

# VANCOUVER COLLEGE

## PROGRAM OF STUDIES – MIDDLE SCHOOL 2022 - 2023

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Please note this Program of Studies is available online at [www.vc.bc.ca](http://www.vc.bc.ca) :: Academics :: Middle School.

## **A MESSAGE FROM THE ASSISTANT PRINCIPAL**

Every September, as summer begins to turn into fall, it brings with it a feeling of excitement and anticipation for all members of our community. For our students, this enthusiasm is most focused on the endless possibilities that lay before them. These possibilities include making new friends, becoming a master of a new co-curricular activity or developing into a more refined student.

The Middle School Program of Studies is designed as a resource to assist students to make well-informed choices for an academic program which will fulfill the Ministry of Education requirements and provide them with more information about their upcoming academic program.

With the new BC curriculum emphasizing a personalized approach to learning, we believe that this inaugural handbook will allow students greater information to understand their future. Students will now be able to explore required and elective courses at their grade level that most interest them, pursue excellence and thus become a more knowledgeable student.

Vancouver College focuses on the formation of the whole person, preparing students for lives dedicated to excellence, leadership and service to the Church and community. It is with this in mind that we require all students to enroll in Religious Studies and Physical & Health Education courses, along with the regular Provincial requirements.

Spiritually, the boys will have opportunities to participate in regular liturgies and annual retreats. In addition, there are many leadership roles available to the Middle School students through our very active Campus Ministry.

Athletically, Vancouver College boasts an excellent variety of sports which your son is encouraged to participate in, including some which do not require prerequisite experience. In addition to our Middle School teams, students are encouraged to become active through their Physical Education classes and our recreational program.

We look forward to working with you and your son(s) as they reach maturity and realize their potential during their years in Middle School at Vancouver College.

*Semper Fidelis,*

**Mr. John-Paul Cavalluzzo**  
**Middle School, Assistant Principal**

## **A Message from the Vancouver College Learning Centre**

Vancouver College has developed The Learning Centre (TLC) to support students with their learning through a variety of programs.

We provide assistance to learners with diverse needs through collaboration between the student, family, TLC staff, classroom teachers, and school administrators, together for the individual success of every student.

Vancouver College will endeavour to provide the resources required to support learning for all students, including students with special support needs who have enrolled at Vancouver College in accordance with the Admissions Policy of the School.

Students who are offered admission to Vancouver College may request support from TLC by meeting with TLC teachers and submitting documentation of their exceptional learning profile. Please note that there is no additional fee for participation in TLC.

**TLC treats all documentation as confidential.**

### **Elementary, Middle and Senior Schools**

#### *Academic Resource Options:*

- Option to take a block of study with an emphasis on curricular support and mentoring in organization, time-management, and study skills.
- 1:1 tutoring support after school Monday through Thursday.
- Assistance with reading, written language, and math as needed.
- Individual/small group subject matter tutoring and peer mentorship.
- Support with self-advocacy, executive functioning, and growth mind-set.
- Classroom accommodations as appropriate based on documentation/student need.
- Subscription to Google learning tools, IXL, and other on-line learning tools.
- Training and self- and emotional-regulation.
- Access to a registered psychologist (limited availability).
- Social thinking groups.
- PATH planning for transitioning to teen and/or adult life, depending on the age and stage of the student.

#### *Individual Education Plan (IEP) Accommodations (for Elementary, Middle, and Senior Schools):*

Vancouver College, through the development of the IEP, helps define the level and nature of reasonable accommodations provided to students in both the classroom and TLC. The students' IEP accommodations are based on student need and documentation, as well as the availability of Vancouver College personnel and resources.

## A MESSAGE FROM THE WELLNESS CENTRE AND STUDENT SERVICES DEPARTMENT

The vision for the Wellness Centre at Vancouver College is for the Centre to serve as a resource hub for students and members of the community, and is intended to be a gateway for a number of health resources available within the school. The aim is to look after and safeguard student health in a number of areas, including spiritual, emotional, psychological, and physical well-being.

The Wellness Centre provides a variety of services, including personal counselling and resources, to all sections of the school (Elementary, Middle, and Senior). The Centre works closely with Grade Level Coordinators and Administrators, Campus Ministry, the Learning Centre, and the Physical Health and Education Department.

Located on the first floor of Manrell Hall, the Wellness Centre can be a space for students needing a quiet place to settle down or to take a breather from the busyness of life at Vancouver College. Students are also welcome to utilize the space during break periods and with permission from their teacher. Finally, there is also an array of self-help resources available in the Centre, and a bulletin board with many resources.

A separate, but equally important resource in the school is Student Services. This department is responsible for providing post-secondary guidance, academic planning and academic advising. Members of Student Services are situated on the 2nd floor of Rice-Holler Hall.

The following faculty are members of the Wellness Centre and Student Services Department:

**Mr. Alex Huang**, Director of the Wellness: Mr. Huang's background is in counselling, and he is able to provide short-term/brief personal counselling services to students at Vancouver College. He is also responsible for offering resources to the school community, and with relevant staff. Mr. Huang will be designing and implementing curriculum related to the social and emotional health and well-being of Vancouver College students.

**Mr. Greg Accili**, Academic Counsellor and Post-Secondary Counsellor: Mr. Accili assists students with last names beginning with A - L with course planning, academic advising, and post-secondary guidance and assistance. Mr. Accili also coordinates the Advanced Placement and Provincial assessments as well as external credits.

**Mr. Brian Taggart**, Academic Counsellor and Post-Secondary Counsellor: Mr. Taggart assists students with last names beginning with M - Z with course planning, academic advising and post-secondary guidance and assistance. Mr. Taggart also coordinates the PSAT and supports Advanced Placement as well as external credits.

**Mr. Paul Legge**, Career Life Coordinator: Mr. Legge coordinates the Career - Life Education 10 course and the implementation of Career - Life Connections 11-12 and the Capstone Projects.

While we spend a great deal of our time working with students in Grades 10, 11 and 12, we make our initial contact with our students in Grades 7, 8 and 9, and commit to meeting with every grade at least once a year. If you are interested in knowing more about the Senior School program and how it leads to different post-secondary options please feel free to reach out to one of us. We look forward to working with all of you in the future years.

*Semper Fidelis,*

**Mr. Huang, Mr. Accili, Mr. Taggart, and Mr. Legge**

## PLANNING HANDBOOK DIRECTORY

The purpose of this handbook is to provide students and parents with the information necessary to make thoughtful course selections. The task for now is to **choose your courses carefully** in consultation with parents and teachers, to ensure a great start to your next school year.

### Course Planning for the Linear System

Vancouver College Middle School operates on a linear system. This means that the courses chosen to start your program of study in September will remain that way for the entire year through June (other than your elective classes - term by term rotation basis).

