



WELLINGTON
SECONDARY SCHOOL

PRE-GRAD PROGRAM
COURSE PLANNING GUIDE
GRADE 8 & 9
2018-2019

Wellington Secondary School

3135 Mexicana Road, Nanaimo, BC V9T 2W8
Telephone: (250) 758-9191 Fax: (250) 758-3352

Website: <http://we.schools.sd68.bc.ca/>

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Welcome to Wellington Secondary School.

The school's administration, counsellors and teachers hope that you will find the Course Planning Guide helpful as you plan your next year's educational program.

In selecting your courses of study, ensure that all prerequisites have been, or will be, satisfied. Give consideration as to how each course will be of benefit to your total program. Consider not only next year, but also subsequent years and ultimately what career or interests you may wish to pursue.

Your counsellors have the knowledge and expertise to assist you in the planning process. Consider their advice carefully when making decisions. Bear in mind that the final responsibility for selection of a suitable program rests with you and your parents. Students in Grades 10, 11 and 12 must choose courses which meet the minimum graduation requirements set down by the Ministry of Education.

The staff at Wellington is readily available to assist you and your parents in any way we can. It is our goal to create a suitable educational climate, one that enables and encourages you to pursue excellence, experience success and realize your potential. Remember that regular attendance, punctuality, and good work habits are essential to success.

We look forward to working with you and best wishes for a successful school year.

Chad Lintott
Principal

Please note at the time of printing the information in this course calendar is believed to be correct. Changes that occur after printing will be communicated during course selection time and throughout the year as necessary.

GRADE 8 & 9 PRE-GRADUATION PROGRAM OVERVIEW

As part of the BC Ministry of Education redesigned curriculum, the Grade 8 and 9 programs are a continuation of the Kindergarten – Grade 7 programs. Grade 8 & 9 lay the final foundational layers of preparation for the Grade 10-12 graduation program.

At Wellington Secondary, the Grade 8 program begins with a two week long Wildcat Camp, designed to draw students in and become part of the Wellington family. Students participate in leadership, team building, and character development activities, as well as several academic assessments that assist teachers in understanding individual student needs. Integrated throughout the camp are activities to promote academic preparedness in a secondary school setting. From that point, students are organized into cohorts that attend their core academic classes together.

GRADE 8 PROGRAM

Grade 8 students are required to take the following courses:

English Language Arts 8
Math 8
French 8

Social Studies 8
Science 8
Elective 8 Package

Careers 8
Physical and Health Education 8
Band(Optional)

Students who require more support to be successful may have a different program developed by the Elementary School, Wellington Staff, the Student and Parent.

Each course contains several “Big Ideas” for students to understand; further Curricular Competencies and Content require students to develop further skills and knowledge. Details about each course are available at <https://curriculum.gov.bc.ca/>

ENGLISH LANGUAGE ARTS 8 (MEN—08)

BIG IDEAS

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world
- People understand text differently depending on their worldviews and perspectives
- Texts are socially, culturally, and historically constructed
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens
- Language and text can be a source of creativity and joy

SOCIAL STUDIES 8 (MSS—08)

BIG IDEAS

- Contacts and conflicts between peoples stimulated significant cultural, social, political change
- Human and environmental factors shape changes in population and living standards
- Exploration, expansion, and colonization had varying consequences for different groups
- Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions

MATHEMATICS 8 (MMA—08)

BIG IDEAS

- Number represents, describes, and compares the quantities of ratios, rates, and percents.
- Computational fluency and flexibility extend to operations with fractions.
- Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations
- The relationship between surface area and volume of 3D objects can be used to describe, measure, and compare spatial relationships.
- Analyzing data by determining averages is one way to make sense of large data sets and enables us to compare and interpret.

SCIENCE 8 (MSC—08)

BIG IDEAS

- Life processes are performed at the cellular level.
- The behaviour of matter can be explained by the kinetic molecular theory and atomic theory.

- Energy can be transferred as both a particle and a wave.
- The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

PHYSICAL AND HEALTH EDUCATION 8 (MPHE-08)

Physical and Health Education (PHE) emerges from two areas of learning, physical education and health education, both of these are brought together in order to promote and develop all aspects of well-being. The PHE curriculum is strongly linked to the personal awareness and responsibility core competencies.

