



CURRICULUM GUIDE
2009-2010

Glenfir School
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Introduction

Welcome to Glenfir School's General Curriculum Guide. This guide is intended for parents of current and prospective students of Glenfir. It is divided into three areas: the Primary School, comprising junior kindergarten to grade three, the Junior School comprising grades four to six, and the Senior School comprising grades seven to twelve.

Like all schools in BC, we must follow the BC Ministry of Education Curriculum. However, Glenfir expands upon and adds to this curriculum in order to provide a unique and academically strong programme. This guide will not provide you with outlines of the curriculum requirements of the BC Ministry of Education. The government has many very thorough and detailed documents that provide all the information you might want about the base curriculum. At the end of the guide is a page directing you to easily accessible sources of this information through the school or via the Internet.

The main emphasis of this guide is to provide you with a good idea of what Glenfir offers in addition to the base BC curriculum. There are many areas and many ways in which Glenfir adds to, expands upon and enriches the required curriculum. These and other unique attributes of Glenfir are explained for you in the pages that follow. At Glenfir we aim to provide each student with an excellent, well-rounded education with a strong emphasis on university preparedness; therefore, the curriculum is constantly under review. What you find here will be added to and improved upon in the future.

We believe one of the most important aspects of any learning institution is the atmosphere in which the learning occurs. At Glenfir it is our mission, and considerable pleasure, to provide an atmosphere of "Respect, Achievement, Integrity", and most importantly, supportive safety, consistent, loving discipline and a true sense of security in which all members of the Glenfir community can develop their own unique potential to its fullest. Our unique leadership structure, of which a diagram can be seen on page five, provides the structured support students need to succeed.

Please take your time to peruse our guide. We hope that it gives you a good idea of the special place and enriched learning environment that Glenfir has become over the past fifteen years, and that it gives you hope and inspiration for the future of your child's' education.

Glenfir's Philosophy

We believe that an excellent education incorporates the whole child. Educational and child development research shows clearly that there are critical windows of opportunity for different types of learning and development. At Glenfir we are constantly striving to ensure that your child is given the widest possible set of educational and developmental opportunities at the most appropriate times and in the most appropriate ways. We strive to develop all areas of intelligence, as it is well known that seemingly diverse types of abilities and intelligence are linked and all need the opportunity to develop in order for your child to reach his/her full potential. We provide daily physical education since it is well established that daily exercise is a healthy, lifelong habit and also that it improves mental alertness, thereby enriching the learning that takes place each day. In practical terms, we seek to provide an education that incorporates techniques that are proven effective, and we stay away from the latest fad. We will add new educational approaches and technologies only when we are satisfied that they add significantly to, and do not detract from, an excellent, well-rounded education.

Our fundamental belief is that an excellent education not only provides training for employment, but allows children and the adults involved in their lives, to fully explore who they are and discover all their hidden talents. Underpinning this is a belief that we are helping our children to develop the abilities necessary to become exemplary citizens, with the intellectual, creative, interpersonal, emotional and physical skills necessary to reach their full potential in any situation or society in which they may find themselves. We believe this kind of citizenship is developed in the safe, consistent and supportive environment of our school. At Glenfir all students are encouraged to try all that is available and to stretch their beliefs about themselves and others. Respect is on our crest and in every one of the decisions and choices we make as a school, and as children and adults within that school.

While we seek to prepare our students for higher, post-secondary education, we also believe that, especially in a rapidly changing world, the fundamentals of a broad-based education with emphasis on mastery and deep understanding in many areas are the key to being life-long, successful and flexible learners. Students who graduate from Glenfir will be well prepared to travel upon whatever path they may have chosen. Our goal is to nurture the ability, in every one of our graduates, to learn about and adapt to whatever changes may occur in their lifetime. Citizens who are independent, critical, life-long learners with a solid, deep base in literacy, numeracy, science, and arts will be ever more important as our society changes. The goal of our school is to give your child the opportunity to be this kind of citizen.

We know that each child has a unique talent that is waiting to be discovered and encouraged to develop to its fullest. At Glenfir we strive with each and every child to find that talent and then help them discover what they can do with it. By the time your child graduates it is our goal that they will be well on the way to being broadly educated, confident, independent- thinking, compassionate, healthy citizens who have the confidence to go out and make their own unique mark on the world. Please join us in this most wonderful of endeavours.

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COURSE DESCRIPTIONS

Junior Kindergarten

Glenfir's Junior Kindergarten programme is specially designed for children aged three and four to have a positive and innovative introduction to learning about their world and prepare them for the future. Young learners experience a range of dynamic learning opportunities through creative art, dramatic play, and music appreciation, along with language, math, science, and literacy development. Glenfir's junior kindergarten children complete our programme ready for Kindergarten and, we believe, on the right track to a truly positive experience as young learners.

Glenfir's JK programme has a low student-to-teacher ratio of 8 to 1 and a maximum classroom size of 12 for three-year-olds and 13 for four-year-olds. There are two programmes available for junior kindergarten: one for 30 months or older and the other for four-year-olds, as a comprehensive preparation for entry into a full-time kindergarten programme. The two classes are dynamically designed to meet the development needs of each group with additional attention to the needs of each child as they make individual progress.

Programme Overview

The Junior Kindergarten programme is theme-based and has been designed to develop strong phonetic and numerical skills. Each week a letter is emphasized with stories and puppets. In addition to academics, the students attend assemblies with the kindergarten to grade 12 students, participate in special activities, partake in field trips, enjoy a hot lunch programme, use the school's newly renovated gym and music room, benefit from bus transportation, receive individual interims and report cards, and participate in parent teacher interviews.

English JK

All of the students are offered access to a large selection of books from the school library on a daily basis, which enhances pre-reading skills and vocabulary. Stories are read to the students in one-on-one settings with the teacher, in small groups, and to the whole class. Grade three students come and read to the JK's at lunch for story-time.

Mathematics JK

Mathematical skills are developed through counting games and recognition of shapes, sizes, numbers, and colours. Time concepts are also explored.

Science JK

Science experiments are conducted using plants, magnets, animals, insects, sand, water, weighing, measuring, and collections.

French JK

Students engage in regular French lessons, which build upon their vocabulary in order to have an introductory conversation. French lessons included songs, games, question and answer periods, months, numbers, and colours.

Art JK

Students choose from a variety of art activities each day, which include: alphabet stories, puppet making, hand painting, water colours, directed drawing, cutting and gluing, and creative art including a variety of malleable materials.

Music JK

JK Music is to provide an opportunity for the children to participate in a musical group settings. The children are taught songs by rote, and are familiar songs that many students know. This is enhanced with movement songs to encourage rhythm and beat. Simple percussion instruments are introduced and added to favorite songs they are singing. Singing is gently encouraged at this age level, until more confidence is being displayed. Performances are given through out the year, which further adds to their inner confidence

Physical Education JK

In Junior Kindergarten children enjoy physical activity daily. Children spend twenty to thirty minutes outdoors daily where they ride bicycles; climb up the castle; build with tools; play badminton, horseshoes and other group games; and build creations in our large sand play area. Once a week and more often in colder winter months, children enjoy thirty minutes of play in our school gymnasium where they learn skills in ball throwing and catching, skipping, running laps, and balancing on the scooter boards.

Group Projects JK

Three and four year old students work on art projects to build cutting, gluing, and colouring skills, as well as social creative projects.

Routine Tasks JK

JK children learn independence, responsibility, and service to others as they experience daily routines.

Dramatic Play JK

Our students develop their imaginations by role-playing. They have access to dress-up clothes, puppets, and props. A large playhouse is changed as new themes are explored.

Extracurricular & Outdoor Play

Junior Kindergarten students participate in a variety of field trips throughout the year. In addition, students have the opportunity to learn from guest speakers such as doctors and dentists from the community and parent body.

Circle Time JK

Students are brought together to engage in daily group activities. Music and body movement are developed through singing, musical instruments, free movement, dancing, and finger plays. Language is developed through stories, talking, listening, poems, verses, rhymes, alphabet recognition, and alphabet letter stories with strong emphasis on phonics.

Free Play JK

Fine motor skills are developed through puzzles, cooperative games, manipulative toys, and felt boards.

Kindergarten to Grade 3 Curriculum

In the Primary grades of kindergarten to three, the fundamentals of the BC Curriculum are taught with increased depth and breadth with an emphasis on enrichment and the development of deep understanding of what is being learned through Recall, Application, Analysis, Synthesis, and Evaluation of each subject area. This process is returned to at each grade level, in all subjects, and added to through the grades. Language Arts and Mathematics are areas of special emphasis with mastery of the basic skills of literacy and numeracy ensured by small class sizes and personal attention for each student. Love of school and learning is promoted through age appropriate choices of educational materials and approaches. Classroom instructional time exceeds the Provincial requirements in all subject areas.

Maximum class size is 18 – 20 students.

Kindergarten

English K

The Kindergarten Language Arts program incorporates skills such listening, speaking, reading, writing, communicating and thinking. The purpose of the Language Arts program is to develop communication skills. Language and communication skills are the foundation for thinking. Kindergarten students will be engaged in various forms of reading, writing, speaking and listening every day.

Mathematics K

Children actively engage in problem solving skills in every aspect of their daily lives. The philosophy of Kindergarten Math is to foster within the child a sense of accomplishment, confidence, and success with numbers and as well as to understand their connection within our world. A strong foundation in mathematical learning takes place through problem solving, manipulation, operations and construction. Mathematics teaching must be fun and hands-on in approach to lend support for all children to build on success and develop the “I can” attitude.

Science K

The Kindergarten Science Program offers students numerous opportunities to acquire knowledge and skills. The scientific method is introduced and students have the opportunity to take part in ‘inquiry’ based experiments. They are encouraged to make predictions and attempt to explain their observations. The Kindergarten units are “My Senses,” “Rocks,” “Properties of Objects and Materials,” “Save the Earth,” and “My World.”

Socials Studies K

Social Studies is a multidisciplinary subject that draws from the social sciences and humanities to study human interaction and natural and social environments. The goal of social studies is to develop thoughtful, responsible, and active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgements. The Social Studies curriculum provides students with opportunities to critically reflect upon events and issues in order to examine the present, make connections with the past, and consider the future.

The Kindergarten students learn about similarities and differences within and across cultures. Students are given opportunities to develop a beginning understanding of political and legal structures and processes, through which they can gain an appreciation of the purpose of laws in a variety of societies. The concepts upon which the study

is based are family, community, technology in our daily life, interaction, needs versus wants, interdependence, resources, values and citizenship.

French K

The Grade Two French program introduces students to common French vocabulary. The students will primarily study French vocabulary in an oral context (hearing and speaking it), however they will be introduced to reading and writing different French words and simple sentences. The students will use the French language to describe the date, the weather, colours around the class, preferences etc. The students will play various French games using flashing cards to decrease the transition time between English words and their French counter parts.

Information Technology K

In this course, students will learn the fundamental parts of a computer. They will manipulate a mouse to perform tasks such as making illustrations for stories. Students will learn some basic keyboarding skills.

Art K-3

In Primary art class students will be given the opportunity to learn to become creative thinkers and effective problem solvers. Using a variety of instructional strategies and hands on learning students will be introduced to the elements and principles of art in a variety of fun studio based projects. Students will enjoy learn about the arts in a positive and safe environment. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines.

Music K

Kindergarten music will provide opportunities for the students to further develop their abilities using rhythms, creative songs, and rhythmic movement to music. Their singing voice will continue to be a focus during instruction, as they are still developing their musical ear. The speaking voice, and the singing voice are quite different, and they must feel comfortable to sing. The Kindergarteners are usually asked to perform in our junior school musicals, which always enhances their confidence when performing on the stage.

Physical Education K

Daily physical education is vital at every age. Not only is this important for physical growth but also mental growth. Opportunities to develop physical strength, skill in sporting activities (basketball, soccer, baseball, track and field, cross-country running, games dance and aerobics), attitudes of good sportsmanship, and a joy in competing against themselves and others while retaining a balanced attitude will go on regularly. The Primary P.E. program is supplemented through swimming and skating lessons as well as bowling. We have an annual primary Sports Day where students compete in team groups in a variety of physical activities. Students are provided time to play in a safe unstructured way as well. Students get to know each other; learn to play fairly, play cooperatively, to look out for each other, are taught to trust and be trustworthy, truthful, as well to become self-reliant so they can contribute to the community and the world at large.

At the Kindergarten to Grade 3 level the development and refinement of non-locomotor movement skills, locomotor movement skills and manipulative skills through participation in a variety of activities is our number one goal.

