

John Barsby Community School

Home of the Bulldogs



COURSE CALENDAR

2018 – 2019

Grade 9

550 – 7th Street, Nanaimo, B.C. V9R 3Z2
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<http://jb.schools.sd68.bc.ca/>

John Barsby Community School Course Selection Guide 2018-2019

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MESSAGE FROM THE ADMINISTRATION

Welcome to John Barsby Community School. Whether you are new to John Barsby, or you are a returning student, we know that a great year filled with wonderful experiences and opportunities awaits you in 2018-19.

John Barsby is unique in its sense of community and being part of our school community can give you the support that you need to achieve academically and to explore your own personal development. As a student, part of your responsibility is to plan your next school year by selecting courses and prerequisites for your educational program.

Our goal is to provide a broad range of courses to meet your needs and interests; however, please keep in mind that all courses are subject to adequate enrollment as well as facility and staff availability. We will do everything we can to meet as many of your course requests as possible; however, we cannot guarantee that every course request will be fulfilled. It is important that you prioritize your course requests and also select suitable alternatives to give us the greatest possibility to meet your educational goals.

We urge you to give serious consideration to your course planning. It is important to read this booklet carefully and discuss the information with your parents/guardians. Many courses are a building block for higher-level courses in the same area, giving you the necessary foundations to be successful at the next level of that subject. Take time to seek advice from your teachers, counsellors, and your parents as you make decisions for next year. Build a program for yourself that is challenging and will help you develop the knowledge, skills and attitudes that will give you direction as you move beyond high school. We make every effort to make information available to you and your parents to help you make appropriate choices in course selection. However, it is the final responsibility of each student and his/her parents/guardians to make the final course and program choices.

Best wishes for a successful year.

Ms. Deborah Marshall, Principal
Ms. Carol Girard, Vice-Principal
Mr. Jeff Hasenauer, Vice-Principal

Ms. Natalie Sorensen, Counsellor
Ms. Haley Kuntz, Counsellor

Material in this book is correct at the time of printing. Changes by the Ministry of Education, School District 68 and John Barsby Community School may mean that some courses may alter. In any case, course offerings depend on enrolment. Insufficient enrolment may mean that some classes will not be offered. All course prerequisites are recommendations to help students be successful in the course.

**“Together we meet the challenges of today and tomorrow in an environment
where people make the difference.”**

NEW CURRICULUM – A MESSAGE FROM THE MINISTRY OF EDUCATION

Today we live in a state of constant change. It is a technology-rich world, where communication is instant and information is immediately accessible. The way we interact with each other personally, socially, and at work has changed forever. Knowledge is growing and information is changing extremely quickly, creating new possibilities. This is the world our students are entering.

British Columbia's curriculum is being modernized to respond to this demanding world. To develop new models, the Ministry consulted with education experts both locally and internationally. They agree that to prepare students for the future, the curriculum must be student-centred and flexible and maintain a focus on literacy and math skills, while supporting deeper learning.

What and how we teach our students has been redesigned to provide greater flexibility for teachers, while allowing space and time for students to develop their skills and explore their passions and interests. The deep understanding and application of knowledge is at the centre of the new model, as opposed to the memory and recall of facts that previously shaped education around the globe for many decades.

Our new curriculum maintains a focus on sound foundations of literacy and math skills.

Every student will continue to be connected to the basics of reading, writing and math. These critical skills are the foundation of B.C.'s education system, and are a key component of developing an educated citizen.

B.C. students are at the centre of these changes and ensuring their success continues to be our driving force.

Key Features of the New Curriculum

Essential learning, literacy and math skills are the foundation of our new curriculum. All three features contribute to deeper learning.

Core Competencies

The core competencies are the intellectual, personal, and social skills that all students need to develop for success in life beyond school. B.C. has identified three core competencies as essential for all learners:

- Communication
- Thinking
- Personal and social competency
- Core competencies are directly related to students becoming educated citizens.

Read about the core competencies, including profiles and illustrations Literacy and Math Skills Foundations

Literacy is the ability to understand, critically analyze, and create a variety of forms of communication, including oral, written, visual, digital, and multimedia to accomplish one’s goals. Literacy helps students apply reading, writing, speaking and listening skills across a variety of subject areas.

