

HATZIC MIDDLE SCHOOL

COURSE PLANNING GUIDE 2017-2018



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A Message from the Administrative Team

Welcome to Hatzic Middle School! We are excited that you will be a student here at Hatzic next year! We are pleased to welcome all of our new students and current students to the course planning process. This course information guide has been prepared to assist you and your parents in planning your program.

This booklet is full of information about our courses, grade course organization and general information. Each year, our students make their course selections in February and our timetable is built upon these choices. Teacher assignments and course offerings are based upon these selections, so it is crucial that students understand that their timetables will reflect their original selections.

While we always try to have the first choices in place for schedules, there are times when we use the alternate choices, so choose these courses wisely. This year, the students will be entering their courses electronically, which will allow families to see their child's decisions.

Please do not hesitate to contact the Administration or the School Counselors, Ms. S. Curror and Ms. L. Francis for further information.

Middle Schools

Early Adolescence is a Distinctive Developmental Stage of Life

We Believe:

- in engaging middle school students with relevant curriculum, active and purposeful learning, varied teaching approaches and balanced assessments.
- that middle school students will be surprised to discover what they can achieve when they are encouraged to inquire, explore, create and connect in a safe, nurturing environment.
- middle school education can cultivate an intellectual awakening in students at a time in their lives when they are most open to ideas about learning and the world around them.
- those middle school students are at a pivotal time in their cognitive, social, emotional and physical development.
- adolescence is a time of tremendous personal change; students are shaped by the influences of home, school and community.
- that education is a cooperative undertaking that encourages the commitment and support of students, families, teachers and the community at large.

COURSE SELECTIONS

CANCELLATIONS, CONFLICTS OR LIMITS ON ENROLLMENT

Students make their course selections each year in late February. As teacher assignments and course offerings are based on these selections, it is crucial that students understand that their timetables will reflect their original selections. Course changes **ARE NOT** permitted after the September 8th, 2017 deadline and all changes will be dealt with through meetings with the administration.

Students should be aware that an elective course that they have selected may be cancelled due to lack of enrollment. In cases where courses are cancelled, the first alternate course will be substituted. If a conflict arises because of timetabling, one of the student's alternate selections will be substituted.

Due to enrollment or a limit on the number of course sections, it may be necessary to limit enrollment in some classes. The administration reserves the right to adjust student programs should these situations occur. Choose your alternate courses carefully and see a counselor immediately if you have any questions or concerns.

COURSE CHANGES

THERE ARE NO COURSE CHANGES AFTER September 8th, 2017

Course changes may be made until the deadline provided you follow the procedures and restrictions noted below. Please note: a change may be made only if there is room in the course.

PROCEDURE:

- 1) Complete a course change request form specifying the course change, the reason for the request and have the parent/guardians' signature on the form before handing it in to the office.
- 2) Meet with an administrator with your request.

RESTRICTIONS:

- a. requests by the end of June will likely be considered;
- b. requests by the end of August may be considered if space is available in the course;
- c. requests made before the September 8th, 2017 deadline may not be possible.

DISTANCE LEARNING

Please note: For courses taken through Summit, or any other Distance Learning Courses:

- It is the responsibility of students and families to monitor progress of course work;
- It is the responsibility of the students and families to ensure the completion of the course;
- Summit courses must be FULLY completed before Hatzic is able to enroll students in the next level of that subject.

Supporting Student Learning

Aboriginal Support

Siwal Si'wes (Aboriginal Department of Mission Public Schools) offers academic and cultural support for students to participate in while attending Hatzic Middle School. Our Aboriginal Support Workers are Connie Moojelski and Ramona Valenzuela. Their work with the Aboriginal students is deeply connected to 'The First Peoples Principles of Learning'. These principles reflect a respectful and holistic approach to teaching and learning which primarily focus on the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Their goals are to provide all learners with an opportunity to gain a greater awareness of Aboriginal culture and to provide academic and/or personal support to Aboriginal students. Connie and Ramona are available to meet with parents/guardians to assist with student's educational, social or emotional development. Siwal Si'wes (Aboriginal Department of Mission Public Schools) offers academic and cultural support for students to participate in while attending Hatzic Middle School. At Hatzic Middle School we view Indigenous knowledge as crucial for our students to grow, develop and experience success in all areas of their cultural and academic learning.



