



**Course Selection Guide Grades 8-9
2018-2019**

“Home of the Islanders”

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MISSION STATEMENT

Our school provides learning opportunities enabling students and staff to achieve personal excellence and pursue their passions in an inclusive, supportive, and respectful environment. We educate students by teaching skills and modeling attitudes needed to become successful lifelong learners and responsible, caring school and global citizens. Our school honours dignity, purpose, and options for all.



Notre école offre des opportunités d'apprentissage permettant aux élèves et aux enseignants d'atteindre leur plein potentiel et de poursuivre leurs passions et leur apprentissage à long terme dans un milieu intégré, positif et respectueux. Notre enseignement inclut l'acquisition des connaissances ainsi que le modèle des comportements nécessaires au développement d'individus respectueux, responsables et attentionnés, aussi bien sur le plan scolaire que social. Notre école fait honneur à la dignité, aux choix et aux buts de tous et toutes.

Mr. Geoff Steel
Principal

Ms. Ricki Bartlett
Vice – Principal

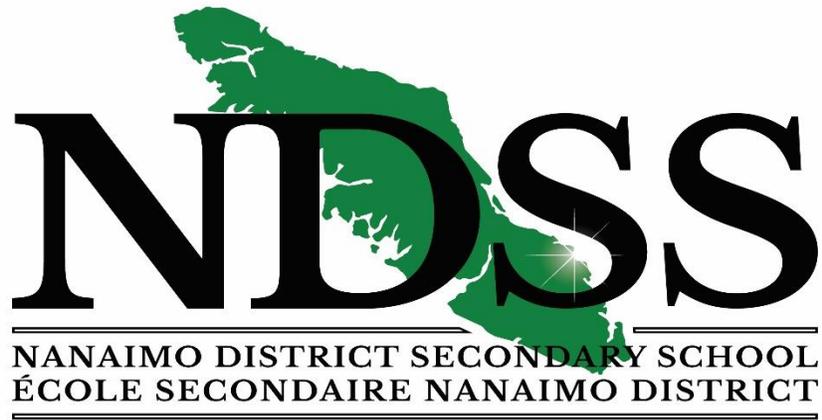
Mr. Stacy Marusic
Vice – Principal

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.

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Grade 8 and 9 Course Planning

Each Grade 8 and 9 student is required to take the following courses:

English 8 Program	English 9 Program	French Immersion 8 Program	French Immersion 9 Program
English 8	English 9	English 8	English 9
Socials Studies 8	Social Studies 9	Sciences Humaines 8	Sciences Humaines 9
Math 8	Math 9	Mathématiques 8	Mathématiques 9
Science 8	Science 9	Sciences 8	Sciences 9
Physical & Health Education 8	Physical & Health Education 9	Physical & Health Education 8	Physical & Health Education 9
A Language 8	Elective 9	Français Langue 8	Français Langue 9
Elective 8	Elective 9	Elective 8	Elective 9
Elective 8	Elective 9	Elective 8	Elective 9

Course Offered Outside Of The Timetable

Jazz Band 8 (this is a yearlong course)

Elective Courses Grade 8

Beginner Concert Band 8	Languages
Advanced Concert Band 8	French 8
Elective Rotation 8	Hul'q'umi'num 8

Elective Courses Grade 9

Applied Skills Programs	Visual and Performing Arts Programs	Language Programs
Drafting 9	Concert Band 9	French 9
Mechanics 9	Instrumental Jazz 9	Spanish 9
Textiles 9	Contemporary Music 9	Hul'q'umi'num 9
Foods and Nutrition 9	Dance 9	Note: Students are encouraged to take a second language as an elective to keep as many post-secondary choices open as possible
Information Technology 9	Drama 9	
Metalwork 9	Art Studio 9	
Wilderness 9	Musical Theatre 9	
Woodworking 9	Art Studio 9	
	Pottery 9	

Special Programs

Application Required – See NDSS Website

Hockey Academy	Lacrosse Academy	Soccer Academy	Beach Volleyball
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ENGLISH

The guiding principles of this department are centered on the concept that the communication skills of listening, speaking, reading, and writing are at the core of the educational process. Further to this, through the study of literature comes the awareness and understanding of our cultures. Thus the fundamental objectives of the English program may be stated as follows:

1. To develop each student in the skills of listening, reading, speaking, and writing.
2. To enhance the capacity of the student for thinking both critically and imaginatively.
3. To foster an appreciation of the English language and its literature.
4. To provide an opportunity through literature for examining values by which to live.

ENGLISH 8

This course focuses on writing, language and organizational skills. Topics will include composition skills (with an emphasis on sentence structure), paragraphs and the writing process, grammar (emphasizing the parts of speech and vocabulary expansion), and literature, including the study of novels, short stories, and poetry (with a focus on literary devices, the elements of a story, and literal comprehension). Students will also work on developing listening and speaking skills (which includes the preparation and delivery of oral presentations).