### Timetable

Students in Grade 7 will be provided with eight courses for a full program of study. This includes one elective class rotation. Career Education 7 will be done in a blended format outside of the regular eight block rotation.

Students in Grade 8 will be provided with eight courses for a full program of study. This includes one elective class rotation. Career Education 8 will be done in a blended format outside of the regular eight block rotation.

Students in Grade 9 will be provided with eight courses for a full program of study. This includes one elective class rotation. Students will have the choice of taking French 9 or Spanish 9. Career Education 9 will be done in a blended format outside of the regular eight block rotation.

### Completing your Timetable

It is the responsibility of each student to ensure that they have completed their elective and or language course selection in a timely fashion. Elective rotations are filled based on a student's rank and order. However, if students do not submit their rankings or are late doing so, they may not be given one of their top elective choices.

### Selecting a Block of Study in The Learning Centre

The Learning Centre (TLC) helps formalize inclusive support for students with exceptional learning profiles. Students who have an IEP (Individualized Education Plan) and are Language Exempt may be eligible to select a TLC block in their Middle School timetable. Other accommodations can be made and supports explored with Ms. Cliona Ryan-Glennon, Director of The Learning Centre.

## **LANGUAGE AND MATH CHALLENGE PATHWAYS**

### **Middle School French**

The VC Modern Languages Department aims to develop and enhance a student's whole language experience. As such, students will typically not be permitted to challenge or 'skip' a grade level in order to move through the language program more quickly.

Students entering Vancouver College will generally enter the French class that corresponds to their grade level. For example, a student entering VC in Grade 7 will enter French 7; a student entering Vancouver College in Grade 8 will enter French 8. Students entering Vancouver College at the Middle School level who have completed either Grade 6 or Grade 7 French Immersion and have demonstrated mature work habits (as evidenced by the Elementary School report card and the D1 Form) will be placed in French 10 accelerated. In Grade 7 and 8 Heritage Language Learners will be placed in French 10 accelerated, subject to approval of the Department Chair.

Please note that due to scheduling conflicts, we cannot guarantee that all students will be placed in the higher level course. In such cases, students will be placed in the best situation possible and reassigned at the end of the following school year.

#### Notes:

- The highest grade level an incoming student can be placed is the French 10/11 course.
- Please contact the Languages Department Chair - Ms. Michelle Rapier for more information.

### **Middle School Spanish**

During the course selection, at the end of grade 8, students can choose to study Introduction to Spanish 9. Middle School Spanish for Heritage Language learners. Students who are Heritage Language Learners (HLL) and wish to continue with Spanish after grade 8, can be placed at the grade 10 or 11 level once their language skills and socio-emotional development have been assessed. The Department Chair and the Middle School Assistant Principal, make the ultimate decision in the placement of the student. It is the sole responsibility of the student to come forward before the commencement of grade 9 and to attend the assessment procedures.



Upon entering the Senior School, students can aim to take Advanced Placement (AP), higher-level courses where they can earn college credits and/or qualify them for more advanced classes on beginning college.

Notes:

- Please contact the Languages Department Chair - Ms. Michelle Rapier for more information.

## **Middle School Mathematics**

Students entering Vancouver College will generally enter the Math class that corresponds to their grade level. For example, a student entering VC in Grade 7 will enter Math 7; a student entering Vancouver College in Grade 8 will enter Math 8. Students entering Vancouver College in Grade 8 have the opportunity to write a Math Placement Test. Students who score in the top 28 positions and have demonstrated mature work habits (as evidenced by the Middle School report card or the D1 Form) will be placed in the Math 8 Accelerated. Two grade levels of math curriculum are covered in the Math 8 Accelerated course (Math 8 and Math 9). Successful completion of this course allows students to take Pre-Calculus 10 during their Grade 9 school year. All other students will be placed in Math 8.

*Summary:*

- *New students* - **1.** Score from the Grade 8 Math Placement Test, **2.** Analysis of D1 Form (admissions teacher feedback form already submitted with application)
- *Current Students* - **1.** Score from the Grade 8 Math Placement Test, **2.** Current math teacher recommendation.

*Notes:*

- Only 28 students will be placed in Math Accelerated 8 upon the successful completion of the Grade 8 Math Placement Test.

In consultation with the Department Chair, the Middle School Assistant Principal reserves the ultimate decision in an appropriate placement of the student. It is the explicit responsibility of the student to attend this assessment session if seeking to accelerate.

Please note that due to scheduling conflicts, we cannot guarantee that the students will be placed in the higher level course. In such cases, students will be placed at their grade level.



## GRADE 7 PROGRAM

Course Name	Category	Page
English 7	R	12
French 7	R	12
Accelerated French 10/11	R	12
Social Science 7	R	13
Religious Studies 7	R	13
Mathematics 7	R	14
Science 7	R	14
Physical and Health Education 7	R	15
Career Education 7	R	15
Computer Studies 7	E1	16
Art 7	E1	16
Theatre 7	E1	16
Concert Band 7	E2	16
MS Jazz Ensemble 7,8,9	E3	17

*Note: R = Required (Full Year), E1 = One Term Elective, E2 = Two Term Elective Commitment Minimum, E3 = Three Term Off Timetable Elective*

## **ENGLISH**

### **English 7**

### **Required Course**

BC's New Curriculum defines English Language Arts as “a foundational curriculum that equips students with the language and literacy skills they will need for success in school, community, career, and life. It provides students with the opportunity to become effective communicators, to develop and express their own ideas, and to think deeply and critically about the ideas of others.

Through their study of language and texts, students have opportunities to develop a lifelong love of reading, writing, and learning and an appreciation for the power, beauty, joy, and artistry of language and texts. As they explore and create written, oral, and visual texts, students expand and deepen their understanding of both real and imaginary worlds, gaining insight into their own lives and the lives of others.”

## **FRENCH**

### **French 7**

### **Required Course**

In French 7 students will embark on an intensive exploration of school experiences, personal profiles, the Francophone world, café foods and drinks, weather and leisure activities. Students will enhance their communicative skills, all the while displaying their learning through graphic and digital means. Participation in group activities and oral presentations is essential to success in this course. Formative as well as summative assessments evaluate the four language skills.

**OR**

### **Accelerated French 10/11**

### **Required Course**

Accelerated French 10/11 is designed for the highly motivated student with a strong foundation in Core French or a French Immersion (or equivalent) background. Students will cover the material from both French 10 and 11 in one year, and upon successful completion of the course, will be eligible to take French 12. In French 10/11 Accelerated students use the communicative method to explore both orally and in writing various topics such as family relationships, travel, food and meals, and leisure activities. Students apply new vocabulary and idiomatic expressions and use a variety of verb tenses in a meaningful context. Students will broaden their comprehension of French by reading authentic documents and literature and by listening to audio and video recordings. They will write structured paragraphs on a variety of topics. Participation in

group activities and oral presentations in the classroom is mandatory. Evaluations are based on all four language skills as demonstrated in classroom participation, assignments, tests and exams.

