



Fleetwood Park Secondary

Home of the Dragons

Course Request

2024-2025

Fleetwood Park Secondary School
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Grades 8



Fleetwood Park Secondary

Grade Eight Course Planning for 2024-2025

Grade 8 students are required to take the following courses:

Humanities 8
Math 8
Science 8
Applied Design, Skills & Technology rotation 8
French 8
Physical & Health Education 8
Careers 8

AND one of the following **ARTS ELECTIVES:**

- Band 8, Beginner Band or
- Arts Education 8

(Visual Art/Drama/Dance/Choir)

Jazz Band 8 is also an option outside the timetable.

OTHER

Special Programs at Fleetwood

Course Descriptions

REQUIRED COURSES

Humanities 8

Humanities 8 integrates Social Studies 8 and English Language Arts 8 into one year-long course. Staying with the same teacher throughout the entire year, students will experience the curriculum of both Social Studies 8 and English Language Arts 8 delivered in a single program. The skills and competencies associated with the English curriculum will be explored through novels, short-stories, poems, films and non-fiction media that support the social studies content being studied at the time. Students will also learn about social responsibility and civic engagement and may take part in service-learning activities in the school and local community. Students will be assessed through a wide range of speaking, writing, reading, research, service, presenting and listening assignments. Project work, independent study, periodic tests and oral activities contribute to students' understanding of the course material.

Mathematics 8

This first mathematics course in high school is designed to provide students with opportunities to build further upon the big ideas that were introduced to them in elementary school: particularly the different forms and relationships of number; that numeracy can be used to recognize patterns, communicate ideas, and solve problems; that patterns can be used to see relationships and develop generalizations; that geometry and measurement can be used to make meaning of the world; that mathematics can be applied to inquiry questions and used to communicate information and data, and that data can be used to draw conclusions and make predictions about the world. These ideas will continue to be developed in Mathematics 9. Students will be expected to reason and analyze, understand and solve, communicate and represent, and connect and reflect these ideas through the course content, which is expected to include, but is not necessarily limited to: percentages, perfect squares and cubes, square roots, the Pythagorean Theorem, rates and proportions, fractions and their operations, algebraic expressions and equations, surface area and volume, 3D objects, theoretical probability, and financial literacy.

Math 8 Honours

Our Math 8 Honours Program runs outside the bell schedule, meaning that every Math 8 student can participate in Math Honours. The Math 8 Honours Program is a self-directed program in which students will be expected to complete Math 9 assignments, engage with open-ended extending level summative problems, and complete Grade 8 or 9 math contests. At the end of the semester, those students earning at least "proficient" in Math 8 will have the opportunity to write the Math 8 Honours assessment. A small group of top achieving students will be given the opportunity to move directly into Foundations of Math 10.

Science 8

Science 8 deals with the following 4 **Big Ideas** and seeks to answer the questions below through inquiry-based activities.

1. *Cells are a basic unit of life.*
 - What is the cell theory?
 - What are the relationships among cell theory and the nature of and diversity of life?
2. *Energy can be transferred as both a particle and a wave.*
 - What are the effects of electromagnetic energy behaving both as a particle and a wave?
 - What are the properties and behaviours of light?
 - How do you sense light?
3. *The kinetic molecular theory and the theory of the atom explain the behaviour of matter.*
 - How does the kinetic molecular theory work? What are its applications?
 - What is the relationship between the atomic molecular theory and the kinetic molecular theory?
4. *The theory of plate tectonics is the unifying theory that explains Earth's geological processes.*
 - How does the movement of Earth's tectonic plates cause observable changes and effects?
 - How does tectonic plate movement effect you locally?

French 8

Bienvenue à Français 8! Welcome to French 8 where you will gain the valuable skill of communicating in one of Canada's official languages. The benefits of learning French include being better prepared to compete for jobs in Canada, the ability to communicate abroad, and becoming more culturally sensitive. Speaking, listening, reading, and writing skills will be taught and practiced, with an emphasis on spontaneous, authentic conversations. French language and culture are taught through songs, games, short discussions, projects, and reading and writing activities. We look forward to exploring another culture with you!

Applied Design, Skills & Technology 8

ADST is a survey course that includes Career Education, Home Economics, Information Technology and Technology Education. Students will learn practical techniques that will be useful immediately and for the rest of their lives. Students will study the basic skills and knowledge needed to be successful in each of these areas and the rotations will encourage students to think creatively and improve problem-solving skills. In addition, these areas will provide students with hands-on experiences where they will create and personalize projects that they can take home. Students will use self-assessment and reflection to develop awareness of their strengths, preferences, and skills while recognizing the influence of choices and activities on career paths. This well-rounded education opportunity will provide students with a foundation from which to make informed decisions about future electives.

Physical & Health Education 8

The aim of Physical & Health Education 8 is to enable all students to develop knowledge, movement skills, and positive attitudes and behaviours that contribute to a healthy, active lifestyle. It is expected that students successfully complete each level of PHE before proceeding to the next.

The students will have the opportunity to:

1. Participate in, and experience, a variety of performance and leisure-oriented activities.
2. Develop positive attitudes towards physical activities.
3. Be able to develop positive personal and social health-related behaviours, and work cooperatively in group activities.
4. Acquire skills and knowledge necessary to develop an active and healthy lifestyle.

Activities include individual and dual activities, team games, and dance. Examples of activities include: badminton, pickleball, weight training, basketball, softball, soccer, football, volleyball, lacrosse, field hockey, floor hockey, minor games, and various styles of dance.

Career Education 8

In Career Education 8, students explore concepts such as identity, leadership, personal planning, and transferable skills. As students build on the foundation developed from their experiences in K-7, they begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals. The Career Education 9 curriculum will be explored throughout the year in various learning environments.

