



Fleetwood Park Secondary Home of the Dragons Course Request

2024-2025

Fleetwood Park Secondary School
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Grades 9



Fleetwood Park Secondary

Grade Nine Course Planning

for 2024-2025

Grade 9 students are required to take the following courses:

Humanities 9

Math 9

Science 9

Physical & Health Education 9

As well as one Applied Design Skills Technology and one Arts Education class.

ELECTIVES

LANGUAGES

French

Spanish

APPLIED DESIGN SKILLS & TECHNOLOGY

Digital Communications

Entrepreneurship & Marketing

Computer Studies

Drafting

Electronics & Robotics

Engineering

Animation

Woodwork

Power Technology

Foods & Fashion

Food Studies 9

ARTS EDUCATION

Art Studio

Drama 9 Introduction to Theatre

Media Arts

Choir

Vocal Jazz

Band

Jazz Band: Beginner

Dance 9

Dance 9: Beginner Bhangra

Dance 9: Advanced Bhangra

Musical Theatre

Theatre Company

OTHER

Special Programs at Fleetwood



Course Descriptions for 2024 – 2025

Core Courses

HUMANITIES 9

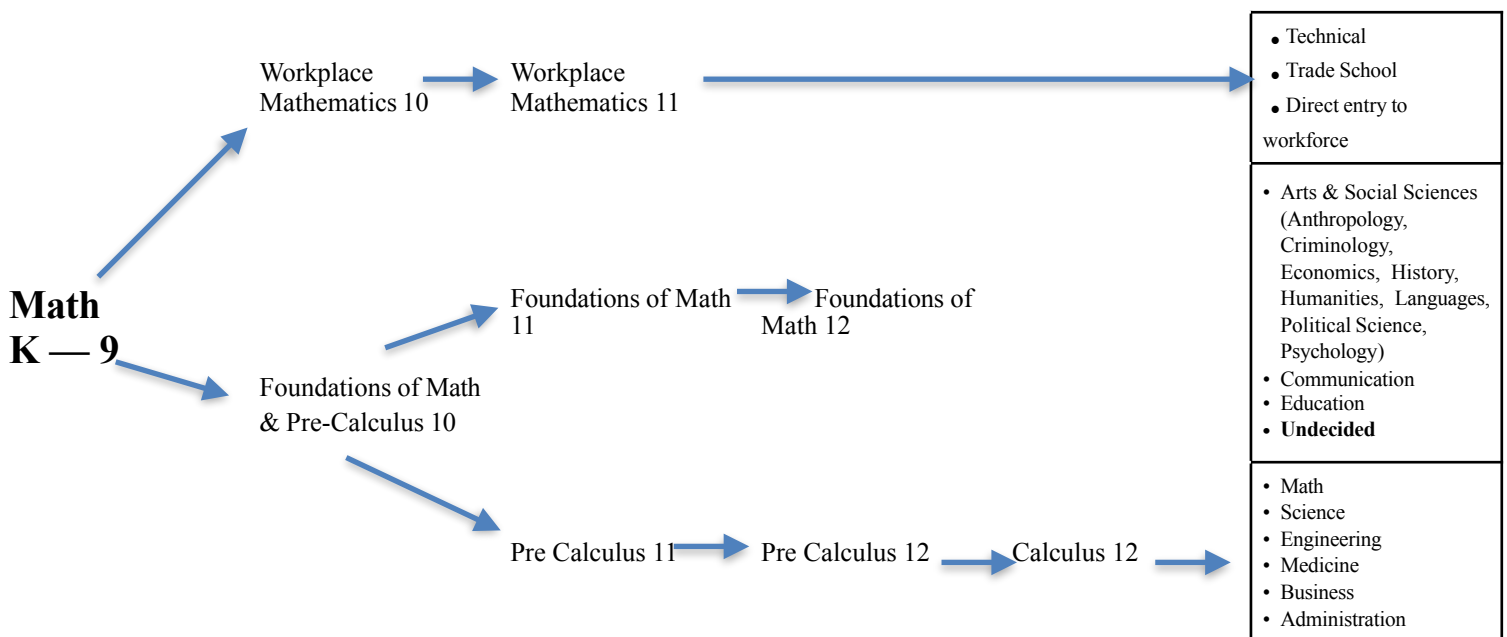
Humanities 9 integrates Social Studies 9 and English Language Arts 9 into one year-long course. Staying with the same teacher throughout the entire year, students will experience the curriculum of Social Studies 9 and English Language Arts 9 delivered in a single program. The skills and competencies 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 at Fleetwood Park Secondary

The Mathematics program is designed to provide students with opportunities to develop both a conceptual and procedural understanding of math. The aim at each grade level is to enable students to reason and solve problems, to make connections between math and the world around them, to become mathematically literate and to gain an appreciation for mathematics.