Math skills or numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios. Numeracy assessment looks at learning which has taken place throughout the student’s education, not only in mathematics, but across various subjects.

Literacy and math skills are fundamental to all learning. While they are commonly associated with language learning and mathematics, literacy and math skills are applied in all areas of learning.

Curriculum Model

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.

Content (Know)

The content learning standards — the “know” of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

Curricular Competencies (Do)

The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the “do” in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies.

Big Ideas (Understand)

The big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “understand” component of the know-do-understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Concept-based, Competency-driven Curriculum

B.C.’s new curriculum brings together two features that most educators agree are essential for 21st century learning: a concept-based approach to learning and a focus on the development of competencies to foster deeper, more transferable learning.

These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

Flexible Learning Environments

Learning can take place anywhere, not just in classrooms. Many schools and teachers create learning environments that explore the use of time and space in creative ways. The integration of areas of learning and technology also have opened the door for teachers and schools to approach the use of time and space in creative ways – ways that adapt to students’ needs and interests.

Although the learning standards are described within areas of learning, there is no requirement for teachers to organize classrooms, schools or instruction in this manner. In effect, the Ministry of Education defines the “what” to teach but not the “how” to organize the time, space or methods to teach it. The focus on personalization that sees all the students as a group of learners with a range of needs and interests. Multi-grade programs should find a comfortable fit with the curriculum.

Additional Resources

The curriculum search tool allows teachers to search for key words or select key elements from specific grades or areas of learning

The results of the search can be exported into a Word document for editing or printing.

This flexibility supports teachers to combine the learning standards in various ways. Teachers are encouraged to create courses, modules, thematic units or learning experiences that focus on students’ needs and interests or local contexts.

Supporting Information

Educator Update: K-9 Curriculum (Aug. 2016) (PDF)

Introduction to BC’s Curriculum Redesign (English) (Français) (Aug. 2015)

Curriculum Redesign Update (Summary of Feedback, Winter 2014) (English) (Français)

Exploring Curriculum Design (Jan. 2013)

Defining Cross Curricular Competencies (Jan. 2013)

Enabling Innovation: Transforming Curriculum and Assessment (Aug. 2012)

COURSE PLANNING INFORMATION

This section has been prepared to assist students with their program planning. Grade 9 is exploratory in nature, allowing students to sample courses in a number of areas while at the same time providing a strong academic foundation.

Students are usually asked to select their courses in the spring term for the next school year. On the basis of these requests, a timetable is built and staffing decisions are made. Therefore, it is often not possible for students to change their timetables during the new school year. Students must make careful choices when selecting courses.

Students should be aware that course offerings are subject to student enrolment, staffing requirements, availability, and facilities. In addition, courses may change because of Ministry requirements.

Grade 9

Required courses in grade 9 are:

- English 9
- Social Studies 9
- Math 9
- Science 9
- Physical and Health Education 9
- Careers 9

Academic Support Options

For students requiring more intensive academic support, there are several academic courses that also have an adapted curriculum. Social Studies, English, Math and Science offer:

Linear English/Socials 9 (all year)

Linear Math/Science 9 (all year)

Students may also receive support through the Learning Zone

STUDENT SERVICES AND SPECIAL PROGRAMS

COUNSELLING

John Barsby's Counselling Services provide support to students through individual, group or classroom work. Counselling may focus on educational, career or personal concerns and may include consultation with parents, teachers, administration and community agencies. Our Counselling team includes Counsellors and Child, Youth and Family Workers. Appointments can be made in the Counselling Center or by phone at (250) 753-8211.

THE LEARNING ZONE

The Learning Zone at JBCS provides a variety of services to students and houses nearly 75 computers. It is an active, collaborative learning area that is student-orientated and dedicated to promoting and aiding students' development and success in their core academics. Learning Zone services include individual and small group skill building instruction, peer tutoring, behavior support and individualized programs for students with demonstrated learning challenges. Students in need of Learning Zone services are usually referred by classroom teachers, counsellors, administrators or parents.