ENGLISH 9

This course will extend the process started in English 8. Compositions will include writing for a range of purposes, and students will begin to develop longer, multi-paragraph compositions. Students will continue to expand vocabulary, and grammar will remain a focus. Students will begin to interact with literature at the inferential level as they study novels, short stories, and poetry (with a continued focus on literary devices). There will be a continued emphasis on listening and speaking skills.

SOCIAL STUDIES



Social Studies focuses on the use of historical thinking while examining the “Big Ideas” during a particular time frame. The historical thinking concepts include: significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgment.

SOCIAL STUDIES 8 – 600 to 1750

This course focuses on the following Big Ideas:

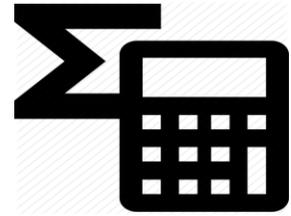
- Contact and conflicts between people caused cultural, social, and political change.
- Human and environmental factors cause changes in population and living standards.
- Exploration and colonization have different consequences for different groups.
- Changing ideas about the world created tension between those who wanted to adopt new ideas and those who wanted to preserve tradition.

SOCIAL STUDIES 9 – 1750 to 1919

This course focuses on the following Big Ideas:

- New ideas influenced societies and events.
- The physical environment influences political, social, and economic change.
- National identity can change over time.
- Differences in power alter the balance between individuals and between societies.

MATHEMATICS



The Mathematics curriculum includes five Big Ideas per grade that encompass the four strands of mathematics: number, patterns and relations, spatial sense, and statistics and probability.

MATHEMATICS 8

Big Ideas:

1. Numbers represent, describe, and compare the quantities of ratios, rates, and percentages.
2. Computational fluency and flexibility extends to operations with fractions.
3. Discrete linear relationships can be represented in many connected ways and used to identify and make generalizations.
4. The relationship between surface area and volume of 3D objects can be used to describe, measure and compare spatial relationships.
5. Analyzing data by determining averages is one way to make sense of large data sets and enables us to compare and interpret.

Upon completion of Math 8, students will enroll in Math 9.

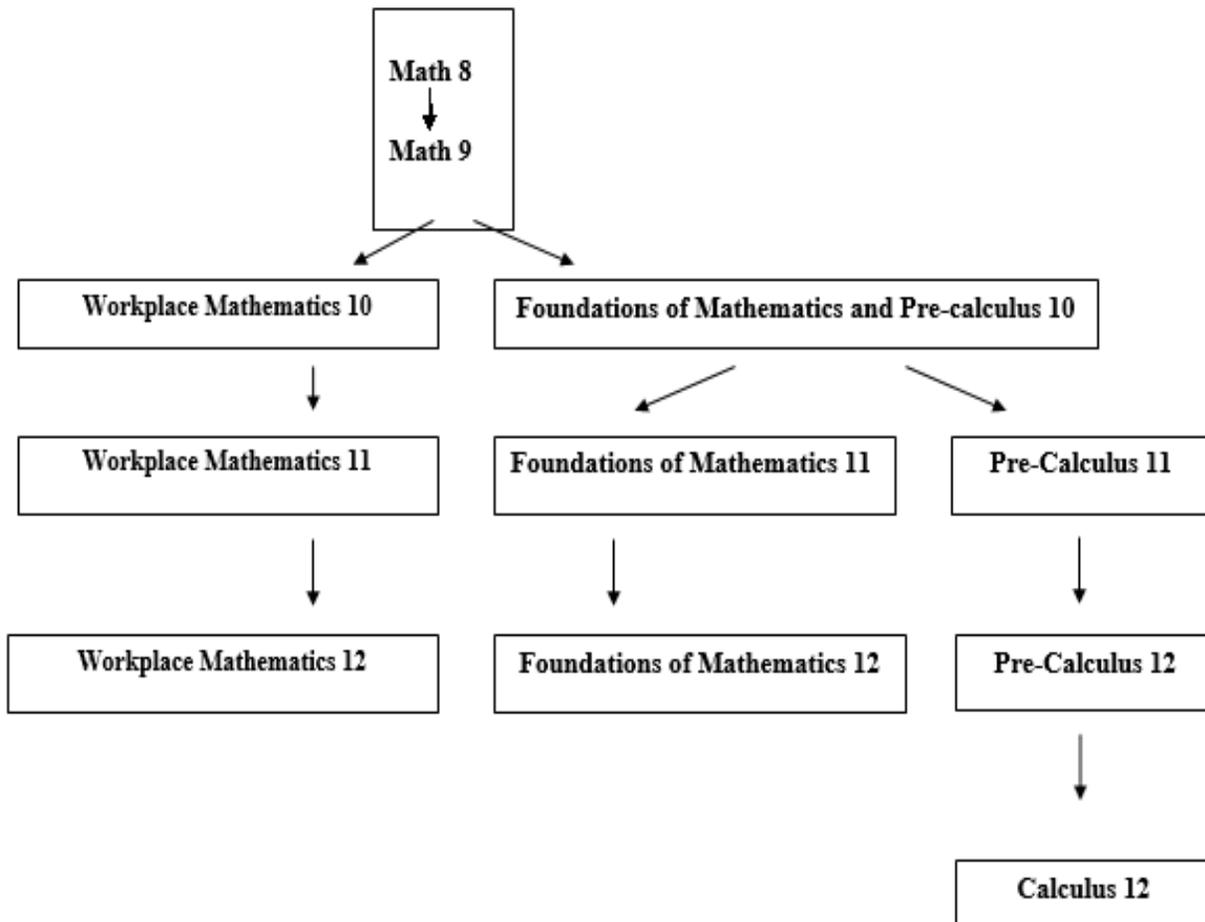
MATHEMATICS 9

Big Ideas:

