



Course Selection Guide Grades 8-9  
**2024-2025**

“Home of the Islanders”

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**[www.myndss.ca](http://www.myndss.ca)**

# MISSION STATEMENT

Our school provides learning opportunities to enable 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, 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.

Ms. R. Bartlett  
Principal

Ms. E. Kemp  
Vice-Principal

Ms. S. Aitken  
Vice-Principal

Mr. J. Hasenauer  
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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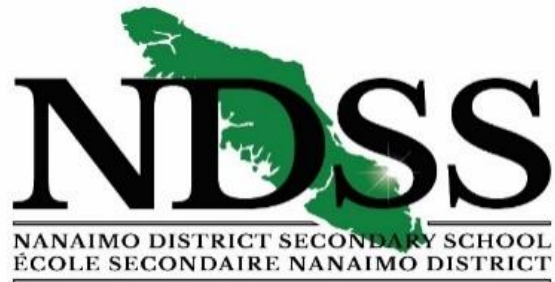
## Grade 8 and 9 Course Planning

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

<b>English 8 Program</b>	<b>English 9 Program</b>	<b>French Immersion 8 Program</b>	<b>French Immersion 9 Program</b>
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	PHE 9 or PHE 9(Basketball Focus)	Physical & Health Education 8	PHE 9 or PHE 9 (Basketball Focus)
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
Career Education 8	Career Education 9	Career Education 9	Career Education 9

## Course Offered Outside of The Timetable

**Jazz Band 8 (this is a yearlong course)**



## Elective Courses Grade 8

Electives	Languages
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	<b>Note: Students are encouraged to take a second language as an elective to keep as many post-secondary choices open as possible</b>
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 around 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:

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

### **ENGLISH 8 (MEN-08-S)**

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 (MEN-09-S)**

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 (MSS-08-S)**

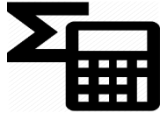
This course focuses on the following Big Ideas:

- 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 (MSS-09-S)**

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 (MMA-08-S)**

**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 including algebra and is 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.

### **MATHEMATICS 9 (MMA-09-S)**

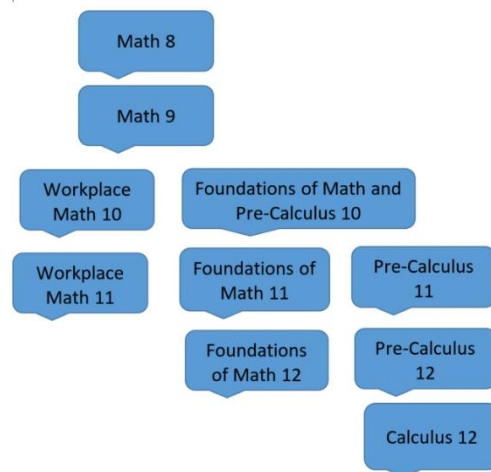
**Big Ideas:**

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.

For the following year 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 (MSC-08-S)

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 behavior 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.

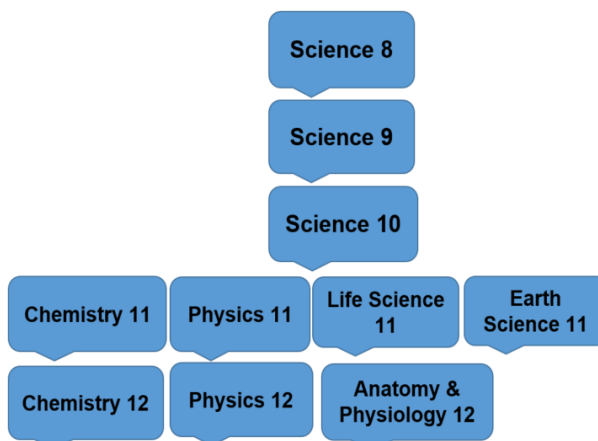
Lab activities and reports are an integral part of Science 8 involving questioning and predicting, planning and conducting, processing and analyzing data and information and evaluating.

### SCIENCE 9 (MSC-09-S)

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.



# CAREER EDUCATION

## **Career Education 8 (MCE-08-Y)**

Students reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued career-life development.

## **Career Education 9 (MCE-09-Y)**

Students continue to reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued career-life development.



