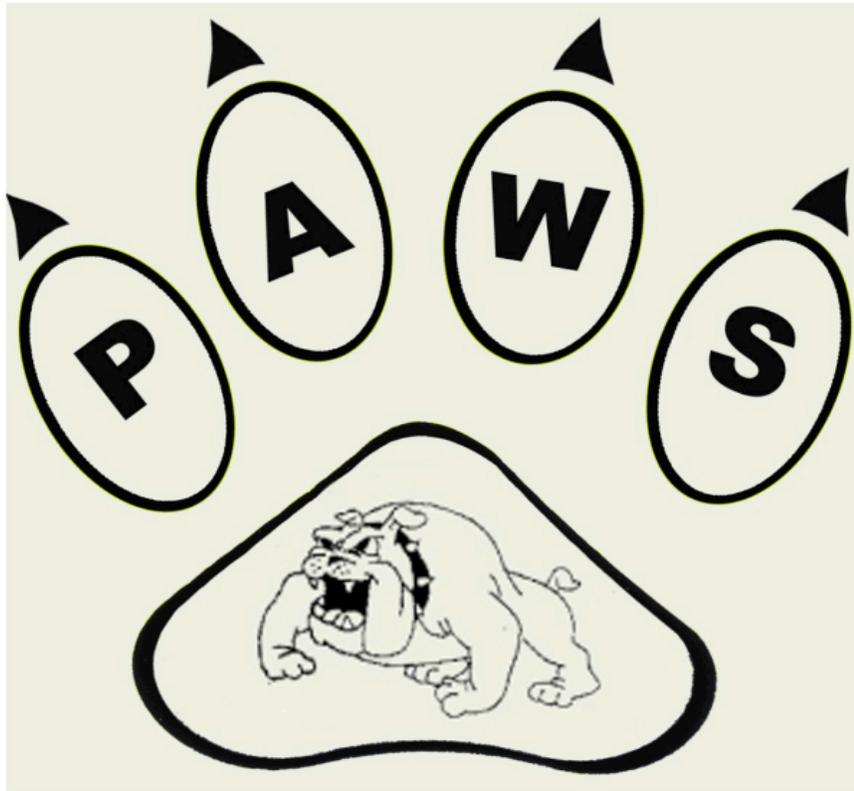


**BERT BOWES
MIDDLE SCHOOL
2017-2018
GRADE 9
COURSE CALENDAR**



9816 – 106 STREET - FORT ST JOHN, BC - V1J 4E6
PHONE: 250-785-6717 FAX: 250-785-5043
WWW.BOWES.PRN.BC.CA
WWW.FACEBOOK.COM/SD60BBMS

KEEP THIS INFORMATION PACKAGE AT HOME AND REFER TO IT THROUGHOUT THE YEAR!



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WELCOME!

Principal's Message - Mr. Wade Hart

At Bert Bowes, we believe that success is learned. We welcome the opportunity to work together to ensure that every student acquires this lifelong learning. We are proud to be a dual track school offering instruction in both the English and French languages. This Course Selection Booklet is prepared to help you and your parents make informed choices for your next year of study. You are encouraged to take charge of your own development by selecting courses that you find interesting and challenging

Mission Statement

“Bert Bowes – students, staff and parents working and learning together in a caring community.”

We believe that we have succeeded in establishing a community spirit at Bert Bowes that makes most of our students feel good about coming here. We are striving to make all students feel that way.

Our school continues to implement our school improvement plan. Our goals are:

- To improve student responsibility and develop quality citizens.
- To increase students' engagement in all aspects of their learning.

Bert Bowes (Our Namesake)

Bert Bowes Middle School is named after Mr. Bert Bowes, a distinguished pioneer of the Fort St. John area. Mr. Bowes served as a School Board Trustee for our school district (No. 60, Peace River North), was an early mail carrier, served in the Second World War and was co-owner of the Bowes and Herron garage. Through his many activities, Mr. Bowes created a community service tradition, which we as a school strive to continue and uphold.

In 1964, when the school opened, Mr. Bowes declined the offer to have the “new school” named after him, but upon his death, the School Board elected to rename the school in his honour.



CODE OF CONDUCT

Purpose for the Code

- To ensure that BBMS is a safe, caring and orderly school.
- To ensure all students are academically and socially successful.
- To clarify and publish expectations for student behaviour while at school, at a school-related activity or in other circumstances where engaging in an activity (including on-line) will have an impact on the school environment.
- To provide a process by which students take ownership of acceptable and unacceptable behaviours.

Acceptable Conduct

“PAWS” – a motto for our behaviour expectations

PAWS

Positive

pos·i·tive (adjective) –

having a good effect <a positive role model>
marked by optimism <the positive point of view>

Accountable

ac·count·a·ble (adjective) -

responsible to someone or responsible for your action/s; answerable < I will hold myself accountable for my actions >

Willing

will·ing (adjective) –

acting or ready to act gladly <willing and eager to help>

Safe

safe (adjective) –

secure from threat of danger, harm, or loss <they were safe in the neighborhood>

These expectations apply to behaviour at school, during school-organized or sponsored activities on or off school grounds that impacts the safe, caring and orderly environment of the school, and/or student learning.

BBMS promotes the values expressed in BC Human Rights code respecting the rights of all individuals in accordance with the law. BBMS will treat seriously, behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender or sexual orientation (prohibited grounds set out in the BC Human Rights Code).



Unacceptable Conduct

Guiding Principles for Responses to Unacceptable Conduct:

- Our entire discipline process is designed to be an instrument of success & inclusion.
- Our entire discipline process is designed to be preventative and proactive.
- We aim to be clear about behavioural expectations and what success looks like.
- We aim to be fair, reasonable, and consistent with responses and/or consequences.
- We aim to pre-correct anticipated behaviours and/or rule violations.
- We try to consider the function (the why) of the behaviour.
- We respect the uniqueness of each student, each incident, and each set of circumstances.
- We attempt to balance consequences with recognition and positive feedback.

Unacceptable Conduct Examples

The behaviours cited below serve as examples and in no way is this table an all-inclusive list.

Teacher Managed	Office Managed
Inappropriate Language	Abusive Language
Physical Contact	Physical Aggression
Defiance/Non-Compliance	Disrespect
Disruption	Bullying/Harassment
Property misuse	Fighting
Dress Code Violation	Skipping
Technology Violation	Vandalism
Late	Theft
Lying/cheating	Alcohol/Drugs
	Arson
	Weapons
	Repeating Minor Behaviours

Rising Expectations

We understand behaviours like academics need to be taught and the students understanding of the concepts of respect, responsibility, and safety deepens with maturity and experience. Therefore, behaviour expectations will be on a continuum to reflect the individual student's developmental stage. As the student becomes older, more mature and moves through successive grades, increasing personal responsibility and self-discipline is expected. Therefore, increasing consequences for inappropriate conduct/unacceptable behaviour exist.