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

Upon completion of Math 9, students will enroll in either Grade 10 Foundations and Pre-Calculus or Workplace Mathematics. See pathways description below.

PATHWAYS: The goals of all three pathways are to provide prerequisite attitudes, knowledge, skills and understanding for specific post-secondary programs or direct entry into the workforce. All three pathways provide students with mathematical understanding and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among pathways. When choosing a pathway, students should consider their current interests, along with their future career choices. If undecided, students in Math 10 may consider taking BOTH Workplace Math 10 and Foundations Pre-Calculus 10. Students are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.



SCIENCE

SCIENCE 8

Science 8 is a general science course introducing students to the following topics:

- Cells as the basic unit of life.
- The kinetic molecular theory and the theory of the atom explain the behaviour of matter.
- Energy transfers as both a particle and a wave.
- The theory of plate tectonics is the unifying theory that explains earth's geological processes.

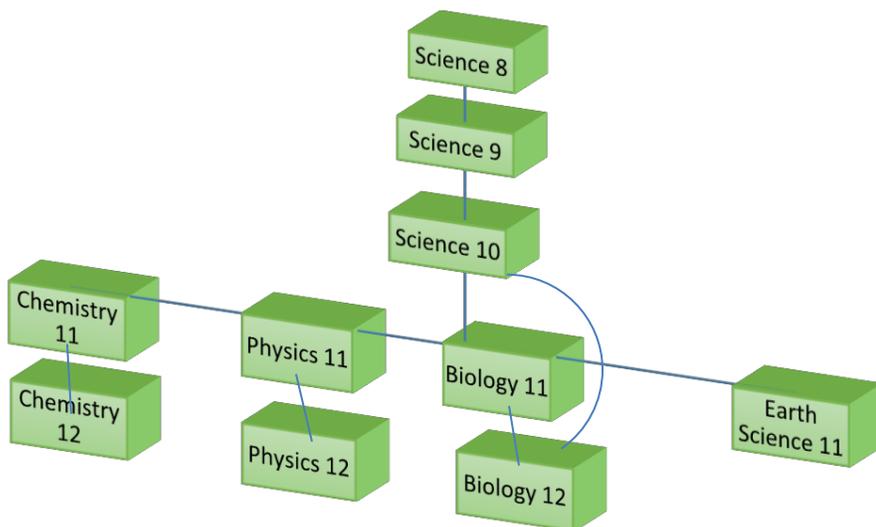
Lab activities and reports are an integral part of Science 8 involving questioning and predicting, planning and conducting, processing and analyzing data and information and evaluating.

SCIENCE 9

Science 9 is a general science course introducing students to the following topics:

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

Students are expected to further develop their skills in report writing, experimentation and critical thinking. This involves questioning and predicting, planning and conducting, processing and analyzing data and information, and evaluating.



PHYSICAL EDUCATION



PHYSICAL AND HEALTH EDUCATION 8 (CO-ED)

PHYSICAL AND HEALTH EDUCATION 9 (BOYS)

PHYSICAL AND HEALTH EDUCATION 9 (GIRLS)

The aim of Physical and Health Education 8 and 9 is to enable all students to develop the knowledge, movement skills, and positive attitudes and behaviours that contribute to an active and healthy lifestyle. The Nanaimo District Secondary School Physical and Health Education Program provides opportunities to be physically active and to develop an appreciation and enjoyment of a variety of activities.

The main focuses of Physical and Health Education are:

- Daily participation in a variety of physical activities
- A goal of lifelong active participation
- Creating healthy choices
- Creating healthy relationships

In addition to regular activity, Physical and Health Education also focuses on a set of Curricular Competencies including Physical Literacy, Healthy and Active Living, Social and Community Health, and Mental Well-being.

PHYSICAL EDUCATION CO-ED 8 (BASKETBALL FOCUS)

Are you planning to try out for the Grade 8 boys' or Grade 8 girls' basketball team at NDSS? If so then this is the course for you. Basketball-focused physical education will push you to become a better basketball player by improving and developing your basketball skills and movements. This course will involve **additional fitness**, sport specific training, and will be **more competitive in nature** than a regular physical education class.