As with the other levels of Physical Education, activity categories in the Kindergarten to Grade 3 Program are

divided into 5 areas:

1. Alternative Environment,
2. Dance
3. Games
4. Gymnastics
5. Individual and Dual activities

Some of the activities students may participate in are:

- Aquatics, hiking, treasure hunts, skating, sledding
- Hip-Hop, Yoga, Sing-along, aerobics, line dance, cultural/traditional dances
- Tag Games, parachute, t-ball, belly base-ball, soccer, kickball, floor hockey, volleyball, badminton, handball
- Rhythmic Gymnastics, themed movement
- Running, jumping, throwing, skipping, hula-hoop, frisbee, wall climbing, pilates, bowling, bocce ball

Grade One

Language Arts 1

Students are exposed to the English language as a means of enjoyment and a tool for communication from an early age. Reading, writing, listening and speech are developed through the teaching of semantics, grammar, punctuation, spelling, vocabulary, and public speaking techniques. The goal is to establish a very strong foundation with an emphasis on phonics, comprehension, correct usage, correct spelling, creative expression and creative thinking. The classroom will provide a very rich literature base and encourage a life long love of reading through different programs ensuring each child will be an engaged reader and develop a passion for good books. This will be accomplished through excellent quality children's literature, which includes picture books and novels. Practice Your Spelling, Scholastic Spelling Level 1 and the Ginn 360 reading series are some of the materials that will be used.

Mathematics 1

The Grade One program provides students with a structured sequential Mathematics program. They will establish a sound foundation in number concepts such as patterns, sorting, enumeration, concrete and symbolic addition and subtraction, geometric shapes, measurement, building arrays, ordinals, number order to 100 and beyond, counting by groups, telling time, reviewing the calendar, fractions, graphing and problem solving. As the student progress the concepts are strengthened and advanced, such as introducing double-digit addition and subtraction. In Grade One, each child works to his or her full potential. Trevor Culkin and Nelson Level 1 text are several of the programs used as well as under 20 addition and subtraction drill work.

Science 1

The aim of the science program is to nurture one's natural intellectual curiosity by providing a rich content-based curriculum. Students learn to demonstrate processes, scientific knowledge and skills, analytical thinking and science research techniques. Students conduct experiments and interpret data as individuals and in groups. As well they will engage in meaningful discussions and compare observations within the classroom. The introduction of Science begins in Kindergarten and is developed into a deeper understanding with the focus on Plants, Animals, Senses, Motion, The Earth, and other topics in Grade One.

Social Studies 1

In Social Studies, primary students focus on the community, starting with the family then further exploration incorporating the Okanagan Valley, British Columbia, Canada and our world. Different cultures are celebrated through research and artistic endeavours. At Glenfir, the school community and our impact on the world is very important. We are involved in efforts to recycle paper and drink containers to lower the impact on the environment. On a regular basis we have clean up crews to ensure our school is clean. We enhance learning through a variety of community speakers ranging in diverse subject areas such Olympic athletes, politicians, world travelers, environmentalist, musicians and many more. Field trips occur through out the school year. The student, parents and staff also sponsor a foster child and help with local charities such as Toys for Tots, Christmas Shoe Boxes (Samaritans Purse), Salvation Army, Jump Rope and the Terry Fox Run on an annual basis. At Glenfir, we want to develop the abilities within our student body to become outstanding citizens with thoughtful, creative, intellectual and physical skills. It is important at our school to develop these ideals so that Glenfir students and graduates contribute to the world in a positive and productive manner. The Grade One students are taught the importance of service and how to become an active citizen in their community.

Primary French

The French Primary Program introduces students to common French vocabulary. The students will primarily study French in an oral context (hearing and speaking it) in kindergarten and grade one. The students will use the French language to describe the date, the weather, colours, school, home and clothing etc. Beginning in third term of grade one to grade three, the students will learn French vocabulary by doing plays from the Histoires en Action programme. In grade two and three they will also be introduced to reading and writing different French words and simple sentences.

Art K-3

In Primary art class students will be given the opportunity to learn to become creative thinkers and effective problem solvers. Using a variety of instructional strategies and hands on learning students will be introduced to the elements and principles of art in a variety of fun studio based projects. Students will enjoy learn about the arts in a positive and safe environment. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines. This class is taught by a visual arts specialist with Advanced Placement training.

Music 1

Grade one music will give the students an opportunity to create, listen to, and perform music in classroom and stage settings. They learn to sing in tune, and memorize more complicated songs. By exploring pitch patterns, students learn to discriminate higher and lower sounds. Rhythm flash cards are introduced using tee-tee- ta syllables.

Primary Physical Education

Daily physical education is vital at every age. Not only is this important for physical growth but also mental growth. Opportunities to develop physical strength, skill in sporting activities (basketball, soccer, baseball, track and field, cross-country running, games dance and aerobics), attitudes of good sportsmanship, and a joy in competing against themselves and others while retaining a balanced attitude will go on regularly. The Primary P.E. program is supplemented through swimming and skating lessons as well as bowling. We have an annual primary Sports Day where students compete in team groups in a variety of physical activities. Students are provided time to play in a

safe unstructured way as well. Students get to know each other; learn to play fairly, play cooperatively, to look out for each other, are taught to trust and be trustworthy, truthful, as well to become self-reliant so they can contribute to the community and the world at large.

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As with the other levels of Physical Education, activity categories in the Kindergarten to Grade 3 Program are divided into 5 areas:

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- Hip-Hop, Yoga, Sing-along, aerobics, line dance, cultural/traditional dances
- Tag Games, parachute, t-ball, belly base-ball, soccer, kickball, floor hockey, volleyball, badminton, handball
- Rhythmic Gymnastics, themed movement
- Running, jumping, throwing, skipping, hula-hoop, frisbee, wall climbing, pilates, bowling, bocce ball

Health & Career 1

Health and Career works hand in hand with the P.E. program to promote an understanding of active healthy life long living. Health topics include nutrition, time management, school crest and motto, setting and attaining goals, working in groups, self-concept, safety, career choices, and responsible decision-making. Topics are age appropriate with parental support. Many community members such as the RCMP help to supplement the program through lectures and demonstrations. The Glenfir crest is discussed as well as use of the agenda and goal setting.

Grade Two

Language Arts 2

In Language arts students become fluent and engaged readers and will develop a passion for writing acquiring a host of tools in which to master the latter. It is vital that literacy becomes an integral part of each student's life. Reading and Writing are a process, and the goal is to achieve quality not quantity. Language instruction will be taught using a balanced approach of spelling and phonemic awareness, writer's workshop, guided reading, independent reading, and response to literature activities. Readers' workshop, lap stories, shadow stories and puppet plays will be integrated into the language arts program. Students will learn how to write short skits and plays and perform them. They will become confident speakers and develop solid listening skills. A strong emphasis will be placed on students to take control of their writing through independent and guided self-reflection on their learning. The aim is to teach students how to write texts that will satisfy their social and personal needs, and will in turn provide real purpose for becoming life-long writers.

Mathematics 2

Mathematics two builds on the foundations built in Mathematics one and covers problem solving, sorting and patterning, numbers to 50, money, data management, addition and subtraction strategies, measurement, place value, 2-D and 3-D geometry, multiplication and division, time, and fractions. The assessment processes in Mathematics two are: end of unit cumulating, tasks which includes oral mental Math, anecdotal records from personal interviews, observations of problem solving techniques, daily assignments and workbook entries, participation in group activities/discussions, and rubrics for mathematical communication sharing.

Science 2

Science is a vital component of each child's curriculum. Students require science because it gives them the tools to think critically, the ability to consider gathered information and the competence to discard ideas or theories that simply do not mesh or make sense. Science allows them to begin making informed choices for themselves.

In order for students to internalize information and to search for more with innate curiosity, they need to realize how Science is important to them. For this reason, whenever possible, the students will be learning the curriculum through inquiry, and observation. That is, they will learn science through a scientific process of hypothesizing, performing experiments to answer questions, making discoveries, and sharing their findings with peers. In performing scientific inquiry, students use higher order thinking, which is relevant to all areas of learning.

Scientific Topics

- Properties of Matter (solids, liquids, and gases)
- Animal Growth and Change
- Properties of Air, Water, and Soil

Assessment

- Lab booklets which contain notes, labeled diagrams and experiments
- Presentations of results
- Mini quizzes
- Anecdotal records
- Research projects

Social Studies 2

Social Studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school students, Social Studies have several purposes. Social Studies will equip students with the knowledge and understanding of the past necessary for coping with the present and planning for the future. Social Studies should also enable students to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions. Social Studies can provide students with the skills for productive as well as active problem solving and decision-making, as well as for assessing issues and making thoughtful judgments. Above all, it helps students to integrate these skills and understandings into a framework for responsible citizen participation, whether in their playgroup, the school, the community, or the world.

Primary French

The French Primary Program introduces students to common French vocabulary. The students will primarily study French in an oral context (hearing and speaking it) in kindergarten and grade one. The students will use the

French language to describe the date, the weather, colours, school, home and clothing etc. Beginning in third term of grade one to grade three, the students will learn French vocabulary by doing plays from the Histoires en Action programme. In grade two and three they will also be introduced to reading and writing different French words and simple sentences.

Art K-3

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Music 2

Grade two music will experience the structure of music through a wide variety of opportunities for singing, playing, and movement. Rhythmic flash cards will be more complicated, and the songs they sing will involve rounds, or canons. This develops a sense of confidence in their voice with- in the group. Basic note reading will commence in the Spring, as they will be playing recorder music in grade Three. The Grade twos are major contributors to our school musicals.

Primary Physical Education

Daily physical education is vital at every age. Not only is this important for physical growth but also mental growth. Opportunities to develop physical strength, skill in sporting activities (basketball, soccer, baseball, track and field, cross-country running, games dance and aerobics), attitudes of good sportsmanship, and a joy in competing against themselves and others while retaining a balanced attitude will go on regularly. The Primary P.E. program is supplemented through swimming and skating lessons as well as bowling. We have an annual primary Sports Day where students compete in team groups in a variety of physical activities. Students are provided time to play in a safe unstructured way as well. Students get to know each other; learn to play fairly, play cooperatively, to look out for each other, are taught to trust and be trustworthy, truthful, as well to become self- reliant so they can contribute to the community and the world at large.

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- Running, jumping, throwing, skipping, hula-hoop, frisbee, wall climbing, pilates, bowling, bocce ball

Health & Career 2

The aim of Health and Career is to provide students with the knowledge, skills, and attitudes necessary to be informed decision makers and to make healthy and safe choices. Health and Career activities will be geared toward building and sustaining class community as well as support learning across the curriculum. Our goal is to be the ideal classroom community where, students consider, care for, encourage, and academically support one another. As well, students will be encouraged to embrace responsibility, accountability, and to practice self-discipline.

<h2>Grade Three</h2>

Language Arts 3

The Grade Three Language Arts program consists of three areas: listening and speaking, reading and viewing, and lastly, writing and representing. It will strive to teach students necessary strategies to make them successful communicators.

Language Arts 3 allows children to explore the many facets that construct the richness of language and the many genres through which authors express ideas about the world. Students participate in interactive learning, collaborate on group tasks, and explore co-operative ways of finding information and solving problems. They also use language to celebrate and honour their own and others' accomplishments in and beyond the classroom.

As language is a tool for learning in all curricular areas, Language Arts 3 is taught in conjunction with a multitude of other subjects within the curriculum. The L.A. component also strives to foster a love of literature into the students so they will be motivated to read various works and for a variety of purposes.

Mathematics 3

Mathematics is increasingly important in our technological society. To succeed in the workplace, students require the ability to reason and communicate, to solve problems, and to understand and use probability and statistics, technology, and measurement. Skills in these areas are also required of all mathematically literate citizens. Becoming mathematically literate involves developing the ability to explore, to conjecture, to reason logically, and to use a variety of mathematical methods to solve problems. It involves the development of self-confidence and the ability to use quantitative and spatial information to solve problems and make decisions.

As they develop mathematical literacy, students generally experience a growth in motivation and self-confidence in mathematics. This growth occurs when they learn to value the importance of mathematics, to develop mathematical habits of mind, and to understand and appreciate the role of mathematics in everyday life.

Science 3

Science 3 is a diverse program that will offer students many opportunities to understand the interrelationships among science, technology, and society that will affect their personal lives, their careers, and their future. The

students will develop an understanding of the nature, the relationships, the social and environmental contexts between science and technology. They will also develop skills for inquiry, problem solving, communication and making informed decisions. Students will construct knowledge and understandings of concepts in life, physical, earth and space science. And lastly, students will be encouraged to develop attitudes that support the scientific responsibilities to self, society, and the environment.