Consequences

The guiding principles (mentioned above) set the parameters in determining appropriate disciplinary action. The severity and frequency of unacceptable conduct as well as the age and maturity of students are all considered. The guiding principles ensure that:

- Responses to unacceptable conduct are planned, consistent and fair.
- Disciplinary action, wherever possible is preventative and restorative, rather than merely punitive.
- Students as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.



Special considerations may apply if a student is unable to comply with the expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Notification

BBMS has the duty to report unacceptable behaviour to involved personnel where deemed appropriate. This includes:

- Parents/ Guardians of student offender(s).
- Parents/ guardians of student victim(s).
- School district officials – as required by school district policy. Usually the principal of enrolling student and if necessary district staff (see conduct committee for details).
- Police and/ or other agencies as required by law.
- All parents – (when deemed to be important) to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

Retaliation Prevention

BBMS will take all reasonable steps to prevent retaliation against a student who has reported a code of conduct breach.

Alcohol and Drugs

Board and School Policy provides for school suspension of a student appearing at school or at a school function while giving evidence of having recently consumed or been in possession of illicit drugs or alcohol. We have taken a strong stand on these issues. School suspensions and referral to the North Peace Alcohol and Drug Counselling Service or a suitable alternative are consequences on every occasion that this rule is broken. In the case of repeat offences, the student may be required to appear before the District Student Conduct Committee before they are allowed to return to the regular school program.

Smoking

Bert Bowes operates under the Ministry of Education policy of Tobacco-Free Schools. This policy is an extension of the Tobacco Control Act, which deems any use of tobacco on school grounds at any time, to be against the law. This applies to all types of tobacco including cigarettes, snuff or chewing tobacco. Since students are unable to leave the campus at any time during the day, students are unable to use tobacco at any part during the school day. Repeated infractions will be considered defiance and may result in suspension or referral to the District Student Conduct Committee. Support is available to students that are addicted to tobacco and want to quit. Below is a letter from Stephen Petrucci, Assistant Superintendent of School District No. 60, on healthy living and smoking regulations.



School District No. 60
Peace River North
10112-105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone (250) 262-6000
Fax: (250) 262-6046 OFFICE OF THE SUPERINTENDENT OF SCHOOLS

May 2015

Dear Parents/Guardians:

RE: Healthy Living and Smoking Regulations

As we transition from one school year to the next, I would like to take this opportunity to remind our families of middle school students that we operate under the Ministry of Education Policy of ***Tobacco-Free Schools***. This policy is an extension of the ***Tobacco Control Act***, which deems any use of tobacco on school grounds at any time, to be against the law. This applies to all types of tobacco, not just cigarettes.

In the middle school years, students can be susceptible to trying and becoming addicted to nicotine and we are determined to prevent this as much as possible. In addition to the potential serious adverse effects to their health such as cancer, lung disease and eye cataracts, students who smoke often put their education at risk.

At our middle schools, students are not permitted to leave the campus at any time during the day unless a parent/guardian comes to pick their student up. Students who are addicted to nicotine will sometimes leave the campus to have a cigarette and end up being late or missing class altogether. This affects not only their own success but is also disruptive to other students and teachers. Of particular concern is when pressure is put on other students to leave the campus with them.

Chronic defiance of our policy and regulations in this area may result in the student being removed from their school and provided with an alternate means of education.

For those students that are truly addicted, there are some means of support:

- Consult with your pharmacist and doctor
- www.quitnow.ca
- Tobacco Reduction Coordinators (George Wiens and Bonnie Harper) based out of Dawson Creek: ph. [250-719-6500](tel:2507196500)
- A free nicotine patch or gum can be obtained by dialing 811 and getting a reference number

School District No. 60 promotes healthy living for all our students and appreciates your support and cooperation.

Sincerely,

Stephen Petrucci
Assistant Superintendent



Dress Code

The school dress code is based on the expectation that our school shall be a safe and respectful learning environment: respect for learning, respect for the rights and dignity of others, decency, safety of persons and property, cleanliness, and promotion of a drug and alcohol-free environment. Students are expected to wear acceptable and appropriate school attire. As such, they are expected to dress in a neat, clean manner with a taste appropriate to a daytime school/business setting. Examples of inappropriate student dress includes clothing, jewelry or personal belongings that have graphics or wording that:

- Is/are racist, sexist, profane, or demeaning to another person
- Depicts vulgarity, obscenity, or violence
- Promotes use or abuse of tobacco, drugs, or alcohol
- May create a threat to the health or safety of the student or others
- May create a significant risk of disruption to the educational process or to
- The operation of the school

Specific items that are inappropriate for the school environment are:

- Clothing worn in such a manner so as to reveal underwear
- Shorts that do not adequately cover the “derriere”
- Skirt/dresses that are shorter than the mid-thigh
- Strapless tops, halter tops
- See-through, mesh garments
- Writing on legs and/or arms
- Sunglasses worn to class
- Bare feet
- Any other article of appearance that is inappropriate for the learning environment

Fighting and Harassment

Differences between students can sometimes manifest themselves in something more than just words. Bert Bowes is a “family” with over 500 individuals and we know that there will be disagreements from time to time. Students are encouraged to sort out their differences and resolve conflict in a non-violent manner. The staff, administrators and student support teachers are available to assist students with these, sometimes difficult issues. One of our policies is that “School must be a safe place for all students”. Therefore, we have adopted a “zero tolerance” policy for harassment and fighting. Those students who harass or fight will be quickly dealt with by the administration. A meeting will be set up with parents/guardians, and in some cases, suspension (in and out) of school may occur. Students who continue to fight or harass may be suspended and referred to the District Student Conduct Committee. Students who promote fights, including watching, will also be dealt with.

Pranks and Threatening Behaviour

Students should be aware that often seemingly harmless “pranks” may result in rather severe consequences; for example: pulling of fire alarms, bomb threats, many forms of vandalism, and general threats to the safety of students and staff. Such potentially dangerous behavior will not be tolerated and may lead to criminal charges for those proven to be involved. Uttering threats is a criminal offense.



Picture Taking

Due to privacy issues, the only students who are permitted to take pictures at school are Yearbook Students who have the permission of the Yearbook teacher and the student. Students who are not part of the Yearbook who take pictures with their own cameras and cell phones will have them confiscated and the pictures deleted.

Fire and Lockdown Drills

These important drills are carried out on a regular basis to ensure adequate preparation in case of an emergency. When vacating the building, students are asked to leave in a quick, quiet, orderly fashion and are to stay with their class/teacher while outside. If a student is not in his/her class when the fire alarm sounds, (i.e. If he/she is in the bathroom) he/she should proceed to the bus compound and find their teacher.