PHYSICAL EDUCATION CO-ED 9/10 (BASKETBALL FOCUS)

Are you planning to try out for the Grade 8 boys' or Grade 8 girls' basketball team at NDSS? If so then this is the course for you. Basketball-focused physical education will push you to become a better basketball player by improving and developing your basketball skills and movements. This course will involve **additional fitness**, sport specific training, and will be **more competitive in nature** than a regular physical education class.

SPORTS ACADEMIES



RETURNING ACADEMY APPLICATIONS ARE DUE MARCH 2, 2018. NEW APPLICATIONS ARE DUE MARCH 16, 2018. EACH TO BE ACCOMPANIED WITH \$100 DEPOSIT. CHEQUES PAYABLE TO SD68.

NDSS FIELD LACROSSE ACADEMY 8-10

The NDSS Field Lacrosse Academy is a year-long Program of Choice designed to provide aspiring lacrosse players greater choice in meeting their learning goals and graduation requirements while offering the opportunity to further develop and refine their lacrosse-related skills. The academy will offer student athletes a high performance lacrosse program focused on further developing their abilities including individual fundamental skills, offensive & defensive team strategies, competitive preparation, strength & conditioning and mental toughness. Emphasis is placed on developing the skills and abilities of the student athlete.

Registration must be accompanied by an application. There is a required course fee of \$600 (females) \$800 (returning students) and \$1000 (new registrants) per year.

HOCKEY ACADEMY 8-9

The Hockey Academy is designed to provide additional training for minor hockey-aged players by focusing on individual skill development as part of a regular academic program. The program is open to keen students who wish to improve their individual skills and maximize their potential on and off the ice. The program is connected to Hockey Canada Skills Academy standards and the students are on the ice three times a week with two days of class instruction on areas such as nutrition, fitness, cross-training and mental imagery training. Hockey Canada supports academies that maximize the arena facility used during weekday hours. Students should be participating in hockey in the community. Strong academic performance is emphasized throughout the student's development. **Registration must be accompanied by an application. There is a required course fee of \$800 per semester.**

SOCCER ACADEMY 8-9 (First Semester)

This course is designed for keen soccer players who have the desire and commitment to develop their soccer skills and knowledge in an educational setting, as part of their regular academic program. Registrants must be participating in youth soccer at the club level or above. The focus of the course is individual development rather than inter-school competition. For many, this developmental program will enhance their opportunity to take their game beyond high school or youth soccer to the college or university level. Strong academic performance is emphasized throughout the student's development. **Registration must be accompanied by an application; there is a course fee of \$400 per semester.**

BEACH VOLLEYBALL ACADEMY 8-9 (Second Semester)

The Beach Volleyball Academy will focus on both technical and tactical skill development of individual athletes in the sport of beach volleyball. It will be open to students of all ability levels who wish to participate. This is a great way for all students interested in high performance training in beach volleyball as students will train and compete against students of the same ability level. This program is fully endorsed by Volleyball BC. Students will participate in beach training and also in indoor volleyball training, weight lifting and classroom sessions focused on the sport of beach volleyball. Strong academic performance is emphasized throughout the student's development. **Registration must be accompanied by an application. There is a required course fee of \$800 per semester.**

FOUNDATION COURSES

FRENCH IMMERSION



Late French Immersion

The Late French Immersion program provides students with an education equivalent to that which is available in the English language program, while providing opportunities to acquire a high level of proficiency in French. By the end of Grade 8, students should be at an equivalent level of French as those students who started in an Early French Immersion program. Late French Immersion Grade 8 students will be kept together as a cohort for all of their French Immersion courses in order to provide the opportunities necessary to achieve this level of language proficiency by the end of Grade 8.

Le programme d'immersion tardive en français offre aux élèves une éducation équivalente à celle offerte dans le programme d'anglais, tout en offrant des possibilités d'acquérir un niveau élevé de compétence en français. À la fin de la 8e année, les élèves devraient avoir un niveau de français équivalent à celui des élèves en immersion française précoce. Les élèves de 8e année en immersion française tardive seront gardés ensemble en tant que cohorte pour tous leurs cours d'immersion en français afin de fournir les occasions nécessaires pour atteindre ce niveau de compétence linguistique d'ici la fin de la 8e année.

Students must take the following courses in French:

Français langue - Sciences humaines – Sciences - Mathématiques

SCIENCES HUMAINES 8

SS 8 imm Grandes idées (600-1750)

- Contacts et conflits entre différentes populations qui ont stimulé un changement important dans les domaines culturels, sociaux et politiques
- Facteurs humains et environnementaux qui ont contribué aux changements

de populations et standards de vie

- Les conséquences de l'exploration, de la croissance et de la colonisation sur différents groupes
- Le changement d'idées vis à vis du monde qui a créé de la tension entre les populations humaines qui voulaient adopter ces nouvelles idées et celles qui voulaient préserver leurs traditions

SCIENCES HUMAINES 9

SS 9 imm Grandes idées (1750-1919)

- L'influence profonde des idées émergentes et idéologiques sur les sociétés et les événements
- L'influence de l'environnement physique sur la nature des changements politiques, sociaux et économiques.
- La construction de l'identité collective et son changement à travers le temps
- Les différences de pouvoir changent l'équilibre des rapports entre individus et entre sociétés