# PHYSICAL & HEALTH EDUCATION

## **PHYSICAL AND HEALTH EDUCATION 8 & 9 (MPHE-08-S) & (MPHE-09-S)**

The aim of Physical and Health Education 8, 9 and 10 is to enable all students to develop the knowledge, movement skills, and positive attitudes and behaviors 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. Throughout the semester the Core Competencies (Communication, Thinking and Personal & Social Responsibility) are put into practice.

The Big Ideas of Physical and Health Education focus on the following Learning Standards:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well-being
- 

## **PHYSICAL AND HEALTH EDUCATION: BASKETBALL FOCUS 9 (MPHE-09BAS)**

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. Throughout the semester the Core Competencies (Communication, Thinking and Personal & Social Responsibility) are put into practice.

This course maintains its focus on the Big Ideas of Physical and Health Education:

- Physical Literacy
- Healthy and Active Living
- Social and Community Health
- Mental Well-being



## SPORTS ACADEMIES

**Re: NLPS Beach Volleyball Academy, NLPS Soccer Academy, Skills Canada Hockey Academy, NDSS Lacrosse Academy.**

All four sports academies located at NDSS are Nanaimo Ladysmith Public Schools Academies and follow the district guidelines for programs of choice. Students wishing to join an academy need to follow the district process. **Academies are distinct from the typical courses offered at NDSS and are not selected during course selection.** Please note the following process:

### **Sports Academy Courses**

Academies are distinct from other NDSS programming and spaces are allocated by lottery system at the District level: <https://www.sd68.bc.ca/programs/secondary-academies/>

### **Returning Academy Students**

Currently enrolled Academy students must re-commit to their program by March 1, 2024 if they wish to continue in that sport next school year. **\*NEW THIS YEAR\***: Two items must be completed to re-secure a spot, full payment of the 2024/2025 Academy Fees must be paid by March 1, 2024 in addition to completing the 'intent to return form' which can be found on the NDSS website. Payments are made through the on-line cashless system and completed forms emailed to:

[academiesndss@sd68.bc.ca](mailto:academiesndss@sd68.bc.ca)

### **Prospective Academy Students**

By March 1<sup>st</sup>, 2024, any students interested in applying to an NDSS Sports Academy for the 2024/2025 school year can follow the process outlined on the district website:

<https://www.sd68.bc.ca/programs/secondary-academies/>



## FOUNDATIONS COURSES FRENCH IMMERSION

Students **must** take the following courses in French Immersion in Grades 8 and 9:

Français langue seconde (immersion) - Sciences humaines – Sciences - Mathématiques

### **SCIENCES HUMAINES 8 (FSCHF08--S)**

Grandes idées :

- 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 (FSCHF09-S)**

Grandes idées:

- 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 (FMTHF08-S)**

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 (FMTHF09-S)**

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 (FSCF-08-S)**

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 (FSCF-09-S)**

Ce cours de Sciences 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 SECONDE : IMMERSION 8 (FFRAP08-S)**

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 SECONDE: IMMERSION 9 (FFRAL09-S)**

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.



Conseil scolaire  
francophone de la  
Colombie-Britannique

## PROGRAMME FRANCOPHONE 8 ET 9

Le programme francophone vise les élèves ayant droit qui répondent aux [conditions d'admission du CSF](#). La vision du CSF est de promouvoir la collaboration, l'innovation et l'engagement pour la réussite de tous les apprenants dans un milieu francophone. Notre mission est d'inspirer une communauté d'apprenants par une éducation innovante, une culture francophone vivante et partagée ainsi que par l'acquisition d'habiletés essentielles de vie et d'avenir. Par l'entremise des trois principaux volets du programme, soit la communication, la culture et l'affirmation de soi, le programme francophone aide l'étudiant à mieux connaître la diversité de la Francophonie, à se positionner dans son milieu en tant que Franco-Colombien et à devenir un citoyen fier et à part entière. Les étudiants francophones sont groupés ensemble pour leur cours de français langue première, mathématiques et de sciences humaines et ils sont intégrés avec les étudiants d'immersion pour les cours de sciences naturelles.

### FRANÇAIS LANGUE PREMIÈRE 8 (FFRAP08-PS)

Grandes idées :

- L'efficacité d'une argumentation se trouve dans l'organisation des idées ainsi que dans les arguments mêmes.
- L'environnement dans lequel on évolue influence sa perception et imprègne ses textes.
- À travers ses textes, l'auteur peut partager son identité, sa culture, sa perception du monde et le portrait d'une époque.
- Le destinataire, en organisant ses idées et en s'appuyant sur des sources diverses, soutient son point de vue et influence le destinataire.
- Le respect des conventions linguistiques, la richesse du vocabulaire et l'organisation textuelle sont essentiels pour bien s'exprimer.
- L'interaction entre les peuples autochtones et les communautés francophones canadiennes influence mutuellement leurs langues et leurs cultures.
- Communiquer en français permet de participer à la communauté francophone.