On Campus Policy

As a Middle School, we have an on-campus policy, which means that once students arrive at the school they are expected to stay on-campus throughout the day. This is to ensure the health and safety of your child. Our policy is designed to:

- Keep your child as safe as possible through on-campus supervision
- Promote healthy eating habits
- Reduce tardiness and skipping

While you are welcome to pick up your child and take them to lunch, we do not accept notes or phone calls giving permission for students to leave the school to buy lunch.



IMPORTANT SCHOOL DISTRICT DATES
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**School District No. 60 (Peace River North)
Adopted School Calendar 2017-2018**

School Calendar Information & Non-Instructional Days	Adopted District Dates
<i>Days in Session</i>	<i>189</i>
<i>Number of Days of Instruction</i>	<i>181</i>
<i>Schools Open</i>	<i>Tuesday, September 5, 2017</i>
<i>Non-Instructional Day (schools)</i>	<i>Friday, September 22, 2017</i>
<i>Thanksgiving Day</i>	<i>Monday, October 9, 2017</i>
<i>Non-Instructional Day (Pro-D – Provincial)</i>	<i>Friday, October 20, 2017</i>
<i>Remembrance Day</i>	<i>Monday, November 13, 2017</i>
<i>Early Dismissal Day</i>	<i>Wednesday, November 29, 2017</i>
<i>Early Dismissal Day</i>	<i>Thursday, November 30, 2017</i>
<i>Non-Instructional Day</i>	<i>Friday, December 1, 2017</i>
<i>Christmas Vacation Period</i>	<i>Monday, December 25- Friday, January 5, 2018</i>
<i>Schools re-open after Christmas Vacation</i>	<i>Monday, January 8, 2018</i>
<i>Non-Instructional Day Pro-D (District)/Semester Turnaround</i>	<i>Friday, January 26, 2018</i>
<i>Non-Instructional Day (Curriculum Planning)</i>	<i>Monday January 29, 2018</i>
<i>Family Day</i>	<i>Monday February 12, 2018</i>
<i>Non-Instructional Day (Report Writing)</i>	<i>Monday, February 26, 2018</i>
<i>Early Dismissal</i>	<i>Wednesday, March 14, 2018</i>
<i>Early Dismissal</i>	<i>Thursday, March 15, 2018</i>
<i>Spring Vacation Period/District Closure Days</i>	<i>Monday, March 19 - Monday, April 2, 2018</i>
<i>Schools Re-open after spring Vacation</i>	<i>Tuesday, April 3, 2018</i>
<i>Good Friday</i>	<i>Friday, March 30, 2018</i>
<i>Easter Monday</i>	<i>Monday, April 2, 2018</i>
<i>Non-Instructional Day (Pro-D)</i>	<i>Friday, May 11, 2018</i>
<i>Victoria Day</i>	<i>Monday, May 21, 2018</i>
<i>Last Day for Students</i>	<i>Thursday, June 28, 2018</i>
<i>Administrative Day – Schools Close</i>	<i>Friday, June 29, 2018</i>



COMMUNICATION AND LIAISON

Cell Phones and Electronic Devices

In accordance with the BCED plan, students may bring their own electronic devices to school. The expectation is that these devices will be used for educational purposes only during class time as facilitated by the teacher. Students who want wireless connection at school must sign and abide by the Acceptable Use Agreement at the beginning of the year. Parents, please refrain from texting your child during class as it interferes with the learning process. Should you need to contact them, you are welcome to phone the school and we will get a message to them. If it is not of immediate concern, waiting to text them while they are on their lunch would be appreciated. The school cannot be held responsible for the loss, damage, or theft of electronic devices, so please advise your child to lock them up while in PE class etc. If students use these devices inappropriately and it becomes a distraction, they will be directed to put the device away in a secure area, and teachers will contact you. If misuse continues to be an issue, students will be referred to the administration and parents will be contacted.

Internet Use

Bert Bowes staff and students must follow the Internet Policy of School District No. 60. In brief, this policy mandates that a teacher must supervise all students using the Internet. Students may access the Internet only for school and other “appropriately related” information. The use of the Internet is a privilege, not a right.

Students at Bert Bowes agree to follow all computer management rules as outlined by instructors. Each student must agree to refrain from the activities listed below:

- Physical abuse of technology equipment.
- Attempting or succeeding to break into hardware or software settings or computer security systems.
- Downloading, viewing or reading inappropriate material or music on the computer.
Inappropriate – sexually explicit content and images, pornography, material related to illicit drugs, the promotion of violence, or any other web site deemed inappropriate by the instructor.

Failure to do so may result in a school suspension or the cancellation of computer lab privileges.

Website and Facebook

Bert Bowes has a school website where an abundant of current news and events, athletic information, and staff contact information can be found. Visit <http://bowes.prn.bc.ca/> on a regular basis to stay up to date with what is happening at the school. Additionally, like our “Bert Bowes Middle School” Facebook page at <https://www.facebook.com/sd60bbms>.

Messages

Students are not called out of class except for emergencies. If parents wish to leave a message for their child, they should call and talk to one of the office secretaries, who will ensure that the student gets the message.



Lates

Arriving on time is an expectation at Bert Bowes for the following reasons:

1. Punctuality avoids interrupting or wasting the time of their teachers or classmates.
2. Punctuality enables students to avoid missing important information, presentations or lectures.
3. Punctuality allows students to develop habits that are expected in a job situation.

Attendance

Regular attendance in school is a vital factor in the successful attainment of learning objectives; therefore, it is a requirement that all students attend regularly. Parents are asked to please phone the school on the day of an absence or to provide written verification of the absence upon the student's return. A secretary is in the office by 8:00 AM to take these calls. Excusable absences are considered to be illness or medical appointment with a doctor's note, bereavement, suspensions, field trips, other related school activities and those verified family situations which prevent the student from attending. Please feel free to call the school any time if you are concerned about your child's attendance or to advise us if you would like to receive regular calls home or monthly printouts. We take our partnership with parents seriously. Our automated system will send messages home via phone calls and/or email for unexcused absences.

Homework Requests

If students or parents wish teachers to send homework after three days absent, please contact the school as soon as possible. Teachers require 24 hours to get homework packages together. Please ensure you have made arrangements for the pick-up and/or delivery of the work to be done. Students, who know in advance that they will be absent, are asked to request homework from teachers several days in advance.

Leaving During the Day

For safety reasons it is important that we know at all times student's whereabouts in case of an emergency and that our attendance records are accurate. To this end, we have in place a "signing in" and "signing out" procedure which students are asked to follow. When leaving for a verified appointment, students must sign out at the office, indicating where they are going and when they will return. If a note is not handed in at the office, secretaries will need to verify the appointment with a parent (by phone). When returning to the school, students must sign back in.