MATHÉMATIQUES 8

Grandes idées :

- Les nombres servent à représenter, décrire et comparer les quantités qui interviennent dans les rapports, les taux et les pourcentages.
- L'habileté à effectuer des calculs et la facilité à manipuler les nombres s'appliquent aux opérations sur des fractions.
- On peut représenter les relations linéaires discrètes de plusieurs manières équivalentes et les utiliser pour reconnaître et faire des généralisations.
- La relation entre l'aire et le volume des solides géométriques peut servir à décrire, à mesurer et à comparer des relations géométriques.
- L'analyse de données, comme faire une moyenne, est un moyen de représenter de grands ensembles de données et nous permet de faire des comparaisons et des interprétations.

MATHÉMATIQUES 9

Grandes idées :

- Les principes et les processus des opérations sur les nombres s'appliquent également
- aux opérations algébriques et on peut les décrire et les analyser.
- L'habileté à effectuer des calculs et la facilité à manipuler les nombres s'appliquent aux opérations avec des nombres rationnels.

- On peut reconnaître et représenter les relations linéaires continues de plusieurs manières équivalentes pour reconnaître les régularités et pour faire des généralisations.
- Des figures géométriques semblables sont caractérisées par des relations de proportionnalité que l'on peut décrire, mesurer et comparer.
- L'analyse de la validité, de la fiabilité et de la représentation des **données** nous permet de faire des comparaisons et des interprétations.

SCIENCES 8

Ce cours d'introduction en Sciences comprend les thèmes suivants: sciences de la vie (la cellule, les micro-organismes et le système de défense de l'organisme), sciences physiques (la théorie cinétique moléculaire, la théorie atomique et la dualité onde-particules), sciences de la terre (la théorie de la tectonique des plaques).

Une emphase particulière est placée sur les processus scientifiques et plus particulièrement sur l'utilisation de la méthode scientifique.

SCIENCES 9

Ce cours de Sciences générale suit les objectifs du programme qui sont prescrits par le ministère de l'éducation : les sciences physiques (l'atome, les éléments et leurs propriétés, les composés, l'électricité), les sciences de la vie (la reproduction asexuée et sexuée), les sciences de la Terre (écologie et l'interdépendance entre la biosphère, géosphère, hydrosphère et atmosphère). L'élève sera appelé à développer des techniques d'enquête en utilisant la méthode scientifique.

FRANÇAIS LANGUE - (Immersion) 8

Le but du programme de Français langue seconde en immersion est d'offrir à l'élève l'occasion d'acquérir la compétence langagière nécessaire en français pour pouvoir interagir avec confiance dans les milieux où cette langue est parlée et valorisée.

Grandes idées:

- Le choix du langage verbal et non-verbal véhicule les intentions du locuteur.
- La sensibilisation aux valeurs véhiculées dans les textes a pour effet une meilleure compréhension du contenu culturel.
- Approfondir la compréhension d'un texte requiert d'en dégager les informations implicites et explicites.
- Le destinataire, en organisant ses idées et en s'appuyant sur des sources diverses, soutient son point de vue et influence le destinataire.
- La littérature, prise dans son contexte, contribue à faire évoluer sa perception d'une société.

FRANÇAIS LANGUE (Immersion) 9

Le but du programme de Français langue seconde en immersion est d'offrir à l'élève l'occasion d'acquérir la compétence langagière nécessaire en français pour pouvoir interagir avec confiance dans les milieux où cette langue est parlée et valorisée.

Grandes idées:

- Enrichir sa communication dans une langue contribue à se définir et à affirmer sa pensée.
- La langue est un outil culturel, fil conducteur de connaissances et de valeurs.
- L'étude d'un texte à différents niveaux permet d'en faire ressortir les divers sens.
- La littérature reflète la réalité de la société de l'époque et ses interrogations.

FRANÇAIS LANGUE (FRANCOPHONE) 8 AND 9



Le cours de Français Langue Première vise l'élève francophone. Par l'entremise des trois principaux volets du programme, soit la communication, la culture et l'affirmation de soi, le cours de Français Langue Première aide l'étudiant francophone à mieux connaître la diversité de la Francophonie, à se placer dans son milieu en tant que Franco-Colombien et à devenir citoyen fier et à part entière. Les étudiants francophones sont groupés ensemble pour leur cours de français langue et de sciences humaines et intégrés avec les étudiants d'immersion pour les cours de mathématiques et de sciences naturelles.

ELECTIVE ROTATION 8

Every grade 8 student will sample each elective offered below in a scheduled rotation in a combination of semester one and two:

COMPUTER SKILLS 8

This introductory course provides students with touch keyboarding skills, internet safety policies and some use of Microsoft Word. Students develop presentation skills using some or all of the following programs: PowerPoint, NVU (Web Publishing), Google Sketch-Up (3D drawing) and Fireworks.

