



**WELLINGTON**  
**SECONDARY SCHOOL**

**PRE-GRAD PROGRAM**  
**COURSE PLANNING GUIDE**  
**GRADE 8 & 9**  
**2022-2023**

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**Wellington Secondary School**

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*January 2022*

Dear Students of Wellington Secondary and Parents/Guardians/Caregivers,

We are so happy to have you as a member of our learning community. Wellington Secondary School offers a wonderful comprehensive program that includes a healthy offering of academic and elective courses as well as many ways to participate in extra-curricular activities through clubs and teams. Course planning for the upcoming school year is an exciting time for every student and we hope you find this course planning guide helpful to the process.

In selecting your courses of study, ensure you have met prerequisite requirements so you have the foundational skillset and background knowledge that will set you up for success. Give consideration not only to what interests you but also 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 in the future.

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.

The staff at Wellington is readily available to assist you and your parents in any way we can. We take pride in making sure that we have a safe, welcoming and engaging learning environment, one that enables and encourages our students to pursue their individual goals, experience personal success and realize full potential. Remember that regular attendance, punctuality, and good work habits are essential to success.

Ms. Andrea Davidson  
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 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

The grade 8 program is linear which means all courses run from September to June (year-long). Students in grade 8 have the opportunity to try some of Wellington's elective offerings through the grade 8 elective rotation. Career Education and Emotional Wellness is embedded in the elective rotation and is supported by senior leadership students over the course of the school year. The grade 8 elective rotation includes a sampling of Robotics, IT, Woodworking, Art, Drama, Home Economics, and Band (for those who choose Band).

Students will also have alternating days of English 8/Social Studies 8, Math8/Science 8, and PHE8/French 8.

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, 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 be appropriate for school attire. **For safety reasons skate shoes, slip-on runners as well as headphone ear buds are not to be worn in class.*****

## **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 (MAE-08BAS)**

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.

## 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 + Emotional Wellness 9

Grade 9 students must also choose elective courses. The options are listed on page 7-10.

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.

### **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.

### **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 school expectations for attire. **For safety reasons skate shoes, 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)**

This course is an academic elective. As with the Grade 8 program, the four skill areas of reading, writing, listening and speaking are emphasized and evaluated. The curriculum is thematic, covering such areas as travel, progression, as themes reoccur. Students are expected to demonstrate comprehension of spoken French, participate in group projects and activities, 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.

### **HUL'Q'UMI'NUM 9 (MHULQ09)**

This course will be an academic pursuit of the oral, visual, and written forms of Hul'qumi'num. A continuation of the historical perspective associated with the language and culture of the Coast Salish people is an integral part of this course.

### **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. In addition, you'll learn to use 2D graphics programs like Photoshop and Illustrator, and 3D programs like 3DSMax and Blender, as well as 3D printers and VR.

Areas of Study will include:

1. Unity - this is the game engine we will use to make video games
2. Visual C# - the programming language used in Unity
3. Adobe Animate – great for 2D games – uses ActionScript 3.0
4. 2D and 3D graphics – to create and modify content for use in games
5. HTC Vive and Steam – using VR to create and explore your projects

### **MEDIA ARTS 9 (MADMA09)**

Ever wonder what it might be like to work for Pixar® or Disney® on an animated file? 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 Animate
3. 3D Studio Max (3D animation components)
4. Video editing – using Adobe Premiere

### **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 (XHL--09)**

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. Students 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 an 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)**

All elective art courses will provide students with an outlet to the more creative side of expression in the visual 2D and 3D form. Students will develop and refine a variety of skills while having **FUN** alongside their peers. Studies will include image development, context and the elements & principles of design while developing knowledge and skills in relation to the materials, processes and technologies particular to the chosen visual expression area. Opportunities to acquire skills and knowledge needed to fulfill prerequisites for various career paths will be provided. In the senior grades, students may work towards the development of an art portfolio for entrance to post-secondary. Students will participate in ongoing

self-assessment. All students are expected to have a sketchbook. (Sketchbooks are available for purchase through the Art Department.)

- The elements and principles of design are introduced.
- Skills: imagining, creating, planning, collaborating, reflecting, interpreting, critiquing, analyzing, refining, presenting
- Students will pursue drawing, painting, and sculpture projects while using a variety of imagery.
- A number of different media will be explored.
- Weekly sketches to develop and refine drawing skills will be assigned.

### **DRAMA 9 (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.

### **THEATRE PRODUCTION AND STAGECRAFT 9 (MDR--09DRS)**

Are you interested in being a part of Drama but don't want to be onstage? Sign up for stage craft and help get the scenes on their feet by building the set, making props, creating costumes, organizing and running the lights. Without students in Stagecraft the play would be performed in the dark, on an empty stage, in silence. Come help us out and be a huge and important part of the Drama program.

### **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.

**Recommendation:** BAND 8 or permission of instructor.

### **JAZZ BAND 9 (MMU—09JEY)**

This program is jazz oriented and involves students in learning the basics of jazz. Students will be introduced to a variety of contemporary styles including swing, rock, Latin, jazz, waltz. 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.