

Ladysmith Secondary School



2019-2020

Pre-Graduation Program Course Planning Guide

GRADE 8

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

BC Ministry of Education – Redesigned Curriculum

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At Ladysmith Secondary, Grade 8 students participate in 49ers Camp during the first week of school. 49ers Camp is designed to facilitate the transition from grade 7 to grade 8, and welcome students to the LSS community. 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 and attend their core academic classes together. Grade 8 courses at LSS are linear.

STUDENT SUPPORT SERVICES

SKILLS FOR LIFE PROGRAM

Students in the Skills for Life program learn academic and life skills appropriate for their future adult lives—aiming for the greatest degree of independence possible. The program also gives students opportunities to discover other areas of learning by including two elective courses in their programming. The Skills for Life program also contributes to the development of the core competencies through learning activities such as local community outings, work experience, shopping and leisure skills.

JUNIOR CORE

Junior Core is a two block course that covers the academic subjects for grade 8 and 9s. This course is designed to cover the curriculum of science, social studies, English and math with adaptations and/or modifications for students who have designations or require more support. Junior Core aims to aid students with the transition into secondary school by providing a smaller class size and a single classroom teacher. The focus will be on acquiring the skills that are necessary for success in secondary school and beyond, such foundational math skills, reading for comprehension, note taking and paragraph writing.

THE KEY

Starting in September 2015, LSS moved to an inclusionary model of support. Through the Key, students will be supported in class by support staff (EA's), support teachers in classes, literacy and numeracy interventions and situational assignments to "The KEY". Arrangements can be made for 'KEY' support if a parent/guardian, teacher, counsellor, or administrator believes a student would benefit from extra help or an adapted environment. If a student believes they would benefit from this daily support, they should speak to their teacher, and make an appointment with their counsellor to discuss programming options. We offer short and long-term support, exam-writing space, access to technology and flexibility in regards to individual student learning outcomes and competencies. Students will be active in discussing their academic needs. In rare cases, students will be enrolled in support blocks for the purpose of specific areas of need or delivery of adapted forms of courses.

COUNSELLING

Counsellors are assigned to assist students on an advisory and consultative basis, and are available by appointment or on a drop in basis. Parents/Guardians are encouraged to contact the counsellors and subject teachers at any time they have concerns about their child's educational program or social emotional well-being.

ABORIGINAL EDUCATION

Aboriginal Education in NLPS enriches the educational opportunities for all Aboriginal and non-Aboriginal students. Access to Indigenous knowledge pertaining to our First Peoples of Canada is an important component to school personnel and the student community. At Ladysmith Secondary School, enhancement opportunities for Aboriginal and non- Aboriginal students are offered through academic support, cultural appreciation and individual development. Cultural appreciation occurs daily through classroom, school, and community activities, leadership opportunities and the Hul'qumi'num' teacher and classes.

Section 35 of the Constitution of Canada recognizes First Nations, Inuit, and Métis as the Aboriginal Peoples of Canada. Parents and/or students can self-identify as a student with Aboriginal ancestry on their student verification form. Academic, cultural, and individual development enhancement opportunities will be provided to students who are of Aboriginal ancestry. The premise for this is to promote Aboriginal students' understanding of their heritage, sense of belonging, and the personal belief that they can be successful in BC's Education system.