The Learning Zone staff can provide students with individualized guidance and support in the following areas:

- One-on-one tutoring
- Academic support
- Assessment services
- Writing Strategies
- Reading Effectively/Comprehension
- Listening and Note-Taking
- Critical Thinking
- Exam-Taking Techniques
- Time Management and Avoiding Procrastination
- Study Skills/Review
- Oral Presentations
- Distributed Learning

SKILLS FOR LIFE PROGRAM

The Skills for Life Program provides a modified learning experience to meet the unique learning needs of students with moderate intellectual/physical disabilities, autism, social deficits, life challenges and mental disorders. The program is hands-on and contains learning opportunities that support individual learning goals, social interaction (personal development, community experience, communication, and work experience) and independent living. The program is inclusionary and all attempts at appropriate integration are made. Student selection for the program is made in consultation with parents, teachers, and special education staff. Students enrolled in this program will receive a School Completion Certificate.

The Skills for Life program helps to meet the needs of our students by:

- giving them opportunities to become contributing members of society by integrating them into the general school population (classes and activities) where appropriate.
- teaching them living and life skills appropriate to/for their future adult lives with the goal of greatest level of independence possible;
- according these students the same rights and privileges as all other students in the school population/community;
- teaching them their rights and responsibilities as contributing citizens;
- teaching the students to their highest academic abilities; and
- helping these students become aware of and integrate/transition into the local community

LEAP – Learning Essentials Academic Program

LEAP is for students on a modified program who will be on a school leaving certificate (Evergreen). It is an individualized program that builds upon the strengths of the student with the academics adjusted to the individual student's cognitive level. The academic focus is on functional Mathematics and English skills to prepare the student to be as independent as possible as an adult. LEAP also enriches the academics with activities such as cooking, shopping, outdoor games and social skills training.

ABORIGINAL EDUCATIONAL SERVICES

Aboriginal Education enriches the educational opportunities for all students. Access to Indigenous knowledge pertaining to our First Peoples of Canada is provided by school personnel and is available to the entire student community.

The Constitution of Canada recognizes First Nations, Inuit, and Métis as the Aboriginal Peoples of Canada. Parents and/or students who self-identify as students with Aboriginal ancestry can access specific academic, cultural, and individual development opportunities. Our goal is to promote Aboriginal students understanding of their heritage, sense of belonging, and the personal belief that they can be successful in BC's public education system. Several opportunities are offered at John Barsby Community School. These include:

Academic:



- Aboriginal Resource Teacher
- Aboriginal Education Assistants
- Academic Courses with Aboriginal Content
- Scholarship and bursaries

Cultural:

- Classroom Activities
- School Activities
- Community Activities
- Extra-curricular support, including summer camps, and job experiences
- Cultural and leadership workshop opportunities throughout the year

JOHN BARSBY LEARNING COMMONS

Is the one place in the school that everyone goes to during their school years. It is more than a place for signing out books or doing schoolwork; it is a place where students are allowed to be themselves. The learning commons can be a quiet space to focus on one's work while at the same time, a space to socialize and connect with students and staff. Mrs. Vosshans and the library staff work hard to make sure the collection is stocked with both great reading books and specialized information books of all genres & topics. The John Barsby Learning Commons has a giant graphic novel collection; suggest a title and Mrs. Vosshans might buy it for the school ☺ The Fiction section is full of teen series to keep readers busy. If you like to read the newspaper, the Times Colonist is delivered daily.

The teacher-librarian helps students locate materials, use computers, write bibliographies, take and/or organize research notes. Creating student resumes and assistance with scholarship applications, team teaching with staff and working on student literacy goals are all components of the learning commons.

In the learning commons, students have access to a computer lab, laptop carts, iPads, Chrome Books and other technology that assists in learning and class work. All student textbooks are signed out through the learning commons; this method helps keep students and school inventory organized.

Additionally, students who visit the learning commons at lunch may play a board game, have a meeting, catch up with friends or immerse themselves in a great book and escape life's everyday challenges. The learning commons is open before & after school and at lunch. Check out the JBCS Learning Commons website at: <http://johnbarsbylibrarylearningcommons.weebly.com/>

Many great things are kept within the walls of the library learning commons; it is up to everyone to discover what those great things are. Come visit us!

REQUIRED PROGRAMS - ENGLISH

English Language Arts 9

Prerequisite: English 8 or Linear 8 with teacher recommendation.