*Prerequisite: This course is only available to students in Grades 7-10. Grade 7/8: incoming Heritage Language Learners or French Immersion Students **with** excellent standing / learning skills on report cards. Grade 10: 90% or higher in French 9 **and** recommendation of French 9 teacher.*

## **SOCIAL STUDIES**

### **Social Studies 7**

### **Required Course**

The main purpose of the Social Studies curriculum is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens. An informed citizen understands key historical, geographical, political, economic, and societal concepts, and how these different factors relate to and interact with each other. Students must build deep understandings and create their own knowledge through investigations into interesting, open-ended questions, debating and discussing historical and contemporary issues, and developing and supporting their own hypotheses, solutions, and conclusions.

## **RELIGIOUS STUDIES**

### **Religion 7**

### **Required Course**

The CISVA explains that “the primary goal of a Christian Education is to give students the knowledge, skills, and competencies to have an active and authentic relationship with Jesus.” Students will know and appreciate their membership in a larger Catholic community. Through their preparation and participation in the Sacrament of Confirmation, students will understand how God empowers them to live out their Catholic faith. By examining the lives of the saints, students will recognize how the Beatitudes and Works of Mercy are foundations to be true disciples of Christ. Religion 7 provides opportunities to reflect and meditate on the presence of the Holy Spirit in guiding and transforming our lives, as seen in scripture through the story of Pentecost and the early Church community. Every student is expected to complete an 8 hour Christian Service Project each term as part of the requirements of this course.

## **MATHEMATICS**

### **Math 7**

### **Required Course**

The Math 7 course was designed to help students develop and foster their appreciation of the importance of mathematics across the curriculum and in society. The curriculum focuses on the development of fluency, logical reasoning, analytical thought, and creative thinking. Students actively investigate problems and find solutions to foster a strong numeracy foundation that is applicable in all areas of their lives.

The prescribed learning outcomes for Math 7 are grouped under the following curriculum organizers and cover the following major topics:

- Number - Decimals, Fractions, Percentage
- Patterning - Linear Relations, Variables, Equations
- Geometry and Measurement - Geometry, Volume
- Data and Probability - Graphs, Probability

## **SCIENCE**

### **Science 7**

### **Required Course**

The Science 7 curriculum focuses on students learning specific to science while focusing on content specific to biology, physics, chemistry and geology. Using scientific method, the curriculum gives students the opportunity to develop the skills, processes, attitudes, and scientific habits of mind that allow them to pursue their own inquiries. The class uses critical thinking, creative insight, and scientific knowledge to increase each student's understanding of science through a hands-on experience.

The curricular competencies for Science 7 are grouped under the following curriculum organizers and cover the following major topics:

- Processes of Science - Scientific Method
- Life Science - Evolution, Diversity of Living Things
- Physical Science - Chemistry, Electricity
- Earth and Space Science - Climate Change

## **PHYSICAL AND HEALTH EDUCATION**

### **Physical and Health Education 7**

### **Required Course**

PHE 7 will enable all learners to enhance their quality of life through active living by exposing students to a variety of sports, activities, and leisure pursuits so that they have the knowledge, attitudes, and experience necessary to lead an active, healthy lifestyle. This course aims to develop a student's attitude towards physical activity, as well as develop positive self-esteem, personal and social behaviours through active involvement in a variety of physical activities. PHE 7 is designed to offer students the opportunity to further their expertise in the activities introduced in earlier Physical Education and Health grade levels.

## **CAREER EDUCATION**

### **Career Education 7**

### **Required Course**

Career Education is taught in a blended format. The big ideas, curricular competencies and outcomes are taught in a variety of subject areas. In addition, school initiatives, such as retreats and grade level presentations, also provide a format to teach our students Career Education.

At the centre of Career Education 7 is our Advisory program (called *Better Man* block). The guiding questions of this program include: *Who am I? Who do I want to become? And what does it mean to be a man?* *Better Man* block is focused on teaching Social-Emotional Learning, which aims to develop the character of each student.

## **ELECTIVE ROTATIONS - APPLIED SKILLS AND FINE ARTS**

Every student will be on a term-by-term rotation for their elective course(s). For example - students selecting **Option 1** - Experiencing all electives (Computer Studies 7, Art 7, Theatre 7) during the academic year OR **Option 2** - Band 7 for the full academic year (or a minimum of a two term commitment with teacher permission).

## **ROTATION OPTION 1**

### **Computer Studies 7**

**Elective**

The curriculum in Computer Studies 7 is designed to develop a variety of foundation skills including keyboarding, and basic internet concepts such as digital safety and self-image. The objectives of Computer Studies 7 are to acclimatize students to working in online environments; to apply word-processing and presentation software to various assignments; to introduce students to creating and/or enhancing images using image editing software and to develop strategies for personal media management.

### **Art 7**

**Elective**

In Art 7 students will explore using and experimenting with a variety of materials and learn to bring their own creative approach to course projects. Principles of art & design will be discussed and applied to the creative process alongside learning about artists from different historical and cultural contexts. Students enrolling in Art 7 should bring a willingness to take creative risks to express feelings, ideas, and experiences.

### **Theatre 7**

**Elective**

Engaging in the arts develops people's ability to understand and express complex ideas. This elective involves creating artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Students will learn to express feelings, ideas, and experiences through the arts. Topics of study include: Readers Theatre, Movement and Mime, Theatre History, Script work, and acting and blocking techniques culminating in a class final performance. Grading will be based on participation, discussion and reflection, performances and self-evaluation. Since this class is based on participation; enthusiasm and hard work are required.

## **ROTATION OPTION 2:**

### **Concert Band 7**

**Elective**

Band 7 is an introductory course. It is expected that many students will be beginners on their chosen band instrument. All woodwind, brass and percussion instruments are appropriate choices for band. String and Electric Bass players will also be welcomed. The instructor will assist in instrument selection for those who are unsure. A three term commitment is desired however students with prior experience on their band or string instrument may choose to join for term 2 and 3. The primary purpose of this course is skill development and group performance of concert band, classical, contemporary, pop, ballad, progressive rock and funk literature. Note reading and basic theory will also be learned. Repertoire will be selected according to the general ability of the group and will



progress in difficulty throughout the school year. Students must provide their own instrument. Home practice is required and is part of the evaluation. Mandatory performances include the Christmas and Spring Concerts. This group will likely participate in an adjudicated festival which includes traveling.