Scientific Topics

- Plant Growth and Changes
- Materials and Structures
- Stars and Planets

Social Studies 3

Social Studies are the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school children, Social Studies have several purposes. Social Studies equip them with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enable them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions. Social Studies can provide students with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful judgments. Above all, Social Studies help students to integrate these skills and understand into a framework for responsible citizen participation, whether in their playground, the school, the community, or the world.

Primary French

The French Primary Program introduces students to common French vocabulary. The students will primarily study French in an oral context (hearing and speaking it) in kindergarten and grade one. The students will use the French language to describe the date, the weather, colours, school, home and clothing etc. Beginning in third term of grade one to grade three, the students will learn French vocabulary by doing plays from the Histoires en Action programme. In grade two and three they will also be introduced to reading and writing different French words and simple sentences.

Art K-3

In Primary art class students will be given the opportunity to learn to become creative thinkers and effective problem solvers. Using a variety of instructional strategies and hands on learning students will be introduced to the elements and principles of art in a variety of fun studio based projects. Students will enjoy learn about the arts in a positive and safe environment. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines.

Music 3

Grade three music is very important to their musical development. The songs are much more rhythmic, and singing in tune is extremely necessary. The students will begin to sing in two-part harmony, and will focus on tuning. The recorder will be introduced, which will develop their note reading skills. The staff and basic notation will be taught, along with more sophisticated rhythms. The note reading is essential for them, as they will be performing on woodwind, brass, and percussion instruments next year.

Primary Physical Education

Daily physical education is vital at every age. Not only is this important for physical growth but also mental growth. Opportunities to develop physical strength, skill in sporting activities (basketball, soccer, baseball, track and field, cross-country running, games dance and aerobics), attitudes of good sportsmanship, and a joy in competing against themselves and others while retaining a balanced attitude will go on regularly. The Primary P.E. program is supplemented through swimming and skating lessons as well as bowling. We have an annual primary Sports Day where students compete in team groups in a variety of physical activities. Students are provided time to play in a safe unstructured way as well. Students get to know each other; learn to play fairly, play cooperatively, to look out for each other, are taught to trust and be trustworthy, truthful, as well to become self-reliant so they can contribute to the community and the world at large.

At the Kindergarten to Grade 3 level the development and refinement of non-locomotor movement skills, locomotor movement skills and manipulative skills through participation in a variety of activities is our number one goal.

As with the other levels of Physical Education, activity categories in the Kindergarten to Grade 3 Program are divided into 5 areas:

1. Alternative environment,
2. Dance
3. Games
4. Gymnastics
5. Individual and dual activities

Some of the activities students may participate in are:

- Aquatics, hiking, treasure hunts, skating, sledding
- Hip-Hop, Yoga, Sing-along, aerobics, line dance, cultural/traditional dances
- Tag Games, parachute, t-ball, belly base-ball, soccer, kickball, floor hockey, volleyball, badminton, handball
- Rhythmic Gymnastics, themed movement
- Running, jumping, throwing, skipping, hula-hoop, frisbee, wall climbing, pilates, bowling, bocce ball

Health & Career 3

Health and Career Education 3 consists of ongoing systematic activities to help students establish personal goals and develop future plans. Activities are coordinated to help all students plan, monitor, and manage their own learning and learn skills in the areas of academic, career, and personal/social development.

Grades 4 to 6 Curriculum

In the Junior grades, grade four to six students build seamlessly on the strong base developed in the primary grades. There is an age and developmentally appropriate shift to increasing responsibility for the students with increased homework, testing, and the first exposure, in Grade 4, to formal examinations (December and June). Formal examinations twice a year continue through to Grade 12. Report cards and marking change to provide percentage marks and comparisons to the grade average in each subject area. Yearlong Achievement Awards begin to be presented at this level. The fundamentals of the BC Curriculum are taught with increased depth and

breadth with an emphasis on enrichment and the development of deep understanding of what is being learned through recall, application, analysis, synthesis, and evaluation of each subject area. This is a process used in all subjects and added to, with continuity, through the grades. Classroom instructional time exceeds the provincial requirements in all subject areas. Children begin to be taught by specialist teachers with particular expertise in the various subject areas. The specialist teachers teach consecutive grades, adding to the continuity of teaching and individual knowledge of each student's strengths and needs.

Maximum class size is 18 - 20 students.

Special Activities



This year we will continue to enhance our existing curriculum with a view to enrichment. Students in grades four to six will have one enriched block each week. This block will expose students to a variety of different subjects and activities in the area of sports, arts, and academics. These activities will be teacher led and will occur as a group.

Grade Four

English 4

The overall aim of our English course has, since the outset, been to foster an enjoyment of and a respect for the English language in both written and oral forms. Emphasis is placed upon attaining reading fluency and the eloquent expression of ideas in terms of oral endeavour, and skills are honed through public speaking, class presentations and reading aloud. As for written work, we encourage neatness, accuracy in spelling, broadened vocabulary, an understanding of syntax and semantics and the ability to use correct punctuation and proper grammar effectively. Students from grade four onwards are expected to write cursively. As for creative writing, the intention is to encourage students to express their originality and creativity freely, with ample use of sensory description and detail, and the language skills learned should be seen as tools by which they effectively accomplish this rather than as limitations or restrictions on the expression of their ideas. Textual support is provided by the Words Are Important vocabulary-building series, by Communication Skills level 5, and by a selection of poetry, short stories and novels as specified in the course outline.

Mathematics 4

Mathematics 4 is part of the early years mathematics curriculum (K to 7) designed to ensure that students are prepared for the demands of both further education and the workplace. The curriculum places emphasis on probability and statistics, reasoning and communication, measurement, and problem solving as well as developing mathematical literacy. Students learn to demonstrate a number sense for whole numbers from 0 to 10 000 and for proper fractions. Apply arithmetic operations on whole numbers and illustrate their use in solving problems.

Investigate, establish, and communicate rules for, and predictions from, numerical and non-numerical patterns. Estimate, measure, and compare quantities, using decimal numbers and standard units of measure. Describe, classify, construct, and relate three-dimensional objects and two-dimensional shapes, using mathematical vocabulary to describe their properties. Use numbers and directional words to describe the relative positions of objects in two dimensions, using real-world contexts. Conduct simple probability experiments to explain outcomes. Mathematics 4 is taught by a Mathematics specialist with the use of a SMART Board.

Science 4

In the K-7 Science programme, this course is aimed at developing scientific literacy. Students acquire knowledge of scientific concepts, and learn the skills required for acquiring and communicating knowledge. Through outdoor activities they develop an awareness of and a connection to their natural environment. This course will focus on the skills of designing experiments and fair testing.

In grade four, students will focus on the skills of interpreting data and predicting. Assessment will include a science fair project.

Scientific Topics

- Habitats and communities
- Light and Sound
- Weather

Social Studies 4

Social Studies Four integrates language arts, information technology, and geography in a study of the aboriginal people of Canada and their contact with European settlers. The course will provide students with the foundation of skills that will be required to succeed in future social studies courses. These skills include debate and critical thinking, creating and interpreting maps, time lines, and charts, gathering information from various print and electronic sources, creating presentations, building knowledge banks and being successful on tests and quizzes. This course is taught using numerous electronic media resources and an interactive SMART Board.

French 4-6

The purpose of the Grade 4 French program is to learn basic language structures and vocabulary through role-play, dialogue, reading, writing, and song. At this level, emphasis is placed upon encouraging students to actively participate through verbal interaction.

Our primary aim is to foster the continued enjoyment of learning a colourful, lively language. A thematic approach to learning vocabulary and grammar is employed, including seasonal themes. Repetition, memory games, oral guessing games, plays, dictes, and quizzes will be used. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by Barrons French the Easy Way, 4th edition. French cultural studies are coincidental with the material offered in the stories and also offered on video.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 4

At this level, emphasis is placed upon encouraging the students to actively participate through verbal interaction. Our primary aim is to foster the continued enjoyment of learning a colourful, lively language. Concurrent with the growth of oral skills is an increased focus upon the mastery and application of basic grammatical concepts, (in both written and oral form), such as the conjugation of verbs, the agreement of nouns with adjectives, the proper use of articles and prepositions, and the formation of interrogative and negative sentences. A thematic approach to vocabulary building is employed, including seasonal themes. Repetition, memory games, oral-guessing games, plays and quizzes will be regularly employed as valuable vocabulary-building tools.

Classes will be structured for whole class, small group or individual work. Textual support will be provided by Barron's "Spanish The Easy Way", IF Instructional Booklets, Dime Uno and Destinos. Guest speakers are a welcome feature, and students will be exposed to Mexican culture through avenues such as excursions to local Mexican restaurants, where only Spanish may be spoken!

Art 4-6

In Intermediate art class students will be given the opportunity to learn to become visual communicators, creative thinkers and effective problem solvers. Students will be engaged in a more in depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will review the elements and principles of art both alone and in combination in a variety of studio-based projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 4

Grade four is the first year in which students specialize in a woodwind, brass, or percussion instrument. Students focus on the ability to learn all about the band instrument that the he/she has elected to play. Through careful assessment, their choice is made, and the beginning level of training starts. To accommodate new musicians, students in grade four receive three sessions a week from a band specialist. The care and handling of the instrument is constantly addressed, and positive reinforcement is instilled. Careful note reading and early rhythm patterns are the primary focus for three to four months. Their ability to play in-tune can take up to one year, and this is with very consistent practice at home.

PE 4

At the grade 4 level it is the aim of the Glenfir physical education program to begin to bridge the gap between simple skill development and more complex combinations of those skills during a variety of activities and sports.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual and dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop, Outdoor tag games.

Term 2: Basketball, Handball, Badminton, Table Tennis, Yoga, Fitness 2, Lacrosse, Juggling, Hacky Sack, Skipping, and Indoor tag games.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Belly Baseball, Golf, Track and Field, Hiking, and Outdoor wide games.

Health & Career 4

Health and Career Education 4 consists of ongoing systematic activities to help students establish personal goals and develop future plans. Activities are coordinated to help all students plan, monitor, and manage their own learning and learn skills in the areas of academic, career, and personal/social development.

Grade Five

English 5

The overall aim of our English course has, since the outset, been to foster an enjoyment of and a respect for the English language in both written and oral forms. Emphasis is placed upon attaining reading fluency and the eloquent expression of ideas in terms of oral endeavour, and skills are honed through public speaking, class presentations, and Introduction to debating and reading aloud. As for written work, we encourage neatness, accuracy in spelling, broadened vocabulary, an understanding of syntax and semantics and the ability to use correct punctuation and proper grammar effectively. As for creative writing, the intention is to encourage students to express their originality and creativity freely, with ample use of sensory description and detail, and the language skills learned should be seen as tools by which they effectively accomplish this rather than as limitations or restrictions on the expression of their ideas. Textual support is provided by the Words Are Important vocabulary-building series, by Communication Skills level 6, and by a selection of poetry, short stories and novels as specified in the course outline. Students in grade five will learn all about the fascinating exploits of the Olympian gods/goddesses and of the lesser (demi) gods and heroes of Greek myth and discover the world of etymology as it relates to their study of Greek mythology.

Mathematics 5

Mathematics 5 is part of the early years mathematics curriculum (K to 7) designed to ensure that students are prepared for the demands of both further education and the workplace. The curriculum places emphasis on probability and statistics, reasoning and communication, measurement, and problem solving as well as developing

mathematical literacy. Students learn to demonstrate a number sense for whole numbers, from 0 to 100 000, and will explore proper fractions and decimal fractions. Apply arithmetic operations on whole numbers and decimal fractions and illustrate the use of decimal fractions in solving problems. Construct, extend, and summarize patterns, using rules, charts, mental mathematics, and calculators. Use measurement concepts, appropriate tools, and the results of measurements to solve problems in real-life contexts. Use the visualization of two-dimensional shapes and three-dimensional objects to solve problems related to spatial relation. Describe motion in terms of a slide, a turn, or a flip. Develop and implement a plan for the collection, display, and analysis of data gathered from appropriate samples. Predict outcomes, conduct experiments, and communicate the probability of single events. Mathematics 5 is taught by a Mathematics specialist with the use of a SMART Board.

Science 5

In the K-7 Science programme, this course is aimed at developing scientific literacy. Students acquire knowledge of scientific concepts, and learn the skills required for acquiring and communicating knowledge. Through outdoor activities they develop an awareness of and a connection to their natural environment. This course will focus on the skills of designing experiments and fair testing.

In grade five, students will complete a science fair project as part of the assessment.