Telephone

The student telephone in front of the main office is available for student use at break, lunch and after school. Students are not called out of class except for emergencies. Each student must present the secretary with a phone permission slip if he/she is to use the phone during class time.

Visitors

Public schools are considered, under the School Act, to be private property. As a result, ALL visitors to the school are required to check in at the office before proceeding to any other part of the school.



Reporting on Student Progress

There will be three formal report cards during the year. Additionally, two informal interim reports may be issued at the midway of all terms. Assessment and evaluation in each subject varies, students will be informed of the criteria at the beginning of each course.

Reporting involves the communication among educators, students and parents about student learning. Assessment may take various forms: student portfolios, observations, work samples, student self-evaluations, presentations, performances, and projects as well as more traditional methods such as paper and pencil tests. Teachers use this evidence to evaluate students' progress and report this to students and parents.

Formal report cards for students in grades 7 to 9 will:

Provide Ministry-approved letter grades, which indicate the student's level of performance as it relates to the expected learning outcomes for each course.

Provide a work habit symbol: E, G, S, or N.

Include written comments, where appropriate, that describe, in relation to the expected learning outcomes set out in curriculum: what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.

Include written comments to describe student behaviour, including information on attitudes, work habits and effort.

Letter Grades and Definitions

- A Excellent or Outstanding Performance in relation to learning outcomes.
- B Very Good Performance in relation to learning outcomes.
- C+ Good Performance in relation to learning outcomes.
- C Satisfactory Performance in relation to learning outcomes.
- C- Minimally Acceptable Performance in relation to learning outcomes.
- I No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.
- F No demonstration of minimally acceptable performance in relation to the learning outcomes for the course.
- W Student has withdrawn from the course.
- SG Standing Granted. Acceptable level of performance though normal requirements not completed.
- TS Transfer Granted. Standing is granted based on records from an institution other than a school.



Work Habits and Definitions

Excellent (E)

Responsibility: demonstrates an industrious work ethic, ready to work and learn.

Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.

Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

Good (G)

Responsibility: all assignments turned in, ready to work and learn.

Cooperation: works well with other students and teachers, participates in class in a meaningful way.

Independence: a self-directed learner, takes appropriate initiative and responsibility for learning.

Satisfactory (S)

Responsibility: most assignments turned in, usually ready to work and learn.

Cooperation: usually works well with other students and teacher(s).

Independence: often requires direction.

Needs Improvement (N)

Responsibility: most assignments missing, frequently not ready to work and learn.

Cooperation: does not work well with other students or teacher(s).

Independence: needs one-on-one attention most of the time.

Honour Roll – Academic, Principal’s, & Work Ethic

After each formal report card, an Honour Roll is published. Students taking a full course load, with a minimum average of grade B, and nothing less than a C (and with “S” or greater work habit marks) achieve Academic Honour Roll. The Principal’s Honour Roll is reserved for students who earn straight A’s and have all “E” and “G” work habit marks each term. The Work Ethic Honour Roll is awarded to students with “E” and “G” work habit marks in all their courses.



SUPPORT FOR STUDENTS

Academic and Behaviour

The intent of the academic and behaviour support at Bert Bowes is to ensure all students have the skills necessary to be successful in school and life. Students are assessed and included in the various programs on an individual basis. A student's program is determined at the end of the school year during placement meetings. The school may place students in a higher level, or gifted level, if the skills and understanding warrant such placement or with specific interventions in place for the next school year. Tutorial classes are also available to students who need extra academic support in place of a sampler class.

Learning Assistance

This program helps students to succeed in or outside of the regular classroom. They provide alternate materials, resources and requirements. Please see one of the student support teachers to discuss the particulars of these programs.

Aboriginal Student Support Worker – Ms. Janet Shawchek

Bert Bowes has a staff member whose focus is Aboriginal Students. This person assists Aboriginal students in adjusting and coping with the school environment and offers tutorial assistance. Important duties include helping to develop communication links between parents, students and teachers, and identifying and assisting with problems that may be adversely affecting school progress. The Aboriginal Student Support Worker promotes awareness and understanding of Aboriginal cultures.

Student Support Teachers

We have two student support teachers who are available to provide confidential assistance with social-emotional related issues. They also help with course selections and transitions to and from other schools. In addition, they provide information about community support and educational opportunities. Ms. Carlstrom Ms. teBulte can be found in their offices by the front entrance. Feel free to drop in any time or set up an appointment!

WEB – Where Everybody Belongs

WEB leaders are Grade 9 volunteers who are trained to work with the incoming grade 7 students and other new students to the school. After extensive training, the WEB leaders help facilitate Grade 7 Orientation in September. At the orientation, each grade 7 student will be assigned to WEB leaders. WEB leaders will help their students during the first week of school and throughout the year with any challenges they may face. Social activities and lessons also take place during the school year with grade 7 students and WEB leaders.

TAG – Teacher Advisory Group

It is important that every adolescent has an adult who knows him or her well and provides individual support and attention. TAG is an advisory program that provides students with regular contact with a smaller group of peers and a caring adult. TAG is a required course that runs every day for 24 minutes. Teachers and students work together to enrich their educational experiences at Bert Bowes by building school culture and relationships, promoting communication, and supporting positive work ethics and academic success.



PAC – Parent Advisory Committee

The Bert Bowes Parent Advisory Council (PAC) is a great opportunity for parents to get involved at the school level. The Council’s goal is to work with administration and staff to ensure the best possible education for all students at Bert Bowes. The PAC provides a structure in which parents, teachers, students and the administration can talk about education and the school community. Our meetings are held the last Wednesday of every month at 7:00 p.m. Our meetings are informal; there is a great sharing of information that is beneficial to parents. All parents are welcome to attend.

Library

The Bert Bowes Library exists to serve the needs of students and teachers in the areas of resource-based learning and reading for enjoyment. Internet access is available. The library is often open during lunch hour for students to eat, play games, and read. Volunteers are welcome to help out in the library.

Health Room (Main Office)

Students who are ill may use this facility by asking the school secretary. This room contains a washroom, cot and basic first aid materials. The school provides no medication. Students who wish to go home because of an accident or illness must obtain parental permission and check out at the office. In the interest of student safety, ill or injured students may be transferred to the hospital. Ambulance costs are the responsibility of the parent.

Lost and Found

Students are responsible for the care and safety of their items. If you find anything, please bring it to the office. If you have lost something, it may be in the lost and found box located in the student lounge. Please do not leave personal belongings in the student lounge or hallways.

Gym and Weight Room

Students may access the gym and weight room only with direct supervision of a Bert Bowes staff member. The gym is usually open during lunch hour for students to get exercise and the weight room has been opened a couple of days a week in the mornings.