The primary goals of Physical and Health Education include:

1. A focus on developing a holistic understanding of health and well-being by promoting and developing all aspects of student health and wellness, including physical, social, and mental well-being
2. Big Idea statements to support teaching and learning and for deep understanding and skills transfer
3. Content on individual identities, including sexual identity, gender, values, and beliefs
4. Learning standards on various influences on healthy choices, including social and peer pressure, differing sources and validity of health information, and situational factors
5. A focus on developing healthy habits in all areas of health that students will continue to practise after graduation

Equipment and Supplies

*The following equipment is **compulsory and must be worn for all physical education classes: running shoes (non-marking); gym shorts or sweat pants and a t-shirt.** A sweat shirt for outside activities and a towel for showering are optional. A lock for a day use gym lockers is essential. Student gym strip in physical education class must meet school dress code standards. **For safety reasons skate shoes and slip-on runners as well as headphone ear buds are not to be worn in class.***

PHYSICAL AND HEALTH EDUCATION 8 – Basketball Focus (MPHE-08:BA—Y)

Physical and Health Education (PHE) emerges from two areas of learning, **physical education** and **health education**, both of these are brought together in order to promote and develop all aspects of well-being. The PHE curriculum is strongly linked to the personal awareness and responsibility core competencies.

Physical education will focus on the development of physical literacy, which will contribute to building the competence and confidence that students will need to participate in a wide range of environments within a variety of activities, including individual and dual activities, rhythmic activities and games. ***There will be a strong focus on basketball.***

Health education will focus on the development of knowledge, skills, attitudes, and beliefs related to health literacy and will encompass a number of important health and safety topics, including nutrition, prevention of illness and injury, decision-making skills, healthy relationship skills and mental well-being.

Bringing together components of both physical and health education are important for balancing personal well-being and maintaining a healthy and safe way of life.

APPLIED DESIGN, SKILLS AND TECHNOLOGY 8 (MADGE08)

In Applied Design, Skills, and Technologies (ADST), students will grow in their ability to use design thinking to gain an understanding of how to apply their skills to problem finding and solving, using appropriate technologies. Students will have a short introduction to a variety of courses that may include **Career Education, Coding, Robotics, Home Economics, Technology Education, Visual Arts, and/or Performing Arts.**

CAREER EDUCATION 8 (MCE—08)

BIG IDEAS

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- Achieving our learning goals requires effort and perseverance.
- Adapting to economic and labour market changes requires flexibility.
- Our career paths reflect the personal, community, and educational choices we make.

FRENCH 8 (MFR—08)

French 8 begins with a review of the basic elements learned in elementary school and builds on this knowledge. The emphasis will be on developing listening and speaking skills in the present tense only. To this end, students will memorize and present skits and dialogues on a regular basis.

BAND 8 (XBA--08CBA)

Students will learn to read music and play an instrument as part of a band. Band 8 involves continued development in producing good sounds, learning a more advanced technique on their chosen instrument and continuing to progress in their music reading skills. It also involves basic music theory. Students will be involved in several performances throughout the year. Students will play a variety of music including pop, traditional and jazz.

If the student has had several years of band experience, through permission of the music teacher, the student could advance to jazz ensemble 9

GRADE 9 PROGRAM

The Grade 9 program is a continuation of the Grade 8 program, with opportunities for student centered, cross-curricular projects.

Grade 9 students are required to take the following courses:

English Language Arts 9	Social Studies 9
Math 9	Science 9
Physical and Health Education 9	Careers Education 9

Grade 9 students also must choose elective courses. The options are listed on page 8-10.

Students who require more support to be successful may have a different program developed by the Elementary School, Wellington Staff, the Student and Parent.

ENGLISH LANGUAGE ARTS 9 (MEN—09)

BIG IDEAS

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are socially, culturally, and historically constructed.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.
- Language and story can be a source of creativity and joy.

SOCIAL STUDIES 9 (MSS—09)

BIG IDEAS

- Emerging ideas and ideologies profoundly influence societies and events.
- The physical environment influences the nature of political, social, and economic change.
- Disparities in power alter the balance of relationships between individuals and between societies.
- Collective identity is constructed and can change over time.