Scientific Topics

- Human Body
- Forces and Simple Machines
- Renewable and Non-Renewable Resources

Social Studies 5

Social Studies Five integrates language arts, information technology, and geography in a study of Canada. There is a strong focus on reading, comprehension, and writing in this course. In the first term, students will learn about government and elections. Students will be able to identify various types of government and describe how Canada's government is structured. Secondly, using a blend of historical fiction novels, music, multimedia resources, websites, and reading comprehension exercises, students will gain an understanding of how Canada evolved from a colony to a country. Additionally, students will gain a strong awareness of Canadian geography, with a focus on national and local geographical topics. Students will learn how to research, organize, and present information using information technology tools and resources. Finally, this course will give students the framework to move forward in the study of history with strong critical thinking skills. Social Studies five is taught using numerous electronic media resources and an interactive SMART Board.

French 4-6

The purpose of the Grade 4 French program is to learn basic language structures and vocabulary through role-play, dialogue, reading, writing, and song. At this level, emphasis is placed upon encouraging students to actively participate through verbal interaction.

Our primary aim is to foster the continued enjoyment of learning a colourful, lively language. A thematic approach to learning vocabulary and grammar is employed, including seasonal themes. Repetition, memory games, oral guessing games, plays, dictes, and quizzes will be used. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by Barrons French the Easy Way, 4th edition. French cultural studies are coincidental with the material offered in the stories and also offered on video.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 5

At this level, emphasis is placed upon encouraging the students to actively participate through verbal interaction. Our primary aim is to foster the continued enjoyment of learning this colourful and vibrant language. Concurrent with the growth of oral skills is an increased focus upon the mastery and application of basic grammatical concepts, (in both written and oral form), such as the conjugation of irregular verbs, the use of ser and estar, expressions of time and date, the agreement of adjectives with the nouns they qualify and quantify, and the use of ordinal and cardinal numbers. A thematic approach to vocabulary building is employed, including seasonal themes. Repetition, memory games, plays and quizzes will be regularly employed as valuable vocabulary-building tools. Students in grade five will translate stories and learn how to form answers to simple comprehension questions. Following each unit is a written test, designed to ensure understanding and mastery of the concepts taught.

Classes will be structured for whole class, small group or individual work. Textual support will be provided by Barron's "Spanish The Easy Way". Guest speakers are a welcome feature, and students will be exposed to Mexican culture through avenues such as excursions to local Mexican restaurants, where only Spanish may be spoken!

Art 4-6

In Intermediate art class students will be given the opportunity to learn to become visual communicators, creative thinkers and effective problem solvers. Students will be engaged in a more in depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will review the elements and principles of art both alone and in combination in a variety of studio-based projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 5

Grade Five Music is a continuation of the earlier process of playing basic rhythms and melodies in the fourth grade. Ensemble work is introduced in grade five to develop students' listening skills. The students must work on playing together, and listening to each other as they play. Tuning is introduced as a valid tool to ensure proper intonation in a mixed group of instruments. The new music introduced will challenge all the students, and more

testing is done to ensure all of the students are working at the same high level on their instrument.

PE 5/6

In Grades 5 and 6 students will find more of an emphasis on strategy and technique in certain sports, building a strong base for participating in competitive sports in the future. At this level understanding the reasons why physical activity is necessary for healthy lifestyles begins to emerge as a basis for all activity.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual and dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop, Outdoor tag games.

Term 2: Basketball, Handball, Badminton, Table Tennis, Yoga, Fitness 2, Lacrosse, Juggling, Hacky Sack and Skipping, Indoor tag games.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Belly Baseball, Golf, Track and Field, Hiking, Outdoor wide games.

Health & Career 5/6

Health and Career Education 5/6 consists of ongoing systematic activities to help students establish personal goals and develop future plans. Activities are coordinated to help all students plan, monitor, and manage their own learning and learn skills in the areas of academic, career, and personal/social development.

Grade Six

English 6

English Language Arts 6 is the foundation for the skilled use of language. Language skill is associated with many opportunities in life, including further education, employment and social interaction. It is the foundation for studies in all subject areas, for without a good understanding of language all other academic areas become difficult or impossible.

There are three major components to the Grade 6 curriculum: Comprehension and Response, Communication of Ideas and Information, and Self and Society. Students are introduced to a variety of language forms, from theatre, film and other media, literature and are provided opportunities to gain confidence in oral expression. Naturally, grammar and technical usage rules are fundamental to effective communication. English Language Arts 6 is taught by a course specialist who has a Masters Degree in English.

Mathematics 6

Mathematics 6 is part of the early years mathematics curriculum (K to 7) designed to ensure that students are prepared for the demands of both further education and the workplace. The curriculum places emphasis on probability and statistics, reasoning and communication, measurement, and problem solving as well as developing mathematical literacy. Students learn to develop a number sense for common fractions and explore number sense for whole numbers. Apply arithmetic operations on whole numbers and decimal fractions in solving problems. Use relationships to summarize, generalize, and extend patterns. Use informal and concrete representations of equality and operations on equality to solve problems. Solve problems involving perimeter, area, surface area, volume, and angle measurement. Use visualization and symmetry to solve problems involving classification and sketching. Create patterns and designs that incorporate symmetry, translations, tessellations, and reflections. Develop and implement a plan for the collection, display, and analysis of data gathered from appropriate samples. Use numbers to communicate the probability of single events from experiments and models. Mathematics 6 is taught by a Mathematics specialist with the use of a SMART Board.

Science 6

In the K-7 Science programme, this course is aimed at developing scientific literacy. Students acquire knowledge of scientific concepts, and learn the skills required for acquiring and communicating knowledge. Through outdoor activities they develop an awareness of and a connection to their natural environment. This course will focus on the skills of designing experiments and fair testing.

In grade six, students cover diversity of life, electricity, and exploration of extreme environments. The course focuses on the skills of controlling variables and scientific problem solving. Students will complete a science fair project as part of the assessment.

Scientific Topics

- Diversity of Life
- Electricity
- Exploration of Extreme Environments

Social Studies 6

Social Studies six is a benchmark year for students with respect to studying Canada, as attention will turn away from Canada in grades seven and eight. Since grade four, students have examined topics relating to Canada's history, but in this course, students focus on Canada's present and future. Students will examine factors that produce Canada's identity and will explore how Canada compares to the United States in areas such as government, justice, and foreign affairs. Students will also explore what it means to live in Canada through a case study that focuses on the countries in the Horn of Africa. Students will gain awareness of the issues that face people of Africa, and how international cooperation between countries including Canada aims to assist these nations. Finally, in the third term, students will explore the influence of trade and technology for Canada's future, and will attempt to summarize Canada's role in the world through an investigation of Canada's trade relationships and partnerships in international organizations such as the United Nations. Social Studies six is taught using numerous electronic media resources and an interactive SMARTBoard.

French 4-6

The purpose of the Grade 4 French program is to learn basic language structures and vocabulary through role-play, dialogue, reading, writing, and song. At this level, emphasis is placed upon encouraging students to actively participate through verbal interaction.

Our primary aim is to foster the continued enjoyment of learning a colourful, lively language. A thematic approach to learning vocabulary and grammar is employed, including seasonal themes. Repetition, memory games, oral guessing games, plays, dictes, and quizzes will be used. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by Barrons French the Easy Way, 4th edition. French cultural studies are coincidental with the material offered in the stories and also offered on video.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 6

At this level, emphasis is placed upon encouraging the students to actively participate through verbal interaction. Our primary aim is to foster the continued enjoyment of learning this colourful and vibrant language. Concurrent with the growth of oral skills is an increased focus upon the mastery and application of basic grammatical concepts, (in both written and oral form), such as the formation of commands with regular and irregular verbs, the use of possessive pronouns, and demonstrative adjectives, and the idiosyncrasies of Spanish punctuation. A thematic approach to vocabulary building is employed, including seasonal themes. Repetition, memory games, plays and quizzes will be regularly employed as valuable vocabulary-building tools. Students in grade six will translate more complex and detailed stories and learn how to form more detailed answers to comprehension questions. At the end of each unit, there will be a written test to ensure understanding and a mastery of the concepts taught. Oral practice at home is strongly encouraged!

Classes will be structured for whole class, small group or individual work. Textual support will be provided by Barron's "Spanish The Easy Way". Guest speakers are a welcome feature, and students will be exposed to Mexican culture through avenues such as excursions to local Mexican restaurants, where only Spanish may be spoken!

Art 4-6

In Intermediate art class students will be given the opportunity to learn to become visual communicators, creative thinkers and effective problem solvers. Students will be engaged in a more in depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will review the elements and principles of art both alone and in combination in a variety of studio-based projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 6

Grade six music is the continuation of grade five music. The emphasis is always on sound, articulation, and posture. Rhythms do become more engaging, and scales are introduced. Tuning is always mentioned and adhered to as a common practice. Ensemble playing is still a concern, and focus on this is very important. Home practice is heavily recommended and sight-reading of music is also introduced. More sheet music is worked on with the goal of joining the older groups for festivals and trips.

PE 5/6

In Grades 5 and 6 students will find more of an emphasis on strategy and technique in certain sports, building a strong base for participating in competitive sports in the future. At this level understanding the reasons why physical activity is necessary for healthy lifestyles begins to emerge as a basis for all activity.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual and dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop, Outdoor tag games.

Term 2: Basketball, Handball, Badminton, Table Tennis, Yoga, Fitness 2, Lacrosse, Juggling, Hacky Sack and Skipping, Indoor tag games.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Belly Baseball, Golf, Track and Field, Hiking, Outdoor wide games.

Health & Career 5/6

Health and Career Education 5/6 consists of ongoing systematic activities to help students establish personal goals and develop future plans. Activities are coordinated to help all students plan, monitor, and manage their own learning and learn skills in the areas of academic, career, and personal/social development.

Grades 7 to 9 Curriculum

The Senior grades, seven through nine, are designed to reflect the increased workload expected as students

leave the Junior Grades. The programme is designed to prepare students for the increased academic expectations of the graduation programme that may include, for some students, the rigorous expectations of Advanced Placement courses. The fundamentals of the BC Curriculum are taught with an emphasis on enrichment and the development of deep understanding of what is being learned through Recall, Application, Analysis, Synthesis and Evaluation of each subject area. Classroom instructional time exceeds the Provincial requirements in all subject areas. Teachers with expertise in the various subject areas instruct the students. An increasing emphasis is placed on the “Habits of Mind” needed by graduation:

- a willingness to ask and refine questions,
- persistence in the search for answers,
- patience with complexity,
- ability to seek and analyze connections,
- appreciation of beauty in all spheres of life,
- open-mindedness and acceptance of constructive criticism.

Maximum class size is 18 - 20 students.

Special Activities



This year we will continue to enhance our existing curriculum with a view to enrichment. Students in grade seven to twelve will have three special activity blocks per week. These elective blocks will provide students the opportunity to participate in either: Art and Music, a Sport, or an Enhanced Individual Studies program by correspondence. If a student chooses Enhanced Individual Studies, they must indicate whether they would like to complete the course in one, two, or all three terms prior to the beginning of the year.

Grades Seven

English 7

English Language Arts 7 could be termed the introduction to the study of literature. While the basics remain important, the study of spelling, grammar, reading comprehension and sentence structure begin to give way to the appreciation of the material and an understanding that these works of art have something to say to each individual.

While much of the course will be covered in whole class or small group assignments and projects, there is room for individualized study as well. Assessment is primarily determined by homework and class assignments, with the term tests limited to 30% of the final grade.

Mathematics 7

Mathematics 7 is the final year of the early year's mathematics curriculum. In Mathematics 7 students develop a number sense for decimal fractions and integers. They apply arithmetic operations on decimal fractions and integers and illustrate their use in solving problems. Students learn to express patterns in terms of variables and use expressions containing variables to make predictions as well as, using variables and equations to express, summarize, and apply relationships as problem-solving tools in a range of contexts. Students learn to solve problems involving the properties of circles and their relationships to angles and to link angle measurements to the properties of parallel lines. They learn to create and analyze patterns and designs using congruence, symmetry, translation, rotation, and reflection. Students develop and implement a plan for the collection, display, and analysis of data, using measures of variability and central tendency and create and solve problems using probability. Mathematics 7 is taught by a Mathematics specialist with the use of a SMART Board.

Science 4-7

In the K-7 Science programme, this course is aimed at developing scientific literacy. Students acquire knowledge of scientific concepts, and learn the skills required for acquiring and communicating knowledge. Through outdoor activities they develop an awareness of and a connection to their natural environment. This course will focus on the skills of designing experiments and fair testing.

This final year of the K-7 science programme covers ecosystems, chemistry, and earth's crust. It focuses on the skills of hypothesizing and developing models. Students will complete a science fair project as part of the assessment.