Canteen

The school canteen is open during lunch for students to purchase a variety of hot and cold lunch items as well as drinks and snacks. Food from a variety of community vendors is brought in on a weekly basis. The Ministry of Education requires all schools to follow their healthy eating standards. Please see www.bced.gov.bc.ca/health/ for more information.

Breakfast Program

Every morning, students are able to purchase breakfast at the canteen from 8:00-8:30. A variety of food and drinks are served for a small fee so that students are able to start off their day with a full stomach.

BC School Fruit and Vegetable Program

This is a free school-wide program designed to create more opportunities to encourage our students to eat fruits and vegetables. These fruits and vegetables are offered in addition to but not instead of healthy snacks or lunches. Students receive the fruit or vegetable on a monthly basis.



STARTING OFF THE SCHOOL YEAR

First Day of School for WEB Leaders

The first day for all Grade 9 students is ***Wednesday September 6, 2017*** which will be a full day.

WEB leaders attend on ***Tuesday, September 5, 2016*** from ***8:15 AM - 11:00 AM*** in our school gym. This day is for Grade 7 students only. The purpose of this orientation is to provide students a positive transition from elementary to middle school. Teacher Advisor Groups (TAG) will be posted in the main hallway.

First Day of Classes (Entire School)

The first day for the entire school is ***Wednesday September 6, 2017 and it will be a full day.*** TAG class lists will be posted in the main hallway on Wednesday morning. In the class, students are assigned lockers and given their lock combinations.

Course Selection

Students who miss the course planning classes need to pick up a registration form from the office. If you have any questions please talk with one of the counsellors. Students should have their registration and course selection sheet in by ***Thursday April 13, 2017.*** **If your registration form is not in by this day, the counsellors will select your electives for you.** Rank your top 7 electives (#1-3 high priority, #4-7 medium priority) on the registration form. Please note that all efforts will be made to give students their chosen electives, but in reality this is very unlikely; therefore, students may receive courses that they have not selected.

Course Changes

When we receive your course selections, we collate all of your requests and use this information to decide how many classes of each course to offer. It is essential that we have accurate information upon which to base these decisions. We therefore appreciate you making your choices carefully. **It may not be possible to change your elective choices in September.** On the first day of school, check over your timetable carefully to make sure you have all the required courses. If there is a mistake in your schedule, fill out a course change request form on the first day of school, get your parent or guardian to sign it and return it to the office. Our counsellors will ensure that these requests are dealt with promptly.

School Bus

If you need to catch a school bus to Bowes, please contact Clarke Oakley, the Transportation Supervisor (263-6426), in late August to find out the schedule, bus numbers, etc.

Students riding on a bus are expected to give the bus driver the same due respect, consideration and cooperation they give their teachers and always and immediately carry out the bus driver's reasonable demands and instructions. District bus drivers have the authority to write up discipline referrals on students who misbehave or violate expectations or safety regulations. These discipline referrals are sent to the Vice Principal and treated as any school discipline referral. Students may receive a warning or have their riding privileges suspended for a period of time. Large cumbersome objects are not allowed on the bus.



Lunch and Breaks

Since Bert Bowes is a closed campus, students should either bring a lunch or they may purchase items from the canteen. Students are welcome to be in numerous areas of the school including the student lounge, hallways, outside, or gym; however, students must remain on school grounds.

School Fees

Students are assessed a Caution fee of \$83.00 which includes a textbook deposit of \$60, and an Agenda/Cultural fee of \$23.00. The agenda/cultural fee is non-refundable and will be charged every year as the agenda is nonreturnable. The deposit (\$60) is kept in trust and is refunded at the end of your time at Bert Bowes or forwarded to NPSS, if all of your books have been returned in good condition. You may pay the \$83.00 fee to the office when you come the first day. Athletes will be asked to pay a joiner fee and participate when appropriate in fund raising projects. Senior team members and individual sports participants will pay a set fee per sport to cover entry fees, transportation and accommodation for trips. The French Immersion textbook, Bescherelle, for grades 7-9 is \$17.00. This book is not mandatory, but is suggested as an excellent purchase to help students study the French language during high school.

Lockers and Locks

You will be assigned a lock and a locker for storing school related materials. It is not recommended to share your combination with others. There is to be no sharing of lockers. Only school locks are allowed. A charge of **\$5** will be applied for purchase of a new lock if the lock is lost or broken. Please remember that school administration may inspect any locker at anytime if it is deemed necessary. Lockers are expected to be kept neat and free of rotting lunches and distasteful or offensive material. Those students who abuse their lockers will be in danger of losing their locker privileges.

Textbooks and Library Books

Textbooks are handed out to every student at the beginning of the school year. Depending on the grade and program, students usually receive a textbook for each academic subject. Every textbook and library book has a barcode that are recorded in the computer system for the specific student who has them signed out. It is the **students' responsibility** to take care of them and return them when due. Textbooks and library books that are not returned or are damaged must be paid for. The following fees generally apply for textbooks (these prices can change):

Social Studies: up to \$85.00 Math: \$60.00 Science: up to \$75.00 English: \$65.00
Novels: \$10.00 Graphic Novels: \$15.00

Student Agenda

Each student is issued a Bert Bowes agenda on the first day. The agenda provides you with all of the important dates during the school year and is a tool to keep you organized. It also is a valuable resource for students to become familiar with all of our expectations, from reporting procedures to students' rights and responsibilities.

School Supplies

For the first week, bring a pencil, pen, eraser, and a notebook. Do not buy too much until you receive specific instructions from your subject teachers. Below is listed a general school supplies guideline for those parents who would like to purchase school supplies ahead of time before



receiving a specific school supply list from the teacher. Please note that the following is a guideline only and students may be asked by their specific teachers to acquire other supplies.

- In-door gym strip - running shoes, shorts or sweat pants, t-shirt
- Out-door gym strip – as above, appropriate for outdoor activity and weather conditions (including gloves, toques, etc) Students will need to check their PE course outlines in September to see when and where units are scheduled.
- Black Fine Line Marker
- Calculator – Basic Scientific
- Eraser
- Geometry Set
- Glue stick
- Graph paper
- Highlighter
- Loose leaf or lined paper
- Loose leaf reinforcements
- 2 plain binders (2 inches or bigger)
- Pencil crayons/felt pens
- Pencils-(package)
- Pens (black or blue, and red)
- Ruler
- Scissors
- Subject dividers

BELL SCHEDULE & TIMETABLE

Grade 9 Bell Schedule

Grade 9's are on the same bell schedule as the grade 8's but on a separate bell schedule than the grade 7's. There is only an 11-minute overlap where all grades are on lunch together.