Learning Support Department

At Hatzic Middle School, we provide very strong student support programs. From classroom support to school based testing, from providing guidance and support for implementation of adaptations to individualized programs, we are very proud of the variety of support we are able to give our students. Student eligibility to access the support programs is determined through referral to School Based Team.

We have an experienced counseling department with our counselors Ms. Curror and Ms. Francis and our Youth Liaison Worker, Ms. McLaren. They work closely with our Aboriginal Liaison Workers, Ramona Valenzuela and Connie Moojelski and our administrators.

Counseling Centre

Students are assigned to counsellors alphabetically based on their last name, however are free to see any counsellor should they so desire, for personal reasons. Students wishing to see a counsellor should proceed to the Counselling area to arrange an appointment time. Parents who would like information regarding their son's or daughter's progress or attendance are encouraged to contact their counsellor.

Services offered by the Counselling Department:

- Assistance with program and course selection;
- Solving academic difficulties, and improving study skills;
- Providing information about the school and its functioning and orientation;
- Discussion of personal problems and assistance in making their own personal decisions;
- Support in crisis situations and referral to community agencies.

GRADE 7 PROGRAM

A Strong Start for Middle School Success

We find that students who commit to attend all classes and exhibit good work habits do well in their subjects. Students should be prepared to do regular homework, read regularly at night, and seek help from their teachers when needed. If you have any concerns or questions about your son or daughter's transition to Hatzic Middle School, do not hesitate to call the school at (604) 826-3651 and ask to speak to Christine Abbot, Vice-Principal or Susan Curror or Lea Francis, Counselor's for the Middle School Program.

- English 7
- Social Studies 7
- Mathematics 7
- Science 7
- Physical Health Education 7
- French 7
- Fine Arts 7
 - Fine Arts Rotation 7: (Drama, Art, Leadership, Media Arts)
- OR**
- Beginner Band 7 or Choir 7
- Applied Design and Skills Training Rotation 7: (Foods, Textiles, Woodwork or Metal Work)
- Hockey Academy 7 (by application approval, must have prior hockey experience)

Before/After School Courses:

- Volleyball 7
- Musical Theatre 7 (please sign up in February and auditions will be held in September 2017)

Grade 7 Program

To help transition our new Grade 7 students we offer a flexible program to help meet the needs of all learners. All Grade 7 students will have one teacher for their English and Social Studies subjects and one teacher for their Math and Science subjects. This reduces the number of teachers in the first year and provides the opportunity for creative curriculum delivery!



GRADE 8 PROGRAM

Continuing and Reinforcing Middle School Success

We find that students who commit to attend all classes and exhibit good work habits do well in their subjects. Students should be prepared to do regular homework, read regularly at night, and seek help from their teachers when needed. If you have any concerns or questions, do not hesitate to call the school at (604) 826-3651 and ask to speak to Christine Abbot, Vice-Principal, or one of our counsellors, Susan Curror or Lea Francis.

- English 8
- Social Studies 8
- Mathematics 8
- Science 8
- Physical Health Education 8
- French 8/Spanish 8
- Fine Arts (one semester)
 - Drama 8
 - Textile Arts 8
 - Art 8
 - Choir 8 (full year)
 - Band 8 (full year)
 - Media Arts 8
- Applied Design and Skills Training (one semester)
 - Power Technology and Drafting 8
 - Robotics 8
 - Metal Work 8
 - Woodwork 8
 - Food Studies 8
- Hockey Academy (by application approval, must have prior hockey experience)

Before/After School Courses:

- Volleyball 8/9 Leadership
- Musical Theatre 8 (please sign up in February and auditions will be held in September 2017)

Grade 8 Program

We offer a flexible program to help meet the needs of all learners. All Grade 8 students will have one teacher for their English and Social Studies subjects and one teacher for their Math and Science subjects. When students are able to stay with their teaching team it builds a sense of community and belonging.