Scientific Topics

- Ecosystems
- Earth's Crust
- Chemistry

Social Studies 7

What constitutes a civilization? Is a civilization remembered for its military victories? Does the size of a civilization, or its duration, make it more relevant to study than another? In this course, students will be challenged to search for the ultimate ancient civilization. Students will consider how ancient civilizations compared to each other in terms of social organization, trade, technological achievements, size, and duration. Throughout the course students will identify how ancient civilizations were influenced by environmental factors. A strong emphasis in this course will be on ensuring that each student is able to write effectively according to the expectations, which will come in high school. Part of the course also includes a unit on debate to help students develop research skills, comfort and confidence while speaking in public, and experience in identifying and responding to differences of opinion. Social Studies seven is taught using numerous electronic media resources and an interactive SMART Board.

French 7

The purpose of the Grade 7 French curriculum is to build on existing language knowledge and begin to connect ideas to form complete messages or short transactions. Speaking, writing, reading and listening comprehension will be used to develop their language skills.

A thematic approach to learning vocabulary and grammar is employed, including seasonal themes. Repetition, reading comprehension, memory games, oral guessing games, plays, dictes, quizzes and tests will be used. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by the Bon voyage! 1 programme. Grammar, vocabulary and French cultural studies are reinforced by accompanying audio/videos, which enhance and further supplement the programme. Guest speakers, performers will feature this year and there are also plans to take the students out to a local French restaurant.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 7

At this intermediate level, greater emphasis is placed upon encouraging the students to actively participate through verbal interaction. Our primary aim is to foster the continued enjoyment of learning a colourful, lively language. Concurrent with the growth of oral skills is an increased focus upon the mastery and application of increasingly complex grammatical concepts, (in both written and oral form), and students will learn how to form a variety of tenses including the pretirite and the future tenses. They will also be introduced to the use of idiom in the Spanish language, and will begin to write creatively on a variety of simple topics. The creative writing component will play an increasingly important role as their studies progress this year. A thematic approach to vocabulary building is employed, including seasonal themes. Repetition, memory games, plays and quizzes will be regularly employed as valuable vocabulary-building tools. Translations will be more complex, and students will be encouraged to verbalize as many of their thoughts as possible in Spanish. This always creates humour - a necessary element in any classroom!

Classes will be structured for whole class, small group or individual work. Textual support will be provided by Barron's "Spanish The Easy Way". Guest speakers are a welcome feature, and students will be exposed to Mexican culture through avenues such as excursions to local Mexican restaurants, where only Spanish may be spoken!

Art 7-10

In Senior art class students will have his/her visual communication and creative thinking skills challenged in order to solve more complex design problems within his/her studio work. Students will be engaged in in-depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will implement the elements and principles of art, both alone and in combination in a variety of projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines. During these senior years, students will have the opportunity to begin work in advance placement art if desired.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted

ourselves with distinction. We strive to play all styles of music, and play them well.

Band 7-10

(Gr.10 Band is a four-credit course that fulfills the applied-skills requirement for graduation)

To develop a consistent sound through out all three classes. Regardless of experience, the focus is to have all students perform the same music. These classes are the concert and jazz bands, which meet during the week as one ensemble. Individual classes are able to work on areas of weakness and to ensure that everyone can raise the bar individually. Students will have from one to three years experience in the same class. The challenge is to enhance present skills without losing less experienced players. Introducing more scales and technical studies literally gets everyone on the same page. A band festival or a band trip is a great motivator for all the students. Performances are what are expected in the program and the students do enjoy the fruits of their labor.

PE 7/8

In Grades 7 and 8 students learn to refine strategies and techniques in a variety of sports. They continue to build a strong athletic base for development towards participation in an even wider array of competitive and non-competitive activities. At this level students begin to understand how physical activity effects the body and what it takes to live continue to live a healthy lifestyle.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual an dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Combatives, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop.

Term 2: Basketball, Handball, Badminton, Yoga, Fitness 2, Lacrosse, Juggling, Hacky Sack and Skipping, Skiing, Table Tennis.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Canoeing, Flag Football, Golf, Track and Field, Hiking, Cricket.

Health & Career 7/8

Health and Career 7/8 lessons fulfill the requirements of the provincial Health and Career course by covering goal-setting/decision-making, career development, healthy living, healthy relationships, safety and injury prevention, and substance misuse prevention topics.

Grade Eight

English 8

The English Language Arts 8 Course focuses on developing the students' identity, but at the same time reinforcing basic communication skills. Spelling, grammar, recognition of proper sentence construction, and essay writing techniques are all reviewed. As well, fundamental course content such as classification of poems, literary terms, and expertise with a thesaurus or dictionary continue to be emphasized. As well, various theatre skills, creative writing, reading comprehension and the study of classical and modern literary works in poetry, fiction and drama are considered.

While much of the course will be covered in whole class or small group assignments and projects, there is room for individualized study as well. Assessment is primarily determined by homework and class assignments, with the term tests limited to 30% of the total grade.

Mathematics 8

The aim of Mathematics 8 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics. In Mathematics 8 students will use a variety of methods to solve real-life, practical, technical and theoretical problems. Students will develop number sense for rational numbers, including common fractions, integers and whole numbers, as well as using rational numbers to solve problems using the concepts of rate, percent and proportion. Students will use patterns, variables and expressions, and graphs to solve problems and solve and verify linear equations with rational number solutions. Students will determine surface area and volume for prisms and cylinders as well as draw and construct 3-D objects and tessellations. Students will learn to critique ways in which data is presented and solve probability problems.

Science 8

Part of the 8-10 Science programme, this course is aimed at developing scientific, technological, and ecological literacy. Students develop the skills required to acquire and use knowledge in order to form informed opinions and make informed decisions. They develop a comprehensive understanding of natural and human processes, and an appreciation of the impacts that human activities and technologies have on Earth's life-supporting systems. Students will complete a science fair project as part of the assessment. Content covered in this course includes cells and cell systems, fluids and dynamics, optics, and water systems on earth.

Social Studies 8

Social Studies Eight will focus on developments in Europe and the Middle East during the period from 500CE to 1789CE. Students will gain an understanding of the conditions that led to the decline of the Roman Empire. This study transitions into a survey of the next 1000 years in Europe from the rise of the Franks, the invasions of the Vikings, the Carolingian Renaissance of Charlemagne, the development and decline of feudalism, the crusades, and the coming of the renaissance. Additionally, students will gain insight into the religion of Islam, providing historical literacy that may help them understand significant issues in the Middle East today. Part of the course also includes a unit on debate to help students develop research skills, comfort and confidence while speaking in public, and experience in identifying and responding to differences of opinion. Through numerous computer-integrated activities in this course, students will develop numerous information and communication technology skills that will help them use technology more effectively.

French 8

The purpose of the Grade 8 French program is to use French as a tool for communicating about everyday topics students enjoy talking about, such as themselves, their friends, and favourite activities. Students will continue to develop their language skills in speaking, writing, reading and listening comprehension.

A thematic approach to learning vocabulary and grammar is employed, including some seasonal themes. Repetition, reading comprehension, memory games, oral guessing games, plays, dictes, quizzes and tests will be used to reinforce learning. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by the Bon voyage! 1 programme. Grammar, vocabulary and French cultural studies are reinforced by accompanying audio/videos, which enhance and further supplement the programme. Guest speakers, performers will feature this year and there are also plans to take the students out to a local French restaurant.

Two oral performance tasks based on the learning outcomes for grade 8 will be conducted at the end of terms one and three. The first task will be an interview. The teacher will conduct brief interviews with each student about items in a dossier or portfolio that the student has assembled. The dossiers contain a small number of items and documents the student has chosen to reflect personal interests and experiences. The dossiers may include items associated with classroom work. The second task consists of a conversation. Students converse briefly with a partner of their own choice about topics they have just prepared. Students have a brief period of time to prepare and practice with their partners; however, they are expected to develop their conversation in a spontaneous way.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 8

At this level, our primary focus is to fully prepare the students, for whom this will mark their final year of Spanish study, for their grade 11 examination in June of their grade nine year. Focus will be upon creative writing, the fluent use of idiomatic expression, and close adherence to the learned rules of grammar. At this stage, students are expected to express most of their ideas and answers in Spanish, and for the most part, Spanish will be spoken throughout class time. Again, focus is placed upon cultural endeavours and upon enrichment of vocabulary; particularly as it relates to day-to-day events and activities in which students may customarily find themselves. By now, students should have fostered a love of this colourful language, and they are encouraged to practice it at every given opportunity. Textual support will be provided by the Dime Dos series, by Barron's Spanish The Easy Way, and by selected stories - both classical and modern. We will also make ample use of magazine and newspaper articles of topical interest. Students will learn how to form the imperfect, perfect and pluperfect tenses this year, and they will review the use of command forms, the double negative, and stem-changing verbs. Our aim is to send out students whose pronunciation is accurate, whose speech and written work is fluent and fluid, and whose love of the language remains with them forever.

Creative writing will feature strongly as part of the test writing process at this level, and students are encouraged to form their sentences with ample use of idiom.

Art 7-10

In Senior art class students will have his/her visual communication and creative thinking skills challenged in order to solve more complex design problems within his/her studio work. Students will be engaged in in-depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will implement the elements and principles of art, both alone and in combination in a variety of projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines. During these senior years, students will have the opportunity to begin work in advance placement art if desired.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 7-10

(Gr.10 Band is a four-credit course that fulfills the applied-skills requirement for graduation)

To develop a consistent sound through out all three classes. Regardless of experience, the focus is to have all students perform the same music. These classes are the concert and jazz bands, which meet during the week as one ensemble. Individual classes are able to work on areas of weakness and to ensure that everyone can raise the bar individually. Students will have from one to three years experience in the same class. The challenge is to enhance present skills without losing less experienced players. Introducing more scales and technical studies literally gets everyone on the same page. A band festival or a band trip is a great motivator for all the students. Performances are what are expected in the program and the students do enjoy the fruits of their labor.

PE 7/8

In Grades 7 and 8 students learn to refine strategies and techniques in a variety of sports. They continue to build a strong athletic base for development towards participation in an even wider array of competitive and non-competitive activities. At this level students begin to understand how physical activity effects the body and what it takes to live continue to live a healthy lifestyle.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual an dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Combatives, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop.

Term 2: Basketball, Handball, Badminton, Yoga, Fitness 2, Lacrosse, Juggling, Hacky Sack and Skipping, Skiing, Table Tennis.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Canoeing, Flag Football, Golf, Track and Field, Hiking, Cricket.

Health & Career 7/8

Health and Career 7/8 lessons fulfill the requirements of the provincial Health and Career course by covering goal-setting/decision-making, career development, healthy living, healthy relationships, safety and injury prevention, and substance misuse prevention topics.

Grade Nine

English 9

“English 9” continues with the major aspects of Language Arts. These include work to improve on basic grammar, spelling and literacy. In addition, attention is paid to oral delivery, whether in formal debating skills, in theatrical presentations or visual media presentations. Creative writing and a study of classical and modern literary works in poetry, short stories, non-fiction works and novels are also studied. Students should develop increased understanding of the works and become enabled in selecting works of quality for their own enjoyment.

While much of the course will be covered in whole class or small group assignments and projects, there is room for individualized study as well. Assessment of projects, homework and classroom performance will account for 70% of the final grade, and the three term tests will contribute 30%.

Mathematics 9

Mathematics 9 is a course intended for all students at the grade 9 level. Students are introduced to new concepts in Algebra, Statistics, Measurement, and Geometry. The aptitude shown in Mathematics 9 is a strong indicator used to schedule students into the three streams of Mathematics courses at the grade ten level. Mathematics 9 is taught by a Mathematics specialist with the use of a SMART Board. A passing grade in Mathematics 8 is a prerequisite for this course.

Science 9

Part of the 8-10 Science programme, this course is aimed at developing scientific, technological, and ecological literacy. Students develop the skills required to acquire and use knowledge in order to form informed opinions and make informed decisions. They develop a comprehensive understanding of natural and human processes, and an appreciation of the impacts that human activities and technologies have on Earth’s life-supporting systems. Students will complete a science-fair project as part of the assessment. Content covered in this course includes reproduction, atoms, elements and compounds, characteristics of electricity, and space exploration.

Social Studies 9

In Social Studies Nine students will study of the principles of democracy and the major events in European and North American history from 1500-1815. The period following 1500 CE was a period in which Europe awoke from the Dark Age and made numerous advancements in science, medicine, technology, philosophy, and art. It was also a time when humans explored both the limits of personal rights and freedoms as well as the limits of the globe. This course also includes a study of Canada’s First Nations and an introduction to the regional geography of North America.

French 9

The purpose of the Grade 9 French program is to use French as a tool for communicating about everyday topics students enjoy talking about, such as themselves, their friends, and favourite activities. Students will continue to develop their language skills in speaking, writing, reading and listening comprehension.

