

# ÉCOLE SALISH

SECONDARY SCHOOL



GRADE 8-9

CURRICULUM AND COURSE  
SELECTION HANDBOOK

2025/2026

# Welcome to École Salish Secondary

## HOME OF THE WOLVES

The courses offered at École Salish Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. Programs consist of a combination of required courses and elective courses. The courses you choose may help you to learn life skills, explore new fields, and discover capabilities and interests of which you may have been unaware.

Selecting elective courses is an important process and should be carried out in consultation with parents and counsellors. Courses with insufficient enrolment to justify a class grouping will not be offered. It is important, therefore, that you make thoughtful and careful decisions. Certain elective combinations will influence future pathways as well. For example, if French is dropped in Grade 10, students are unable to enroll in French class in Grade 11. Student course selections determine what courses will be offered the next school year. It takes several months to build the master timetable and requests for changes are not usually accommodated. Please take care when selecting your courses for the coming year!

It is recommended that students and parents review the contents of this booklet. If you have any questions or concerns, please speak to a school counsellor.

We wish all our students a rewarding and positive school year. Happy planning!

### Administration

Ms. Sheila Hammond	Principal
Mr. Michael Haffner (A-HARR)	Vice Principal
Mr. Jason Anderson (HARV-PARK)	Vice Principal
Ms. Michelle Larsen (PARKER-ZZ)	Vice-Principal

### Counsellors

Mr. Jouzy	(A-E)
Ms. O'Brien	(F-LI)
Ms. Bolognese/Ms. Baumgartner	(LO-RO)
Ms. Black	(RU-Z)
Ms. Rai	(LEAP)

### Department Heads

Department	Teacher
Assessment	Phong Kuoch
Careers	Christina Sandhu
Core Competencies	Tracey Riddoch
Counselling	Chris Black
English	Robin Speed
Fine Arts	Sofia Trujillo
FRIMM/Innovative Technology	Jesse Pesut
Gr 8 Coordinators	Brooke Ludolph/Chantal Bruce
Home Economics	Ravinder Sodhi
Inclusion	Angie Baumgartner
Indigenous Learning/LEAP	Lauren Compton
Information Technology	Leanne Whynot
Leadership	Michelle Young
Library Learning Commons	Tammy Le
Math	Cam Joyce
Mentorship	Elisa Preston
Modern Languages	Natalie Kidwell
Physical Education	Kyle Pedersen
Performing Arts	Jenny-Lynn Jensen
Racial Equity	Francesca Bonamis
Science	Naj Gill
Social Studies	Jeremy Third
Technical Education	Krista Robinson

# Table of Contents

<a href="#"><u>Welcome &amp; Introduction</u></a>	2
<a href="#"><u>Grade 8 English Program</u></a>	4
<a href="#"><u>Grade 8 French Immersion Program</u></a>	4
<a href="#"><u>Grade 9 English Program</u></a>	5
<a href="#"><u>Grade 9 French Immersion Program</u></a>	5
<a href="#"><u>Career Education</u></a>	6
<a href="#"><u>English Language and Arts Literacy</u></a>	7
<a href="#"><u>Modern Languages Department</u></a>	7
<a href="#"><u>Home Economics</u></a>	8
<a href="#"><u>Integrated Design &amp; Numeracy Department</u></a>	9
<a href="#"><u>Active Living &amp; Health Department</u></a>	11
<a href="#"><u>Integrated Design &amp; Science Department</u></a>	11
<a href="#"><u>Integrated Arts &amp; Social Sciences Department</u></a>	12
<a href="#"><u>Elective Courses -</u></a>	
<a href="#"><u>Fine Arts/Art Inquiry &amp; Performing Arts</u></a>	14
<a href="#"><u>ADST: Design/Life Sciences/Info Tech</u></a>	17
<a href="#"><u>Optional Programs -</u></a>	
<a href="#"><u>LEAP Program</u></a>	19
<a href="#"><u>French Immersion Program</u></a>	19

## GRADE 8 – ENGLISH PROGRAM

### STUDENTS IN GRADE 8 MUST TAKE THE FOLLOWING COURSES:

- English 8
- Social Studies 8
- Math 8
- Science 8
- Physical Education 8
- French and Languages 8
- Career Education 8

British Columbia's redesigned curriculum highlights personalized learning and flexible learning environments. Grade 8 students entering École Salish will follow a semester timetable.

### JUNIOR LEVEL ELECTIVES:

The redesigned curriculum is a strength-based approach to learning. Students at École Salish will have a diverse learning experience that will enable them to feel a sense of ownership over their educational choices.

The junior students at École Salish have the opportunity to experience a wide variety of subjects, related to Design, through electives, which keep them engaged in their school experience. Grade 8 students will experience the Design Cycle in a rotation including Drafting, Electronics, Robotics, Metal, Wood, Textiles and Foods.