Time	Day 1	Day 2
8:45 (5)	Warning Bell	Warning Bell
8:50-9:15 (24)	TAG (3 rd)	TAG (3 rd)
9:15-9:20 (5)	AM Class Change	AM Class Change
9:20-10:31 (70)	1 st	1 st
10:31-10:36 (5)	AM Class Change	AM Class Change
10:36-11:46 (70)	2 nd	2 nd
11:46-12:26 (40)	LUNCH	LUNCH
12:31-1:41 (70)	4 th	4 th
1:41-1:46 (5)	PM Class Change	PM Class Change
1:46-2:57 (70)	5 th	5 th



Day 1 and Day 2

Bert Bowes operates on a two-day schedule that switch back and forth each school day. You will have different classes depending on if it is day 1 or day 2. There is a calendar in your agenda that lets you know which day it is.

Grade 9 English Program

Grade 9 required courses, except HCE, are linear (year long), while most electives will run on a semester system.

Required Courses

- English 9
- Social Studies 9
- Math 9
- Science 9
- Physical Education 9
- Health and Career Education 9 (HCE)
- TAG 9

Electives

Grade 9 students get 5 elective classes throughout the year; however, French and Band are considered to take up 2 elective classes as it runs the full year. We ask that you choose five electives because it is not guaranteed that you will be able to get your top choices. Please look at the course descriptions and fill in your elective choices on the attached course selection form.

Example:

Semester 1	
Day 1	Day 2
TAG	TAG
<i>Math 9</i>	<i>Art 9</i>
Break	
<i>Woodwork 9</i>	<i>Social Studies 9</i>
Lunch	
<i>Phys. Ed. 9</i>	<i>English 9</i>
<i>Science 9</i>	<i>French 9</i>

Semester 2	
Day 1	Day 2
TAG	TAG
<i>Math 9</i>	<i>HCE 9</i>
Break	
<i>Video Productions 9</i>	<i>Social Studies 9</i>
Lunch	
<i>Phys. Ed. 9</i>	<i>English 9</i>
<i>Science 9</i>	<i>French 9</i>



Grade 9 French Immersion Program

9 required courses are linear (year long), while most electives will run on a semester system.

Required Courses

- français langue 9
- sciences humaines 9
- English 9
- Math 9
- Science 9
- éducation physique 9 (ÉP)
- éducation a la santé et la carrière 9 (ÈSC)
- TAG 9

Electives

Grade 9 French Immersion students get 2 elective classes throughout the year; however, Band is considered to take up 2 elective classes as it runs the full year. We ask that you choose three electives because it is not guaranteed that you will be able to get your top choices. Please look at the course descriptions and fill in your elective choices on the attached course selection form. French Immersion students also get an assigned French Elective that runs half of the year.

Special Note for French Immersion Students

Please be sure you complete the letter regarding your plans to either remain in French Immersion or transition to the English Program. As outlined in the letter, if you chose to stay in French Immersion it will be a yearlong commitment. **Due to scheduling limitations, it will not be possible to come out of the French Immersion program part way through the school year. The French Immersion letter should be returned to your school or Bert Bowes with your registration form.**

Example:

Semester 1	
Day 1	Day 2
TAG	TAG
<i>Art 9</i>	<i>Math 9</i>
Break	
<i>français langue 9</i>	<i>sciences humaines 9</i>
Lunch	
<i>éducation physique 9</i>	<i>English 9</i>
<i>Science 9</i>	<i>Woodwork 9</i>

Semester 2	
Day 1	Day 2
TAG	TAG
<i>Drama 9</i>	<i>MATH 9</i>
Break	
<i>français Langue 9</i>	<i>sciences humaines 9</i>
Lunch	
<i>éducation physique 9</i>	<i>English 9</i>
<i>Science 9</i>	<i>éducation a la santé et la carrière 9 (ÈSC)</i>



COURSE DESCRIPTIONS

TAG – Teacher Advisory Group

It is important that every adolescent has an adult who knows him or her well and provides individual support and attention. TAG is an advisory program that provides students with regular contact with a smaller group of peers and a caring adult.

TAG is a required course that runs every day for 24 minutes. Teachers and students work together to enrich their educational experiences at Bert Bowes. Strategies for success will be explored and support for students will be provided.

The focus or purpose of a successful TAG community is:

- To build school culture and relationships
- To promote communication
- To encourage and support work ethics and academic success

Students will receive lessons and experiential activities related to the above areas of focus.

All students will also have opportunities to complete the requirements for Daily Physical Activity (DPA) during their “TAG” time.

French Immersion students will receive TAG in French.

LANGUAGE AND CITIZENSHIP

English / English for French Immersion

English 9 builds on the English 8 Program by delving more deeply into the areas of communicating, comprehending, responding, and understanding self and society. Students are expected to experiment and refine writing in a variety of forms, including narrative essays, argumentative essays, letters, and articles. They monitor their own work for meaning, style, form, grammar and punctuation. In their oral communication, they are expected to learn to express themselves thoughtfully. Students apply a variety of strategies to generate and shape ideas. They begin to analyze their understanding of complex issues and situations, drawing conclusions and identifying gaps of contradictions. They also modify their own roles in group interactions and use problem solving techniques.

Français Langue

This course allows the students to improve their oral French, reading and writing. The course also touches on the Francophone culture. The students will improve their French grammar and writing by completing some grammatical activities as well as some writing activities. Students are expected to experiment and refine writing in a variety of forms, including narrative essays, argumentative essays, letters, and poetry. They monitor their own work for meaning, style, form, grammar and punctuation. Their reading is improved by reading novels, short stories and poetry.



Social Studies

The Grade 9 Social Studies Program is based on developing an awareness and understanding of the geographical, cultural, historical, political and economic forces that shaped Canada, the U.S. and/or Western Europe to 1812. The concepts of nation-building, social order, industrialization and empire-building are addressed to understand the forces at play in shaping Canada and the world before 1812. Analyzing past events provide the background for students to reflect on current day issues in Canada and the world. Students will have opportunities to refine research skills, develop critical thinking skills and create meaningful connections to self and society. Current events are incorporated into the program to create relevant links to self and present day society.

Sciences Humaines

As in français langue et sciences humaines 8, these courses focus on the development of speaking, listening, reading and writing skills. However, students concentrate on developing greater analytical powers and a more mature writing style. Communication skills are taught through the study of poetry, newspaper and magazine articles and foreign literature. Topics covered in this course include: the European settlement of North America, the different revolutions, World War 1, and the First Nations people of North America. Current events are integrated into the program. All written and oral work is in French.

MATH AND SCIENCE

Science

Science 9 is an extension of Science 8 and continues to emphasize the five major goals of the science program. This includes providing students with a positive attitude toward the world, constructive study habits, a background of basic factual knowledge, scientific skills and processes and critical thinking skills. Topics include: life science & cells, chemical reactions and formulas, and electricity.