## **Mathématiques 8 (NMF08)**

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.

## **FRANÇAIS LANGUE PREMIÈRE 9 (FFRAP09-PS)**

Grandes idées :

- Les auteurs peuvent poser un regard critique sur des enjeux sociaux à travers leurs œuvres.
- L'adaptation scénique permet de porter un regard différent sur une œuvre.
- Certains textes intemporels véhiculent des valeurs qui dépassent le cadre de la société qui les a vu naître.
- L'effet-personnage dépend à la fois d'éléments implicites et explicites.
- Le respect des conventions linguistiques, la richesse du vocabulaire et l'organisation textuelle sont essentiels pour bien s'exprimer.
- L'interaction entre les peuples autochtones et les communautés francophones canadiennes influence mutuellement leurs langues et leurs cultures.
- Communiquer en français permet de participer à la communauté francophone.

## **SCIENCES HUMAINES 8 (FSCHF08-PS)**

Grandes idées :

- Les contacts et conflits entre différentes populations qui ont stimulé un changement important dans les domaines culturels, sociaux et politiques
- Des facteurs humains et environnementaux qui ont contribué aux changements de populations et standards de vie
- L'exploration, l'expansion et la colonisation ont eu des conséquences différentes pour différents groupes.
- De nouvelles perceptions du monde ont créé des tensions entre ceux qui souhaitaient les adopter et ceux qui voulaient demeurer fidèles à la tradition.

## SCIENCES HUMAINES 9 (FSCHF09-PS)

Grandes idées:

- Les idées et les idéologies nouvelles ont eu une profonde influence sur les sociétés et les événements.
- L'environnement physique influence la nature des changements politiques, sociaux et économiques.
- Le déséquilibre des pouvoirs altère les relations entre les individus et entre les sociétés.
- L'identité collective est construite et peut changer au cours du temps.

## Éducation artistique 9e **NEW CODE**

Grandes idées :

- L'identité s'explore, s'exprime et est influencée par les expériences artistiques.
- Les arts ouvrent une fenêtre sur les points de vue et les expériences de personnes appartenant à une variété d'époques, de lieux et de cultures.
- Les expériences de création artistique peuvent contribuer à l'édification des communautés et à l'établissement de relations interpersonnelles.
- La danse, l'art dramatique, la musique et les arts visuels possèdent chacun leur propre langage sensoriel pour la création et la communication.



# ELECTIVE ROTATION 8

**Grade 8 students will be enrolled in two elective packages (Band and Elective Package 1 OR Elective Package 1 and 2)**

*Elective Package 1 – Student will rotate between 6 courses, and will spend approximately 16 days in each course. The courses in this rotation could be Media Arts, Drama, Computer Skills, Metalwork, Survival Skills, or Diversity. Careers 8 is also part of this rotation.*

*Elective Package 2 – Students are offered choice of 3 electives and will spend approximately 30 days in each course. Students will pick one course from each of the columns below. Ex a student may pick Robotics, Textiles and Pottery*

<i>One of the choices below</i>	<i>One of the choices below</i>	<i>One of the choices below</i>
<i>Robotics or Power Tech or Woodwork</i>	<i>Textiles or Dance</i>	<i>Visual Art or Pottery</i>

*Elective Package 3 – Beginner or Advanced Band – Students choosing band will only participate in one of the two elective packages above in second semester. Band is considered the elective choice for Semester one.*

## **VISUAL ARTS 8 (MVA—08)**

Visual Arts 8 introduces the elements of art as the building blocks of artistic creations. Students will explore image development strategies and a variety of media. The focus of this course is to develop a basic understanding of how to visually communicate ideas and meaning while exploring their own artistic potential and talent.

## **MEDIA ARTS (Photo and Film) (MADMA08)**

Photo and Firm is an introductory course in which students will learn the basics of photography and video production.

## **POTTERY 8 (MVA-08SCT)**

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

## **DRAMA 8 (MDR-08)**

Drama 8 is an introductory course where students learn to work collaboratively as they learn the basics of tableau, improvisation, and storytelling.

## **DANCE 8 (MDNC-08)**

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

## **COMPUTER SKILLS 8 (MADCC08)**

This introductory course provides students with touch keyboarding skills, internet safety polices 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.