FOODS AND NUTRITION 8

This course covers information in planning and preparation for nutrition, kitchen safety and basic food preparation. Students will produce a variety of food items such as muffins, biscuits and pizza.

METAL WORK 8

This course provides basic instruction in the use of standard metalwork hand tools as well as CNC milling machines, and CNC lathes. Students will produce CAD drawings and draw practical projects.

TEXTILES 8

This course introduces students to the basic methods and skills required to sew a simple garment. This hands-on course will have students actively engaged in project-based work. The design process will include ideation and pattern design to create and complete a textiles project.

WOODWORK 8

This course will introduce students to basic woodworking techniques including the use of power tools, hand tools and safety rules. In order to practice their skills, students will produce several projects selected on the basis of function and student interest.

DRAFTING 8

This course provides instruction into the basics of drafting. Students will use both hand-drawing and drafting software while covering topics such as isometric drawings, orthogonal drawings and general drafting principles.

SURVIVAL SKILLS 8

Students will be introduced to a variety of information and skills about our outdoors that is an introduction to the West Coast Wilderness Course that is offered in grades 9-12. Students will examine wildlife and national parks found in B.C. and the rest of Canada and also evaluate the importance of developing a conservation ethic to preserve wildlife. Students will also develop skills in outdoor experiences that will allow them to develop a relationship to nature and to identify the skills needed to survive in the wilderness.

VISUAL ARTS 8

Visual Arts 8 introduces the elements and principles of design as the building blocks of art and media. Students will explore image development methods and artistic expression in traditional, contemporary and cultural forms. The focus of the course is to develop a basic understanding of options for personal expression through an exploration of art mediums, processes and methods, and techniques and skills.

PHOTOGRAPHY 8

This introductory course familiarizes students with the practical skills of operating a camera with a significant focus on the elements and principles of design as they relate to visual imagery. Students will learn how to plan, prepare, and compose artful and compelling photographs. This is a fun and challenging course with an emphasis on camera exposure, depth of field, special effects photography and portraits. Students will learn about various applications and programs used for editing their photographs.

POTTERY 8

Pottery 8 is an introductory course in which students will create three dimensional pieces using clay hand building techniques. Both functional and sculptural ware will be explored and an emphasis will be placed on developing an understanding of the elements and principles of design.

DRAMA 8

Drama 8 is an introductory course where students learn to work collaboratively as they learn the basics of tableau, improvisation, choral theatre, and storytelling, both through individual and collective expression. Students will build trust and confidence while learning the unique language of this form.

DANCE 8

Dance 8 introduces students to a number of dance styles while learning that growth as a dancer requires risk taking, patience, and working with others.

MUSIC

MUSIC 8 & 9 – CONCERT BAND

There are two choices for Band 8:

1. Experienced - those who have a competent level on their instrument of choice.
2. Beginner - those who have little or no experience on their instrument of choice.

If there is sufficient enrollment, there will be two separate classes. There are limited (auditioned) spots for drummers and bass players; there are no piano or guitar spaces available in Music 8. **Instruments include:** flute, clarinet, alto/tenor/baritone saxophone, trumpet, baritone trombone, and tuba.

NOTE: On your course selection sheet please indicate your level of band experience. (i.e. Experienced or Beginner) and instrument preference. Beginning students are asked to rank their top three instruments of choice with the understanding that flexibility may be required (trombone, baritone and tuba players are needed). Some instruments are available through the school subject to availability.

MUSIC 8 & 9 – INSTRUMENTAL JAZZ

The Jazz program consists of students from grades 8 through 12. Jazz ensemble members will have ample opportunity to learn improvisation using mainly senior charts with multiple performances and festivals throughout the year. The class meets two days a week after school from 3:15 to 4:15 p.m. Days and times to be determined.

MUSIC 9 – CONTEMPORARY MUSIC

This course is open to all students and provides an excellent opportunity for entry to a course in music at any level of ability. This course will explore music genres from a broad spectrum of social, cultural, and current trends. World and cultural influences and social traditions will be explored to discover how music is shaped and influenced. Students will be engaged in music appreciation activities to explore various composers including a Canadian and Aboriginal repertoire. No prior musical experience is necessary, just a love of music.

VISUAL AND PERFORMING ARTS 9

Arts Education 9 courses are 4 credits and last a full semester. The Big Ideas contained in these course offerings focus on identity and personal expression, creating and communicating, social development through perception and connection to others and the world around us, as well as self-reflection. “Identity is explored, expressed, and impacted through arts experiences. The arts provide opportunity to gain insights into the perspectives and experiences of people from a variety of times, places, and cultures. Creative arts experiences can build community, and nurture relationships with others, and dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.” Students in these courses are encouraged to participate in performances, public exhibitions, and concerts.

VISUAL ARTS 9 – ARTS STUDIO

Visual Arts 9 is an introductory studio art course that offers students the opportunity to be expressive and explorative in creating 2D and 3D art using a variety of mediums, methods, image development strategies, design elements, and design principles. The course focus is on the foundations of art through drawing, painting, media, and sculpture. A sketchbook and art pencils will be required while other supplies are optional.