GRADE 8 PROGRAM

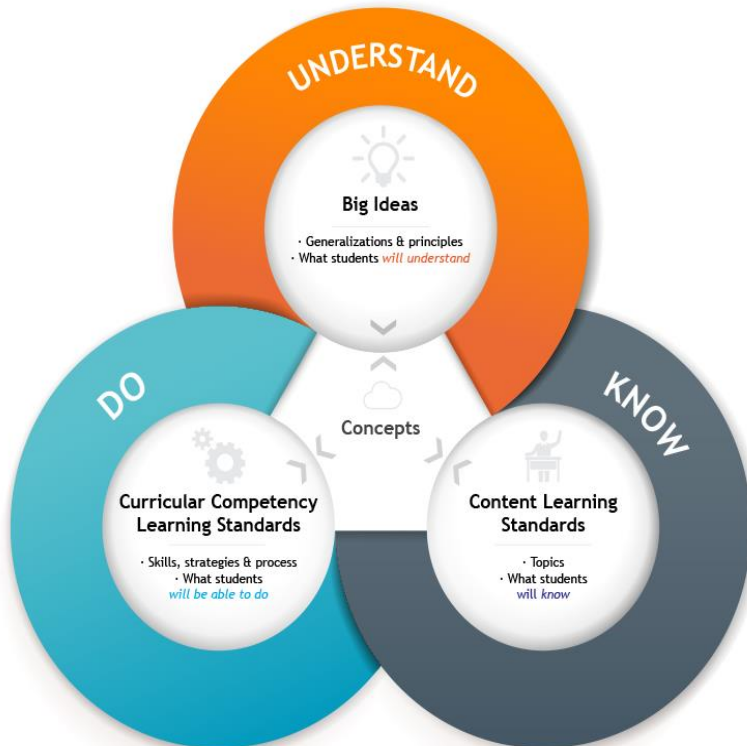
Grade 8 students are required to take the following courses:

English 8	Math 8	Physical Education 8	Elective Package 8
Social Studies 8	Science 8	French 8	Band 8 (optional)
Career Education 8			

Students who require more support to be successful may have a different program developed by the Elementary School, LSS Staff, the student, and parent/guardian.

CURRICULUM MODEL

All areas of learning are based on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning. These 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 in a specific area of learning. They reflect the “do” in the know-do-understand model of learning.

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.

For more information: <https://curriculum.gov.bc.ca/>

ABORIGINAL PERSPECTIVES

Aboriginal perspectives and knowledge are an important part of the historical foundation of both B.C. and Canada, and are integrated into every subject in the new curriculum. All students will have opportunities to better understand and respect a variety of cultures, both their own and others.

For more information: <https://curriculum.gov.bc.ca/>

FRENCH IMMERSION PROGRAM

The secondary French Immersion program is a continuation of the elementary program. This program is intended to offer students the opportunity to achieve functional bilingualism, as well as familiarize them with francophone culture in Canada and around the world. In French Immersion, students will develop their French language skills through observation, inquiry, critical thinking, and problem solving while participating in a bilingual program.

The French Immersion program parallels the English program with the addition of the *Français langue* (French Language Arts). In the French Immersion program Science, Social Studies and Math are taught entirely in French. Students are expected to speak French at all time in these classes.

FRANCAIS LANGUE 8 (FRAL8)

Students continue to explore and develop their language competencies in a meaningful and authentic learning context. In FRAL 8, students will continue to acquire the skills, knowledge, and strategies necessary to communicate and interact effectively and confidently in French. A strong emphasis is placed on speaking, reading and writing. In this area of learning students will:

- Explore a variety of literary genres such as legends and plays
- Understand cultural and historical elements in a variety of contexts
- Highlight and compare different perspectives and viewpoints
- Learn a variety of communication strategies
- Deepen their understanding of language elements and their role in effective communication
- Respond critically to different types of texts (visual, oral and written)
- Identify and implement the most appropriate revision strategies in order to improve their work

Details about each course are available at <https://curriculum.gov.bc.ca/>

ENGLISH 8 (MEN--08--Y)

English Language Arts is a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.

The English 8 curriculum is designed to empower students to become thoughtful, ethical, and responsible citizens of a diverse society. As they explore texts, students come to understand the influences shaping Canadian society and the unique contribution of First Peoples to our country and province's heritage. Through the study of First Peoples texts and worldviews, students gain awareness of the historical and contemporary contexts of First Peoples, leading to mutual understanding and respect.

The English 8 curriculum allows students to explore the following 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--Y)

Social Studies draws on topics from many different areas. The Social Studies curriculum focuses on developing thinking skills through six major thinking concepts: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment.

In Social Studies, students will have the opportunity to explore and better understand their own identity, perspectives, and values as well as develop the competencies that encourage active, informed citizenship. They will develop the ability to think critically, consider different perspectives and ideas with an open mind, and disagree respectfully with those who have different opinions or points of view.