## GRADE 8 – FRENCH IMMERSION

### STUDENTS IN GRADE 8 FRENCH IMMERSION MUST TAKE THE FOLLOWING COURSES:

French Immersion Required Courses:

- Français langue 8
- Éducation physique et santé 8
- Sciences humaines 8
- Sciences 8

Regular English Program Courses:

- English 8
- Math 8
- Career Education 8

## GRADE 9 – ENGLISH PROGRAM

### STUDENTS IN GRADE 9 MUST TAKE THE FOLLOWING COURSES:

- English 9
- Social Studies 9
- Math 9
- Science 9
- Physical and Health Education
- Career Education 9

### JUNIOR LEVEL ELECTIVES:

#### Inquiry Art:

Art 9 -  
Visual Arts  
Ceramics & 3D Sculpture Concert  
Band  
Guitar 9  
Choir 9  
Dance 9  
Drama 9  
Musical Theatre Performance 9

#### Design:

Electronics 9  
Foods 9  
Foods & Textiles 9  
Metalwork 9  
Woodwork 9  
Design 9  
Drafting 9  
Media Arts 9

#### Languages

Spanish 9  
French 9

## GRADE 9 – FRENCH IMMERSION

### STUDENTS IN GRADE 9 FRENCH IMMERSION MUST TAKE THE FOLLOWING COURSES:

#### French Immersion Required Courses:

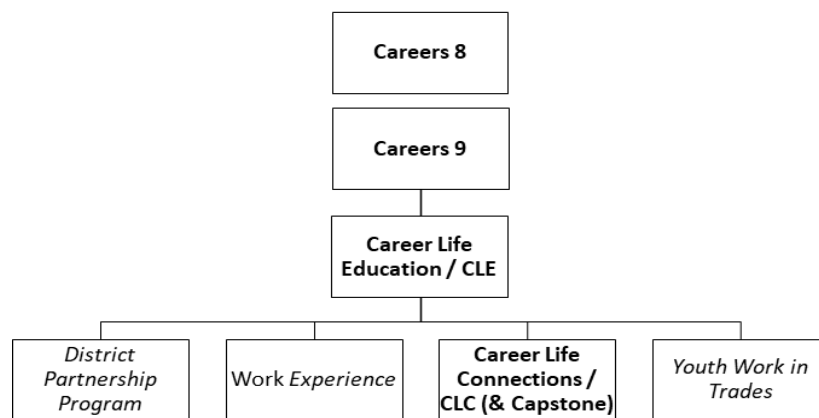
- Français langue 9
- Éducation physique et santé 9
- Sciences humaines 9
- Sciences 9

#### Regular English Program Courses:

- English 9
- Math 9
- Career Education 9

# CAREER EDUCATION

The Career Education curriculum involves students in research, problem solving, and decision making relevant to career planning. Students need opportunities to explore and research a multitude of education and career pathways. These pathways require graduates who confidently be self-direct, display initiative, set priorities, establish goals, and take responsibility for pursuing those goals in an ever-changing society. Career Education offers individual students' opportunities to acquire the knowledge and competencies necessary for success in school, in the workplace, and in their daily lives.



## CAREER EDUCATION 8 & 9

Students will obtain credit for Careers 8 and Careers 9 by participating in school, district and ministry initiatives such as Take Our Kids to Work Day, assemblies, guest speaker presentations, and classroom workshops during these grades.

Through these activities, students will reflect on personal preferences and skills to help identify and research various career options and goals. They will explore the value of work, personally, and as a society, as well as the effort and perseverance required to achieve one's learning goals. Finally, students will learn about the importance of adapting to the changing economy and labour market.

# ENGLISH LANGUAGE ARTS AND LITERACY

## ENGLISH 8

The aim of English 8 is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing to make meaning of the world and to prepare them to participate effectively in all aspects of society. Students will: (1) use oral language to interact, present, question, explain, persuade, and listen; (2) read and view to comprehend and respond to a variety of grade-appropriate texts; (3) write and represent to create a variety of meaningful personal, informational, and imaginative texts. Each grade level deepens students' knowledge, comprehension, analytical, synthesizing, and evaluative skills.

## ENGLISH 9

The aim of English 9 is to provide many challenging opportunities for students to grow as individuals, learners and citizens through reading, writing, listening, speaking, viewing and representing. Through the study of *oral, written, visual and digital texts*, students will explore big ideas including the understanding that texts are created for different purposes and audiences, and recognizing that sharing multiple perspectives extends thinking. This course will develop an understanding and build a connection to literature, as well as provide opportunities to create and communicate various texts. Students will examine how literary elements, techniques and devices help to create and improve meaning; use inquiry processes to engage with various ideas; and develop metacognitive skills that improve students' abilities to think critically, creatively and reflectively.

This course will be guided by the First Peoples' Principles of Learning.

# MODERN LANGUAGES DEPARTMENT

The Ecole Salish Languages Department provides opportunities for students to develop functional and spontaneous communication skills in the target language and an openness towards other cultures.

Communication in a second language is an appropriate and accessible goal for all learners in B.C. schools. The language program seeks to provide students with the necessary skills to perform real-life tasks, share ideas, acquire information, and get things done

Students will participate in a wide variety of speaking, listening, reading, and writing experiences intended to give them every opportunity to expand their understanding and appreciation of a second language and culture.

To encourage openness towards other cultures, the language classes will incorporate elements of the following: anecdotes, cultural comparisons, exposure to food, music, arts, and optional field trips and events.

French 8 is required at the grade 8 level to fulfill the requirements of the Ministry Language Education Policy.

- A Grade 11 language course may be required for certain university programs
- A Grade 12 language course is helpful for certain university programs

## **FRENCH 8**

French 8 fulfills the mandatory graduation requirements of the Ministry Language Education Policy. French 8 focuses on the four communicative skills (listening, speaking, reading, and writing) in situations that are relevant and personally meaningful. Students explore elements of francophone cultures in Canada and the world through different text and media. Throughout the course, students will also be introduced to elements of Spanish and Indigenous languages and culture to prepare them for choosing their future languages of study.

