time of course registration, 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).

**Active Living 11**

This course 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 course 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.

**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, Career Education becomes a scheduled course to provide more explicit instruction as students transition towards key academic and career decisions. Career Education remains interdisciplinary in nature, building on skills and knowledge that will assist in academics and student life, as well as future endeavours.

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 scheduled for and encouraged to make one-on-one appointments with a University Guidance Advisor to discuss best 'fit' pathways to graduation. In Career Life Connections 11 and 12, this dialogue evolves into the discussion of, program-specific admission requirements, timelines, financing and transition planning.



Executive Function 6 provides dedicated time to students' awareness and development of learnable skills that are fundamental to academic achievement, personal well-being and adapting to new challenges. Discussion, short project work, group activities and carefully curated tasks allow the students to develop understanding of, and appreciation for, the various executive functions. Students are exposed to self-management strategies aimed at empowering learners to navigate complex tasks and achieve their goals. Mindfulness and reflection are also incorporated so that students gain self-awareness and insight into their ability to foster a growth mindset, improved social awareness and strategies to build a healthy lifestyle.

## Career Education 9

Career Education 9 includes six big ideas for students to explore:

1. Understanding your strengths, interests, and values helps guide early career and learning decisions.
2. Family, friends, teachers, and community can provide insight, guidance, and support as you explore career options.
3. Developing self-reflection and study skills lays the groundwork for lifelong learning.
4. Making informed choices involves considering your personal goals and the opportunities available to you.
5. Awareness of local and global communities helps you understand how work and society are connected.
6. Exploring different career and learning pathways prepares you to set goals, make plans, and adapt as you grow.

This course leads to Career Life Education 10.

## Career Life Education 10

Career Life Education is a required four-credit course that includes six big ideas for students to explore:

1. Finding a balance between work and personal life is essential to good physical and mental health,
2. A network of family, friends, and community members can support and broaden our career awareness and options,
3. Learning how to learn prepares us to be lifelong learners who can adapt to changing career opportunities,
4. Effective career planning considers both internal and external factors
5. The global economy affects our personal, social, and economic lives and prospects, and
6. Successful career and education paths require planning, evaluating, and adapting.

Students cover content in personal development and 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.

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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