



**WELLINGTON**  
**SECONDARY SCHOOL**

**PRE-GRAD PROGRAM**  
**COURSE PLANNING GUIDE**  
**GRADE 8 & 9**  
**2024-2025**

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**Wellington Secondary School**

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*February 2024*

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 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). However, we split our linear courses into terms so that students can have the opportunity for success in their courses in shorter chunks of time. Students will have alternating terms of English 8/Social Studies 8, Math8/Science 8, and PHE8/French 8.

Students in grade 8 will have the opportunity to choose elective offerings of interest. While we try to schedule all requested courses, we may need to schedule with alternate courses due to a variety of limitations. All grade 8s will take a Study Skills, Career Education and Emotional Wellness elective course as part of their grade 8 electives program. An additional three electives will be available by choice.

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.*****

## **FRENCH 8 (MFR—08)**

French 8 provides students a foundation to explore the francophone world through food, film, music, and other aspects of culture. Students cover introductory basics like greetings, numbers, and common expressions before diving into the present tense and other key grammatical concepts. Classes emphasize learning through reading, writing, listening, and speaking the language while also utilizing games and technology to develop these skillsets.

## **CREW – Career Education, Executive Functioning Skill Development and Mental Wellness 8 (MCE—08)**

### **BIG IDEAS**

- Understanding our mental fitness helps us to navigate a complex world.
  - 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.
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## **GRADE 8 ELECTIVES CHOICES**

**Please rank your choices on your course selection sheet in preference order:**

### **FINE ARTS 8**

#### **BAND 8 (MAE—08BAS) – Band 8 is a year-long elective that is paired with other set electives**

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.

#### **VISUAL ARTS – An introduction to Art pathways at Wellington**

Students will explore their creativity through an introduction to drawing, painting, and 3D art design. Students will learn to use different art materials and techniques and will try out various types of art media. Get ready to create, imagine, and show off your artistic talents!

#### **PERFORMING ARTS – Drama**

In our theater course, students engage in games, team activities, and scene creation to build key skills like communication, teamwork, and creativity. Starting with games to boost comfort and camaraderie, we then move on to tableaux and scene performances. Participants will also write their own scripts and explore costume design, along with technical theater elements such as lighting, sound, and prop making. This course is about transforming imaginative ideas into stage reality.

## **APPLIED DESIGN, SKILLS AND TECHNOLOGY 8**

### **HOME ECONOMICS – Foods and Textiles**

The FOODS component of Home Economics introduces students to the foundational skills of cooking. The curriculum covers cooking principles for a range of foods and introduces students to meal planning and healthy food choices. Textiles introduces students to a hands-on learning environment where they can begin to develop basic sewing skills. Students will complete a final textiles project working with sewing machines.

### **TECH LAB – Intro to Computer Studies and IT**

This course is for students interested in learning about the world of IT. Students will get hands-on experience with the same tools that professional software developers use to bring video games to life. Students will learn how to craft stunning visuals using 2D graphics software such as Photoshop and Illustrator. Students will also be introduced to other software and cutting-edge technology like 3D printing and virtual reality (VR), equipping them with a comprehensive toolkit for video game development.

### **MEDIA DESIGN**

The Applied Design and Technology course offers a dynamic, hands-on learning experience, guiding students through the creative and technical use of technology to express ideas. Students engage with multiple software tools, starting with Google SketchUp for architectural design, moving to Adobe Premiere for video editing with green screens, and Photoshop for advanced image manipulation. They also learn quick photo editing with Lightroom and basics of animation with Adobe Flash, culminating in their own animation project. This course equips students with the skills to effectively communicate through various digital mediums, blending creativity with technology.

### **ROBOTICS**

In this Grade 8 Robotics course, students will dive into the exciting world of programming, coding, designing, and building through hands-on projects. Students will be introduced to the process of creating, from design to manufacturing and testing, with fun, hands-on projects. Throughout the course, students will enhance their problem-solving abilities, learn to analyze projects, and develop teamwork skills by collaborating on classroom challenges.

### **WOODWORK**

In this introductory woodworking course, students will develop fundamental skills and learn how to operate machinery safely as they tackle various projects. The focus is on ensuring safety, promoting precision, and optimizing both time and effort. As participants become more adept, they'll have the chance to undertake increasingly complex projects, allowing them to enhance their craftsmanship and confidence in their abilities.

### **WILDERNESS SKILLS – Intro to Outdoor Education and Learning from the Land**

Students in Wilderness Studies learn to connect with the land through outdoor adventures, designed to boost knowledge, self-confidence, and leadership skills. Through exploring the great outdoors, students learn to live an active lifestyle, and understand the importance of environmental care and community. Get ready for an adventure that teaches you about the environment, culture, and teamwork!

## 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 must also choose up to 6 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 up to six (6) of the following. We recommend also choosing 3 alternates.

### **FRENCH 9 (MFR—09) – This is a full-semester course**

French 9 builds on the foundational skills of French 8 and further explores francophone cultures through food, film, music, and the occasional field trip! Students continue to develop their reading, writing, listening, and speaking skills through games, technology, group projects, and more. French 9 builds upon an array of essential grammatical elements introduced in grade 8 through thematic units including travel, sports, cuisine, and more. Advance warning: this course may also include cheese tastings and crepe days! So if you want your grammar with a side of poutine, this is the course for you!

### **SPANISH 9 (MSP—09) – This is a full-semester course**

Spanish 9 provides students an introduction to one of the world's fastest growing languages. Through music, food, films, and more, students explore the basics of the language spoken on four continents. Using games, technology, and group work, students develop their reading, writing, listening, and speaking skills in the language. Come and explore the exciting world of Spanish!



### **HUL'Q'UMI'NUM 9 (MHULQ09) – This is a full-semester course**

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) – This course runs for one term (half the semester)**

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 DESIGN 9 (MADMA09) – This course runs for one term (half the semester)**

Applied Design and Technology is a course that is centered around exposing students to a variety of disciplines that provide a hands-on approach to learning. In this course, students will learn a variety of different programs that are used to convey how technology can be used to communicate ideas and information. The particular programs that will be utilized throughout the course will consist of the following:

- **Google sketch up:** *Designing your Dream house*
- **Adobe Premiere:** *Students will create a how to Video using a green screen*
- **Photoshop:** *Student will manipulate images and blend images together*
- **Light room:** *Program used to make quick edits to images*
- **Adobe Flash:** *Students will learn the basics of the program and then create a final animation that incorporates the key features of the program.*

### **ROBOTICS 9 (MADER09) – This course runs for one term (half the semester)**

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) – This course runs for one term (half the semester)**

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) – This course runs for one term (half the semester)**

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.

**WESTCOAST WILDERNESS 9 (XHL--09) – This course runs for one term (half the semester)**

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, repelling, 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) – This course runs for one term (half the semester)**

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) – This course runs for one term (half the semester)**

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) – This course runs for one term (half the semester)**

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) – This course runs for one term (half the semester)**

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.

**MUSICAL THEATRE 9 (MMU-09MTS) – This is a full-semester course**

The primary objective of this program is to produce a full-scale **Musical Theatre Production**. Students wishing to be in the cast will be required to act, sing and dance. Auditions will be held in class for all roles. Selection of the musical production will be done this year with student involvement. Students enrolling in this course will be expected to participate in extra-curricular rehearsals as well as regular class time. Evening public performances and Elementary school matinees will be the end result of this course.

**THEATRE PRODUCTION AND STAGECRAFT 9 (MDR--09DRS) – This is a full-semester course**

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 is a full-year course**

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 is a full-year course (running on alternate days backed with PHE9)**

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.