### **Middle School Jazz Ensemble 7,8,9**

**Elective (off timetable - for credit)**

Please note that this course may not be selected *in lieu* of a timetabled elective. It is an enhancement program to be taken in conjunction with concert band 7, 8 or 9. Recruitment/enrollment takes place in September. Students do not have to be in Concert Band in order to participate in MSJE or have prior music experience, although it is recommended. In this ensemble, students will be introduced to instrumental jazz. Focus: group performance of big band jazz and pop literature, skill development, improvisation, and jazz theory. This course begins at 7:15 A.M. and ends at 8:25 A.M. Home practice is required and is part of the evaluation. Mandatory performances include the Christmas and Spring Concerts. This group will likely participate in an adjudicated festival which includes traveling.

## GRADE 8 PROGRAM

Course Name	Category	Page
English 8	R	19
French 8	R	19
Accelerated French 10/11	R	19
Social Science 8	R	20
Religious Studies 8	R	20
Mathematics 8	R	21
Mathematics Accelerated 8 <sup>^</sup>	R	21
Science 8	R	21
Physical and Health Education 8	R	22
Career Education 8	R	22
Digital Arts Literacy 8	E1	22
Electronic & Robotics 8	E1	23
Theatre 8	E1	23
Computer Studies 8	E1	23
Art 8	E1	24
Entrepreneurship 8	E1	24
Concert Band 8	E2	24
MS Jazz Ensemble 7,8,9	E3	24

*Note: R = Required (Full Year), ^ = Placement Test, E1 = One Term Elective, E2 = Two Term Elective Commitment Minimum, E3 = Three Term Off Timetable Elective*

## **ENGLISH**

### **English 8**

### **Required Course**

This course has been designed to develop and hone the core ELA (English Language Arts) skills with independence, confidence, accuracy, and enthusiasm. Through exploring and responding to a variety of texts, students will not only increase their ELA skills, but will come to identify themselves as readers, writers, and speakers. Students will strengthen their understanding of literary devices, and the four modes of discourse: exposition, persuasion, narration, and description, to both deconstruct text, and to create texts of their own. English Language Arts is also an invitation to explore the contexts, languages, environments, and periods in which the texts were written; therefore, enriching the understanding of how intimately texts communicate our worldviews.

## **FRENCH**

### **French 8**

### **Required Course**

In French 8, students will improve their French communication skills by learning to read, write, speak, and listen effectively using a variety of strategies that build critical and creative thinking capacity. Students are required to collaborate with each other on and offline to develop their personal and social awareness and their mastery of technology. Students also explore authentic cultural texts and produce original work in French. Evaluations include the four language skills, and regular formative as well as summative assessments.

OR

### **Accelerated French 10/11**

### **Required Course**

Accelerated French 10/11 is designed for the highly motivated student with a strong foundation in Core French or a French Immersion (or equivalent) background. Students will cover the material from both French 10 and 11 in one year, and upon successful completion of the course, will be eligible to take French 12. In French 10/11 accelerated students use the communicative method to explore both orally and in writing various topics such as family relationships, travel, food and meals, and leisure activities. Students apply new vocabulary and idiomatic expressions and use a variety of verb tenses in a meaningful context. Students will broaden their comprehension of French by reading authentic documents and literature and by listening to audio and video recordings. They will write structured paragraphs on a variety of topics. Participation in

group activities and oral presentations in the classroom is mandatory. Evaluations are based on all four language skills as demonstrated in classroom participation, assignments, tests and exams.

*Prerequisite: This course is only available to students in Grades 7-10. Grade 7/8: incoming Heritage Language Learners or French Immersion Students **with** excellent standing / learning skills on report cards. Grade 10: 90% or higher in French 9 **and** recommendation of French 9 teacher.*

## **SOCIAL STUDIES**

### **Social Studies 8**

### **Required Course**

Using the British Columbia Curriculum Big Ideas, Christian worldviews, and Indigenous Education, students will begin to understand how human and environmental factors shaped changes in Europe and The New World's population and living standards from the 7th Century to 1750 AD. Students will analyze, critique, compare and uncover different civilizations through an economic, political, social, and spiritual lens. By using the social studies inquiry processes and skills to ask questions, students will gather information, interpret concepts, analyze ideas, communicate findings, and make decisions about the different roles in a society. A Social Studies 8 student will be a thoughtful, responsible, and active citizen who can acquire the requisite information needed to consider multiple perspectives and to make reasoned judgments.

## **RELIGIOUS STUDIES**

### **Religion 8**

### **Required Course**

This course invites students to consider the effect of Judeo-Christian Salvation history on their present journey of faith. Particular attention will be given to the stories and writing in the Old Testament (Hebrew Bible) as students explore how faith affects personal and cultural identity, communication and social responsibility. Every student is expected to complete an 8 hour Christian Service Project each term as part of the requirements of this course.

## **MATHEMATICS**

### **Math 8**

### **Required Course**

This course aims to help students develop, demonstrate and apply mathematical concepts such as the order of operations involving fractions, Pythagorean theorem, surface area and volume of 3D objects, proportional reasoning, solving algebraic equations and an introduction to financial literacy. They will also be able to represent and communicate using models and mathematical vocabulary in class discussions. Students are encouraged to use their critical thinking and deduction skills so they can apply their knowledge to their everyday lives.

### **OR**

### **Math Accelerated 8**

### **Required Course**

The accelerated program aims to encourage students to explore and challenge their love for math throughout their Middle and Senior School experiences. The program starts in the Middle School where students will complete Math 8 and 9 in their Grade 8 year and Math 10 in their Grade 9 year given that they achieve a final average of 80% or above in Math Accelerated 8 (if they achieve below 80%, students will be enrolled into Math 9 for the following school year). Once students enter the Senior School they will complete Math 11 and 12 in their Grade 10 and Grade 11 years. The completion of Math 12 allows students to enter AP Calculus in their Grade 12 year at Vancouver College. Students with high academic standing will be identified as possible candidates for this course and they will then have to successfully write a diagnostic exam for placement in this accelerated program.

## **SCIENCE**

### **Science 8**

### **Required Course**

Science 8 allows students to explore and inquire about the world around them. The goal is to develop a stronger understanding of the natural world. On top of content goals, students should develop skills to interpret and solve new problems, issues, and events in the world. The central topics in Science 8 include: cell theory, the immune system and the impact of epidemics and pandemics on the human population, kinetic molecular theory (and an introduction to atomic theory), earth sciences, and the study of the electromagnetic spectrum.