## **FRENCH 9**

French 9 builds upon the acquired knowledge, skills and attitudes introduced in French 8 and offers its students further skills for authentic interaction in French. Students increase their abilities to communicate effectively in French (listening, speaking, reading, and writing). To improve students' proficiency in the language, an appropriate bank of vocabulary will be developed with topics that are personally meaningful.

## **SPANISH 9**

This course is designed to develop communication skills through listening, speaking, reading, and writing as well as to introduce the student to basic Spanish grammar structures and vocabulary. It also introduces students to the culture, traditions, and daily lives of Hispanic people.

# **HOME ECONOMICS**

## **FOOD STUDIES 9**

Food Studies 9 will take your cooking skills and design thinking skills to the next level. Appetizing snacks to meals are all part of this course as we explore the themes of Breakfast, Lunch and Dinner. Discover the principles of food safety, food systems, and food marketing. Learn new techniques and use an assortment of tools to help you produce healthy and nutritious meals. Students will be asked to identify issues as they relate to food and use creative and critical thinking skills to design, develop and create practical solutions to such issues.

## **FOODS AND TEXTILES 9**

If you love Foods but also like to create using fabrics and textiles, this course is for you! This course encourages students to interact with the design process through the creation of Food in the foods lab, as well as learning various sewing techniques, dying, and creating craft/home décor items. Whether you are a



beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. Wouldn't a personalized apron be a great thing to use while you bake/cook in the Foods Lab? You will finish this course with food and sewing skills that will last you a lifetime.

## INTEGRATED DESIGN & NUMERACY

### MATHEMATICS 8

Mathematics is one way of trying to understand, interpret and describe our world. The goal of Math 8 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics. New mathematical ideas will be developed through concrete, pictorial and symbolic representations of mathematics.

The big ideas of mathematics, to be addressed in the grade 8 course, are described by the curriculum competencies listed below:

- **Reasoning and analyzing**
- **Understanding and solving**
- **Communicating and representing**
- **Connecting and reflecting**

Mathematics is a required course from grade 8 to grade 11. Mathematics and Calculus are optional courses in grade 12.

### MATHEMATICS 9

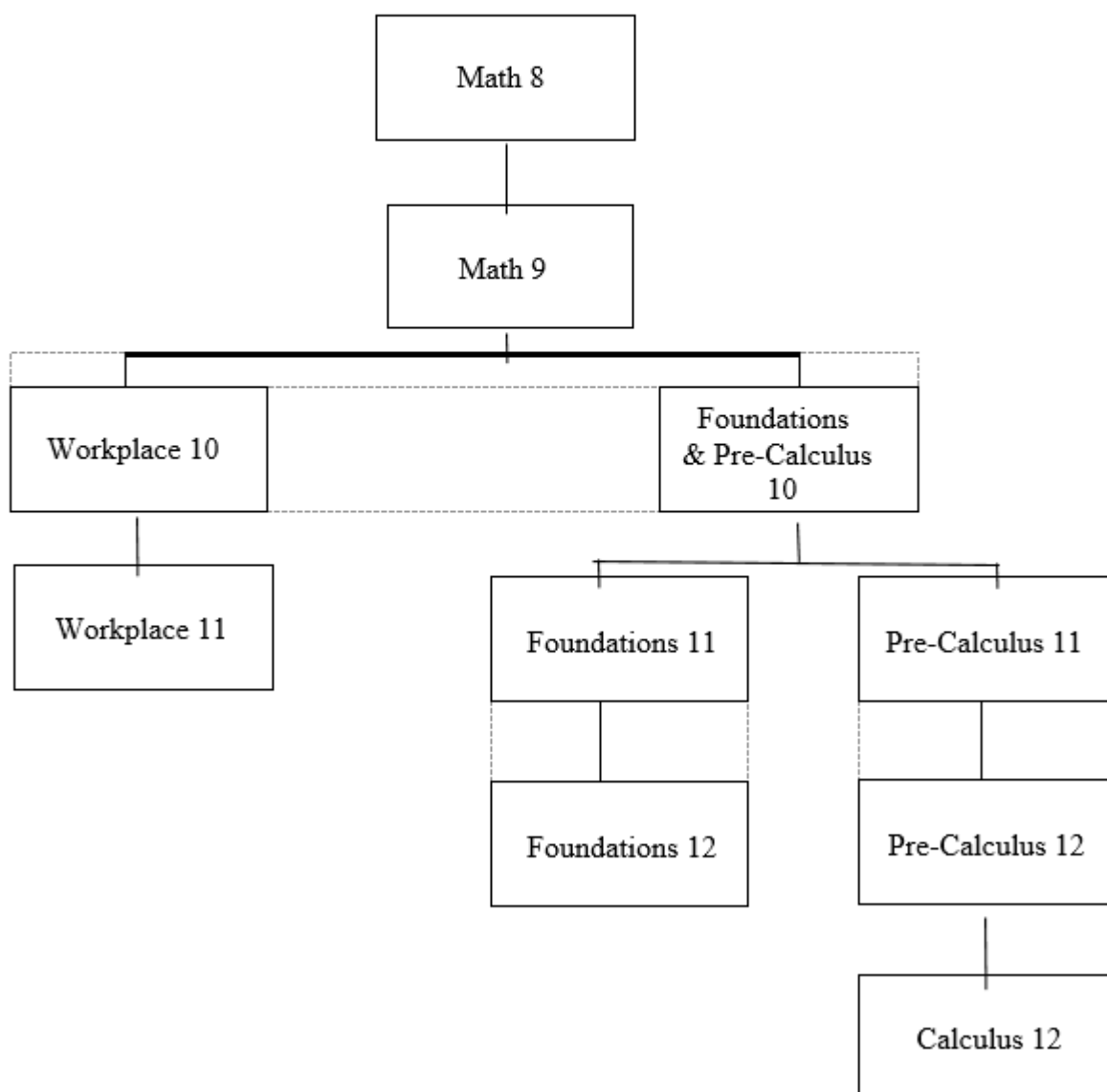
Mathematics is one way of trying to understand, interpret and describe our world. The goal of Math 9 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics. New mathematical ideas will be developed through concrete, pictorial and symbolic representations of mathematics.