A thematic approach to learning vocabulary and grammar is employed, including some seasonal themes. Repetition, reading comprehension, memory games, oral guessing games, plays, dictes, quizzes and tests will be used to reinforce learning. Classes will be structured for whole class, group, or individual work, and, as much as possible, French conversation will be used to convey basic instruction, pleasantries, and remarks.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by the Bon voyage! 2 programme. Grammar, vocabulary and French cultural studies are reinforced by accompanying audio/videos, which enhance and further supplement the programme. Guest speakers, performers will feature this year and there are also plans to take the students out to a local French restaurant.

Two oral performance tasks based on the learning outcomes for grades 9 will be conducted at the end of terms one and three. The first task will be an interview. The teacher will conduct brief interviews with each student about items in a dossier or portfolio that the student has assembled. The dossiers contain a small number of items and documents the student has chosen to reflect personal interests and experiences. The dossiers may include items associated with classroom work. The second task consists of a conversation. Students converse briefly with a partner of their own choice about topics they have just prepared. Students have a brief period of time to prepare and practice with their partners; however, they are expected to develop their conversation in a spontaneous way.

Students should be prepared to do homework regularly, and be willing to participate in oral activities and presentations.

Spanish 9

At this level, students should be conversant in Spanish and, a rudimentary level should be able to express most thoughts, questions and concerns without resorting too often to English. For the most part, lessons will be conducted almost entirely in Spanish, with the exception of when grammatical concepts are taught, or for discussions of detailed importance. Textual support is strong, and provided by the more advanced chapters of Barron's "Spanish the Easy Way" and by the Dime series. Other texts in the form of short stories, such as fables and adaptations of classical works of fiction, or else take the form of current magazine or newspaper articles, which the students will translate together. Cultural study will run concurrent with language study and, when appropriate, Spanish-speaking guests will be called in to speak with the students so that they may enjoy the opportunity of hearing and responding to different dialects/ accents within the Spanish language. If and when possible, cultural excursions will be made a part of our curriculum, (e.g. a visit to a Mexican restaurant where they may order meals only in Spanish and converse with employees and companions only in that language). Grammar concepts covered include the use of the subjunctive tense and the use of comparatives and superlatives. At this level, creative writing - with ample use of idiom - plays a key role in test writing. A complete and thorough review of all grammatical concepts takes place in term three.

Since grade nine will be the final year of regularly time-tabled Spanish study, (French having been determined as the second language of choice for grade 10 and up), grade nine students will be given a coincidental course which

prepares them for the grade eleven high school level exam with a resulting grade eleven Spanish credit - an invaluable and impressive addition to their transcripts.

Art 7-10

In Senior art class students will have his/her visual communication and creative thinking skills challenged in order to solve more complex design problems within his/her studio work. Students will be engaged in in-depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will implement the elements and principles of art, both alone and in combination in a variety of projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines. During these senior years, students will have the opportunity to begin work in advance placement art if desired.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 7-10

(Gr.10 Band is a four-credit course that fulfills the applied-skills requirement for graduation)

To develop a consistent sound through out all three classes. Regardless of experience, the focus is to have all students perform the same music. These classes are the concert and jazz bands, which meet during the week as one ensemble. Individual classes are able to work on areas of weakness and to ensure that everyone can raise the bar individually. Students will have from one to three years experience in the same class. The challenge is to enhance present skills without losing less experienced players. Introducing more scales and technical studies literally gets everyone on the same page. A band festival or a band trip is a great motivator for all the students. Performances are what are expected in the program and the students do enjoy the fruits of their labor.

PE 9/10

In Grades 9 and 10 students will be introduced to leadership in athletics by setting up and administering certain intramural and house team activities. Students will be expected to demonstrate an advanced understanding of strategies and techniques in previously covered activities. At this level students will begin to become familiar with training principles and how they affect the bodies physiology.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics
5. Individual and dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Combatives, Curling, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop, Basic Taping Techniques for athletes.

Term 2: Basketball, Handball, Badminton, Yoga, Fitness 2, Weight Training, Lacrosse, Juggling, Hacky Sack and Skipping, Skiing, Table Tennis, Training Principles and Techniques.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Canoeing, Flag Football, Golf, Track and Field, Hiking, Cricket, Goal Setting and Planning for athletic development/ C.P.R.

Health & Career 9

The purpose of this course is to educate students in the following areas: goal-setting/decision-making, career development, healthy living, healthy relationships, safety and injury prevention, and substance misuse prevention.

This is achieved through daily mentorship in homeroom as well as weekly Health and Career classes. Student agendas are the primary resource for this course as they contain information on the aforementioned topics. There will be monthly focuses on a related topics as well as guest speakers and field trips.

Grades 10 to 12 Curriculum

In addition to continuing with an emphasis on the Duke of Edinburgh Programme, Grade Ten is the first of the final three years in the senior school, to incorporate the Advanced Placement university material into the provincial High School curriculum. This provides our students with an enhanced and enriched program of study that includes First Year university course material. The students then have the opportunity of writing AP Exams and receiving First Year course credits at most North American universities during their grade 12 year. Also, they arrive at university well prepared for university level courses. The three years of High School are designed as a single curriculum; this ensures broad coverage of all subject areas and continuity of teaching in all areas.

Maximum Class Sizes: 12 students

Grade 10

English 10

“English 10” is a transition course into the Secondary Level. As such, there is a slight shift of emphasis to increased independent reading and writing. There can also be guidance for students wish to pursue the Advanced Placement Track in English or English Literature. The student is gradually prepared for more advanced studies; essay writing skills become more important as does the student's personal response to the literature.

The main aspects of Language Arts continue. These include basic grammar, formal debates, the theatre, creative writing, expression through various media, and a study of classical and modern literary pieces in poetry, short stories, non-fiction works and novels.

While much of the course will be covered in whole class or small group assignments and projects, there is room for individualized study as well. Assessment is primarily determined by individual and group assignments as well as term tests, which will account for 80% of the grade. There is also a Provincial Examination at the conclusion of this course in June, which will account for the final 20%.

Principles of Mathematics 10

Credits: 4

Prerequisites: Passing grade in Mathematics 9

Principles of Mathematics 10 is a provincially examinable Mathematics course that requires a very serious work commitment and a solid background in Mathematics 9. Students will spend much of their time developing their understanding of algebraic/symbolic manipulation and some of the sophisticated generalizations of theoretical mathematics. The curriculum builds on knowledge and skills developed in Mathematics 9. Topics in Principles of Mathematics 10 focus on number systems, arithmetic and geometric sequences and series, polynomials, rational expressions and equations, relations and functions, coordinate geometry, measurement, and trigonometry.

Science 10

Part of the 8-10 Science programme, this course is aimed at developing scientific, technological, and ecological literacy. Students develop the skills required to acquire and use knowledge in order to form informed opinions and make informed decisions. They develop a comprehensive understanding of natural and human processes, and an appreciation of the impacts that human activities and technologies have on Earth's life-supporting systems. Content covered in this provincially examinable course includes sustainability of ecosystems, chemical reactions and radioactivity, motion, energy transfer in natural systems, and plate tectonics.

Social Studies 10

Credits: 4

Prerequisites: none, AP track requires permission from teacher

Social Studies 10 integrates the Advanced Placement (AP) material. Student learning adds to and builds upon the Provincial curriculum in each year during grades 10, 11, and 12 in order to ensure students are able to sit the Advanced Placement European History exam in Grade 12. The AP course content recognizes the broad perspective from which history is now taught at the university level. As a result, the course prepares students for a three-part exam. Part one is multiple-choice which tests concepts, major historical facts and personalities and historical analysis. Part two is a document-based essay designed to test students' ability to work with evidence. The third portion consists of two thematic essays on topics of major significance. Student assignments may be varied based on student intent to challenge the AP exam, however all students will cover the same basic material in this course in order to instill in them a better understanding of the expectations of a post-secondary history course.

French 10

Students in Grade 10 French are encouraged to take more risks by using a range of useful vocabulary and expressions, and link statements in past, present, and future time in speech and writing. A thematic approach to learning vocabulary and grammar is employed, including seasonal themes. Repetition, memory games, oral guessing games, plays, reading comprehension, dictes, tests, and quizzes will be used to assess language knowledge.

Students will be encouraged to actively participate in all oral activities, and emphasis will be placed upon correct pronunciation, and proper grammatical usage. Textual support at this level is provided by the Bon voyage! 2 programme. Grammar, vocabulary and French cultural studies are reinforced by accompanying audio/videos, which enhance and further supplement the programme. Guest speakers, performers will feature this year and there are also plans to take the students out to a local French restaurant.

Two oral performance tasks based on the learning outcomes for grades 10 will be conducted at the end of terms one and three. The first task will be an interview. The teacher will conduct brief interviews with each student about items in a dossier or portfolio that the student has assembled. The dossiers contain a small number of items and documents the student has chosen to reflect personal interests and experiences. The dossiers may include items associated with classroom work. The second task consists of a conversation. Students converse briefly with a partner of their own choice about topics they have just prepared. Students have a brief period of time to prepare and practice with their partners; however, they are expected to develop their conversation in a spontaneous way.

Art 7-10

In Senior art class students will have his/her visual communication and creative thinking skills challenged in order to solve more complex design problems within his/her studio work. Students will be engaged in in-depth study of artists, art movements and techniques while continuing to strengthen artistic skills in studio projects. Using a variety of instructional strategies and hands on learning, students will implement the elements and principles of art, both alone and in combination in a variety of projects. Through different mediums and activities students will be involved in a variety of artistic explorations based upon B.C. curriculum guidelines. During these senior years, students will have the opportunity to begin work in advance placement art if desired.

Music 4-10

The music program is designed for absolute beginners all the way to senior students. The beginners in grade 4 must be well acquainted with their instrument by June. The grade 5 to grade 10 group is our concert and jazz band. These groups will do tours and festivals in the spring. Last year we attended Sun Peaks, and acquitted ourselves with distinction. We strive to play all styles of music, and play them well.

Band 7-10

(Gr.10 Band is a four-credit course that fulfills the applied-skills requirement for graduation)

To develop a consistent sound through out all three classes. Regardless of experience, the focus is to have all students perform the same music. These classes are the concert and jazz bands, which meet during the week as one ensemble. Individual classes are able to work on areas of weakness and to ensure that everyone can raise the bar individually. Students will have from one to three years experience in the same class. The challenge is to enhance present skills without losing less experienced players. Introducing more scales and technical studies literally gets everyone on the same page. A band festival or a band trip is a great motivator for all the students. Performances are what are expected in the program and the students do enjoy the fruits of their labor.

PE 9/10

In Grades 9 and 10 students will be introduced to leadership in athletics by setting up and administering certain intramural and house team activities. Students will be expected to demonstrate an advanced understanding of strategies and techniques in previously covered activities. At this level students will begin to become familiar with training principles and how they affect the bodies physiology.

Activities are based on five categories:

1. Alternative environment activities
2. Dance
3. Games
4. Gymnastics

5. Individual and dual activities

The following is a list of possible activities and the most likely time they will occur throughout the year.

Term 1: Ultimate Frisbee, Volley Ball, Soccer, Fitness 1, Tennis, Combatives, Curling, Aquatics, Mountain Biking, Handball, Floor Hockey, Hip Hop, Basic Taping Techniques for athletes.

Term 2: Basketball, Handball, Badminton, Yoga, Fitness 2, Weight Training, Lacrosse, Juggling, Hacky Sack and Skipping, Skiing, Table Tennis, Training Principles and Techniques.

Term 3: Bowling, Fencing, Speedball, Softball, Fitness 3, Canoeing, Flag Football, Golf, Track and Field, Hiking, Cricket, Goal Setting and Planning for athletic development/ C.P.R.

Planning 10

Credits: 4

Prerequisites: students must be in grade 10

It is the intent of this course to help the students develop skills and successful strategies that will enable them to become healthy, effective citizens, who are able to cope with the challenges and demands of our society. The units and lessons plans are aimed to directly correlate with BC IRP, to provide opportunities for students to plan successfully for their graduation, to become familiar with a wide range of post-secondary programmes available to them after graduation, so that they can make informed choices about their future careers.

Grade 11 and Grade 12

English

Grade 11 and 12 Advanced Placement English and English Literature.

This course of studies involves the careful reading and critical analysis of representative works from various genres and periods from the 16th to the 20th century. The emphasis is placed on experiencing the literature (reading and responding to literary works), interpreting the literature (analyzing the work to arrive an understanding of its multiple meanings), and finally evaluating the literature (assessing of the quality and artistic achievement of literary works and a considering other social and cultural values). The list of authors in which students are asked to read is exhaustive and includes poetry, drama and fiction. Writing is an integral part of the course as students respond to the literature they read with critical analysis and creative writing. Students MUST expect to devote at least an hour daily to their reading at home.