VISUAL ARTS 9 – POTTERY

Students will experience hand building, wheel potting, glazing, embellishing, and firing techniques. Both functional and sculptural ware will be explored and an emphasis will be placed on developing an understanding of the elements and principles of design.

DRAMA 9

This course provides opportunities for students to build confidence, community, relationships, and communication skills while exploring dramatic forms (tableau, improvisation, and storytelling) and techniques. Material from a wide range of sources and cultures will be examined. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

DANCE 9

Students will be introduced to a variety of dance forms and can expect to improve in strength, flexibility, stamina, and coordination in addition to building confidence. This course is designed for beginner to intermediate dancers, however modifications in difficulty levels will be made for more advanced students. No previous experience is necessary.

MUSICAL THEATRE DANCE 9

Designed to support the musical theatre program, students in this class will learn what it takes to be a *triple threat*. Students will learn real-world audition skills and have an opportunity to audition for available roles. Once the show is cast, students will be expected to participate in all rehearsals (including extra-curricular hours) which lead to the culmination of the yearly musical performed at the Port Theatre. While leadership during choreography rehearsals is essential, students will also be expected to demonstrate enthusiasm for, and effort in all areas, regardless of experience.

Elective Course Offerings

LANGUAGE PROGRAMS



FRENCH 8:

Develop communication skills in the language, and an appreciation of the culture of French-speaking countries throughout the world. New language structures and vocabulary are explored through themes and projects. Listening and speaking skills are developed through class activities, which relate to the themes. Students are expected to participate in these activities, which include role playing, dialogue development, games and other language presentation. Students will also practice and master reading and writing activities appropriate to their level. Evaluation in French is based on a combination of oral and listening activities, reading comprehension, written assignments and projects, as well as tests.

HUL'Q'UMI'NUM 8

The aim of this First Nation language course is to develop some basic comprehension of the Hul'q'umi'num Coast Salish language and culture. It is expected that students will acquire basic communication skills in the Hul'q'umi'num 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'q'umi'num is accepted as a second language.

FRENCH 9

French 9 continues to build on skills developed in French 8 with an emphasis on the four main areas of writing, reading, speaking, and listening. Students will also continue to develop an appreciation of the culture of French-speaking countries throughout the world. New language structures and vocabulary are explored through themes and projects. Listening and speaking skills are developed through class activities, which relate to the themes. Students are expected to participate in these activities, which include role playing, dialogue development, games and other language presentation. Students will also practice and master reading and writing activities appropriate to their level. Evaluation in French is based on a combination of oral and listening activities, reading comprehension, written assignments and projects, as well as tests.

Although French 9 is optional, it should be considered as a core subject for students with post-secondary goals. This applies especially to students who are planning to enter a university, or a profession that requires knowledge of both of Canada's official languages.

SPANISH 9

Texts: *Juntos Uno* and selected readings.

This course offers a strong four-skill learning approach. Listening, speaking, reading and writing are presented through a series of lessons and activities which are written in a conversational manner to aid oral proficiency and communicative competency. Vocabulary is presented thematically and emphasizes practical topics. At the same time, varied cultural materials help students to appreciate Spanish-speaking peoples throughout the world.

HUL'Q'UMI'NUM 9

The aim of this First Nation language course is to develop some basic comprehension of the Hul'q'umi'num Coast Salish language and culture. It is expected that students will acquire basic communication skills in the Hul'q'umi'num 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'q'umi'num is accepted as a second language.

APPLIED SKILLS PROGRAMS

INFORMATION TECHNOLOGY 9

Information Technology 9 through 12, incorporates but is not limited to, Information Technology, Digital Media Studies, Animation and Keyboarding. Through these courses, students will complete assignments which will help them to build on their existing skillset. Students begin at whichever point they are most comfortable starting at; meaning not only that students who have no background or experience with computers will be able to get involved and develop foundational skills, but also that more advanced students will be challenged.

Course-based topics may include but are not limited to:

- 2-D animation (Flash)
- Game development (Scratch, Flash, Java, Stencyl, Unity)
- Proper Homepage construction for the internet (HTML and XHTML, NVU and Dream Weaver)
- Digital picture editing and graphics for web environments (Fireworks & Photoshop)
- 3-D computer animation (Sketchup, ED Max, Adobe Premier, Blender, Maya) and 3-D printing
- Microsoft applications (Word, Excel, PowerPoint, Access)
- Multi-media production (PowerPoint), Video Production (Windows Movie Maker & Adobe Premier), Digital Sound Editing (Soundbooth, Adobe Audition) and Composition of DVD menus and Publishing to DVDs (Adobe Encore) and online
- Computer Programming – Visual Basic, Flash Java Scripting
- Drawing – Adobe Illustrator
- Keyboarding

Students who have skills in a particular area also have the option of meeting the course requirements through projects that they develop. Students who select this option will propose and plan what their project will be and also co-develop how it will be assessed with the teacher. Previous projects have included games, games mods, 3D models and other animation projects. This flexible option will allow students to develop skills and create digital products that are most interesting and relevant to them.