GRADE 9 PROGRAM

Finishing strong and transitioning to secondary

Grade 9, here at Hatzic Middle School, is the year in which the students begin to prepare for the transition to high school for Grade 10. The classes are no longer linked in Pods as they are in 7th and 8th Grade. The 9th Grade students will usually have one teacher for each class which is similar to what they will encounter at the high school. One of our goals for our 9th Grade students is for them to be familiar with and confident in having multiple teachers throughout their day. It will be very important for the students to learn the necessary organizational skills to ensure they are able to schedule their time in a thoughtful manner. If you have any concerns or questions about your son or daughter's program, do not hesitate to call the school at (604) 826-3651 and ask to speak to Christine Abbot, Vice-Principal, or one of our counsellors Susan Curror or Lea Francis.

Grade 9

- English 9
- Socials 9
- Mathematics 9
- Science 9
- Physical Health Education 9
- Fine Arts 9
- Applied Design and Skills Training 9
- Modern Language or Additional Elective

Grade 9 Electives

Modern Languages (must pick one)

French 9
Spanish 9

Fine Arts

Choir 9
Drama 9
Visual Arts 9
Textile Arts 9
Media Arts & Yearbook 9
Leadership 9
Band 9

Applied Design and Skills Training

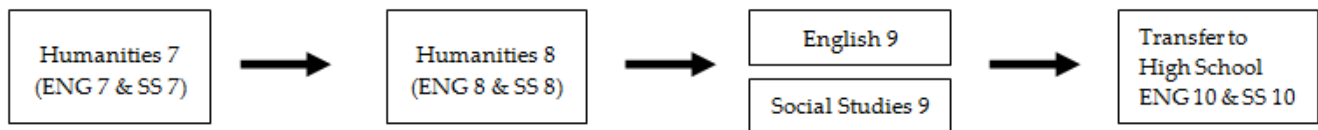
Food Studies 9
Metal Work 9
Woodwork 9
Power Technology 9
Robotics and Drafting 9
Information and Communications
Technologies 9

Elective: Strength and Conditioning 9

Courses outside the regular timetable: Volleyball Leadership 8/9
Musical Theater (please sign up in February and auditions will be held in September 2017)

HUMANITIES

English and Social Studies



HUMANITIES 7/8 (English & Social Studies)

Humanities 7/8 students will be taught English and Social Studies in an integrated manner.

Grade 7 English: the big ideas of focus are: language and text can be a source of creativity and joy; exploring stories and other texts helps us understand ourselves and make connections to others and to the world; exploring and sharing multiple perspectives extends our thinking; developing our understanding of how language works allows us to use it purposefully; questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Grade 8 English: the big ideas of focus are: Language and text can be a source of creativity and joy; exploring stories and other texts helps us understand ourselves and make connections to others and to the world; people understand text differently depending on their worldviews and perspectives; texts are socially, culturally, and historically constructed; questioning what we hear, read, and view contributes to our ability to be educated.

Grade 7 Social Studies: the focus is the Ancient World to the Seventh Century. The big ideas are: geographic conditions shaped the emergence of civilizations; religious and cultural practices that emerged during this period have endured and continue to influence people; increasingly complex societies required new systems of laws and government; economic specialization and trade networks can lead to conflict and cooperation between societies.

Grade 8 Social Studies: the focus is the Seventh Century to 1750. The big ideas are: contacts and conflicts between peoples stimulated significant cultural, social, political change; human and environmental factors shape changes in population and living standards; exploration, expansion, and colonization had varying consequences for different groups; changing ideas about the world created tension between people wanting to adopt new ideas and those who want to preserve established traditions.