English 9 continues the aims and goals of the English Language Arts program as set out in grade 8, using increasingly complex texts and tasks. Emphasis is put on developing skills in reading and viewing for information; thinking and organizing; and writing, and presenting, so that students improve their ability to connect, comprehend, communicate and create. Conventions and literary devices are reviewed, and more complex terms, techniques and usages are introduced.

Linear English 9/ Social Studies 9

Prerequisite: English 8 or Linear English/ Social Studies 8

Our Linear 9 course aids students to improve as readers and writers through intensive practice. Entrance to these courses will be on the recommendation of teachers and counsellors. Linear 9 is offered as a yearlong course in conjunction with Social Studies 9. Students in Linear 9 meet the learning requirements of English 9 and Social Studies 9.

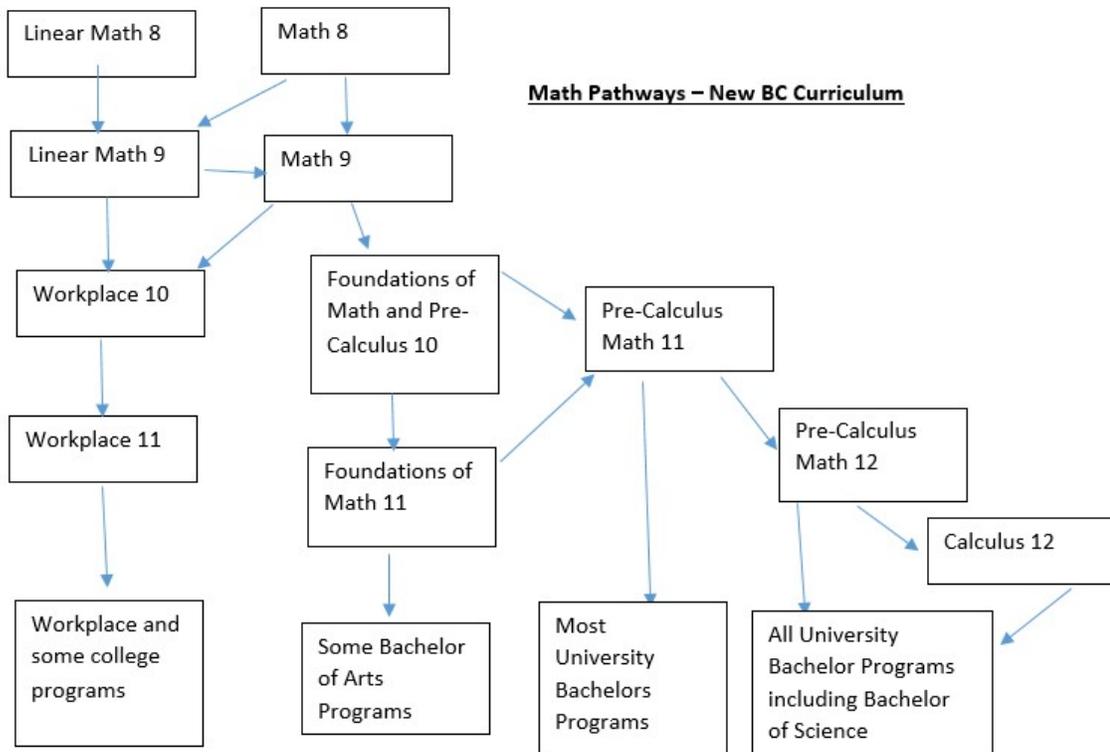
English Language Learners (ELL)

ELL is to support students whose first language is not English. The purpose is to provide opportunities to learn oral and written English so they can participate in the regular school program. There are multiple opportunities for students to adapt to and function more successfully in the culture of the school and community. The program is based on collaborative efforts between assessment results and teachers, which will help design and plan an appropriate placement within the school program.

REQUIRED PROGRAMS - MATHEMATICS

Math Course Structure Grade 8 – 12

MATHEMATICS:



Program Descriptions:

The math courses have been designed to accommodate the varied learning needs of students. Students should select their math course carefully. Teachers will make recommendations to students, parents, counsellors and administration regarding the next appropriate course.

Mathematics 9

Prerequisite: Math 8 or Linear 8 with teacher recommendation.

The principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analyzed.

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.