English is designed as a three-year course of study.

The Grade Ten program focuses on the extensive reading of the best examples of literature by well-known authors and teaching students that writing is a process involving drafts, rewrites, and reflection. Students intensively study a variety of different genres from different time periods. This includes the classics, European, American, and Canadian works. Student writing includes critical analysis of the literature they have read, as well as expository, analytical, and argumentative essays, and some creative writing. Students are taught to write clearly, coherently, and persuasively, while following the conventions of style. Specific practice for spontaneous writing, in the form of in-class essays takes place. This is the most helpful format for success in provincial examinations. Some highlights of the course of study are:

An examination of a number of forms of poetry through reading a wide selection of poems by various well-known and not so well-known poets with an emphasis on oral discussion and written response to the selections, especially through a self-selected anthology.

The study of Shakespeare at every grade level. The analysis of classical and modern literature to reveal their hidden layers of meaning; practice is a close reading of all genres.

A survey of world masterpieces of literature Grade Eleven AP English uses increasingly complex novels, dramas, stories, and poetry to reach the goals of: developing students' skills and strategies used in anticipating, predicting, and confirming meaning while reading works of literature applying the conventions of language as students organize, synthesize, interpret, and draw conclusions from the works they are reading explaining the effects of a variety of literary devices and techniques, including figurative language, symbolism, parody, and irony incorporating electronic and library based research, at a pre-university level, into their presentations using their notebook computers to create and edit their presentations

The work load and content of the Grade Twelve English program at Glenfir reflects the fact that it is the final year of a three year course of study. It is designed to prepare students leaving Glenfir to be experienced readers with an extensive knowledge of a range of literary works from the classics to the modern. It is expected that students will enhance the precision, clarity, and artistry of their communications by using processes that professional authors use to appraise and improve their writing. To achieve these ends, the students' course of study includes:

- using and evaluating a wide variety of strategies before, during, and after reading for different purposes
- interpreting the ambiguities in written, oral, or visual works and supporting their interpretation with evidence from that work
- describing and applying a variety of literary devices and techniques to create particular effects
- analyzing, comparing, and critiquing different presentations of the same ideas, information, or issues
- evaluating the conventions of language used in a variety of literary and non-literary forms
- adapting their language usage and the sophistication of grammatical constructs for specific audiences and purposes

When students graduate they will be excellently prepared for University. Students will write the AP Exams in May and Provincial Exams in June of Grade 12. Publication will be encouraged.

Mathematics

Grade 11 and 12

The Principles of Mathematics course is designed for students who wish to have a strong background in theoretical and abstract mathematics and may wish to pursue studies in sciences, mathematics, or engineering. The Principles of Mathematics course meets all entrance requirements for post-secondary institutions and is required as a prerequisite for some programs.

Students in Grade 11 work to develop skills and understanding in the following areas:

- Simplification and manipulation of numeric and algebraic radical expressions.
- Solve systems of linear equations
- Solve problems with direct, inverse joint and combined variation in equations and analyze the equation of a parabola

- Use of trigonometric functions to solve theoretical and applied problems.
- Solve applied and theoretical problems involving the circle and sphere.
- Confidence intervals, normal curves, standard deviation as they apply to statistics and probability in populations and experimentation
- Graphing and problem solving theoretical and applied problems using computers and graphing calculators.

Students in Grade 12 Principles of Mathematics develop their knowledge and skills in the following areas.

- Sequence and series to describe phenomena and solve theoretical and applied problems
- Graph and analyze polynomial functions, equations and inequalities.
- Graph, analyze and solve problems using exponential and logarithmic functions.
- Use coordinate geometry, conic sections and two-variable equations to solve applied problems.
- Solve and graph quadratic equations and one-variable absolute value equations and inequalities
- Use radian measures and reciprocal trigonometric identities to describe and compare theoretical and applied phenomena.
- Use the geometric properties of lines, angles, polygons and circles to solve applied and theoretical problems.
- Graphing and problem solving theoretical and applied problems using computers and graphing calculators.

Sciences

Grade 11 and 12 AP Science

According to individual academic plans, students usually choose two of physics, chemistry, or biology. These courses are structured to meet the requirements of the Provincial exam. In chemistry and physics taking the advanced placement exam will also be an option for students. Advanced placement in Biology 12 may become an option in the future depending on interest.

Social Studies 11

Credits: 4

Prerequisites: SS10. Students who have not taken SS10 at Glenfir may not be eligible to take part in the Advanced Placement track.

The aim of social studies is to develop thoughtful, responsible, active citizens who are able to acquire the requisite information to consider multiple perspectives and to make reasoned judgments. The Social Studies 11 curriculum provides students with opportunities to reflect critically upon events and issues in order to examine the present, make connections with the past, and consider the future. Through their participation in social studies, students are encouraged to:

- Understand and prepare to exercise their roles, rights, and responsibilities within Canada and the world
- Develop an appreciation of democracy and what it means to be Canadian
- Demonstrate respect for human equality and cultural diversity
- Think critically, evaluate information, and practice effective communication.
- Explore Canada's role in the conflicts of the 20th century and its contribution to global stability.
- Develop understanding of key environmental issues and challenges of global development.
- Explore important issues related to Canada's evolving identity.

A continuation of the Advanced Placement material commenced in grade ten is also pursued once the Provincial curriculum is met.

*This is a provincially examinable course

History 12

Credits 4

Prerequisites: SS11

The purpose of History 12 is to engage students in applying the methods of historical investigation to the study of the forces that have shaped the 20th century. With an emphasis on the West and its relation to world affairs, this course starts with the Paris Peace Conference (1919) and ends with the collapse of the Soviet Union (1991). Students will not only learn to think with a “global perspective”, they will also examine how the events of the 20th century influence the lives of people around them, including family and community members, and their own lives as Canadians.

*This is a provincially examinable course

French

Grade 11 Advanced Placement French

Students build upon a good command of French grammar and vocabulary and work to improve their competence in listening, reading, speaking and writing. In both years the course emphasizes the use of language for active communication. The main objectives are:

- the ability to understand spoken French in various contexts
- a French vocabulary sufficiently ample for reading newspapers, magazines and other non-technical writings without dependence on a dictionary
- The ability to express oneself coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken French.

Course content can reflect intellectual interests shared by the students and the teacher. As a result, students in Grade 10 and 11 are encouraged by the teacher and course materials to explore themes of high student interest in order to develop skills and knowledge with regard to vocabulary, grammar and critical thinking. Use of SMART Boards, PowerPoint, iMovie and Garageband are just some of the multi-media available to students to enhance their language learning. Themes focus on cultural dimensions such as social, physical, civic, technology, leisure and the arts.

In Grade 11 students write the AP exam in May. Then, also in their Grade 11 year, they challenge the Grade 12 provincial course by writing the Grade 12 exam in June.

Fine Arts

Fine Arts 11 and 12

In this course of studies students complete a four-credit art course each year.

The Grade 11 and 12 art courses are constructed around the artistic behaviours of perceiving, responding, creating and communicating. Students increase their skills and knowledge in these areas by approaching them from a variety of perspectives. By studying: image development and design strategies; the importance of context,

visual elements and principles of art and design; and materials, technologies, and processes, students work towards the development of a richly textured understanding of the process of making art.

Physical Education

Physical Education Grade 11 and 12

Students take part in daily physical education in order to develop their knowledge, skills and attitudes in a variety of areas. These courses address a number of different individual and team sports as well as physical fitness, a healthy lifestyle and sportsmanship. Evaluation encompasses performance, written knowledge, attitude and effort, and the student's development. There is a broad range of student activities, which include basketball, badminton, skating, water polo, swimming, floor hockey, volleyball, fitness and strength training and track and field activities. In Grade 11, as part of their Applied Skills requirement, the students satisfy their Applied Skills 11 requirements through their physical education course by identifying activities serving the recreational needs of the community and demonstrating how such activities contribute to fitness, nutrition, and health management. In addition they develop leadership skills by conducting activity programs in the school and thereby gain knowledge of career opportunities in recreation and sports related businesses.

Transitions/Leadership 11/12

Credits: 4

Prerequisites: Planning 10

The Transitions/Leadership course is a four-credit course that is split up over two years. During this time, students work on completing their graduation transitions portfolios. Additionally, students continue to investigate post-secondary and career paths. By graduation, students should have a clear vision of their path beyond high school and be equipped with the knowledge and experience to move forward successfully.

Applied Skills Courses

Physical Education

In the Glenfir Athletics Program we pride ourselves upon providing students with a culture of fitness. The goal is to provide students with a meaningful and enjoyable active experience during Physical Education class. The aim of our Physical Education course is to provide all students with the opportunity to enhance their quality of life through active living. Students will be exposed to experiences that encourage them to enjoy and value physical activity and its effect on lifelong health and well-being. Students are encouraged to try their best, work co-operatively, and achieve a *personal*/functional level of physical fitness.

Glenfir has the expectation that each student strives to excel and be healthy in ALL aspects of life. Teaching students not only how, but also why staying physically fit is essential for their overall development.

Regular physical activity:

- ▣ Reduces body fat
- ▣ Strengthens bones
- ▣ Aids co-ordination, balance and flexibility
- ▣ Improves stamina and concentration
- ▣ Fights depression and anxiety

Academic Athletic Program

Glenfir is a school whose priority is academics and therefore our Athletic Program also includes a grade appropriate level of academic understanding. This is achieved in three ways. First, by teaching physiology of the body and training techniques (*Specifically in PE 9-12*), students understand why exercise is important. Second, students in PE are also required to complete fitness homework and consistent testing of rules and strategies of a variety of sports. Thirdly, and perhaps most importantly, students at Glenfir will receive a Health mark, consisting of classes related to Sexual Education, Drug/Alcohol Awareness, Nutrition, and Relationships etc.

Glenfir Soccer Academy Program

The Glenfir Soccer Academy, with Coach Chris Bennett follows Soccer Canada's Long Term Player Development (LTPD)¹ model. Players enrolled in the Academy will begin training in stage three, as they will have received prior training in **Stage 1** and **Stage 2** through their clubs (e.g. SOYSA). Players enrolled in the part-time program will cover all of the following components, but to a lesser degree of detail than the full-time program.

Academy Program Components:

1. Ball Control
2. Passing and Shooting
3. Understanding Free Kick and Dead Ball Situations
4. Defending
5. Attacking
6. Tactics
7. Goalkeeping
8. Training and Fitness

Stage 3: Learning to Train

At the entry level of the Academy this is an important time to teach basic principles of play and to establish a training ethic and discipline. Repetitions are important to develop technical excellence, but creating a fun and challenging environment is still essential for stimulating learning.

- **Physical** – This is an optimal window for trainability of speed, flexibility, and skills.
- **Technical** – Building a greater repertoire of soccer related movements; technical skills are developed in training and within the context of basic small sided soccer games.
- **Tactical** – Developing environment awareness and encouraging decision making – simple combinations, marking, and running into space.
- **Mental** – Intrinsic motivation is developed by the fun and enjoyment that foster desire to play; imagination, creativity, increased demands, discipline.

¹ For more information on the Canadian Soccer Association's LTPD, please visit www.canadasoccer.com and www.Itad.ca.

1. **Ball Control:** before we start education, foot control, control of high balls, dribbling the ball, running with the ball/improving pace, and shielding the ball. *Exams on control, making it clear that each child understands and can explain.*
2. **Passing and Shooting:** before we start education, inside, outside, and instep of foot kicks, volleying, chipping, and bending of the ball, what makes a good pass, passing tactics, support play, and shooting to score. *A soccer quiz to show understanding of material taught*
3. **Understanding Free Kick and Dead Ball Situations:** education of why we do certain tactics.
4. **Defending:** before you start education, tackling skills, support play, and the offside rule.
5. **Attacking:** before we start education, taking opponent on 1 on 1, and shooting techniques and complete breakdown.
6. **Goalkeeping:** the basics, 12 key considerations, dealing with different types of shots, distribution, throws, and kicks, and every player tries goalkeeping, if only for a short period of time.
7. **Training and Fitness:** training basics education, and loosening up and stretching do's and don'ts.

Stage 4: Training to Train

Here our player development model remains centered around skill training as well as training loads, thus provoking improvement in mental toughness, concentration, and diligence. Awareness of tactics within the game becomes an important facet of the learning process.