ENGLISH 9

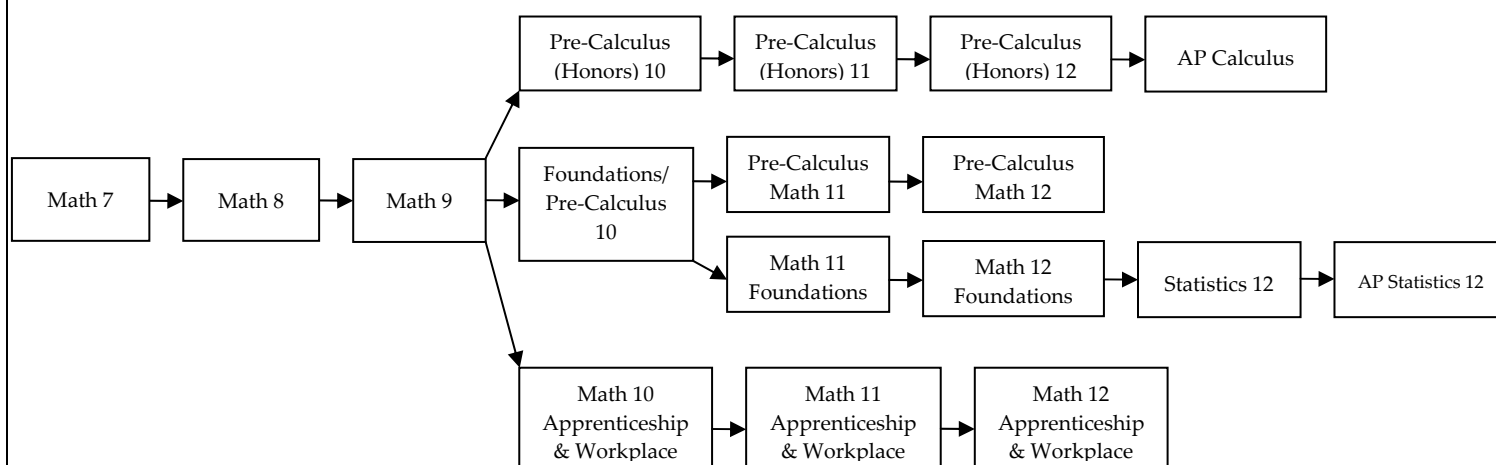
The Grade 9 students focus upon the following big ideas: language and story can be a source of creativity and joy; exploring stories and other texts helps us understand ourselves and make connections to others and to the world; people understand text differently depending on their worldviews and perspectives; texts are socially, culturally, and historically constructed; questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

SOCIAL STUDIES 9

The Grade 9 students focus upon 1750 – 1919 with the big ideas being: emerging ideas and ideologies profoundly influence societies and events; the physical environment influences the nature of political, social and economic change; disparities in power alter the balance of relationships between individuals and between societies; collective identity is constructed and can change over time.

****Please note the Curricular Competencies for each grade in English and Social Studies is very detailed and can be found on the curriculum site on the front page of this booklet.***

MATHEMATICS



MATHEMATICS 7

Mathematics 7 will continue with the big ideas of: decimals, fractions and percent being used to represent and describe parts and wholes of numbers; computational fluency and flexibility with numbers extend to operations with integers and decimals; linear relations being represented in many connected ways to identify regularities and make generalizations; the constant ratio between the circumference and diameter of circles used to describe, measure, and compare spatial relationships; data from circle graphs being used to illustrate proportion and to compare and interpret. As well implementing the Curricular Competencies reasoning/analysing, understanding and solving, communication and representing, and connection and reflecting of numbers.