MATH 9 (MMA—09)

BIG IDEAS

- Computational fluency and flexibility with numbers extend to operations with rational numbers.
- Continuous linear relationships can be identified and represented in many connected ways to identify regularities and make generalizations.
- Similar shapes have proportional relationships that can be described, measured, and compared.
- The principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analyzed.
- Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

SCIENCE 9 (MSC—09)

BIG IDEAS

- Cells are derived from cells.
- The electron arrangement of atoms impacts their chemical nature.
- Electric current is the flow of electric charge.
- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

CAREER EDUCATION 9 (MCE-09)

BIG IDEAS

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- Achieving our learning goals requires effort and perseverance.
- Adapting to economic and labour market changes requires flexibility.
- Our career paths reflect the personal, community, and educational choices we make.

GRADE 9 STUDENTS MAY CHOOSE FROM ONE OF TWO OPTIONS BELOW FOR PHYSICAL AND HEALTH EDUCATION:

PHYSICAL AND HEALTH EDUCATION 9 (MPHE—09)

BIG IDEAS

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

PHYSICAL AND HEALTH EDUCATION 9 – Basketball Focus - (MPHE—09BAS)

BIG IDEAS

- engage in **daily participation** in a range of different types of physical activity *with a focus on basketball* designed to help develop their physical literacy and personal health and fitness goals
- develop an understanding of the many benefits of physical activity that are essential components of a healthy lifestyle
- learn about making healthy choices that influence their physical, intellectual, emotional and mental well-being
- learn about the importance of forming healthy relationships that can lead to rewarding and fulfilling lives
- explore how to advocate for the health and well-being of others which helps them connect to their community

*Students will be required to actively participate in a **wide variety of physical activities with a focus on basketball.***

Equipment and Supplies

The following equipment is **compulsory and must be worn for all physical education classes: running shoes (non-marking); gym shorts or sweat pants and a t-shirt.** A sweat shirt for outside activities and a towel for showering are optional. A lock for a day use gym lockers is essential. Student gym strip in physical education class must meet school dress code standards. **For safety reasons skate shoes and slip-on runners as well as headphone ear buds are not to be worn in class.**

ELECTIVE COURSES

Grade 9 students will choose three (3) of the following. We recommend also choosing 3 alternates.

FRENCH 9 (MFR—09)

These courses are academic electives. As with the Grade 8 program, the four skill areas of reading, writing, listening and speaking are all stressed and evaluated. The curriculum is thematic, covering such areas as travel, progression, as themes reoccur. Students will be expected to demonstrate comprehension of spoken French, and activities, and in small group projects, and to write correct French appropriate to their level.

SPANISH 9 (MSP—09)

Learn communications skills in the areas of listening, speaking, reading and writing. Experience the exciting language and culture of Spanish speaking countries through real-life themes, cultural activities and projects.

INFORMATION TECHNOLOGY 9 (MADIT09)

If you've ever wanted to make your own video game, this is the course for you! Students will be introduced to the tools that software developers use to make video games.

Areas of Study will include:

1. Basic Programming with (Visual C#)
2. Flash Actionscript (like www.addictinggames.com)
3. Unity (this is a game engine we will use to make our 3d video games). We will construct a "driving type game" as a final project

MEDIA ARTS 9 (MADMA09)

Ever wonder what it might be like to work for Pixar or Disney on an animated film? Want to create your own Saturday morning cartoon? If you've answered yes to any of these questions, this course is for you.

Areas of Study will include:

1. Photoshop (editing and poster creation)
2. 2D animation using Adobe Flash
3. 3D Studio Max (D3 animation components)

ROBOTICS 9 (MADER09)

Robotics is a balance of programming, coding, designing, building, experimentation and creativity. In this course, students will have an opportunity to partake in these engineering problems. Projects will challenge students to be hands-on and learn the process of designing, manufacturing, testing and analysis of advance movement of machines and robots. Student machine projects include bottle rockets, hydraulic arms and mouse trap cars. Students also have an exciting opportunity to learn basic circuitry using Little Bits kits and will be introduced to robotics and programming using the Sprk Spheros, drones and VEX build-it yourself Robotics kits. Students will learn problem solving skills, project analysis and team work as they collaborate to compete in regular classroom challenges.