Analyzing the validity, reliability, and representation of data enables us to compare and interpret.

Students should achieve 60% or higher to ensure success in Foundation of Math and Pre-Calculus 10

Students may enroll in Workplace Math 10 depending on their career aspirations.

Students will require a scientific calculator for this course.

Linear Math/Science 9

Prerequisite: Math 8 or Linear 8 with teacher recommendation.

This integrated math/science course is designed for students who require more time and repetition to be successful in math. The course covers the essential learning standards in mathematics while incorporating review of previously learned math concepts. This course also focusses on core science learning standards. The two courses are combined in order to give context, meaning and allow for adaptations to the curriculum in order to ensure student success. Students will have the same teacher every day, all year. Students who require adaptations, extra time and support to meet grade level outcomes will be placed in this class by recommendation of their previous math teacher in consultation with their counsellor, administration and parent.

REQUIRED PROGRAMS – PHYSICAL HEALTH & EDUCATION

Physical and Health Education (PHE) 9

Prerequisite: PHE 8

This course includes daily physical activity, physical literacy, and personal health and performance goals. PHE 9 builds on skills acquired in PHE 8 in varied games and other activities. Additionally, students will explore topics of social, community health, and mental well-being. Students will have the opportunity to receive certification in CPR in this course. PHE 9 is a coed course.

PHE: Performance and Leadership Boys 9

Prerequisite: Teacher recommendation

This course includes daily physical activity, physical literacy, and personal health and performance goals. Additionally, this specialty course introduces and develops the leadership and athletic skills of students who are interested in acquiring technical, nutritional, coaching and management experiences in sport. This course is open to any student who is seeking to contribute in a positive way to sport within the community and who is seeking opportunities to set and achieve personal goals for themselves.

Students are to select Performance for semester 1 followed by Leadership for semester 2. For more information about this course, please see Mr. Stevenson.

REQUIRED PROGRAMS - SCIENCE

Science provides opportunities for us to better understand our natural world, to ask questions and seek answers, and to grow our collective scientific knowledge. Aware that our scientific knowledge is provisional and is influenced by our culture, values, and ethics, we can link traditional and contemporary Aboriginal understandings with current scientific knowledge to enable us to make meaningful connections to our everyday lives and the world beyond.

The intent of the curriculum is to develop scientifically literate citizens who have a critical awareness of the role of science in society, combined with a caring and responsible disposition and an understanding of the social, health, ethical and environmental dimensions of issues.

Goals

Students are expected to develop:

- an understanding and appreciation of the nature of science as an evidence-based way of knowing the natural world
- place-based knowledge and experiences about the natural world in the area in which they live by accessing and building on existing understandings, including those of local First Peoples
- a solid foundation of conceptual and procedural knowledge in biology, chemistry, physics, and earth and space sciences that they can use to interpret the natural world and apply to new problems, issues, and events, to further learning and to their lives
- the habits of mind associated with science — a sustained curiosity; a valuing of questions; an openness to new ideas and consideration of alternatives; an appreciation of evidence; an awareness of assumptions and a questioning of given information; a healthy, informed skepticism; a seeking of patterns, connections, and understanding; and a consideration of social, ethical, and environmental implications
- a lifelong interest in science and the attitudes that will make them scientifically literate citizens who bring a scientific perspective, as appropriate, to social, moral, and ethical decisions and actions in their own lives, culture, and the environment.

Science 9

Prerequisite: Science 8 or Linear 8 with teacher recommendation.

This course is organized around these four BIG IDEAS:

1. Cells are derived from cells.
2. The electron arrangement of atoms impacts their chemical nature.
3. Electricity is the flow of electrons.
4. The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

In both Linear and Semester courses, students will be expected to develop six Curricular Competencies:

1. Questioning and predicting
2. Planning and conducting
3. Processing and analyzing data and information
4. Evaluating
5. Applying and innovating
6. Communicating

Linear Math / Science 9

Prerequisite: Science 8 or Linear 8 with teacher recommendation.

Science 9 will be offered as a linear course combined with Math 9. This design is intended to meet the regular learning outcomes for each course throughout an entire school year. Students enrolled in these courses will be engaged with the subject material all year, experiencing more time to absorb new concepts and complete their work. Placement into these courses will be done in consultation with counsellors, teachers and parents. The same BIG IDEAS and Curricular Competencies will be covered as described above for the new curriculums.