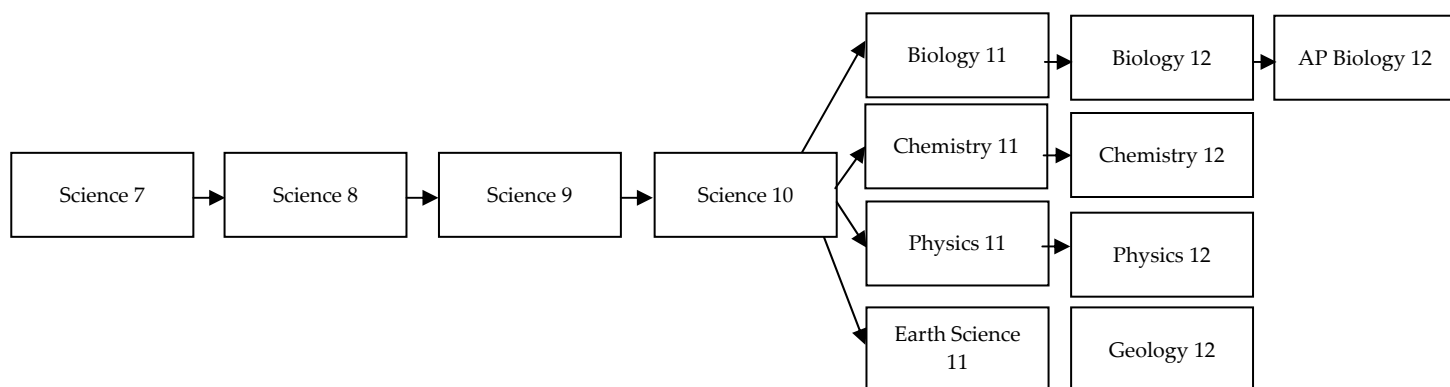
MATHEMATICS 8

Mathematics 8 will continue with the big ideas of: number represents, describes, and compares the quantities of ratios, rates and percent; computational fluency and flexibility extending to operations with fractions; describe linear relationships that can be represented in many connected ways and used to identify and make generalizations; the relationship between surface area and volume of 3D objects being used to describe, measure, and compare spatial relationships; analysing data by determining averages as one way to make sense of large data sets and enables us to compare and interpret. As well implementing the Curricular Competencies reasoning/analysing, understanding and solving, communication and representing, and connection and reflecting of numbers.

MATHEMATICS 9

Grade 9 is a critical year in Mathematics. The student will use the skills developed in Math 8 to further their study of the big ideas; the principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analysed; computational fluency and flexibility with numbers extending to operations with rational numbers; continuous linear relationships that can be identified and represented in many connected ways to identify regularities and make generalizations; similar shapes have proportional relationships that can be described, measured and compared; analysing the validity, reliability, and representation of data that enables comparison and interpretation. Upon successful completion of this course student may enrol in Foundations and Pre-Calculus Mathematics 10, AP Pre-Calculus Mathematics 10 or Apprenticeship and Workplace Math 10.

SCIENCE



SCIENCE 7

This course sets the foundation for further development of specific scientific skills, knowledge, and critical thinking. The big ideas of study include:

- Evolution by natural selection providing an explanation for the diversity and survival of living things.
- Elements consist of one type of atom, and compounds consist of atoms of different elements chemically combined.
- Earth and its climate have changed over time.
- The electromagnetic force produces both electricity and magnetism.

The students will focus upon the following curricular competencies: questioning and predicting; planning and conducting; processing and analyzing data/information; evaluating; applying and innovating; communicating.

SCIENCE 8

This course builds on the development of specific scientific skills and knowledge. The big idea areas of study for 8th grade students:

- Life processes are performed at the cellular level
- The behaviour of matter can be explained by the kinetic molecular theory and atomic theory
- Energy can be transferred as both a particle and a wave.
- The theory of plate tectonics is the unifying theory that explains Earth's geological processes.

The students will focus upon the following curricular competencies: questioning and predicting; planning and conducting; processing and analyzing data/information; evaluating; applying and innovating; communicating.