The big ideas of mathematics, to be addressed in the grade 9 course, are described by the curriculum competencies listed below:

- **Reasoning and analyzing**
- **Understanding and solving**
- **Communicating and representing**
- **Connecting and reflecting**

Mathematics is a required course from grade 8 to grade 11. Mathematics and Calculus are optional courses in grade 12.

To satisfy graduation requirements, completion of any Math 10 and a Math 11 (or Math 12)



## **ACTIVE LIVING & HEALTH DEPARTMENT**

### **PHYSICAL AND HEALTH EDUCATION 8 & 9**

Physical & Health Education 8 & 9 aims to enable students to enhance their quality of life through regular physical activity while providing opportunities for growth through reflection and personal inquiry. Students in this course will have various avenues to pursue physical fitness. Students will focus on individual fitness, individual/dual/larger team-based activities, and opportunities for personal inquiry.

We are going to (1) Set Personal Goals, (2) Develop Interpersonal Skills, (3) Develop Health Strategies, and (4) Reflect on the process and our Growth. We will develop these skills through the Curricular Competencies: Physical Literacy, Healthy & Active Living, Social & Community Health, and Mental Well-Being.

## **INTEGRATED DESIGN & SCIENCE DEPARTMENT**

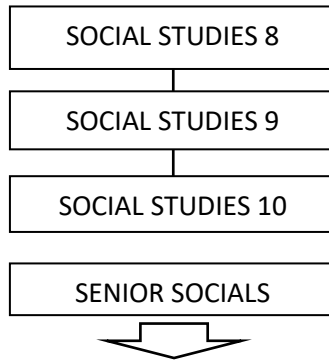
### **SCIENCE 8**

The Science 8 program is designed to provide students with a “hands on” type of science experience. Topics covered include cell biology, matter, optics and plate tectonics. All science classes stress the need to make accurate observations, the importance of good records, along with the ability to generalize about ideas and communicate these ideas to others. In addition, students are taught how to use equipment, follow instructions and work safely in any laboratory situation.

### **SCIENCE 9**

The Science 9 program is designed to provide students with a “hands on” type of science experience. Topics covered include Cell reproduction, chemistry, electricity and nutrient cycles. All science classes stress the need to make accurate observations, the importance of good records, along with ability to generalize about ideas and communicate these ideas to others. In addition, students are taught how to use equipment, follow instructions and work safely in any laboratory situation.

# INTEGRATED ARTS & SOCIAL SCIENCES DEPARTMENT



20<sup>TH</sup> CENTURY HISTORY

PHYSICAL GEOGRAPHY 12

SOCIAL JUSTICE 12

POLITICAL STUDIES 12

HUMAN GEOGRAPHY

LAW 12

CONTEMPORARY  
INDIGENOUS STUDIES 12

PHILOSOPHY 12

*You **MUST** take at least one Social Studies course under the Senior Socials credit category to graduate. After that, you are allowed to take as many total Socials courses as you have room for; further courses count as credit towards graduation and potentially for university applications.*

*NOTE: All courses are designated grade 12, but can be taken in grade 11 OR 12*

## A General Note about Social Studies Curricular Competencies

With the changing curriculum, focus in Social Studies classrooms has shifted away from assessment of the ability to recall content to the practical application of history and geography that students learn about. As such, students will be evaluated on their skills. These curricular competencies fall under the two categories below.

### Historical Thinking Concepts

Based on the work done by Dr. Peter Seixas, BC has adopted this framework for looking at history. Each of the Concepts is a specific lens through which to analyze parts of history. At each grade from 8-10, students will explore two of these in detail, while practicing those from previous years. At the senior level, students will be expected to engage with all of them and be able to select the concepts that best apply to their current subject matter.

Grade 8 – Historical Significance, Evidence & Interpretation

Grade 9 – Cause and Consequence, Continuity and Change

Grade 10 – Historical Perspective, Ethical Judgments

### Demonstrating Learning

Though the specific categories may vary from class to class, students will be evaluated on their ability to: formally communicate their learning, use historical fact to support an opinion or position, critically analyze historical fact for accuracy and effectiveness, and engage the inquiry process to demonstrate an understanding of an agent of history.