REQUIRED PROGRAMS - SOCIAL STUDIES

Social Studies 9 (1750 – 1919) Prerequisite: Socials 8 or Linear 8 with teacher recommendation.

Social Studies 9 contributes to the important goal of preparing students for their lives as Canadian citizens and members of the international community. It continues from Grade 8 Social Studies studying major events in history from 1750 – 1919. There is a focus on the development of the culture, politics, economy technology and the environment in emerging global civilizations. Specific topics that are open for examination are the importance of the concept of ‘revolution’ in the development of government, the impact of colonization on indigenous and immigrant peoples, the development, adaptation and influence of technologies on societies, and the impact these have on the resources of the global environment.

Linear English / Social Studies 9 Prerequisite: Socials 8 or Linear 8 with teacher recommendation.

Our Linear courses help students to understand the Social Studies curriculum, while improving their reading and writing through intensive practice. Entrance to these courses will be on the recommendation of teachers and counsellors. Linear 9 is offered as a yearlong course in conjunction with English 9. Students in Linear 9 meet the learning requirements of English 9 and Social Studies 9. Topics covered in these programs are Revolutions, and Aboriginal Cultures and Geographic knowledge and skills.

ELECTIVE PROGRAMS - ATHLETICS

Basketball 9

Prerequisite: PHE 8

This course is designed to provide students with an opportunity to improve their skills through sport. Students will develop, refine and apply movement skills in a variety of physical activities and environments. Students will have the opportunity to learn the rules of the sport and will be able to act as minor officials in the league and tournaments. The basis of this course will be to acquire advanced skills and strategies in Basketball.

Note that PHE credit is not given for this course.

Volleyball 9

Prerequisite: PHE 8

This course is designed to provide students with an opportunity to improve their skills through sport. Students will develop, refine and apply movement skills and strategies in a variety of physical activities and environments. Sport specific performance training is also included. Students will have the opportunity to learn the rules of the sport and will be able to act as minor officials in the league and tournaments. Introductory coaching techniques will be taught and students will have the opportunity to demonstrated leadership in and out of the class.

Note that PHE credit is not given for this course.

Girls Fitness, Health and Wellness 9

Prerequisite: PHE 8

This elective is designed for a 'girls' only environment' for Grades 9 girls who are interested in developing a healthy lifestyle, improve personal fitness and learning about lifelong wellness, while having fun in a safe and supportive environment. Students will take away a lot from this course. There are opportunities to develop the core fitness areas of cardio vascular, muscle strength, muscle endurance and flexibility, while learning the basics of individual weight training and program development. This is a participation course, with some classroom time to discuss and research the latest trends in fitness and wellness.

Note that PHE credit is not given for this course.

ELECTIVE PROGRAMS - MODERN LANGUAGES

Intermediate French 9

Prerequisite: French 8

This course builds upon basic French skills. Students have chosen this course as an elective, and they are therefore expected to work diligently to further develop their abilities to listen, speak, read and write in their second language learning. Students improve their competencies in conversing and comprehending spoken French. They learn to express themselves in the past as well as in the future, and in so doing begin to really see how language learning develops.

Students are encouraged to continue with Intermediate French for a second time to build upon their skills and benefit from greater exposure to the French language. Intermediate French over two years will meet the grade 9 and 10 component of modern languages. Occasionally a student is able to move on to Senior French after taking Intermediate French just once, but that would be with teacher, counsellor and administrative approval.

Hul'qumi'num 9

The aim of this First Nation language course is to develop some basic comprehension of the Hul'qumi'num Coast Salish language and culture. It is expected that students will acquire basic communication skills in the Hulquminum language, develop cultural sensitivity, and acquire additional concepts about language and culture. All students are encouraged to enroll in this Coast Salish language course.

Note: Hul'qumi'num is accepted as a second language.

ELECTIVE PROGRAMS - INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)

Information Technology 9

In this course, students will develop an understanding of the fundamentals of information literacy and the tools required to prepare for, and participate in, an evolving information-based society. The course will focus on the student as both a user of software (i.e. MS Office) and a developer (i.e. Computer Programming). Basic-to-moderate computer literacy is a focus of this course.