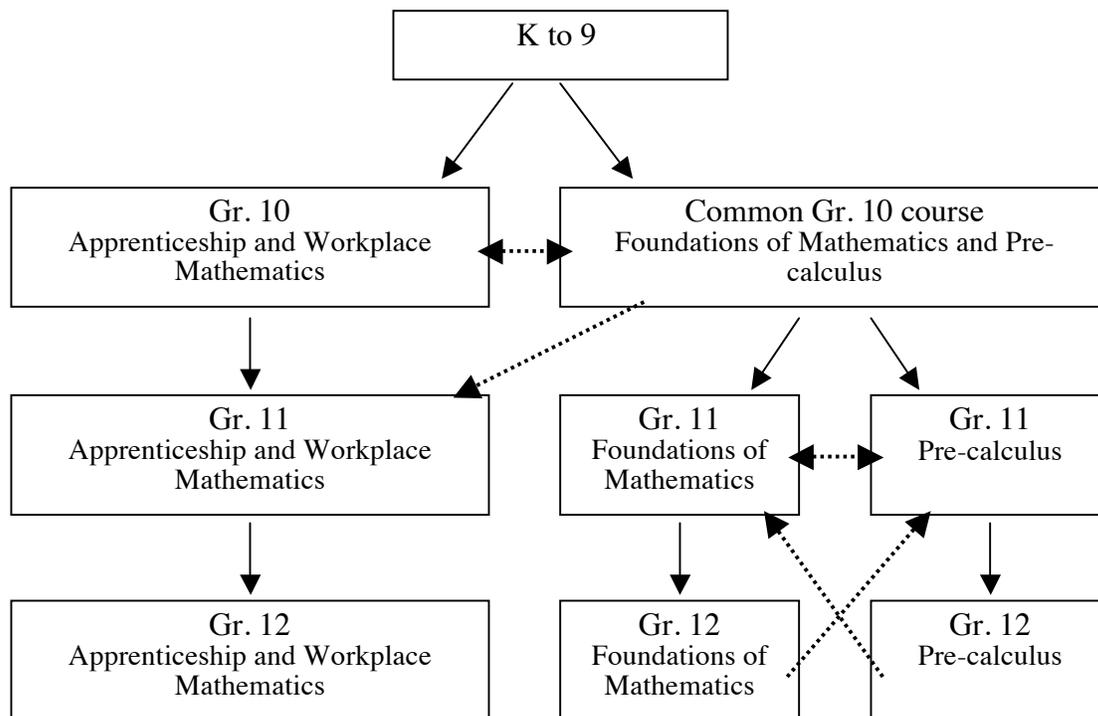
Mathematics

A primary goal of Mathematics 9 is to enable students to develop essential numeracy skills such as the ability to reason and communicate, to solve problems, and to understand and use mathematics. This is achieved through a variety of instructional strategies including the traditional algorithmic approach. Topics include: arithmetic operations with rational numbers and exponents, data analysis and simple probability, similar geometric figures, surface areas and area of overlap of regular and irregular geometric shapes, forming and solving linear equations, factoring and working with polynomials. It is preferred that students have their own ruler and scientific calculator (this does not include the one on phones or other devices).



Math Flow Chart

Students completing Grade 9 Mathematics will have two choices for Grade 10 Math courses. Grade 9 Mathematics teachers will make recommendations based on a student's abilities, progress and future plans. It is important for students and parents to know and understand how this choice affects their academic future.



**Solid lines represent recommended sequencing; dashed lines represent alternate routes.

HEALTH AND CAREER EDUCATION/ ÉDUCATION À LA SANTÉ ET LA CARRIÈRE

The goal of the Bert Bowes HCE 9 program is to encourage students to lead healthy, happy, responsible, and productive lives. Topics addressed in HCE 9 include: skills, knowledge, career exploration, substance misuse prevention, STD's, HIV/AIDS, sexual decision-making, family relationships, and personal abuse prevention and attitudes needed to be successful in the workplace.

PHYSICAL EDUCATION/ ÉDUCATION PHYSIQUE

Physical education is a requirement for all grade 7 to 9 students which emphasizes active living through participation in a balanced variety of movement experiences. The aim of physical education is to enable all students to acquire the knowledge, skills, and attitudes that enable them to enhance their quality of life through active living - a way of life that values physical activity as an essential component. Physical education is also an integral part of the total education process as students who participate in regular physical education classes gain enhanced memory and learning, better concentration, and increased problem-solving abilities. They are willing to take appropriate risks, and have a more positive attitude toward self and others.

PE 9 may include activities such as Volleyball, Fitness/Strength Training, Basketball, Lacrosse, Indoor Soccer, Badminton, and Rugby. **Students are required to wear gym strip consisting of shorts or sweat pants, t-shirt and proper running shoes.**



ELECTIVES

Art

This course allows students the opportunity to further develop their art skills gained in Art 8. Students will be encouraged to challenge themselves through a variety of projects that will build on what they already know, but also add new skills to their art foundation. Students will use a variety of media as they explore and create their art.

Band

This class will perform music designed to improve the playing habits and abilities of all members. The following will be stressed: technical facility, balance and blend, tone and pitch control, new conducting patterns, varied time signatures, main subtle types of articulation, ensemble work, and sight-reading. Students will be evaluated on playing skills, theory, and leadership responsibility. Participation includes attending evening rehearsals on Wednesdays from 7:00-8:30p.m. (September-May), a minimum of two evening concerts per year, a recruitment tour at local elementary schools and any other related activities. Students must perform in an evening band in order to travel. Please contact Joe Brooks for more information at jbrooks@prn.bc.ca. Band is a year long course and takes the spot of 2 electives. **Note: Students must have successfully completed Band 8 or equivalent. Students who are new to Fort St. John should meet with the band teacher prior to registration.*

Digital Media

Digital Media 9 will explore the many facets of media in our day-to-day world. Technology units will be explored including: simple skills to complex opportunities of the workings of film/video production, digital photography other technology programs, and technology related materials. Students will learn or review camera equipment, framing and movement, and editing techniques. Projects could include but are not limited to: Photography, Film Production, Stop Animation, and 3D Design. Being self-motivated and having the ability to work in groups settings are assets for this course.

Drama

Drama education provides students with opportunities to examine human experience through imagined roles and situations. As a powerful mode of expression, drama education contributes to student's individual and social development. The knowledge, skills and attitudes acquired through the drama program will be valuable in any career. Students meet the learning outcomes for the course if they demonstrate willingness, openness and enthusiasm to engage in a variety of activities and to work with others. The practical component includes warm-up activities, games, trust activities, relaxation exercises, role-playing, body and voice expressions, acting, directing, stage craft, critical analysis, rehearsal and performance. Wearing comfortable clothing for easy movement is essential.

Environmentalism

Students work in a project-based learning class about the human impact on the environment, such as energy use, pollution, conservation, and recycling. Students will also gain an understanding into how animal and human populations affects biological communities and ecosystems. A part of the course will include reaching out into the community to promote awareness and change for environmentalism activism.