## **PHYSICAL AND HEALTH EDUCATION**

### **Physical and Health Education 8**

### **Required Course**

The emphasis of PHE 8 is to involve students in a variety of activities for the purpose of fitness and health. The course includes exposure to several sports and fitness activities that challenge students and focus their efforts on self improvement. Other areas of focus infused throughout the year include balanced nutrition, as outlined by the new Canadian Food Guide, mental well-being and the importance of their role in the development of social and community health. Students will spend time self-reflecting, evaluating and studying the various components of healthy living with the hope that they will become healthy and active young adults moving forward.

## **CAREER EDUCATION**

### **Career Education 8**

### **Required Course**

Career Education is taught in a blended format. The big ideas, curricular competencies and outcomes are taught in a variety of subject areas. In addition, school initiatives, such as retreats and grade level presentations, also provide a format to teach our students Career Education.

At the centre of Career Education 8 is our Advisory program (called *Better Man* block). The guiding questions of this program include: *Who am I? Who do I want to become? And what does it mean to be a man?* *Better Man* block is focused on teaching Social-Emotional Learning, which aims to develop the character of each student.

## **ELECTIVE ROTATIONS - APPLIED SKILLS AND FINE ARTS**

Every student will be on a term-by-term rotation for their elective course(s). For example - Students selecting **Option 1** will be enrolled in Term 1 - Digital Arts & Literacy 8, Term 2 - Electronics & Robotics 8 and Term 3 - Theatre 8, respectively.

### **ROTATION OPTION 1:**

#### **Digital Arts & Literacy 8**

#### **Elective**

Digital Arts and Literacy is designed to introduce students to a variety of digital resources for use in researching, and for producing digital presentations and media

productions. Students will become immersed in programs such as iMovie, Google Slides, Sketch-up, Google Docs, and more. Digital research programs such as Pro-Quest, EBSCO, and others will be explored and utilized when learning proper research techniques. Finally, Digital Arts and Literacy 8 will explore the world of digital citizenship, the meaning of it, its impact and how our students can navigate more effectively in the complex world of social media. This course is intended to be a hands-on, practical course, where students work cooperatively on project based assessments.

### **Electronics & Robotics 8**

**Elective**

This course will serve as an introduction to electronics concepts for students. Students will follow along with online tutorials to build Arduino circuits that control motors, LED lights and other projects. Students will be encouraged to use their own and curiosity to search for answers online and design devices that can solve problems. As an elective course Electronics & Robotics 8 will open a whole new world of possibilities for our young men to explore and engage in their learning.

### **Theatre 8**

**Elective**

This elective is a continuation of Theatre 7. Creative growth requires patience, readiness to take risks, and willingness to try new approaches. Theatre students will learn to trust themselves and others in order to take risks to express feelings, ideas, and experiences; to create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play; and to begin to make connections between theatre and other areas of their lives. Topics of study include: Improvisation, Characterization, maintaining concentration and focus when in role, Scene Study, and Theatre History. Grading will be based on participation, discussion and reflection, knowledge of drama skills, performances and self-evaluation. Since this class is based on participation; enthusiasm and hard work are required.

### **ROTATION OPTION 2:**

#### **Computer Studies 8**

**Elective**

The curriculum in Computer Studies 8 is designed to develop a variety of foundation skills including keyboarding and basic internet concepts such as digital safety, privacy and citizenship. The objectives of Computer Studies 8 are to acclimatize students to working in online environments; to apply word-processing and presentation software to various assignments; to introduce students to creating and/or enhancing images using image and video editing software; to explore basic computational thinking concepts and to produce basic web-pages.

## **Art 8**

**Elective**

Art 8 is an introductory course with projects being based on the principles of design and elements of art. Students have opportunities to work in a variety of media such as watercolour, ink, graphite, oil pastel, clay and more. Emphasis is placed on the development of skills and students are encouraged to become creative thinkers through creative problem solving. Project work will focus on the student's effort, creativity and skill development through the use of criteria referenced assessment. It is encouraged that students take Art 8 or 9 if they wish to art in Senior School.

## **Entrepreneurship 8**

**Elective**

This course intends to give students a new perspective on the business world around them. They will be exposed to many important aspects of the 21st century, including but not limited to: financial mathematics, needs fulfillment thinking, social media skills, online presence, pitch skills, and marketing tactics. All of these topics will allow students to take a look at the world with a lens not easily found in other academic offerings. The knowledge gained in this course will help in their future years at VC and beyond.

### **ROTATION OPTION 3:**

## **Concert Band 8**

**Elective**

This course is an extension of Band 7 however beginners are fully welcomed and encouraged to join. String and Electric Bass players will also be welcomed. A three term commitment is desired however students with prior experience on their band or string instrument may choose to join for term 2 and 3. The primary purpose of this course is skill development and group performance of concert band, classical, contemporary, pop, ballad, progressive rock and funk literature. Note reading and theory will also be learned. Repertoire will be selected according to the general ability of the group and will progress in difficulty throughout the school year. Students must provide their own instrument. Home practice is required and is part of the evaluation. Mandatory performances include the Christmas and Spring Concerts. This group will likely participate in an adjudicated festival which includes traveling.

## **Middle School Jazz Ensemble 7,8,9**

**Elective (off timetable - for credit)**

Please note that this course may not be selected *in lieu* of a timetabled elective. It is an enhancement program to be taken in conjunction with concert band 7, 8, or 9. Recruitment / enrollment takes place in September. In this ensemble, students will be introduced to instrumental jazz. Focus: group performance of big band jazz and pop literature, skill development, improvisation, and jazz theory. Students do not have to be



in Concert Band in order to participate in MSJE or have prior music experience, although it is recommended. This course begins at 7:15 A.M. and ends at 8:25 A.M. Home practice is required and is part of the evaluation. Mandatory performances include the Christmas and Spring Concerts. This group will likely participate in an adjudicated festival which includes traveling.

## GRADE 9 PROGRAM

Course Name	Category	Page
English 9	R	27
French 9	R	27
Spanish 9	R	27
Social Science 9	R	28
Religious Studies 9	R	28
Mathematics 9	R	28
Foundations of Mathematics and Pre-Calculus 10 <sup>^</sup>	R	29
Science 9	R	29
Physical and Health Education 9	R	30
Career Education 9	R	30
Art 9	E1	30
Digital Photography 9	E1	31
Electronics and Robotics 9	E1	31
Theatre 9	E1	31
Computer Studies 9	E1	32
Finnegan Media Arts	E1	32
Concert Band 9	E2	32
MS Jazz Ensemble 7,8,9	E3	32

*Note: R = Required (Full Year), ^ = Placement Test, E1 = One Term Elective, E2 = Two Term Elective Commitment Minimum, E3 = Three Term Off Timetable Elective*

## **ENGLISH**

### **English 9**

### **Required Course**

This course has been designed to enable students to become competent and effective users and creators of a wide variety of texts in diverse contexts, including digital texts. Through purposeful communication, students will develop competencies in listening to understand; communicating effectively; presenting information and ideas with confidence and fluency; and understanding the connections between language and culture. At the Grade 9 level, students deepen and extend their understanding of literary devices, and the four modes of discourse: exposition, persuasion, narration, and description, to both deconstruct text, and to create texts of their own. This exploration of text and story aims to deepen the students' understanding of diverse, complex ideas about identity, others, and the world.