SCIENCE 9

The course provides opportunities for the development of specific skills, knowledge and scientific processes in the following big idea areas:

- **Biology:** Cells are derived from cells
- **Chemistry:** The electron arrangement of atoms impacts their chemical nature
- **Physics:** Electric current is the flow of electric charge.
- **Earth and Space Science:** The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.

The students will focus upon the following curricular competencies: questioning and predicting; planning and conducting; processing and analyzing data/information; evaluating; applying and innovating; communicating.

PHYSICAL HEALTH EDUCATION

Energetic middle school students need the opportunity to become involved in active, enjoyable, activities in a positive learning environment. The major objectives of the Physical Education program are physical fitness, skill development and enjoyment through a wide variety of individual and team activities. A vital part of the P.E. program includes social development, sport knowledge, cooperation and sportsmanship. The most important aspect of the student's performance is his/her participation. Regular attendance, proper P.E. dress and a favourable and positive attitude toward participation will ensure progress and achievement in the Hatzic Middle School Physical Education program. ***Students need gym strip which includes running shoes, socks, t-shirts, shorts and/or athletic garments; towels and jackets if necessary.***

HEALTH AND PHYSICAL EDUCATION 7, 8, 9

In the new curriculum, the big ideas for grades 7, 8 and 9 are very similar as they encompass a healthy lifestyle: daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals; lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle; healthy choices influence our physical, emotional, and mental well-being; healthy relationships can help us lead rewarding and fulfilling lives; advocating for the health and well-being of others connects us to our community. The Curricular Competencies for Physical and Health Education are: physical literacy; healthy and active living; social and community health; and mental well-being.

PHYSICAL EDUCATION GIRLS ONLY (P.E.8 and 9)

This program is designed to address the needs of female students who would benefit from an alternative program that includes the big ideas above as well as the curricular competencies but in a class that may include individual activities, aerobics, dance, and yoga.

STRENGTH AND CONDITIONING 9

This course is designed to familiarize the student to an approach on core conditioning and strength training. Mr. Vos will instruct the basic principles of core conditioning and strength training for personal fitness and development. Students will be provided quality workout opportunities based on the core and strength training principles taught. Topics explored include, core training, systematic strength training,

plyometric (explosion) training and speed agility training. Testing and measurements of fitness, as a means of evaluating progress, will be part of this course.

Introduction to Volleyball Leadership 7

This course is an introduction to the Volleyball Leadership Program. The focus will be on drills and skill development and gaining confidence as a volleyball player. Volunteer opportunities will be presented and offered to students that demonstrate a keen interest in leadership and a commitment to volleyball. To help support this process there will be mentoring assistance from older students. *Please note that this course runs from 7:15 – 8:35 twice a week, which students must commit to.*

Volleyball Skills and Officiating 8/9

The objective of this course is to develop skills and enhance a competency in volleyball both as a player and an official. Emphasis will be on skill development and introducing students to the formality of score sheet, R2 (down referee) and lining. The student will be encouraged to contribute to the school and community by voluntarily officiating volleyball games at our middle school and local elementary schools. This course may also include units on Team Play, Offense and Defensive Systems, Minor Officiating Certification, Strength and Sport Specific Training, Journal Writing, and Goal Setting. *Please note that this course runs from 7:15 – 8:35 twice a week, which students must commit to.*

MODERN LANGUAGES

FRENCH

Salut les amis! You are invited to take a linguistic adventure in exploring French. French is a global language as it is spoken on 5 continents. By the end of French 12, you should be able to communicate in French speaking countries around the world. Students with French background or French Immersion experience will be placed on an individual basis.

French 7

This is an introductory course. Students are expected to understand and express, orally and in writing, common vocabulary and basic sentences. National francophone culture will be introduced.

French 8

This is a basic course. Structures and vocabulary to develop communication skills are emphasized. Active participation is encouraged and various projects are completed. Students are prepared for further study in French by means of both oral and written assignments. Regular homework, quizzes and tests are required, as well as listening and speaking activities.