MATH PATHWAYS

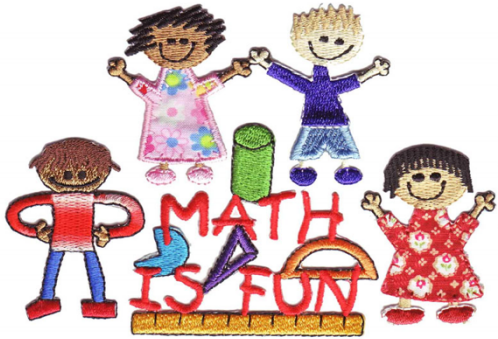


MATHEMATICS 9

Recommended: Mathematics 8

Mathematics 9 continues to develop the big ideas, skills, and curricular competencies from Mathematics 8, but at more advanced level. 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: operations with polynomials, types of income, rational numbers and their operations, two-variable linear relations, multi-step one-variable linear equations, exponents and their operations, spatial proportional reasoning, probability and statistics in society, and financial literacy.

Both Mathematics 8 and 9 will provide the necessary foundation and experience to enable students to select the Mathematics 10 pathway that is appropriate for them. Students should keep their career objectives in mind as they progress from one math course to the next. Placement in subsequent courses will be based on career goals, performance, aptitude, and teacher recommendations. Parents/guardians and students can feel free to discuss future mathematics plans with teachers and counsellors.



SCIENCE 9

Science 9 deals with the following 4 **Big Ideas** and seeks to answer the questions below through inquiry-based activities.

1. *Cells are derived from cells.*
 - How do cells multiply?
 - What are the advantages/disadvantages of asexual and sexual reproduction?
2. *The electron arrangement of atoms impacts their chemical nature*
 - Which patterns are shown on the periodic table?
 - How can the periodic table be represented in a different form?
3. *Energy can be transferred as both a particle and a wave.*
 - Why do electrons flow in a circuit?
 - How does increasing current impact your personal safety with electricity?
4. *The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.*
 - How do Earth's major spheres interact?
 - How do matter and energy move through ecosystems?

PHYSICAL & HEALTH EDUCATION 9

The aim of Physical Health Education 9 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 9

In Career Education 9, students explore concepts such as identity, leadership, personal planning, and transferable skills. As students build on the foundation developed from their experiences in K–8, 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.

Electives

LANGUAGES

FRENCH 9

Recommended: Successful completion of French 8 or equivalent.

Students will build upon skills learned and practiced in French 8 and continue to reap the rewards of learning 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. Learning how to recount stories in French and the past tense are added at this level. Students will further develop speaking, listening, reading, and writing skills through songs, games, discussions, projects, and reading and writing activities. Come join us!

SPANISH 9

Spanish 9 is an introductory course focusing on both oral and written communication. Spanish 9 aims to teach students to understand, speak, read and write the language so that they may function in a Spanish speaking community. Students will be introduced to verbal and non-verbal strategies to help achieve comprehension and language acquisition. Through spontaneous communication, storytelling, and by exploring various texts, Spanish 9 students will gain confidence and fluency. Spanish 9 will also introduce students to the culture, traditions and daily lives of Hispanic people.

APPLIED DESIGN & SKILLS TECHNOLOGY

ENTREPRENEURSHIP & MARKETING 9

Recommended: None (recommended before taking Entrepreneurship & Marketing 10)

This course is designed to introduce you to the role of business in our society and the way in which it impacts our everyday lives. If you want to learn how to be a smarter consumer, play our stock market game, learn about how businesses work, or get a taste of what our senior Business courses have to offer, take this very popular course. With the use of computers and through various fun assignments, projects and presentations, you will learn about the following:

- > risks and benefits of entrepreneurship
- > Ways of decreasing production costs through training and technological advancement
- > Flow of goods and services from producers to consumers
- > Identification of a good or service that ensures brand recognition
- > Marketing strategies using the 4 Ps: product, price, promotion and placement
- > Market segmentation by demographic, geographic, psychographic and purchasing pattern
- > Evolving customer needs and wants
- > Role of online technologies in expanding access to goods and services
- > Sources of financing for a new venture or start-up business
- > Measurement of financial success and failure