## **LANGUAGES**

### **French 9**

### **Required Course**

This course uses a holistic approach including audiovisual and internet resources to develop the students' four main language skills. Through the context of tourist destinations in France, the consumer world, leisure activities, French food and meals, and French cinema, students enhance both their oral and written expression. Students acquire expertise in the use of possessive adjectives, -ir and -re verbs, the past tense, the partitive article and the imperative, all the while honing their composition skills as script writers and communicators. The goal of French 9 is to instill an enjoyment of learning languages.

**OR**

### **Spanish 9**

### **Required Course**

In this full year course, students will embark on a new linguistic adventure, joining the ranks of speakers of the third most commonly spoken language in the world. Using a skill-based language program, students will benefit from a variety of innovative technologies, thus making Spanish real, all the while integrating their language learning with cultural awareness. With the aid of print and digital resources, students will develop a strong written and oral skill base, interacting with peers on such personal topics as friends, school life, meals, health and leisure activities.

*Prerequisite: A 65% academic average or above in French 8 is needed to enroll in Spanish 9.*

## **SOCIAL STUDIES**

### **Social Studies 9**

### **Required Course**

In this course, students learn more about themselves, each other, and the world we inhabit. This course is a formal study of global history as well as Canadian History. Students will develop critical thinking skills and come to know how Canada has been influenced by ideas, environment, power and identity. Students will be taught to demonstrate a capacity to interpret evidence, assess and defend positions, and conduct inquiry related to the core concepts of the curriculum. Students completing Social Studies 9 will be able to tell a fuller, more inclusive story about Canada and have a sense of their own place in Canada's past, present, and future.

## **RELIGIOUS STUDIES**

### **Religion 9**

### **Required Course**

This course takes an in-depth look at the New Testament, helping to explore the political, cultural, and geographical world of Jesus to know him better. Connections will be made between your life and the parables that Jesus told, so that you are able to recognize and appreciate the "little deaths" and the "little resurrections" in your daily life. Practical activities will help you to understand Jesus' mission and suggestions on how to live your life in a way that evangelizes the people that surround you. Every student is expected to complete an 8 hour Christian Service Project each term as part of the requirements of this course.

## **MATHEMATICS**

### **Math 9**

### **Required Course**

The Math 9 course is designed around five core areas: students will focus on Computational Fluency and Flexibility with rational numbers and Operations with Real Numbers. They will develop and apply their skill to real life problems, as well as algebraic situations. Algebraic topics such as operations on polynomials, exponent laws and solving equations will be areas of focus. Students will also explore Similar Shapes

by describing, measuring and comparing their proportional relationships. A major area of study will be Linear Relationships; students will learn to describe linear patterns through examining tables of data, graphs and equations. They will analyze, identify and solve real life problems that have linear relationships. Finance and Data Analysis are also explored, where students will be learning to interpret data, and examine its validity and reliability.

**OR**

### **Foundations of Mathematics and Pre-Calculus 10<sup>A</sup>**

The Grade 10 Mathematics curriculum is designed to build on student's mathematics knowledge and enable them to apply this knowledge to everyday life. The major areas of study are polynomials, powers, prime factorization, linear functions and equations, arithmetic sequences, trigonometry and financial literacy (gross/net pay).

*Prerequisite: Mathematics 9.*

## **SCIENCE**

### **Science 9**

### **Required Course**

Over the course of this year students will study topics from Biology, Physics and Chemistry. Students explore the topic of cells, including investigating how new cells are created, the role they play within different organisms and other areas of microbiology. Students will also be introduced to the discipline of Physics; electricity to be precise. Finally, students will learn about the different components of the natural world as we study how water, nutrients and other matter is recycled by the plants and animals with whom we share the earth.

Students will have the opportunity to participate in a variety of tasks including scientific investigations, debates, experiments within the lab and student-led projects. As a class we will continually reflect upon how scientific theory relates to both Catholicism and First Nations understanding and knowledge.

## **PHYSICAL AND HEALTH EDUCATION**

### **Physical and Health Education 9**

### **Required Course**

The emphasis in PHE 9 is to continue to build on PHE 8 by encouraging students to participate in a variety of activities for the purpose of fitness and health. The course includes exposure to several sports and fitness activities that challenge students and focus their efforts on self improvement. Other areas of focus infused throughout the year include balanced nutrition, as outlined by the new Canadian Food Guide, mental well-being and the importance of their role in the development of social and community health. Students will spend time self-reflecting, evaluating and studying the various components of healthy living with the hope that they will become healthy and active young adults.

## **CAREER EDUCATION**

### **Career Education 9**

### **Required Course**

Career Education is taught in a blended format. The big ideas, curricular competencies and outcomes are taught in a variety of subject areas. In addition, school initiatives, such as retreats and grade level presentations, also provide a format to teach our students Career Education.

At the centre of Career Education 9 is our Advisory program (called *Better Man* block). The guiding questions of this program include: *Who am I? Who do I want to become? And what does it mean to be a man?* *Better Man* block is focused on teaching Social-Emotional Learning, which aims to develop the character of each student.

## **ELECTIVE ROTATIONS - APPLIED SKILLS AND FINE ARTS**

Every student will be on a term-by-term rotation for their elective course(s). For example - Students selecting **Option 1** will be enrolled in Term 1 - Theatre 9, Term 2 - Digital Photography 9 and Term 3 - Electronics & Robotics 9 respectively.

### **ROTATION OPTION 1:**

#### **Theatre 9**

#### **Elective**

This elective is a continuation of Theatre 8. Identity is explored, expressed, and impacted through theatre experiences. Theatre students demonstrate respect for themselves, others, and the audience; take creative risks to experience and express thoughts, emotions, and meaning; and revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways. Topics of study include: Movement and Voice, Improvisation, Characterization, maintaining concentration and focus when in role, Theatre History, Monologue, Scene Work, Stage Vocabulary, Technical Skills, and Sword Fight Choreography. Grading will be based on participation, discussion and reflection, knowledge of drama skills, performances and self-evaluation. This class is based on participation, therefore; enthusiasm and hard work are required.

### **Digital Photography 9**

**Elective**

This course will give students an opportunity to explore the world of digital photography including the history of medium, style and technique, and contemporary issues in our image saturated society. Students will learn to creatively express their ideas and emotions, learn to look critically at the visual world around them, and to appreciate beauty. In an age where everyone is documenting their lives with cell phone cameras, students learn how to make their images stand out from the rest, and how to create unique digital art with their own photographs.