French 9

A communicative and experiential approach to second language learning is used in the French 9 classroom. Students are expected to participate in a variety of listening and speaking activities, to read and write in the second language, and to complete a number of individual and group projects. Evaluation is based on both oral and written competency.



SPANISH

Hola! You are invited to learn the language spoken by almost one third of the world's people. By the end of Spanish 11, you should be able to make yourself understood in Spanish speaking countries. You will have also been exposed to a variety of the cultural practices of many Spanish speaking people.

Emphasis in the Spanish courses is communicative; that is, students will be learning how to speak the language, as well as to understand, read and write it. Spanish is an academic course and students should expect to receive homework every night. A textbook and workbook is provided at the beginning of each course.

Spanish 9

This course continues to introduce students to Spanish and Hispanic culture through the Dime Program. The course is teacher led and all aspects of language are treated and evaluated equally – reading, writing, speaking, listening and home practice.

APPLIED DESIGN, SKILLS AND TECHNOLOGIES (ADST)

ADST is the new name for the Applied Skills better capturing the values of applied learning, and hands-on designing and in making the disciplines of Business Education, Home Economics, Information Technology and Technology Education.

Woodwork 7

Woodwork 7 will introduce students to the woodshop environment. You will be successful in this course whether it is your first time picking up a piece of sandpaper or you have spent hours in the garage using tools at home. Students will use drawing tools, hand tools, woodworking techniques and basic joinery using hand tools, machines and measurement tools to produce a variety of exciting wood projects. As well, ways in which wood is used in local cultural and economic contexts will be discussed. Working safely in the woodshop is the most important goal of the course.

Metalwork 7

Students learn to characteristics and uses of metals, metalworking techniques and processes using hand tools and students will understand that metals are a non-renewable resource. Students will design and create basic metal projects using hand tools and power tools.

Woodwork 8

Woodwork 8 will build on skills that were introduced in woodwork 7. You will develop intermediate measurement and drawing skills that will help you to design your own projects. You will work with new tools and machines to complete your projects. You will review and build on safety practices introduced in Woodwork 7.

Woodwork 9

In Woodwork 9, you will be using the woodshop to its fullest extent. You will be introduced to several new machines and techniques. Your projects will be considerably larger and more complex. When required projects are complete, you will be taking seeing a project through from the "Design Stage" to the "Building Stage" and finally, the "Finishing Stage". You will prove that you have mastered safe work practices in the woodshop.

Metalwork 8

Students will learn the characteristics and uses of ferrous and non-ferrous metals, metal fastening techniques and fabrication practices, metalworking techniques and processes using hand tools and power equipment, and the elements of plans and drawings. Students will build on their design skills and learn to create metal project plans. More art metal and jewelry projects will be offered.

Metalwork 9

Students will learn about basic metallurgy, range of uses of metalwork, welding, fabrication techniques and processes using hand tools and stationary equipment, foundry processes, including creating patterns and moulds and casting, recycling and repurposing of materials. Students will use all the skills taught in previous metal classes to create comprehensive projects. Basic welding, lathe techniques and aluminum casting will be taught. Art metal and jewelry projects will include chain making and ring casting.

Power Technology & Drafting 8

Plan it, Draw it and Build it! This is a hands-on course that will take your idea from a drawing into the shop to build it. Create plans with manual and computer- aided drafting for towers, bridges and CO2 dragsters. Learn about the forces in structures and drag racing cars. An introduction to 3D printing will also be included with project work.

Robotics 8

This is an introductory course into the world of robots. You will learn basic electronics and wiring to understand robot sensors and interfaces. Learn how a robot navigates through its environment and program it to complete a task. Virtual and physical robots will be programmed and built in this course.

Robotics & Drafting 9

You will design and build your own mini sumo robot. Advanced drafting techniques including dimensioning and perspective will be used to produce your robot plans. Robot parts will be produced with power and hand tools as well as using a 3D printer. The Arduino UNO microcontroller will be the heart of the robot. Electronic circuits, wiring and programming will be taught and are fundamental skills to creating a successful mini sumo robot.