DIGITAL COMMUNICATIONS 9

In a world where computer usage is part of many jobs and necessary to complete a number of school related assignments, this beginner course should be taken by everyone! It will help students develop skills through business computer applications including:

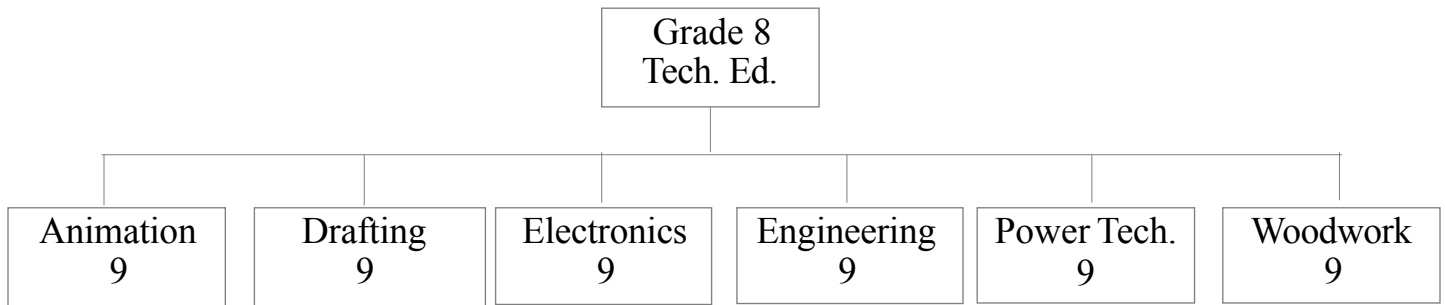
- > Develop touch-typing skills of at least 30 words per minute while focusing on Ergonomic body posture.
- > Organize/understand digital file organization systems.
- > Through a variety of fun assignments, students will learn formatting techniques to create word processing documents.
- > Create professional business communications using various forms of media such as PowerPoint.
- > Understand the use of data by creating spreadsheets and charts in MS Excel.

This course emphasizes practical uses of technology in the workplace. It is a course geared for beginners and students who have never taken a full semester computer course at Fleetwood Park.

INFORMATION and COMMUNICATIONS TECHNOLOGY 9

This introductory computer course helps students build a foundation of digital literacy skills necessary for success in a technologically driven society. Students will study the design, development and analysis of software, hardware, and network computer use to solve problems in all walks of life including: Education; Business; Social contexts; Industry/Manufacturing; Science and Research. Along with improving their touch-typing skills, students will understand and write simple computer programs by applying fundamental coding and programming concepts, designing and maintaining file/internal documentation; do hands-on troubleshooting, preventive maintenance and problem-solving. Students will also demonstrate communication and collaboration as a team in the group project/lab setting and investigate the social and environmental impacts, ethical issues and trends of computer technologies in the future.

Technology Education Course Flow Chart



| | Animation | Drafting | Electronics | Automotive | Engineering | Woodwork |
|--|---|---|---|--|--|---|
| Career Paths ATTRIBUTES | Film & TV Games Advertising Graphic Arts | Architecture Carpentry Engineering Design - Interior Design - CNC Programmer | Electronics Technician Electrician Engineering Robotics Computer Technician Computer Programmer | Auto Mechanic Aircraft Mechanic Diesel Mechanic Heavy Duty Mechanic Millwright Machinist Welder AutoBody | Engineering Robotics Industrial Design Millwright - CNC Programmer Machinist | Construction Carpentry Cabinetry Furniture Design Arts & Crafts Wood Carver Stage craft & movie sets |
| <i>I like working with tools and machines</i> | | | X | X | X | X |
| <i>I like working with computers</i> | X | X | X | | X | |
| <i>I like building things</i> | | | X | X | X | X |
| <i>I like Problem solving</i> | | X | X | X | X | X |
| <i>I like to be creative</i> | X | X | | | X | |
| <i>I like to draw</i> | X | X | | | X | |
| <i>I like model making</i> | X | X | | | X | |
| <i>I like fixing things and taking things apart to see how they work</i> | | | X | X | X | X |
| <i>I don't mind getting my hands dirty</i> | | | | X | | X |
| <i>I like Math & Science</i> | | X | X | | X | |
| <i>I prefer to work and learn independently</i> | X | X | | | X | |
| <i>I am better at following clear directions and instructions</i> | | | X | X | | X |
| <i>I like to work on my feet rather than sit at a desk</i> | | | X | X | X | X |

DRAFTING 9

This entry level course teaches students how to draw the blueprints and building plans that are used in the world of Engineering and Architecture. Design principles, hand drawing techniques and CAD software will be taught in this project based course. Project activities include designing a small house and drawing the building plans using 3D CAD software and then building a foam board model. In addition to learning basic drafting skills, students will use a 3D printer and a vinyl cutter to create stick-on decals.