DRAFTING 9 (MADD-09)

Drafting is the language of industry! All segments of the technical and industrial world are influenced by drafting. Carpenters work from blueprints, machinists machine parts from mechanical drawings, plumbers and electricians do their jobs working from detailed plans.

Drafting students will study and learn basic skills, to produce orthographic, pictorial, sectorial, and architectural drawings. CAD (Computer Assisted Drafting using the AutoCad Program) will be emphasized. VectorWorks 3D will be used for enrichment.

Part of the course will be devoted to designing a small building. Drawings, finishing details, materials and samples will be part of this project.

WOODWORK 9 (MADW-09)

Students will learn basic woodworking skills and machinery operations while working on projects. The emphasis of this course is on safety, accuracy and efficient use of time and effort. As students gain confidence in their skills they will have the opportunity to progress to more challenging projects.

OUTDOOR EDUCATION 9 (MPHE-09OE)

This is a student-centered course that combines classroom content with outdoor excursions. It is designed to use the outdoor experience to enhance the participant's knowledge, self-confidence, self-discipline and positive character. Students will learn to utilize the outdoors as a classroom and incorporate many skills to live an active healthy lifestyle and develop a positive attitude toward environmental stewardship, culture and community. Students will learn from both modern and traditional First Nations resources that encourage empathy, sustainability, and social responsibility. Student will engage and learn skills in human powered activities such as, wall and rock climbing, rappelling, hiking, camping skills, mountain biking, basic survival, outdoor risk assessment and flat water paddling. Students will also be taught basic CPR and First Aid and an introduction to being an Outdoor Leader. This course is designed for students that enjoy recreational outdoor sports and want to learn how to be a leader in the outdoor setting such as summer camps.

TEXTILES 9 (MADT-09)

If you love to sew or would like to learn how, if you are a beginner or a more experienced sewer; if you like to design and create, and if you like hands on learning experiences, then Textiles is for YOU!

Students will review basic sewing skills as well as master advanced, professional techniques. In this course students will sew projects using sewing machines and sergers. Students may also have the opportunity to plan, design and construct projects. Through each grade level, students will advance their skills and in the senior levels you are given opportunities for more self-directed and personally creative projects.

FOOD STUDIES 9 (MADFS09)

The Basics of Cuisine – Basic skills will be built upon as the culinary world is opened up to include new techniques and methods of preparation. Cooking principles of fruit, vegetables, eggs, milk, cheese, meats, baking skills and foods for entertaining will be covered. Specific areas will include planning, preparing and presenting of nutritious foods and meals (breakfast, lunch, dinner and snacks

ART 9 (MVA—09)

The elements and principles of design are introduced. Students will pursue drawing, painting and sculpture projects while using a variety of imagery. A number of different media (art materials) will be explored. Projects will enable students to develop and refine their knowledge and skills with each assignment introduced. Weekly sketches to develop and refine drawing skills will be assigned. Students are expected to purchase some supplies.

DRAMA 9 (Drama 9: General) (MDR—09)

Drama 9 is an extension of the Drama 8 portion of the elective package rotation. Students will work cooperatively in drama games, role-plays, stage-fighting, music projects, improvisation and other areas of drama production. The emphasis in Drama 9 is cooperation and participation in the dramatic process. Drama 8 is not a prerequisite, but the desire to have fun is expected.

CONCERT BAND 9 (XBA--09CBA)

This program is a continuation of Band 8 and involves a more in-depth understanding of the music medium. The focus of study is on musical expression and performance.

Prerequisite: BAND 8 or permission of instructor.

JAZZ BAND 9 (XBA--09JEA)

This program is jazz oriented and involves students in learning the jazz idiom. Students will be introduced to a variety of contemporary styles including swing, rock, Latin, jazz, waltz, et al. Students will also explore basic jazz theory, jazz history and jazz ear training. Improvisation is also a central theme in this course. Students taking part in this program must show an inclination to the "extra work" required