The Social Studies 8 curriculum allows students to explore the following 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--Y)

The Math curriculum provides students with the opportunities to observe, learn and engage in mathematical thinking. Students will develop mathematical values and habits of mind, which go beyond numbers and symbols. These habits of mind help connect, create, communicate, visualize, reason, and solve problems. In Math 8, students will continue to develop perseverance and confidence to apply mathematical thinking in various abstract and concrete contexts. They will use flexible, effective and accurate strategies to analyze and solve complex problems.

The Math 8 curriculum allows students to explore the following 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--Y)

The Science curriculum includes content from biology, chemistry, physics, and earth and space sciences. The curriculum gives students the opportunity to develop the skills, processes, attitudes, and scientific habits of mind that allow them to pursue their own inquiries using scientific methods. Using critical thinking, creative insight, and their current scientific knowledge, students collaborate, investigate, problem solve, communicate, innovate, discover, and increase their understanding of science through hands-on experience. Students have opportunities to develop personal and social awareness of their roles and responsibilities with respect to the environment. By cultivating an appreciation for the field of science, students can recognize opportunities to apply their knowledge in their everyday lives or contribute to science in their future careers.

The Science 8 curriculum allows students to explore the following 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--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. Physical education focuses on the development of physical literacy, which contributes to building the competence and confidence students will need to participate in a variety of activities and environments throughout their lives. Health education focuses on the development of knowledge, skills, attitudes, and beliefs related to health literacy and encompasses a number of important health and safety topics.

The PHE 8 curriculum allows students to explore the following 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.

CORE FRENCH 8 (MFR--08--Y)

The Core French 8 curriculum provides students an opportunity to engage in learning experiences through which they can become proficient users of French, gain new perspectives, and engage with Francophone communities. All levels of French will incorporate the four essential skills of listening, speaking, reading and writing at steadily increasing levels of complexity. Some of the goals of this area of learning are that students will: communicate with purpose and confidence in French, appreciate the interconnectedness of language and culture, and understand the educational, travel, and career opportunities that learning an additional language offers.

The Core French 8 curriculum allows students to explore the following BIG IDEAS:

- Listening and viewing with intent deepens out understanding of French.
- We can express ourselves and talk about the world around us in French.
- With increased fluency in French, we can participate more actively in reciprocal interactions.
- Stories allow us to communicate ideas in a meaningful way.
- Creative works allow us to experience culture in an authentic way.
- Acquiring a new language and learning about another culture deepen our understanding of our own language and culture.

CAREER EDUCATION 8 (MCE—08--Y)

Career Education offers students many opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities, post-graduation options, and career and life path possibilities. Students discover that careers are not simply occupational destinations but a journey that involves lifelong planning and learning.

The Career Education 8 curriculum focuses primarily on personal development, connections to community, and life and career plans. Students will explore concepts such as identity, leadership, personal planning, and transferable skills. Students will also develop curricular competencies in relation to self-awareness, working with others (collaboration and communication), career knowledge and awareness, and career planning.

In grade 8, the Career Education curriculum will be included as a module in the rotation block. This is a required area of learning.

ELECTIVE PACKAGE 8 (XLDCD08)

The Elective Package in grade 8 combines courses from two areas of learning: Applied Design, Skills, and Technologies (ADST) and Arts Education. In 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. The Arts Education curricula promotes the arts as a means of self-expression and understanding of identity, and as a place in which to connect with artists, art processes, artwork and arts learning in one's own community.

Students will have a short introduction to a variety of courses that may include Computational Thinking, Digital Literacy, Food Studies, Robotics, Woodwork, Visual Arts, Drama, Aboriginal Learnings and Dance.

BAND 8 (XBA-08CBA)

Band 8 is an introductory music course open to all students. This course provides students with the opportunity to interact with sound, simultaneously engaging mind, body, and spirit. Through creating, performing, and listening to music, students experience the ways in which music evokes and conveys thoughts, images, and feelings. Band 8 allows students to develop literacy in music, including familiarity with the conventions of written music. Students explore a variety of music genres including pop, traditional, and jazz. Please note that students enrolled in Band participate in several performances throughout the year.