## **SOCIAL STUDIES 8**

Social Studies 8 sets the foundation of skills and knowledge for future content. The primary focus of events in this course revolves around the question: What does it mean to be civilized? You will learn about the development of medieval European feudal societies (with potential extensions to places such as India, China, and Japan). This journey starts with the Vikings and ends with the development of democracy in England. Additionally, students will explore some of the history of Indigenous groups in parts of Canada and the impact that contact with European explorers had on these peoples.

Students will develop critical thinking and written communication skills, as well as get a basic introduction to the six Historical Thinking Concepts, which will be built upon in each successive course.

## **SOCIAL STUDIES 9**

Social Studies 9 picks up where Socials 8 left off. Learners will begin by looking at a period of time that has been called by some historians the “Age of Revolutions”. Beginning with the French Revolution, students will look at the ways that significant, rapid change came to Europe and how this influenced other parts of the world. The second part of the course will shift focus to Canada. Students will learn about the difficult process that Canada had to go through to become a country, taking into careful consideration the significant detrimental impact this process had, and continues to have, on Indigenous peoples and other minorities. The course will culminate in a brief look at World War I.

Students will continue to build upon their communication and thinking skills, add new Historical Thinking Concepts to their toolkit, and consider more deeply the impact that geography has on the development of Canada.

## **ELECTIVE COURSES**

### **FINE ARTS(GR. 8)/ART INQUIRY(GR.9) & PERFORMING ARTS**

#### **VISUAL ARTS 8 – ART STUDIO FOUNDATIONS**

Students will experience the fields of drawing, painting, graphics, ceramics, sculpture, and fabric art. They will work with a variety of materials and media to enhance their skills and visual development. Students will also be required to keep a visual journal that will be used to develop and enhance their vocabulary and art literacy.

#### **VISUAL ARTS 9 – ART STUDIO FOUNDATIONS**

Students in Art 9 will enhance their basic skills. Personal, social, cultural and historical contexts will be explored. Students will experience a variety of basic areas of visual expression including two-dimensional and three-dimensional works. Students will be REQUIRED to keep an online portfolio and a sketchbook.

#### **DANCE 8**

This course is an introduction to various forms of dance. Students will have the opportunity to learn the history, terminology, and basic techniques of different forms of dance such as tap, jazz, hip hop, contemporary, musical theatre, and cultural dance. Students will be taught proper dance class and theatre etiquette and will experience dance both as an audience member and as a performer.

#### **DRAMA 8**

Drama 8 is an introductory course designed to engage the students in both “drama” (non- audience) and “theatre” (audience) activities and performances. Emphasis is placed on structured play, teamwork, and building self-confidence as well as an introduction to basic acting skills. Students will have the opportunity to work in small and large groups to create performances for an audience of their own classmates. They will also have the opportunity to learn self and peer evaluation skills as an audience member. In this course, you will study tableau, mime, character building, scripted scenes, improvisation, and choral monologues.

#### **DANCE 9**

This course is an introduction to various forms of dance. Students will have the opportunity to learn the history, terminology, and basic techniques of different forms of dance such as tap, jazz, hip-hop, contemporary, musical theatre, and cultural dance. Students will be taught proper dance class and theatre etiquette and will experience dance both as an audience member and as a performer.

## DRAMA 9

Drama 9 begins with a review of basic acting skills and techniques at an introductory level. Students will then advance their skills in “drama” (non-audience) and “theatre” (audience) by creating and performing several individual and group projects within the class. This course is designed to enhance the student’s self-confidence, theatre knowledge, theatre etiquette, and ensemble creation. Students will also have the opportunity to learn how to self and peer critique as an audience member. Topics of study include character building/development, scripted scene work, scene creation, monologues, and improvisation. Musical Theatre is a performance-based course that combines music, dance, and drama in one multi-disciplinary performance platform.

Students in this course will have the opportunity to work on individual and group projects to strengthen their skills as an all-around performer. This course is a year-long program where students will enhance their knowledge in vocal technique, stage movement, choreography, scene creation, and large ensemble performance. The first semester will include projects designed to allow the students to practice their skills in a creative and reflective atmosphere within the classroom. The second semester will focus on an audition-based production, with the final outcome being a musical theatre show with a live audience outside of school hours. This course is designed for students who are serious about developing their skills as a multi-disciplinary performer and are interested in taking part in a large-scale production. It is recommended that students have previous classroom experience in acting or dance or are taken subsequently with acting or dance classes.

## MUSICAL THEATRE

Musical Theatre is a performance-based course designed for students in grades 9 through 12 who are passionate and curious about the performing arts.

Whether you are a seasoned performer or new to the stage, this class will help you develop your skills in acting, singing, and dancing. Students will experience the art form of musical theatre through personal study, exploratory projects, applied performance, and exposure to a variety of school, community and professional musical productions. Students will be immersed in a culture of performing arts, with the ultimate goal of pursuing personal and/ or professional goals.

## CONCERT BAND 8

### **Band 8 Woodwinds/Band 8 Brass/Band 8 Percussion**

No pre-requisite; however, highly recommended that students have completed Band 7. Band runs as a year-long course backed on alternate days with Math 8.

**Requirements:** Rental of instrument (larger instruments rented from the school).

**Band 8 Woodwind:** flute, oboe, clarinets, saxophone, and bassoon

**Band 8 Brass:** trumpet, French horn, horn, trombone, baritone, tuba, electric bass

**Band 8 Percussion:** drum set, tympana, cymbals, mallet percussion, snare drum, & bass drum.

Students will receive instruction on their instrument, ensemble skills and notational and rhythmic fluency. A wide variety of music is played in the class. The musical selection ranges from rock tunes, jazz standards, movie and television themes to classical compositions.