### **METALWORK 8 (MADM-08)**

This course will introduce students to basic metal working techniques including power tools, hand tools and safety rules. In order to practice their skills students will produce several projects selected based on usefulness and student interest.

### **TEXTILES 8 (MADT-08)**

This course introduces students 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 which will lead to the creation and completion of a textiles project.

### **WOODWORK 8 (MADW-08)**

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

### **POWER TECH 8 (MADPT-08)**

This course will have a hands-on focused course which explores basic structural concepts, as well as focusing on useful design. The course also covers the basics of safety and ethics in an applied skills class with large machinery.

### **DRAFTING 8 (MADD-08)**

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 (XHL-08)**

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.

### **DIVERSITY 8 (MAE-08DVT)**

This course provides students with an opportunity to develop a foundational and critical lens regarding diversity and critical social justice topics.

## **MUSIC**

### **BEGINNING BAND 8 (XBA-08)**

Beginning Band 8 is the opportunity for participation in making music in a group setting. Experienced players may enroll and are encouraged to continue their skills on a new instrument such as doubling on French Horn, Oboe, Bassoon and Tuba. Course work will focus on group performance. Main instruments taught: Flute, Clarinet, Alto and Tenor Saxophones, Trumpet, Trombone, Baritone, and Bass as well as basic percussion. Students will participate in music festivals and concerts.

### **INTERMEDIATE BAND 8 (XBA-08)**

In the second semester, Intermediate-Advanced Band 8 is the opportunity for participation in making music in a group setting. Experienced players who played two years in Elementary school are encouraged to continue to build skill level on their instrument. Course work will focus on group

performance. Main instruments taught: Flute, Oboe, Bassoon, Clarinet, Alto and Tenor Saxophone, Trumpet, Trombone, Baritone, and Bass as well as basic percussion.

### **JAZZ ENSEMBLE 8 (XBA-08JEA)**

Students should have previous instrumental instruction and level one reading skills with traditional music notation. 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.

### **BEGINNING BAND 9 (XBA-09) NEW**

In the first semester, beginning Band 8-12 is the opportunity for participation in making music in a group setting. Experienced players may enroll and are encouraged to continue their skills on a new instrument such as doubling on French Horn, Oboe, Bassoon and Tuba. Course work will focus on group performance. Main instruments taught: Flute, Clarinet, Alto and Tenor Saxophones, Trumpet, Trombone, Baritone, and Bass as well as basic percussion. Students will participate in music festivals and concerts.

### **BAND 9 (XBA—09-S)**

This is a continuation of the development of skills from Band 8 or students who have had at least one year in Elementary or Community music experience, with focus on instrumental group performance. Concerts, festivals, and performance field trips are scheduled activities for this class.

### **JAZZ ENSEMBLE 9 (XBA-09JEA)**

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 may meet two days a week for the full year outside of the timetable.

### **PIANO/GUITAR/BASS 9 NEW-CODE?**

Piano/Guitar/Bass 9 runs in conjunction with Band 9 or Jazz Ensemble or as an independent course to be arranged with the instructor. Students will work on music of interest as well as assigned music from the instructor.

### **STRINGS ENSEMBLE 9 NEW-CODE?**

Strings Ensemble 9 is a class that meets with the Band 9 class with potential practices outside of the timetable at lunch twice per week all year round to play with students taking strings (violin, viola, cello, bass) who study with private teachers/mentors. Students will play in small ensembles (trios, quartets, quintets) in like and mixed groups depending on experience. Pianists with Royal Conservatory (RCM) Grade/Level 8 welcome to accompany players. *Please note that beginners cannot be accommodated at this time due to instructor experience.*

### **VOCAL TECHNIQUE 9 NEW-CODE?**

Vocal Technique 9 is an independent and group class that meets in conjunction with Band 9 as well as preparing the voices through proper vocal technique with breathing, body and mind to overcome performance anxiety and how to read music. Vocalists will be offered opportunities to learn Classical, Pop, Jazz and Musical Theatre repertoire as a soloist or in an ensemble. Beginner to advanced students will be performing throughout the year with all age singers at festivals, concerts and performances. Pianists with Royal Conservatory (RCM) Grade/Level 8 welcome to accompany singers.