Software used: AutoCAD, Inventor, and Revit.

ELECTRONICS & ROBOTICS 9

Prepare for a future world of Computer Automation and Robotics by learning about Electronics. This course provides an opportunity to learn the fundamentals of electricity and electronics, how electronic components function, and how to use electronic test equipment. Students will learn how electronic components function, how to build and prototype basic circuits, soldering techniques and circuit board construction, and how to use a multimeter. Take home projects include an LED lamp and the light seeking "MouseBot" project. Students will incorporate 3D printing and CNC manufacturing in to their projects and also be introduced to Arduino/robotics programming.

ENGINEERING 9

This entry level course is an introduction to the field of Engineering. It is a combination of Technology, Art, and Science, and is designed for creative and self-motivated students who are looking to gain hands-on experience. Students will be given an overview of the different kinds of engineering, the most common types of building materials, and the principles of user-interface design. The emphasis of the course will be on the Engineering Design Process, with multiple opportunities for students to take their ideas from concept to finished product, making improvements along the way. Possible projects include pop bottle rockets, popsicle stick bridges, mouse trap cars, and rubber band airplanes. Members of this class will get experience with hand drafting, working with hand tools, and communicating their ideas to others.



ANIMATION 9

This course introduces students to the world of Computer Graphic Arts and Animation. This is a lab-oriented course offering students a practical, "hands-on" approach to designing, creating, problem solving and building while working on Animation projects. Based on computers, but including hand drawing skills, students will learn concepts of 3D modelling, Lighting, Texturing, Rendering and Animating using industry standard Maya 3D animation software. Students will have an opportunity to design their own Animation projects and movie clips within the assignment parameters. This course is recommended for creative students who can work and learn independently and wish to explore the world of computer animation.

WOODWORK 9

This course is a hands-on introduction to woodworking processes with an emphasis on the development of critical thinking, time management and problem solving skills. Students will become familiar with the safe use of tools and machinery, reading and interpreting drawing plans and following written instructions. Projects that may be constructed in this course are a wooden spoon, a cutting board with CNC design, an end table or a band saw box.

POWER TECHNOLOGY 9

This is an introductory mechanics course. The focus of this course will be on exploring the 2 and 4 stroke internal combustion engine and how to work safely in a mechanics shop. Students will learn about the parts and tools required to dismantle and rebuild a small engine and learn about the engine's operating systems. Students will also be given an introduction to precision measurement, metalworking and various welding techniques. This is an excellent opportunity for students to be introduced to mechanical and metal trades careers.

FOODS & FASHION 9

In this hands-on course, students will spend 1/2 semester in the foods lab planning and preparing meals for breakfast, lunch and dinner. Classroom activities provide students with opportunities to: prepare food, analyze food choices, and learn how to select reliable healthy recipes and commercial food products. The second half of the course will focus on textiles. Students will create three textile items using commercial patterns. Evaluation will be based on labs, projects and in-class assignments.















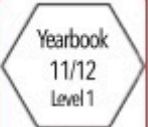





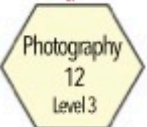
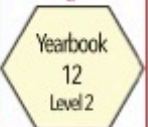
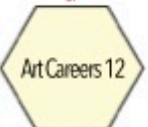







FOOD STUDIES 9

Come join us on a tantalizing journey around the world where you will learn how to prepare a wide variety of ethnic foods. Our journey starts in our own backyard where we will travel all around the world from Europe to Asia. Learn how the uniqueness of each country influences its cuisine. Evaluation is based on labs, written assignments, quizzes and projects.