Film Studies

Film Studies provides students with the opportunity to view, reflect, and create original compositions that evaluate the many components of film and film-making. The course will be explored through genre, requiring students to develop critiques of the films viewed in class. Students will be encouraged to submit critiques of current films to the local newspaper for publishing. This is a class for any student who enjoys watching, discussing, and writing about movies. A main goal will be to enhance and improve writing skills in an elective environment that promotes growth and learning through writing.

Fitness

Fitness 9 combines classroom and active components. In the classroom, you will learn about the human body, nutrition for performance, and how to create your own workout plan to meet your personal health and fitness goals. Fitness 9 students will participate in a multitude of different fitness activities within the school and community that will challenge all students. Students must be very self-motivated and interested in developing their physical fitness to take this course. **Note: This class does not replace Physical Education; rather, it is in addition to PE.*

Foods and Nutrition

Foods is a lab-orientated course. Students prepare foods and learn about nutrients with reference to special dietary needs. Foods study continues with healthy preparation of foods using safe, sanitary and nutritional methods. Students have the opportunity to use additional tools and equipment and prepare more complex meals, experiment with principles of food preparation and evaluate commercial foods.

French

Building on the skills developed in French 8, this course continues the emphasis on oral communication and builds reading and writing skills. This course is communicative and students are required to speak French for the majority of class time. The course uses plays, songs and raps that cover vocabulary and introduce grammatical concepts. French is a year long course and takes the spot of 2 electives.

Should you take French? Important information about university and college entrance requirements:

A second language is not required to graduate in B.C. Students should be aware that a second language to the Grade 11 level is required for direct admission to many B.C. University and College programs following Grade 12. Students can opt to take French as their second language requirement or they can take Beginners German 11 or Spanish 11 at NPSS to fulfill this requirement.

It is important to realize that college and university entrance requirements are constantly changing and students should consult post-secondary schools of interest regularly.



Global Citizenship: ACT! - Active Citizens Today

The goal of ACT! is to develop knowledge and understanding of Canada's connections with the world through the investigation of Canada's political, economic, social and physical ties to the world. Students will use case-studies to investigate global issues (basic human needs, gender equality, human rights, public health, etc.). Students will learn how to analyze and think critically about global issues and about Canada's role. Three essential themes will be covered: Interconnectedness and Interdependence, Rights and Responsibilities and Active Global Citizenship. A keen interest in global issues and helping others will be an asset for this course.

Leadership

In this course, students will explore the basic principles of leadership. They will evaluate and put into practice their own leadership characteristics and qualities. Students will identify and apply their own roles as team members and identify qualities that lead to team effectiveness. Throughout this course students will be responsible for organizing “school spirit” activities, and putting on school/community fundraising events. We are looking for students who complete all academic work, are respectful within the school community and are eager to learn and develop their leadership and organizational skills.

Metalwork

Students are given an introduction to some of the processes of working with metal. They will be able to choose from a selection of projects that touch upon: sheet metal fabrication, welding, using the metal lathe, and jewelry making. Safety, ability to follow instructions, problem solving, effort, utilization of shop time, and personal and social management are all key components to this course. Students will have the opportunity to use the box and pan brake, drill presses, lathes, spot welder, oxy-acetylene welder, MIG welder, Arc welder, and more.

Outdoor Recreation

This is a course geared to students who enjoy communing with nature and being outdoors. Students will learn the skills and techniques to be safe, comfortable, and competent being outdoors. Navigation, outdoor clothing, camping, as well as specific activity skills will be covered. Outdoor activities such as snowshoeing, firebuilding, wilderness survival and hiking are just a few of the activities students will be involved in. **Note: A fee may be required for any offsite activity costs.*

Peer Tutoring

This is a course that allows students to make practical use of knowledge gained in training sessions. Literacy, learning styles, developmental milestones, communication styles, emotional responses (stress, frustration, anxiety), conflict resolution, teamwork, problem solving, and interpersonal skills will be defined, discussed and practiced in class and then used with peers in an educational setting. Students will be supervised by a teacher and be provided with assistance as the participants apply their knowledge. Students will be supported by their peers and their instructor, through problem solving discussions and suggestions of possible strategies. Students will become aware of the issues confronting lifelong learning and be motivated to provide assistance to others in their school and community. Those students interested in peer tutoring will be required to have an interview ahead of time.



Robotics & Electronics

Throughout this course students will explore technology as it relates to robotics and electronics. Students will generate ideas, develop plans, engage in the prototyping process, test designs, and share their products. Topics that may be covered in this course include: electrical circuits, Ohm's law, mechanical devices to transfer energy, power efficiency, platforms for printed circuit board production, basic robot behaviors using input/output devices, robotics coding and robotics programming.

Spanish

This is an introductory course for beginners in learning Spanish. The AIM (Accelerative Integrated Method) program will be used throughout the course. This is an interactive and verbally based Spanish language learning program using gestures to reinforce vocabulary. Students will experience activities to foster positive attitudes for learning and using Spanish language. Students will learn to communicate using simple questions and responses. Strategies will be developed for extracting meaning from Spanish materials. Dialogues and skits will be used to develop verbal competency.

Technology Education

Students taking this course will be faced with a high degree of project-based learning, where students will be given a problem/scenario, the materials, and the final outcome that should be achieved. This course will test the students' problem solving abilities, creativity, and teamwork skills. Potential project ideas include: Rube Goldberg machines, Rocketry, Spaghetti Bridge Building, and computer programming. **Note: This course may involve students bringing items from home or bought in the community to achieve a functioning working project, according to their design plan.*

Textiles

This course allows students to build on skills learned in Textiles 7. Students will have the opportunity to create work that involves a variety of decorative and functional hand and machine work. They will explore some theory around textiles and fabric, clothing functions, purpose and care as well as principles of design.

Tutorial

Tutorial is for students who are struggling with their studies in a variety of classes. Students will learn skills such as, developing good study habits, how to stay organized, how to use and follow an agenda, as well as building a positive mindset toward learning. Students will be expected to come to class (on time) with all of their books, materials and assignments for ALL core classes to work on during their tutorial block. In order to be considered for this class, students must show that they are committed to improving their overall academics. Tutorial is assigned in replacement of an elective and there is an application process before a tutorial period is granted.

Woodwork

Students are given in-depth instruction on the processes used in a woodwork shop. Students will be given a choice from a selection of projects, or be approved to make something they are interested in making. Safety, ability to follow instructions, problem solving, effort, utilization of shop time, and personal and social management are all key components to this course. Students will have the opportunity to use all the tools in the shop including the radial arm saw, miter saw, band saw, lathes, drill press, planer, jointer, router, CNC laser, CNC router and the table saw.