Joining a music ensemble is a great way to feel a sense of belonging and community right at the beginning of high school.

### **JAZZ BAND 8/9 (E Block)**

**Junior Jazz Ensemble Pre-requisite:** Enrolment in a Band course at Salish or director permission.

Grade 8 Band students may enroll in the Junior Jazz ensemble at the invitation of the director.

Requirements: Band instrument (rent or own) and accessories.

This is an entry level course for jazz studies at Salish. The course will be a 4-credit course but will be offered in an extracurricular time slot twice weekly throughout the year after school.

Course content will include instruction in jazz performance both as ensemble player and soloist. Students can expect to take part in evening coffee house, community, and a variety of festival concerts.

As part of course work students will present musical works at our local annual Surrey Jazz Festival.

### **CONCERT BAND 9**

#### **Band 9 Woodwinds**

#### **Band 9 Brass & Percussion**

Band 9 Woodwinds, Band 9 Brass & Percussion

The Concert Band 9 class will be learning and performing a variety of repertoire in classical, contemporary and movie soundtracks. Students will see a significant increase in the complexity (and excitement) of the repertoire (songs). Course material will cover performance style as well as historical and theoretical concepts for a wide variety of musical genres and style periods. As this is a performance-oriented course, students will be expected to participate in a number of community, regional and festival concerts throughout the year. It is the students' responsibility to make the necessary arrangements to attend each performance. Opportunities for multiday international and national playing tours.

### **GUITAR 9**

This course is designed for students in Grades 9 –12. In guitar class, we explore the rudiments of music (melody, harmony, and rhythm) by exploring a variety of musical styles that elicit various techniques for the playing of the instrument. Upon completion of guitar class, you will have base-knowledge for studying and exploring music on the guitar independently, knowledge of related software/sites that aid in perfecting your skill and develop great musical friendships with your classmates. For advanced guitar students, you will work on your own personal pieces with an emphasis on continuing to improve your technique, reading abilities, advanced chords, arranging songs and song sheets, learning how to use free software and performing abilities.



# ADST: DESIGN/LIFE SCIENCES/INFO TECH

## **ADST DESIGN ROTATION – GRADE 8**

Design 8 is a course composed of different modules that may include: drafting, foods, metalwork, robotics, textiles, and woodwork. The curriculum in all modules builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways.

## **INTRODUCTION TO WOODWORK – GRADE 9**

### No Pre-requisite

Following appropriate demonstrations and tests, students will learn the basics of working with different types of wood products to safely create products using hand/power tools and machines while using the design process and their creativity to bring their ideas to life. They will be introduced to processes like imperial measurement and layout, cutting and joinery, lamination and finishing techniques. There may be some costs involved to cover extra materials or unique wood products.

## **INTRODUCTION TO METALWORK – GRADE 9**

### No Pre-requisite

Following appropriate demonstrations and tests, students will learn the basics of working with different types and forms of metals to safely create products using hand/power tools and machines while using the design process and their creativity to bring their ideas to life. They will be introduced to processes like measurement and layout, cutting and forming, joining, and welding, fabrication and machining, and different finishing techniques. There may be some costs involved to cover extra materials or unique metal products.

## **INTRODUCTION TO DRAFTING – GRADE 9**

### No Pre-requisite

This is an introductory course in CADD. Students will use a combination of skills to communicate their ideas in both mechanical and architectural design. Basic drafting techniques will be learned including 2-d drawing, orthographic and isometric drawing, dimensioning, and creating sheets. Some 3-d work and printing will be included.

## **INTRODUCTION TO ELECTRONICS/ROBOTICS – GRADE 9**

### No prerequisite

This course is an introduction to both Electronics and Robotics. Students will learn foundational concepts about electronics including electrical circuits, components that affect the flow of electricity, production of PCB's and theory of Ohms Law and also learn foundational concepts about robotics including sensors,

programming, motion, structure, and control. All of which will be taught through the completion of skill building labs that lead up designing and making projects, for in class mini challenges and competitions.

### **COMPETITIVE ROBOTICS – GRADE 9 (Robotics + E Block)**

As an extension to the typical robotics class at Ecole Salish, the competitive program offers students the extra time and support to participate in the VEX robotics league. All competitive classes will have access to the more advanced steel and aluminum parts as well as the more powerful V5 sensors, motors, and brain. By selecting this option students will receive 2 full course credits and be enrolled in a robotics course for 1 semester and a linear (year long) X block meeting twice a week. This reflects the extra time students spend when building and designing for the competitive league. Competitive robotics is an exciting way to learn the hands-on design, build, and control skills that make modern machinery. All abilities are welcome to join. This course is mandatory to participate in the VEX league with Salish.

### **FOOD STUDIES – GRADE 9**

Food Studies 9 will take your cooking skills and design thinking skills to the next level. Appetizing snacks to meals are all part of this course as we explore the themes of Breakfast, Lunch and Dinner. Discover the principles of food safety, food systems, and food marketing. Learn new techniques and use an assortment of tools to help you produce healthy and nutritious meals. Students will be asked to identify issues as they relate to food and use creative and critical thinking skills to design, develop and create practical solutions to such issues.