As a final option, students may switch from a course-based approach to a project-based approach during a course. Ideally, as students develop their skills they may choose to apply those skills in a project of their choosing. These courses are constantly evolving and new ideas are routinely accepted and incorporated.

DRAFTING 9

Students will be taught the basics of the world's most powerful Computer Aided Drafting (CAD) program. They will complete drawing with an emphasis on two-dimension. The student's final project will also involve the basics in architectural design. Areas of technical drawing will be covered, with emphasis on drafting skills and techniques with instruments. Autocad Design 9 is a suggested pre-requisite for Drafting & Design 10.

POWER TECHNOLOGY 9

Power Mechanics 9 is designed for students who want to learn about engines, how they work, how to repair them, and how to keep them running smoothly. Students taking PM will learn how small engine mechanics is related to Auto Mechanics and will gain a basic understanding of the automobile engine, automobile systems and related tools and machines. Students will complete a series of four-stroke engine worksheets to disassemble a school engine, learn how the parts work, then reassemble and run the engine. Students will have approximately 40% classroom theory work and 60% hands-on shop time to work on the school engines. After successful rebuilding and running of the engine, students may work on projects of their own choice such as lawnmower engines, motorcycles, or outboard motors. Students are expected to arrive on time, ready to work and prepared to learn. If time permits, other projects may include flight plans, bridge building, CO₂ cars, and solid fuel rockets. Power Mechanics 9/10 is recommended before taking Auto Mechanics 11/12.

METALWORK 9

This introductory course in metalwork allows students to develop skills in the use of most metalwork tools and machines. Safety awareness and good work habits will be stressed. Students will be assigned several basic projects and will have the opportunity to design and build their own projects.

WOODWORK 9

This introductory course in woodworking allows students to develop skills in the use of most woodworking tools and machines. Safety awareness and good work habits will be stressed. Students will be assigned several basic projects and will also have the opportunity to design and build their own projects.

FOOD STUDIES 9

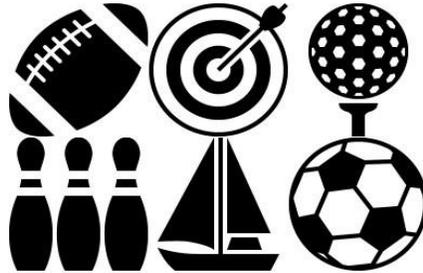
The theoretical aspects of this course emphasize safety and sanitary practices, development of consumer skills, and nutrition knowledge. Students will learn how to use and adapt ingredients, techniques, and equipment. As well, students will learn about First Nations traditional food use. The practical aspects cover all of the basic techniques required to plan for, and produce a variety of balanced and nutritious meals and snacks. Food preparation can include breakfasts, lunches, dinners, pastries, and pizza.

TEXTILES 9

Students will build on the skills that they learned in Grade 8 textiles. After a refresher of basic sewing techniques, they will put their skills into practice on a variety of sewing projects, learning strategies for using and modifying simple patterns and studying natural and manufactured fibers. As well, students will learn about social factors that influence textile choice and the impact of these choices while studying the role of textiles in our local communities. As they advance, students will choose their own projects and design a textile item using the elements of design. This will be a fun, hands-on class, where students can put their creativity into action and create useable textile items for themselves.

WEST COAST WILDERNESS STUDIES (9-12) brings learning to life and connects students to the natural world around them. This course gives students the opportunity to learn through experiential education. Students are expected to develop confidence within themselves and gain practical knowledge of their surrounding environment here on Vancouver Island. A goal of this course is to equip students with life and safety skills that would allow them to become lifelong users of the outdoors. The course will include the following topics: fishing, animal identification and regulations, camping, water safety, post-secondary career options in the outdoors, geocaching, orientation, survival, and leadership activities. Students will have the opportunity to obtain the following certifications: C.O.R.E., Wilderness Focused First Aid, and BC Boating License/Pleasure Craft Operator Card as well as others.

NDSS ATHLETICS & ACTIVITIES



The Athletics Department at NDSS provides students with a variety of sports and activities. The emphasis of our athletic program is participation rather than extreme competitiveness. We encourage all students to get involved with as many activities as they feel they can handle without sacrificing their schoolwork. NDSS is lucky to have many different activities in which students may participate, and it is also complemented by a high quality, dedicated coaching staff. A few of the sports and activities that have been offered at NDSS include:

- Football
- Volleyball
- Track/Cross-country
- Soccer
- Swimming
- SAGA
- Badminton
- Student Council
- Basketball (winter and spring)
- Newspaper Club
- Global Watch
- Environmental Committee
- Homework Club

Homework Club runs for one hour after school. Days will be scheduled in the fall. The Homework Club has been a huge success for students who need extra time or extra help with their academic schoolwork.

Contact the school if you require further information about our clubs or activities:

Phone: 250-740-2000 Fax: 250-740-2020 Email: info.nd@sd68.bc.ca