ARTS EDUCATION

1. Select what grade you are in.
2. Pick your course(s)!

Course Guide Art Education

| | | | | | | | |
|----------|---|---|---|---|--|---|---|
| Grade 8 |  | | | | | | |
| Grade 9 |  | | |  |  | | |
| Grade 10 |  |  |  |  |  | | |
| Grade 11 |  |  |  |  |  |  |  |
| Grade 12 |  |  |  |  |  |  |  |
| |  |  |  |  |  |  |  |

ART STUDIO 9

Art 9 is a foundation course designed for those who would like to try out a variety of two and three dimensional media including drawing, painting, ceramics, printmaking, mixed media and sculpture. Using the Elements and Principles of Art and Design to guide our practice, we will learn new art processes and techniques. Personal, historical and cultural contexts in art making will be explored. Experimentation is encouraged and beginners are welcome. Students will be expected to keep a visual journal as a record of their ideas, image development and explorations. Come and join us in the studio!



PHOTOGRAPHY 9

This introductory level course is designed for students who wish to explore the world of photography. They will consider aspects of photographic composition and different genres in photography such as the portrait, still life and landscape. Activities in the course are designed to encourage students to understand the creative process, to interpret and make judgments about how various works of art have been made, how they affect our lives and to create their own artworks. The students will learn the elements of photography—Light, ISO, Aperture and shutter speed, as well as how these elements interact. They will be introduced to the digital darkroom where they will capture, process and create original images. Photoshop editing and effects will be explored and students will be introduced to studio lighting.

MEDIA ARTS 9

Media Arts 9 is a course designed for students who would like to try their hand at learning to plan, produce and create short videos for a variety of purposes and genres (such as tutorials, interviews, book trailers, commercials, montages and music videos). Topics may include but are not limited to storyboarding, camera angles, lighting, sound and editing effects. This class will use cell phones for recording, and editing using a variety of phone-based software. This a great class for students motivated to improve their videography skills and explore related media regardless of level of experience.

MUSICAL THEATRE 9 – *Offered as Grade 9-12 Course*

Musical Theatre is a new course for students wishing to strengthen and explore their singing voices in solo and small group settings. Students will learn singing fundamentals of breathing, diction, vocal production, and performance etiquette, specific to the genre of musical theatre. Units of study will be: technical fundamentals, solo performances, small group performances, character studies, and the combination of movement and music. Students are expected to have a positive attitude towards themselves, their peers, and the class and to maintain an open, growth-focused mindset.

DRAMA 9—INTRODUCTION TO THEATRE

This introductory course focuses on building a strong foundation of theatre skills and theatrical language. Units of study will include an introduction to vocal techniques, physical expression, improvisation, character creation and development, storyboard- ing and scriptwriting, monologues, duologues, screenplays and musical theatre. Students will use theatre as a means of exploring and expressing their personal identity. Through dramatic self-expression, students are encouraged to gain insight into the perspectives and experiences of people from a variety of times, places and cultures. Students will create artistic works collaboratively, using ideas inspired by imagination, inquiry and purposeful play. Through this collaborative work, students will build community, nurture relationships and utilize unique sensory language in order to create and communicate themes and artistic vision

DANCE 9

Recommended: none

This course provides an introduction to a variety of dance forms such as street styles, jazz, basic ballet, tap, Broadway and cultural dances. Students will learn basic dance steps and terminology that are universal to all dance forms. Students will also master choreographed routines and experiment with their own creative ideas in dance combinations. Finally, students will showcase their learning in a variety of settings in the school and community. Teamwork is essential for success in this course.

BEGINNER BHANGRA 9 to 12 *NO PREVIOUS EXPERIENCE OR LESS THAN 1 YEAR EXPERIENCE

In order to feel comfortable with various elements of Bhangra dance, beginner students will focus on mastering basic steps in this style as well as other related styles (i.e. Bollywood, Giddha). The goal of the course will be to perfect bhangra skills and expand knowledge in other styles mentioned above. Performances in a variety of settings (formal and informal / small and large groups) will help students develop more skills in all phases of dance preparation and production. Consideration of audience and venue while help create appropriate choreography for this level of dancer. Students will develop dance vocabulary, skills and technique in various styles studied. Finally, they will be able to express their personal voice, cultural identity, values and emotions through dance.



ADVANCED BHANGRA 9 to 12 *AT LEAST 2 YEARS OF EXPERIENCE

This class is for more experienced Bhangra dancers. Students will continue to perfect their skills and expand knowledge in other dance styles such as Bollywood and Giddha. Students will develop more dance vocabulary and technique in various styles studied. Performances in a variety of settings (i.e. large group & small groups) will help students develop more skills in all phases of dance preparation and production. They will need to consider audience and venue while creating choreography. Finally, they will be able to express their personal voice, cultural identity, values and emotions through dance.