### **Electronics & Robotics 9**

**Elective**

This course will serve as an introduction to electronic concepts for students. It also builds upon introductory concepts learned in Grade 8. Students will follow along with online tutorials to build Arduino circuits that control motors, LED lights and other projects. Students will be encouraged to use their creativity and curiosity to search for answers online and design devices that can solve problems. As an elective course Electronics & Robotics 9 will open a whole new world of possibilities for our young men to explore and engage in their learning.

## **ROTATION OPTION 2:**

### **Art 9**

**Elective**

Art 9 is a continuation of skills and creative strategies learned in Art 8. Students have opportunities to work in a variety of media; such as watercolour, acrylic paints and printmaking. Emphasis is placed on the development of skills and students are encouraged to become creative thinkers through creative problem solving. Project work will focus on the student's effort, creativity and skill development through the use of criteria referenced assessment. Though not a requirement, it is encouraged that students take Art 9 prior to Art 10 in Senior School.

## **Computer Studies 9**

**Elective**

The curriculum in Computer Studies 9 is designed to develop a variety of foundation skills including computational thinking and internet concepts such as digital safety, privacy and citizenship. The curriculum involves the development of information technology literacy, positive attitudes towards technology, problem solving and critical thinking skills related to the use of technology, knowledge of cultural and societal impacts of technology, lifelong learning patterns and skills, and planning relevant to careers in CS. Both individual and group work will be employed to meet the course objectives.

## **Finnegan Media Arts 9**

**Elective**

Finnegan Media Arts aims to provide students with valuable experiential learning opportunities in the realm of digital literacy and production. The course focuses on some of the central topics that play a role in our digital lives. Subjects like credible sourcing, lateral reading techniques, the impact of big data, and speech online are all covered in this course. The course will foster student's applied design skills, enrich their understanding of digital management and social media, and appeal to their creative instincts by challenging them to create relevant, intriguing, and original content that increases engagement within our student body. Our students will be challenged to share and broadcast digital artifacts relevant to the Vancouver College community.

### **ROTATION OPTION 3:**

## **Concert Band 9**

**Elective**

This course is an extension of Band 8. Beginner players are still welcome in Concert Band 9. String and Electric bass players are also welcome. A three term commitment is desired but exceptions may be made. Focus: group performance of grade 2 and 3 concert band and pop literature, skill development, advanced note reading, and theory. Repertoire will be selected according to the general ability of the group and will progress in difficulty throughout the school year. Students must provide their own instrument. Home practice is required and is part of the evaluation process. Mandatory performances include the Christmas Concert and Spring Concert. This group usually does a spring band tour and will participate in an adjudicated festival.

## **Middle School Jazz Ensemble 7,8,9**

**Elective (off timetable - for credit)**

Please note that this course may not be selected *in lieu* of a timetabled elective. It is an enhancement program to be taken in conjunction with concert band 7, 8, or 9.



Recruitment / enrollment takes place in September. In this ensemble, students will be introduced to instrumental jazz. Focus: group performance of big band jazz and pop literature, skill development, improvisation, and jazz theory. Students do not have to be in Concert Band in order to participate in MSJE or have prior music experience, although it is recommended. This course begins at 7:15 A.M. and ends at 8:25 A.M. Home practice is required and is part of the evaluation. Mandatory performances include the Christmas and Spring Concerts. This group will likely participate in an adjudicated festival which includes traveling.

## APPENDIX 1 - VANCOUVER COLLEGE MIDDLE SCHOOL

### GRADE 7 COURSE SELECTION INFORMATION

The Middle School curriculum consists of taking eight academic courses (English, Science, Social Studies, Religious Education, Physical & Health Education, Mathematics, Second Language, Applied Design & Fine Arts Elective rotation). Students will be placed in these respective classes at their grade level and/or appropriately. Please be aware of the following Second Language and Elective rotation course selection information for next year.

#### 1. Second Language:

Students entering Vancouver College will generally enter the French class that corresponds to their grade level. For example, a student entering VC in Grade 7 will enter French 7.

Students entering Vancouver College at the Middle School level who have completed either Grade 6 or Grade 7 French Immersion and have demonstrated mature work habits (as evidenced by the Elementary School report card and the D1 Form) will be placed in French 10 Accelerated. Heritage Language Learners will be placed in French 10 Accelerated, subject to approval of the Department Chair.

Please note that due to scheduling conflicts, we cannot guarantee that all students will be placed in the higher level course. In such cases, students will be placed in the best situation possible and reassigned at the end of the following school year.

Notes:

- The highest grade level an incoming student can be placed is the French 10 Accelerated. This course will cover both the French 10 and French 11 curriculum during the school year.
- Please contact the Languages Department Chair - Ms. Michelle Rapier for more information ([mrapier@mail.vc.bc.ca](mailto:mrapier@mail.vc.bc.ca)).

#### 2. Elective Rotations:

From Options 1 and 2, students will need to indicate their first and second choice by inputting their rank and order into the appropriate Course Selection Google Form.

	TERM 1	TERM 2	TERM 3
OPTION 1	Computer Studies 7	Theatre 7	Art 7
OPTION 2	Band 7	Band 7	Band 7

- Students selecting **Option 1** will be enrolled in Computer Studies 7, Theatre 7 and Art 7 respectively.
- Students selecting **Option 2** will be enrolled in Band 7 for a minimum of two terms.

Please understand that there is no guarantee that students will receive their specific choices but we will do our best to accommodate their interests. Furthermore, two years ago the Ministry of Education made the decision to only allow Middle School students to take elective classes with their homeroom peers due to Covid-19 protocols. If this is the case for the upcoming school year, your son’s elective choice may also be impacted.

Students will find out their elective courses when they receive their schedule at the end of the summer and again on the first day of school.

If you have any questions, please email Mr. Potusek ([mpotusek@mail.vc.bc.ca](mailto:mpotusek@mail.vc.bc.ca)). Your elective selection needs to be completed by **Friday, April 29, 2022**.

## APPENDIX 2 - VANCOUVER COLLEGE MIDDLE SCHOOL

### Grade 8 COURSE SELECTION INFORMATION

The Middle School curriculum consists of taking eight academic courses (English, Science, Social Studies, Religious Education, Physical & Health Education, Mathematics, Second Language, Applied Design & Fine Arts Elective rotation). Students will be placed in these respective classes at their grade level and/or appropriately. Please be aware of the following Second Language, Mathematics and Elective rotation course selection information for next year.