- Basic computer literacy (file and folder management, hardware and software)
- Keyboarding
- Use of 'essential' software: MS Word, Excel
- Digital cameras, imagery and media development
- Flash animation and 3D animation
- Web site creation
- Software programming basics

Information Technology 9 enhances a student's skill to develop, critique, and publish professional-looking digital documents, media, and programs, using industry standard software.

ELECTIVE PROGRAMS - HOME ECONOMICS

Textiles - Junior 9

If you like to design and create, and enjoy hands on learning experiences, then Textiles is for YOU! Students will review basic sewing skills; develop advanced techniques; discover the origins, characteristics, care, and cultural aspects of textiles and clothing design; utilize principles of design; and create strategies for altering patterns and upcycling. Students may also take the opportunity to plan, design, construct, dress and maintain the costumes required for our theatre productions. 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

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 food safety, planning, preparing and presenting of nutritious foods and meals (breakfast, lunch, dinner and snacks). Health, economic and environmental factors that influence availability and choice of food in personal, local, First Peoples and global contexts will also be considered.

ELECTIVE PROGRAMS - TECHNOLOGY EDUCATION

Woodwork 9

The woodwork program is designed for students to engage in larger challenges and projects as their skill level and experience develops. Continuity of assigned projects allows senior students to add to a bedroom or living room set that they may have started in their junior class.

- This course introduces students to some key woodwork concepts. Basic application of hand tools and power tools will be covered.

Technology Education 9

The Technology Education program presents students with a variety of challenges based on a theme. The themes will vary from semester to semester. These challenges promote the development of problem-solving and critical-thinking skills, as well as innovative thought and design. Students will design, build and assess projects to address these challenges. Materials used will include wood, metal and plastic.

- This course introduces students to some key concepts. Students will design and build prototype solutions to the design problem statements.

ELECTIVE PROGRAMS - VISUAL ARTS

Images are central to the Visual Arts. In these programs, students have the opportunity to perceive, respond to, and create and communicate through images. In developing images, the student will be involved in the design process - a purposeful artistic activity involving use of a variety of materials, technologies, and processes to organize visual elements according to the principles of art and design. Marking is based on a process of self-evaluation and participation

Visual Arts 9

Students will explore image making in the following studio areas: drawing, painting, sculpture and printmaking. Instruction will be given regarding use of materials and techniques in each of the studio areas.

Digital Photography 9

This course teaches the use of digital cameras in regards to proper exposure, shutter speeds, apertures and artistic composition. The elements of design will be stressed and put into practice while taking images. Students will learn computer file management skills as well as post production techniques in Photoshop, the leading industry standard software used in creating digital imagery.

ELECTIVE PROGRAMS - PERFORMING ARTS

Drama 9

Students taking Drama 9 should have some interest and background in theatre. The course will aim at developing basic skills and developing theatre skills up to public performance level.

Drama 9: Bulldog Theatre

Students will work together to stage a live theatre production. Students will be expected to contribute both on-stage as performers and backstage as technicians. As performers, students will learn how to read and understand a script, develop good vocal quality and stage presence, and develop a character. Students will also spend time preparing the production values (costumes, props, set, lights and sound) necessary for a successful public performance in Chandler Hall.

This course will be taught during the regular school timetable, with after-hours commitment limited to the public performances.

Concert Band 9

The prerequisite for Concert Band 9 is Concert Band 8 or teacher's permission.

The fundamental skills learned in Concert Band 8 will be developed further. In addition, techniques pertaining to ensemble playing will be developed and refined such as intonation, blend, balance, rhythmic accuracy, articulation and dynamics. This group will further explore and perform music of different genres and cultural influences. Performance opportunities will be the same as Grade 8 and may include a band trip.

Instrumental Jazz 9 (all year)

Prerequisite for Instrumental Jazz 9 is Concert Band 8 or teacher's permission.

The objective of this course is an introduction to a different musical ensemble and how it performs various genres of music such as rock, rock 'n roll, swing, blues, latin, and more. Very often, vocalists are included in the jazz ensembles. Students will be introduced to the basics of jazz improvisation, using the 12 bar blues structure. This course is taught outside the regular time table – usually before school. There will be many performance opportunities throughout the year.