# VISUAL AND PERFORMING ARTS 9

## **VISUAL ARTS 9: ARTS STUDIO (MVA-09-S)**

Visual Arts 9 is an introductory art studio course that offers students the opportunity to be expressive and explorative in creating 2D art using a variety of mediums, methods, image development strategies, and design elements. The focus of the course is to develop a foundation for art creation through drawing, painting, and exploring each student's own artistic potential and talent. No previous art experience is required.

## **VISUAL ARTS 9: POTTERY (MVA-09-PTS)**

Students will experience hand building, wheel throwing, glazing, embellishing, and firing techniques. Both functional and sculptural ware will be explored.

## **PHOTOGRAPHY AND FILM PRODUCTION 9 (Media Arts) (XPHOTO-09-S)**

Students will be introduced to Photography and Film Production and will have opportunities to explore and create in both of these focus areas. This is a fun and challenging course with local field trips and hands-on projects.

## **DRAMA 9 (MDR-09-S)**

Students will be introduced to a variety of dramatic forms and techniques while building confidence and community.

## **DANCE 9 (MDNC-09-S)**

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.

## **MUSICAL THEATRE 9 (MMU-09MTS)**

Students will be given opportunities to develop their singing, dancing and acting skills OR those required to design and build elements related to production. The main focus will be on the musical production's readiness for public performances and students will be expected to participate in some rehearsals and performances outside of class time.



## **LANGUAGE PROGRAMS**

**All students must take a second language course in Grade 8 unless alternate arrangements have been made with the School-Based Team. See your counsellor with any questions.**

## **CORE FRENCH 8 (MFR-08-S)**

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In French 8, students will continue to develop their understanding of the language and Francophone culture. Learning activities will provide an opportunity for reading, writing, speaking and listening development. Through a combination of individual assignments, group projects, games, and presentations, students will build a strong foundation for future French-language learning.

## **HUL'Q'UMI'NUM 8 (MHULQ-08-S)**

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.



# LANGUAGE ELECTIVE COURSES

A second language in grade 11 or 12 might be required for entrance to some university programs. Please check admission requirements for any program that interests you.

## **CORE FRENCH 9 (MFR-09-S)**

French 9 builds on the writing, reading, speaking and listening skills developed in French 8. New grammar structures, vocabulary and basic conversational French skills are developed through different themes, projects, games and listening activities. Students will also continue to explore the culture of French-speaking countries around the world.

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.

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

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.

## **SPANISH 9 (MSP-09-S)**

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.

# APPLIED SKILLS PROGRAMS

## **INFORMATION TECHNOLOGY 9 (MADIT09-S)**

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.

## **DRAFTING 9 (MADD-09-S)**

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 prerequisite for Drafting & Design 10.

### **POWER TECHNOLOGY 9 (MADPT09-S)**

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 (MADM-09-S)**

An introductory course designed for the first time student who is interested in using metal as a creative medium. Students will create projects from a variety of metals and will be instructed in the usage of both hand and power tools. Reading plans, laying out work, and simple measurements in both metric and imperial will be taught. Projects involving basic sheet metal techniques, MIG & Arc welding, fabrication, and forging will be explored.

### **WOODWORK 9 (MADW-09-S)**

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.

### **ROBOTICS 9 (MADER-09-S)**

Robotics is a project-oriented course focusing on design and problem solving through student-centered learning. Focusing on STEM (Science, Technology, Engineering and Math), students will research and design engineering structures, vehicles, robots, and machines. Coding, micro-controllers, logic, and sensors will be used to overcome challenges. Iterative design techniques, prototyping, testing, and manufacturing will be explored, as well as considering real-life constraints such as proposals, budgets and group dynamics. Students will use math and physics concepts and build solutions.

### **FOOD STUDIES 9 (MADFS09-S)**

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 (MADT-09-S)**

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 (XHL-09-S)**

A beginning course brings learning to life and connects students to the natural world around them. Students will 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 a variety of outdoor topics including fishing, animal identification and regulations, water safety, geocaching, orienteering, survival and many more. Students will participate in a variety of “out of the classroom” trips over the course of the semester. Families should be prepared to pay a fee of up to \$200 for this course to cover certificates, non-consumable items and various out of class trips.



## 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/Rugby
- Volleyball/Basketball
- Track/Cross-country
- Soccer
- Swimming
- SAGA
- Student Council
- Cross-Stitch
- Environmental Club
- Homework Club
- Dance Team
- Fishing Club
- Weight Training
- Yearbook
- Photography
- Model UN
- Cheer Team
- Drama/Musical Theatre
- Robotics

**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](mailto:info.nd@sd68.bc.ca)**