#### 1. Second Language:

Students entering Vancouver College will generally enter the French class that corresponds to their grade level. For example, a student entering VC in Grade 8 will enter French 8.

Students entering Vancouver College at the Middle School level who have completed either Grade 6 or Grade 7 French Immersion and have demonstrated mature work habits (as evidenced by the Elementary School report card and the D1 Form) will be placed in French 10 Accelerated. Heritage Language Learners will be placed in French 10 Accelerated, subject to approval of the Department Chair.

Please note that due to scheduling conflicts, we cannot guarantee that all students will be placed in the higher level course. In such cases, students will be placed in the best situation possible and reassigned at the end of the following school year.

Notes:

- The highest grade level an incoming student can be placed is the French 10 Accelerated. This course will cover both the French 10 and French 11 curriculum during the school year.
- Please contact the Languages Department Chair - Ms. Michelle Rapier for more information ([mrapier@mail.vc.bc.ca](mailto:mrapier@mail.vc.bc.ca)).

#### 2. Mathematics:

Students entering Vancouver College will generally enter the Math class that corresponds to their grade level. For example, a student entering VC in Grade 8 will enter Math 8. Students entering Vancouver College in Grade 8 have the opportunity to write a Math Placement Test. Students who score in the top 28 positions and have demonstrated mature work habits (as evidenced by the Middle School report card or the

D1 Form) will be placed in the Math 8 Accelerated. All other students will be placed in Math 8. Two grade levels of math curriculum are covered in the Math 8 Accelerated course (Math 8 and Math 9). Successful completion of this course allows students to take Pre-Calc 10 during their Grade 9 school year.

All current Vancouver College Grade 7 students will write the Math Placement Test during a Term 3 Math class. Incoming Vancouver College students will be asked to sign-up to write the Grade 8 Math Placement Test on their Google Form Course Selection. Once a family signs-up their son to write this assessment, they will be forwarded more information closer to the date of this in-person (or online) test.

### 3. Elective Rotations:

From Options 1, 2, or 3, students will need to indicate their first, second, and third choice by inputting their rank and order on the appropriate Course Selection Google Form.

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
<b>OPTION 1</b>	Digital Arts & Literacy 8	Electronics & Robotics 8	Theatre 8
<b>OPTION 2</b>	Computer Studies 8	Art 8	Entrepreneurship 8
<b>OPTION 3</b>	Band 8	Band 8	Band 8

- Students selecting **Option 1** will be enrolled in Digital Arts & Literacy 8, Electronics & Robotics 8 and Theatre 8 respectively.
- Students selecting **Option 2** will be enrolled in Computer Studies 8, Art 8 and Entrepreneurship 8 respectively.
- Students selecting **Option 3** will be enrolled in Band 8 for a minimum of two terms.

In an attempt to control class sizes, students are not normally allowed to mix and match electives. Unfortunately, students not following these directions may end up in electives not of their choosing.

Please understand that there is no guarantee that students will receive their specific choices but we will do our best to accommodate their interests. Furthermore, two years ago the Ministry of Education made the decision to only allow Middle School students to take elective classes with their homeroom peers due to Covid-19 protocols. If this is the case for the upcoming school year, your son's elective choice may also be impacted.

Students will find out their elective courses when they receive their schedule at the end of the summer and again on the first day of school.

If you have any questions, please email Mr. Potusek ([mpotusek@mail.vc.bc.ca](mailto:mpotusek@mail.vc.bc.ca)). Your elective selection needs to be completed by **Friday, April 29, 2022.**

## APPENDIX 3 - VANCOUVER COLLEGE MIDDLE SCHOOL

### GRADE 9 COURSE SELECTION INFORMATION

The Middle School curriculum consists of taking eight academic courses (English, Science, Social Studies, Religious Education, Physical & Health Education, Mathematics, Second Language, Applied Design & Fine Arts Elective rotation). Students will be placed in these respective classes at their grade level and/or appropriately. Please be aware of the following Second Language, Mathematics and Elective rotation course selection information for next year.

#### 1. Second Language:

Current Grade 8 students will have the option of selecting one of the following two Language courses for next year - French 9 or Spanish 9. Students who are currently taking a higher level language course will be placed at the next grade level for the 2022-2023 year. If students are currently language exempt, they will be placed in a TLC Block.

Please note that the Spanish classes consist of two classes with 28 students in each. The ultimate decision as to which students will be placed in either of these classes will be at the discretion of the administration in conjunction with Mr. Henry Budai. Spanish Heritage Language Learners (or those with significant experience with the Spanish) will be placed in Spanish 10, subject to approval of the Department Chair.

Notes:

- Prerequisite for Spanish 9: A 65% academic average or above in French 8 is required to enroll in Spanish 9.
- Please contact the Languages Department Chair - Ms. Michelle Rapier for more information ([mrapier@mail.vc.bc.ca](mailto:mrapier@mail.vc.bc.ca)).

#### 2. Mathematics:

The large majority of our current Grade 8 students will enter the Math class that corresponds to their grade level for next year (Math 9). Generally, students who have completed the Math 8 Accelerated course at Vancouver College will be placed in Pre-Calc 10. It is imperative that students accurately complete their course selection Google Form for next year, which includes answering the following question: “which mathematics course are you currently on-track to complete?”

### 3. Elective Rotations:

From Options 1, 2, or 3, students will need to indicate their first, second, and third choice by inputting their rank and order on the appropriate Course Selection Google Form.

	TERM 1	TERM 2	TERM 3
OPTION 1	Theatre 9	Electronics & Robotics 9	Digital Photography 9
OPTION 2	Computer Studies 9	Art 9	Finnegan Media Arts 9
OPTION 3	Band 9	Band 9	Band 9

- Students selecting **Option 1** will be enrolled in Theatre 9, Electronics & Robotics 9 and Digital Photography 9 respectively.
- Students selecting **Option 2** will be enrolled in Computer Studies 9, Art 9 and Finnegan Media Arts 9 respectively.
- Students selecting **Option 3** will be enrolled in Band 9 for a minimum of two terms.

In an attempt to control class sizes, students are not normally allowed to mix and match electives. Unfortunately, students not following these directions may end up in electives not of their choosing.

Please understand that there is no guarantee that students will receive their specific choices but we will do our best to accommodate their interests. Furthermore, two years ago the Ministry of Education made the decision to only allow Middle School students to take elective classes with their homeroom peers due to Covid-19 protocols. If this is the case for the upcoming school year, your son's elective choice may also be impacted.

Students will find out their elective courses when they receive their schedule at the end of the summer and again on the first day of school.

If you have any questions, please email Mr. Potusek ([mpotusek@mail.vc.bc.ca](mailto:mpotusek@mail.vc.bc.ca)). Your elective selection needs to be completed by **Friday, April 29, 2022**.