BAND 9

In Band 9 students will continue to learn and improve their technical and musical development on their chosen instrument. Throughout the year student perform in a variety of settings including evening concerts, field trips, festival events and in small chamber ensembles. Each student is asked to provide their own instrument, and in some cases, instruments can be rented through the school for a fee. This is particularly the case with percussion section players and large instruments like French horn, bass clarinet, bassoon, euphonium, baritone saxophone, tubas, upright basses.



JAZZ BAND: BEGINNER (X BLOCK)

Students registered in this course must also be registered in Concert Band 9.

Junior Jazz band is an introduction to jazz study for players with 1 or more years experience on a Jazz appropriate instrument. (Saxophone, Trombone, Trumpet, Piano, Bass, Guitar, Drums). This ensemble meets before school from 7:10AM until 8:25 twice a week and Fridays depending on the rotation. Student placement into this course is finalized by the directors.

CHOIR 9

Choir 9 is open to all grade nine looking to strengthen and explore their singing voices in a group setting. Students will learn choral fundamentals such as sight singing, breathing, diction and performance etiquette. Students in this course will sing a wide variety of songs with and without accompaniment across different styles, languages, and time periods. Students are expected to show a positive attitude towards themselves and their peers regardless of training or experience.

VOCAL JAZZ 9

Vocal Jazz is a new course for all levels of students interested in modern styles of singing. It includes training in voice, breathing, music reading, singing with various sizes of groups and developing the skills needed for solo singing, including the use of a microphone. It is a great course to prepare for or train alongside Musical Theatre, Choir and Jazz Band. Vocal Jazz will provide an exploration of the history of modern singing and begin to develop improvisational skills that aid in composing new music. Students are expected to come with a positive attitude, have an open growth-focused mindset, and be patient with themselves along with others.

THEATRE COMPANY 9 - ACTING (X BLOCK)

Offered as Grade 9-12 Course

Fine Arts Recommended: Teacher Recommendation Only
Select this course if interested in Acting / Performance.
This course will run as a linear course throughout the school year and is intended to give students the opportunity to take part in a large theatrical production that communicates ideas, challenges opinions, and inspires change. Students engage in every aspect of theatre, including staging, costumes, make-up, sets, and choreography, in order for students to learn about perseverance, risk taking, collaboration, and exploration and reflection. Classes will run 2-3 times per week after school, with additional time required around final productions. Students will choose to specialize as on-stage performers or back-stage technical theatre production staff. The Dragon Tales Theatre Co. will be producing TWO Theatre Productions – one in December, and one in May. Students who are interested in auditioning for leading roles in next year's production are strongly encouraged to enrol in Advanced Acting 10-12 and/or Musical Theatre 9-12 offered within the timetable. Additionally, students will compete in various Theatre Festivals, and design additional in-school productions. This course runs after school, Mondays and Wednesdays for actors, and Tuesdays and Thursdays for stage crew, and students must take it as an X-Block course.

THEATRE COMPANY 9 – STAGECRAFT – (XBLOCK) *Offered as Grade 9-12 Course*

Select this course if interested in Stagecraft / Crew / Back of House Responsibilities. This course will run as a linear course throughout the school year and is intended to give students the opportunity to take part in a large theatrical production that communicates ideas, challenges opinions, and inspires change. Students engage in every aspect of theatre, including staging, costumes, make-up, sets, and choreography, in order for students to learn about perseverance, risk taking, collaboration, and exploration and reflection. Classes will run 2-3 times per week after school, with additional time required around final productions. Students will choose to specialize as on-stage performers or back-stage technical theatre production staff. The Dragon Tales Theatre Co. will be producing TWO Theatre Productions – one in December, and one in May. Students who are interested in auditioning for leading roles in next year's production are strongly encouraged to enrol in Advanced Acting 10-12 and/or Musical Theatre 9-12 offered within the timetable. Additionally, students will compete in various Theatre Festivals, and design additional in-school productions. This course runs after school, Mondays and Wednesdays for actors, and Tuesdays and Thursdays for stage crew, and students must take it as an X-Block course.

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 10 Prep

English 10 Prep is a prerequisite course for direct ELL students bridging into regular English 10 courses. It is designed to help students develop their skills in written and oral communication in a variety of contexts. The course provides opportunities for students to develop and refine their writing abilities. For oral communication, students will develop an awareness and appreciation of audience, purpose, and context through performance and public speaking.

English Language Learners (E.L.L.)

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)** level 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)** – Students 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.