### **FOODS & TEXTILES – GRADE 9**

If you like to create using fabrics and textiles, this course is for you! This course encourages students to interact with the design process through the creation of various sewing, dying, and craft/home décor items. Whether you are a beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. You will finish this course with skills that will last you a lifetime. Students will be asked to identify and consider important issues surrounding the apparel industry, and use various global views in the design, development, and creation of projects.

### **MEDIA ARTS – GRADE 9**

This is an introductory course that explores a variety of areas in media arts including animation, video production, photography and more. Students will explore the visual arts using current technology. Some elements of the course will involve script writing, storyboarding, character development and editing. The animation portion will focus on 2-d animation using Adobe Animation. The video production portion will focus on filming and editing using Adobe Premiere. The photography portion will focus on the basics of composition in Adobe Photoshop and may include the use of a digital camera.

# OPTIONAL PROGRAMS

## LEAP (LEARNING FROM EXPERIENCE IN ACTION PROGRAM)

### JUNIOR LEAP PROGRAM

LEAP is an experiential and holistic learning program, founded in the First Peoples Principles of Learning, for students in grades 8-12. This program offers opportunities to participate in field studies, is geared towards cross-curricular learning, and is rooted in strength-based, experiential learning.

During the semester, students will complete five courses. LEAP runs for two blocks a day for the duration of the school year (Half Day). Students attend their other required courses and electives in the remaining four blocks (two each semester). Students will benefit from the opportunity to build a strong class community where all opinions and identities are valued. LEAP offers students the ability to show learning in a variety of ways and is aligned with BC curriculum.

#### **Grade 8 Courses:**

English Language Arts 8  
Social Studies 8  
Applied Design, Skills, and Technology 8  
Physical Health Education 8  
Careers 8

#### **Grade 9 Courses:**

English Language Arts 9  
Social Studies 9  
Applied Design, Skills, and Technology 9  
Physical Health Education 9  
Careers 9

Potential field studies include, visiting the Vancouver Aquarium and Surrey Nature Centre, snowshoeing, canoeing, hiking, visiting museums, in class presentations, spending time in nature, volunteering in the community, etc.

# OPTIONAL PROGRAM – FRENCH IMMERSION

## **FRENCH IMMERSION | PROGRAMME FRANÇAIS LANGUE SECONDE: IMMERSION**

Prerequisite: Completed Early or Late Immersion Program at Elementary Level

### **Grade 8 / 8e année**

#### **Français langue 8**

This course is required of all students in Grade 8 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed Grade 7 in French Immersion.

This course aims at developing the four language competencies: reading, writing, listening and speaking, using multiple resources including technology. Learn strategies to revise and edit work. Grammar study in a scope and sequence outlined by BC Ministry of Education. Literary focus: Legends and theatrical works.

Ce cours vise à développer les quatre compétences langagières : la lecture, l'écriture, l'écoute et l'oral en utilisant plusieurs ressources, y compris des ressources électroniques et virtuelles. Apprendre des

stratégies pour réviser et éditer un travail. L'étude grammaticale se fera dans un cadre et une séquence définis par le ministère de l'Éducation de la Colombie-Britannique. Thèmes littéraires : Légendes et oeuvres théâtrales.

## **Sciences humaines 8**

This course is required of all students in Grade 8 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed Grade 7 in French Immersion.

In Sciences humaines 8, students will navigate their learning from the 7th century to 1750. Within this timeframe, students will investigate how the changing ideas about the world created tension between tradition and advancing society. Learning and applying a variety of skills, students will also learn how contact and conflicts between peoples stimulated significant cultural, social, and political change. Changes in population and living standards are explored as societies learn of one another's advancements and the geography of the world. As societies continue to explore the world, expansion and colonization have varying consequences for different groups. The geography component will focus on world geography, how to read, interpret and understand maps, time and space, and the relationship between land and people. Students will also examine current social issues relevant to our world today.

Dans ce cours, les élèves suivront leur apprentissage du 7ème siècle à 1750 environ. Dans le contexte de cette période de temps, ils étudieront la façon dont les idées changeantes sur le monde ont créé une tension entre la tradition et l'avancement de la société. En apprenant et en appliquant diverses compétences, les apprenant.e.s apprendront également à quel point les contacts et les conflits entre différents peuples ont entraîné des changements culturels, sociaux et politiques importants. L'évolution de la population et du niveau de vie est explorée au fur et à mesure que les sociétés se rendent compte de leurs progrès mutuels et de la géographie du monde. Alors que les sociétés continuent à explorer le monde, l'expansion et la colonisation ont des conséquences variables pour différents groupes. La composante géographie se concentrera sur la géographie du monde, comment lire, interpréter et comprendre les cartes, le temps et l'espace et les relations entre la terre et les hommes. Les élèves examineront également des questions sociales d'actualité concernant notre monde d'aujourd'hui.

## **Éducation physique et santé 8**

This course is required of all students in Grade 8 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed Grade 7 in French Immersion.

The Éducation physique et santé 8 course incorporates the following big ideas:

1. Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
2. Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
3. Healthy choices influence our physical, emotional, and mental well-being.
4. Healthy relationships can help us lead rewarding and fulfilling lives.
5. Advocating for the health and well-being of others connects us to our community.