ELECTIVE COURSES

Students in grade 8 may choose from the two options offered in Arts Education. The Arts Rotation is an opportunity for students to experience the four different arts strands offered at Fleetwood Park. Band 8 will focus on musical performance on instruments. Please note: students who are seeking to continue from Band 7 or learn an approved band instrument should chose Band 8.

Arts Education 8

Arts Education 8 is a survey course representing each of the four Arts Education strands. Students will rotate through each visual and performing arts subject (Choir, Dance, Drama, and Visual Arts) over an approximately four-week period. Students will use the unique languages encompassed by each of these art forms to explore both individual and collective expression. Students will explore creative growth, a readiness to take risks, and a willingness to try new approaches through an openness to new perspectives and experiences..

Beginner Band 8

Prerequisite – None

Beginner Band 8 is open to any student who is interested in learning an instrument. Some students in elementary school do not get the opportunity to start band in grade 7, so this Band class is for all students new to music learning. Instrument choices include Flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, French Horn, Trombone, Tuba & String Bass. The school has a limited supply of instruments to rent out to students and instrument rental is available from local Surrey stores - Matterhorn Music, Tapestry Music and Long & McQuade. (Please Note - For those students who have taken Band 7 in elementary school, you would sign up for Band 8).

Band 8

Recommended – Band 7

Band 8 is open to any student who has taken Band 7 in their elementary school and is interested in continuing on in Band. If you are a student who wants to continue with band, but on a different instrument from Grade 7 Band, this is also possible in Band 8. Instrument choices include Flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, French Horn, Trombone, Tuba & String Bass. The school has a limited supply of instruments to rent out to students and instrument rental is available from local Surrey stores - Matterhorn Music, Tapestry Music and Long & McQuade.

Beginner Jazz Band 8 (X block)

Recommended – Band 7 AND taking Band 8 at Fleetwood Park.

If you like to play rock, funk or jazz then Beginner Jazz Band is for you. Students who enroll in Beginner Jazz Band MUST ALSO be taking in Band 8! Beginner Jazz Band 8 is an X block class outside of the timetable at Fleetwood Park. We rehearse Monday, Wednesday, and alternating Friday mornings from 7:10-8:25 in the Band room. This class is open for any student that has at least one year experience on their Band 7 instrument - saxophone, trumpet, trombone or bass guitar - or experience on Piano, guitar, or drum kit. Students who don't play one of the instruments listed can still join this band! We will encourage you try out one of the jazz instrument listed above!

Special Programs at Fleetwood Park

Learner Support Team (LST)

Fleetwood Park Learner Support Team (LST) seeks to support students in the regular classroom by using a variety of interventions. Assistance is provided through collaboration with classroom teachers, small group pull outs and in-class assistance. Students may be offered an LST Support block where they may receive assistance with their class work. Students, teachers, parents and the School Based Team may refer students for LST help.

English Language Learners (ELL)

The ELL Welcome Centre provides assessment tests to all incoming ELL students. After establishing the students' level of language, they are assigned classes appropriate to their level. **ELL 1 (Starting and Emerging)** and **ELL 2 (Emerging and Developing)** students may receive up to four ELL classes while **ELL 3 (Developing and Expanding)** students may receive up to three ELL classes.

ELL 1 (Starting and Emerging) - Students will work on building a foundation for language and literacy skills--reading, writing and oral communication. Emphasis will be on increasing vocabulary and sentence structure.

ELL 2 (Emerging and Developing) - Student will continue to strengthen their language and literacy skills—reading, writing, and oral communication. Emphasis will be on grammar, complex sentence structures, and the writing process.

ELL 3 (Developing and Expanding) - Students will work on mastering language and literacy skills--reading, writing and oral communication. Emphasis will be on increasing comprehension and academic writing

B.A.S.E.S. Program

The B.A.S.E.S. Mission: The mission of the B.A.S.E.S. program, an acronym representing Building Academic, Social, and Employment Skills, is dedicated to fostering the diverse needs of students toward the attainment of their individualized goals. Within this program, a broad spectrum of students, including those with developmental disabilities such as intellectual disabilities, autism, A.D.H.D., Asperger's, Pervasive Developmental Disorder, Down syndrome, Tourette's Syndrome, and others, are accommodated. Recognizing the varying strengths and requirements of each student, the program aims to facilitate a tailored approach to education.

Academic Skills: Customizing academic learning is fundamental within the B.A.S.E.S. program to ascertain the zone of proximal learning for every student. This zone represents an equilibrium between achievement and challenge, avoiding undue frustration or monotony. Unattainable expectations may lead to discouragement, while a lack of appropriate challenges could result in boredom.

Social Skills: Central to the Fleetwood Park B.A.S.E.S. program is the cultivation and instruction of positive social skills. The program emphasizes community values and endeavours to foster constructive interactions among students. Proficiency in social skills is regarded as a critical life skill with substantial value, particularly in the eyes of employers.

Employment Skills and Life Skills: Students enrolled in the Fleetwood Park B.A.S.E.S. program acquire essential employment and life skills that serve as gateways to future opportunities. The nature of these skills is highly individualized, catering to the distinct requirements of each student. For instance, students with lower functioning capabilities may focus on foundational community and safety skills, such as street-crossing or shopping, whereas those with higher functioning capabilities may engage in more advanced community and career education skills, such as independent public transit use.

Our Philosophy

At Fleetwood Park, our program ethos aligns with the principles of "positive behaviour support" and "gentle teaching." We foster a positive learning environment that allows for minor mistakes within a safety framework, enabling students to strive toward maximum independence. Our aspiration is for all students to realize their full potential and access numerous future opportunities, emphasizing the importance of setting realistic goals to achieve this vision.