- **Physical** – Flexibility, disciplined warm-up and cool-down, agility, aerobic and anaerobic endurance, strength, core strength and stability, balance, nutrition and proper diet (pre-game, post-game, and tournaments), prevention and care of injuries, importance of rest/recovery. Personalized programs needed in order to respect the growth spurt.
 - **Technical** – Introduction of advanced techniques to those who are capable; technical acquisition in a more complex environment and position-specific skills.
 - **Tactical** – Team work; development of tasks per unit (defensive, midfield, or forward unit) and positional awareness through small-sided games.
 - **Mental** – Pre-competition routine, introduction to mental preparation, goal setting, and coping with winning and losing.
1. **Ball Control:** heading, turning with the ball/gaining the advantage, running with the ball/improving pace, feinting/gaining the advantage, shielding the ball, and improving control by using ideas from other parts of the world where soccer and soccer tricks are daily fun. *Exams on control, making it clear that each child understands and can explain.*
 2. **Passing and Shooting:** volleying, chipping, and bending of the ball, passing tactics, support play, heading the ball in attack, shooting to score, how to attack the goal, and general principals of attacking play. *A soccer quiz to show understanding of material taught.*

3. **Understanding Free Kick and Dead Ball Situations:** free kicks from different areas on the field, the throw-in and tactics, goal kicks, corner kicks and the various types, the basics of direct or indirect free kicks and penalties, winning a drop ball, and gaining the advantage. *Education quiz to show understanding.*
4. **Defending:** principals of defending, how to jockey the opponent, challenging the opponent, tackling skills, safe play, clearing the ball and why, support play, marking systems, team formations, the offside rule, defending positions and their priorities, defending at corners, defending free kicks and throw-ins, and defending and involving yourself in attack. *Defending quiz and unit exam.*
5. **Attacking:** principals of attacking play, building an attack, the through ball/killer pass, crossing techniques, taking opponent on 1 on 1, shooting techniques and complete breakdown, attacking throw-ins and corners, attacking free kicks and gaining the advantage. *A quiz, players to answer basic questions on material.*
6. **Tactics:** what are tactics, formations and systems of play, defending and attacking tactics, attacking and defending principals of play and why we do certain actions, and set piece tactics – in attack and defense. *A quiz on our understanding of basic tactics.*
7. **Goalkeeping:** 12 key considerations, dealing with different types of shots, distribution, throws, and kicks, positional sense on corners, throw-ins, free kicks, and penalties. *Understanding why we do certain actions by simple quiz exams.*
8. **Training and Fitness:** understanding how to train for soccer, using advanced methods for developing our players, soccer diet and nutrition education, aerobic and anaerobic fitness, and soccer as a fitness sport for life. *Exams on our knowledge of training and fitness and general facts on nutrition.*

Stage 5: Training to Compete

We are now working to gain more maturity; also, players are exposed to quality playing and training environments which extend their mental, physical, tactical, and technical capabilities to their limit.

- **Physical** – Further develop flexibility, correct warm-up and cool-down, agility, aerobic and anaerobic endurance, strength, core strength and stability, balance, nutrition and proper diet (pre-game, post-game, and tournaments), prevention and care of injuries, importance of rest/recovery.
 - **Technical** – Refinement of core skills and position specific-skills; continued development of advanced techniques and skills.
 - **Tactical** – Decision-making tactical awareness, game appreciation, game analysis, match coaching, productivity, competitive proficiency
 - **Mental** – Increased player concentration, responsibility, discipline, accountability, goal setting, self-confidence, self-motivation, will to win, mental toughness, competitive mentality in practice and games; satisfy player's urge for competition; importance of being educated in the game (watch games on TV, National team games, and movies).
1. **Passing and Shooting:** heading the ball in attack.
 2. **Understanding Free Kick and Dead Ball Situations:** free kicks from different areas on the field, the throw-in and tactics, corner kicks and the various types. *An education quiz to show understanding.*

3. **Defending:** principals of defending, challenging the opponent, safe play, clearing the ball and why, marking systems, team formations, the offside rule, defending positions and their priorities, defending at corners, defending free kicks and throw-ins, and defending and involving yourself in attack. *Defending quiz and unit exam.*
4. **Attacking:** principals of attacking play, building an attack, the through ball / killer pass, crossing techniques, taking opponent on 1 on 1, attacking throw-ins and corners, attacking free kicks and gaining the advantage. *A quiz, players to answer basic questions on material.*
5. **Tactics:** what are tactics, formations and systems of play, defending and attacking tactics, attacking and defending principals of play and why we do certain actions, and set piece tactics – in attack and defense. *A quiz on our understanding of basic tactics.*
6. **Goalkeeping:** dealing with different types of shots, distribution, throws, and kicks, positional sense on corners, throw-ins, free kicks, and penalties. *Understanding why we do certain actions by simple quiz exams.*
7. **Training and Fitness:** understanding how to train for soccer, using advanced methods for developing our players, soccer diet and nutrition education, aerobic and anaerobic fitness, and soccer as a fitness sport for life. *Exams on our knowledge of training and fitness and general facts on nutrition.*

Stage 6: Training to Win

The majority, if not all, of the player's physical, technical, tactical, and physiological qualities are now fully established (within the confines of the program), and the focus of training has shifted to optimizing performance. They may still require additional tactical experience in high pressure games to develop consistency. The focus is on the maximization of all capabilities. This stage may be beyond the scope of our soccer academy; however stage six remains the ultimate goal.

- **Physical** – Individual fitness program for maintenance, improvement; work and recovery is well monitored; periodization is critical.
- **Technical** – Further development of advanced techniques and skills; refinement of general skills and individual positional skills; game-related technical repetition under pressure.
- **Tactical** – High degree of decision making, leadership and game analysis skills; ability to adjust game plan and adapt playing strategies to suit changing demands.
- **Mental** – Increased concentration and responsibility, leadership, discipline, accountability, goal setting, self confidence, self motivation, will to win, mental toughness, competitive mentality, established pre-practice and pre-game routine.

APPENDICES

Appendix A – Course selection form for senior students

Appendix B – Which Mathematics course do you need?

Appendix C - BC Graduation Requirements

Appendix A: COURSE SELECTION

COURSE SELECTION FOR STUDENTS ENTERING GRADE 10,11 OR 12

Grade 10 Courses	Credits	Grade 11 Courses	Credits	Grade 12 Courses	Credits
EN 10	4	EN 11	4	EN 12	4
Sc 10	4	a Science 11: Bi, Ch, Ph,	4	a Grade 12 four-credit course:	
Mathematics 10	4	a Mathematics 11	4	a Grade 12 four-credit course:	
Socials 10	4	Socials 11	4	a Grade 12 four-credit course:	
PE 10	4	Required Credit Total	16 credits	a Grade 12 four-credit course:	
Planning 10	4	Leadership (Transitions)		Required Credit Total	16 credits
Required Credit Total	24 credits	Elective:		Leadership (Transitions)	
Elective:		Elective:		Elective:	
Elective:		Elective:		Elective:	
Elective:		Elective:		Elective:	
Grade 10 Total		Elective:		Elective:	
		Grade 11 Total:		Elective:	
				Grade 12 Total:	
				Grade 11 Total:	
				Grade 10 Total:	
				Transitions (4 credits)	
				Total Grad Credits:	
				*80 credits needed for graduation	
<p><i>Students must take a four-credit Fine Arts or Applied Skills 10/11/12 to receive the Dogwood Diploma</i></p>					

Appendix B: Which Mathematics course do you need?

Please Note:

- a) Where more than one Mathematics course is indicated for a particular program, it is the student's choice of which course to take to meet entrance requirements.
- b) Where a percentage is indicated followed by “or higher”, students should note that the mark is part of the admission average to the identified program. Admission is always competitive, thus the minimum standard may not suffice for entry on any given year.
- c) If a student enters a university transfer program at a college, takes first and/or second year courses, and then applies to a university, admission is then based on the college transfer and not on high school graduation. It is important to carefully monitor and discuss a transfer with both the college and university of your choice.
- d) University of Calgary Faculty of Humanities includes Languages, Philosophy, Greek and Roman Studies, and Religious Studies. Students wanting to pursue studies such as History or Psychology will be applying to the Faculty of Social Sciences where Principles of Mathematics 12 is required. Careful planning is required.
- e) University of Calgary, Faculty of Communication and Culture General Studies Program allows students to substitute a 2nd Language 12 for Principles of Mathematics 12 to meet entrance requirements.

Subject and Post Secondary Institute	Mathematics 11 Essentials	Applied Mathematics 11	Principles of Mathematics 11	Principles of Mathematics 12	Applied Mathematics 12
1. University Sciences (BC) *Direct entry from High School: UBC/UVIC				√ 67% or higher	
2. University Sciences (BC) *Direct entry from High School: SFU				√ 50% or higher	
3. University Arts (BC) *Direct Entry from High School UBC/UVIC			√		
4. University Arts (BC) *Direct entry from High School: SFU			√		√
5. University Sciences (AB) *Direct entry from High School: University of Calgary				√ 67% or higher	
6. University Humanities (AB) *Direct entry from High School: University of Calgary			√		√
7. University Transfer Sciences *Okanagan College (BC)				√ 60% or higher	
8. University Transfer Arts *Okanagan College (BC)	√	√	√		

Appendix C: BC Graduation Requirements – 2004 Graduation Program

Graduation Requirements

Required Courses	
For the list of courses that can fulfill the Required Courses requirements in each of the following subject areas, see Chapter 1 of <i>Course Information for the Graduation Program</i> .	
Subject Area	Minimum Credits
a Language Arts 10	4
a Language Arts 11	4
a Language Arts 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical Education 10	4
Planning 10	4
a Fine Arts and/or Applied Skills 10, 11 or 12*	4
*Note: See pages 61 for details.	<i>Total: 48 credits</i>
Elective Credits	
Students must earn at least 28 elective credits. These credits can be for:	
Additional Grade 10, 11 or 12 Ministry-Authorized courses	
External Credentials*	
Board Authority Authorized courses	
Post-secondary credits, and/or	
Independent Directed Studies	
* Note: Some External Credentials can serve as Required Courses.	<i>Total: 28 credits</i>
Graduation Transitions	
Students earn 4 credits for completing Graduation Transitions	
<i>Total: 4 credits</i>	
Overall Total: 80 credits	
<ul style="list-style-type: none"> • Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts course. Students do not earn credits for Locally Developed or Career Prep courses in the 2004 Graduation Program. 	
<ul style="list-style-type: none"> • See www.bced.gov.bc.ca/graduation/grad-transitions/welcome.htm for details about Graduation Transitions. 	

Fine Arts and Applied Skills Requirements in the Graduation Programs

Reporting Fine Arts and Applied Skills Courses

Schools have several options for reporting Fine Arts and Applied Skills courses to meet requirements for the 1995 and 2004 Graduation Programs. Differences between the two are outlined in the following chart.

The Ministry's computer system will automatically recognize courses listed in Chapter 1 of *Course Information 2008-2009* as meeting the Foundation Studies requirements for the 1995 Graduation Program or the Required Courses requirements for the 2004 Graduation Program.

For other courses used to fulfill the Fine Arts and/or Applied Skills requirements, use the following instructions for reporting:

2004 Graduation Program
1. The student takes a two- or four-credit Ministry-Authorized course that meets either the Fine Arts or the Applied Skills requirements as listed in Course Information for the Graduation Program — e.g., <ul style="list-style-type: none">• VAMT 12 (Visual Arts: Media Arts)• WELD 12A (Welding 12A)
2. The student takes a two-credit Fine Arts or Applied Skills course developed by the school to meet all the learning outcomes of the Fine Arts 11 IRP or the Applied Skills 11 IRP. The course title may be specialized by providing a course description to a maximum of 40 characters — e.g., FNA 11: Photography. <ul style="list-style-type: none">• Report the two-credit course using the generic FNA 11 or ASK 11 course code.
3. The student takes a four-credit combined Fine Arts 11 and Applied Skills 11 course developed by the school to meet the learning outcomes of both the Fine Arts 11 and Applied Skills 11 IRPs. The course must employ concepts and skills from at least one subject each from the Fine Arts and Applied Skills areas. The course title may be specialized by providing a course description to a maximum of 40 characters — e.g., FNASK 11 Art Management. <ul style="list-style-type: none">• Report the four-credit course using the generic FNASK 11 course code.
4. The student takes a two- or four-credit Grade 11 Board Authority Authorized (BAA) course that meets all the learning outcomes of the Fine Arts 11 and/or Applied Skills 11 IRPs. <ul style="list-style-type: none">• Electronic transfer schools report the BAA course and number of credits using "A" (Applied Skills), "F" (Fine Arts), or "B" (for both) in the Graduation Requirements field.• Manual transfer schools use "9" in the Graduation Requirements Field for Applied Skills; "8" for Fine Arts; or "10" for both.• Grade 10 BAA courses and Grade 12 BAA courses in the Fine Arts or Applied Skills subject areas do not meet the Fine Arts and/or Applied Skills requirements.