French Immersion course descriptions

Students in Éducation physique et santé 8 acquire the knowledge, skills, and attitudes they will need to integrate physical activity into their daily activities, hobbies, and healthy, active lives.

Le cours d'Éducation physique et santé 8 tient compte des grandes idées suivantes :

1. La participation quotidienne à différents types d'activités physiques a une incidence sur notre savoir-faire physique et sur nos objectifs de santé et de forme physique.
2. La pratique d'activités physiques durant toute la vie procure de nombreux bienfaits et est un élément essentiel d'un mode de vie sain.
3. Les choix sains contribuent à notre bien-être physique, affectif et mental.
4. Les relations saines peuvent nous aider à vivre une vie enrichissante et satisfaisante.
5. Favoriser la santé et le bien-être des autres nous permet de tisser des liens avec notre communauté.

Les élèves qui participent au programme d'Éducation physique et santé 8 acquièrent des connaissances, des habiletés et des attitudes dont ils auront besoin pour intégrer des activités physiques à leurs occupations journalières, leurs loisirs, et pour mener une vie saine ainsi qu'active.

## **Grade 9 / 9e année**

### **Français langue 9**

This course is required of all students in Grade 9 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 8 French Immersion course in this subject.

Reinvestment in the four language competencies: reading, writing, listening, and speaking, using multiple resources including technology. Learners will elaborate ideas and state their point of view as well as create portrait descriptions. They will also reaffirm strategies to revise and edit work. Grammar study aligns with the scope and sequence outlined by the BC Ministry of Education. Literary focus: Fables and novels.

Un réinvestissement dans les quatre compétences langagières : la lecture, l'écriture, l'écoute et l'oral, en utilisant plusieurs ressources, y compris des ressources électroniques et virtuelles. Les apprenant.es élaboreront leurs d'idées et énonceront leur point de vue ainsi que décriront des portraits. Ceux et celles-ci réaffirmeront les stratégies pour réviser et éditer le travail. L'étude grammaticale se fera dans un cadre et une séquence définis par le ministère de l'Éducation de la Colombie-Britannique. Focus littéraire : les fables et les romans.

### **Sciences humaines 9**

This course is required of all students in Grade 9 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 8 French Immersion course in this subject.

The learning standards for Sciences humaines 9 span from 1750-1919 and will build on the following 4 big ideas:

1. How emerging ideas profoundly influence societies and events, 2. How the physical environment influences the nature of change, 3. How power can affect the balance of relationships between individuals and societies, and 4. How a group's identity can be affected over time. The course will also focus on the social, political, and economic development of 19th Century Canada, and the emergence of modern Canada. Students will study the identity, society, and culture of Canada, and the issues that steered Canada towards political unity and nationhood. Students will also investigate English, French,

and First Nation relations throughout the course, and investigate how geography influenced the economic development and settlement patterns in regions of Canada.

Les normes d'apprentissage des Sciences humaines 9 vont de 1750 à 1919 et s'appuieront sur les 4 grandes idées suivantes : 1. Comment les idées et les idéologies nouvelles ont eu une profonde influence sur les sociétés et les événements ;

2. La manière dont l'environnement physique influence la nature des changements politiques, sociaux et économiques ; 3. Comment le déséquilibre des pouvoirs altère les relations entre les individus ainsi qu'entre les sociétés ; 4. La façon dont l'identité collective est construite et peut changer au cours du temps. Le cours portera French Immersion course descriptions 4 également sur le développement social, politique et économique du Canada au XIXe siècle, et sur l'émergence du Canada moderne. Les élèves étudieront l'identité, la société et la culture du Canada, et les problèmes qui ont amené le Canada à l'unité politique et à la nation. Les apprenant.e.s étudieront également les relations entre l'anglais, le français et les Premières Nations tout au long du cours, et étudieront comment la géographie a influencé le développement économique et les modèles d'établissement dans les régions du Canada.

### 3. Éducation physique et santé 9

This course is required of all students in Grade 9 and counts towards the graduation requirements for French Immersion and the Double Dogwood programme. In order to register in this course, students must have successfully completed the Grade 8 French Immersion course in this subject.

The Éducation physique et santé 9 course incorporates the following big ideas:

1. Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
2. Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
3. Healthy choices influence our physical, emotional, and mental well-being.
4. Healthy relationships can help us lead rewarding and fulfilling lives.
5. Advocating for the health and well-being of others connects us to our community.

Students in Éducation physique et santé 9 acquire the knowledge, skills, and attitudes they will need to integrate physical activity into their daily activities, hobbies, and healthy, active lives.

Le cours d'Éducation physique et santé 9 tient compte des grandes idées suivantes:

1. La participation quotidienne à différents types d'activités physiques a une incidence sur notre savoir-faire physique et sur nos objectifs de santé et de forme physique.
2. La pratique d'activités physiques durant toute la vie procure de nombreux bienfaits et est un élément essentiel d'un mode de vie sain.
3. Les choix sains contribuent à notre bien-être physique, affectif et mental.
4. Les relations saines peuvent nous aider à vivre une vie enrichissante et satisfaisante.
5. Favoriser la santé et le bien-être des autres nous permet de tisser des liens avec notre communauté.

Les élèves qui participent au programme d'Éducation physique et santé 9 acquièrent des connaissances, des habiletés et des attitudes dont ils auront besoin pour intégrer des activités physiques à leurs occupations journalières, leurs loisirs, et pour mener une vie saine ainsi qu'active.