Power Technology 9

This course is all about using power! Students will learn about types of fuels and methods of converting fuels to mechanical energy, alternative energy sources, small engine systems and manuals as information sources. Course will include small engines, bicycles, alternative energy and rockets. An introductory automotive unit will also be included.

Information and Communications Technologies 9

This course will introduce the students to a wide variety of information and communication technologies. Course may include: text-based coding; Binary representation of various data types, including text, sound, pictures, video Drag-and-drop mobile development; Programming modular components; Development and collaboration in a cloud-based environment; Design and function of networking hardware and topology, including wired and wireless network router types, switches, hubs, wireless transfer systems and client-server relationships functions of operating systems, including mobile, open source, and proprietary systems; current and future impacts; Of evolving web standards and cloud-based technologies; design for the web; strategies for curating and managing personal digital content, including management, personalization, organization, maintenance, contribution, creation, and publishing of digital content; relationships between technology and social change; Strategies to manage and maintain personal learning networks; Including content consumption and creation keyboarding techniques.

CLOTHING/TEXTILES

The clothing/textiles program is designed to introduce students to basic sewing and develop skills and techniques in the following areas:

- Operation and care of sewing and pressing equipment
- Development of basic sewing techniques in grades 7 and 8 and more advanced in grade 9
- Successfully working with woven fabrics
- Learning to understand and follow instructions outlined in commercial patterns (grade 9)

Textiles 7

The Textile 7 program teaches basic hand and machine sewing skills. These foundation skills provide students with practical knowledge that will be useful in daily life and prepare students for future textile courses in Middle and Secondary school. Students will complete fun projects using both hand and machine techniques.



Textile Arts 8 – 9

This full year course will explore a wide variety of textile based techniques and projects. Students will be introduced to surface design, garment construction, and traditional textile arts and crafts. We will explore dyeing, painting and printmaking on fabric, create personalized articles of clothing and fabric art using hand and machine sewing, as well as learn traditional textile techniques such as weaving, macramé, crochet, knitting and quilt making from both aboriginal and non – aboriginal perspectives. No prerequisite is required to enroll in this course. Both grade 8 and 9 students are welcome to register in this course.

Link to core competencies: <https://curriculum.gov.bc.ca/curriculum/adst/9>

Content overview from new curriculum:

- Natural and manufactured fibres, including their origins, characteristics, uses, and care
- Strategies for using and modifying simple patterns
- Elements of design used in the design of a textile item
- Social factors that influence textile choices and the impact of those choices on local communities
- Role of textiles in First Peoples cultures

CULINARY ARTS 9

Foods 9

Improve your health and well-being while preparing a variety of delicious and nutritious foods. This course focuses on nutritional theory and basic food preparation principles including use and adaptations of ingredients, techniques, and equipment. First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation will be included in the course. The recipes you will prepare, serve and enjoy are from various quick breads, yeast breads, cakes and pastries, soups, salads, meat & poultry and vegetable dishes.

ARTS EDUCATION

In Arts Education, courses offered will be in the areas of Dance, Drama, Music and Visual Arts.

In Grade 7 - students participate in a 4 term rotation and experience various aspects of the Arts Education Curriculum. The Big Ideas for Grade 7 students are: through art making, one's sense of identity and community continually evolves; experiencing art challenges our point of view and expands our understanding of others; dance, drama, music, and visual arts are each unique languages for creating and communication,; engaging in the arts develops people's ability to understand and express complex ideas.

In Grade 8 – students choose one courses from the Arts which run for half of the year. The Big Ideas for Grade 8 students are: creative growth requires patience, readiness to take risks, and willingness to try new approaches; individual and collective expression and be achieved through the arts; dance, drama, music, and visual arts are each unique language for creating and communicating,; artists often challenge the status quo and open us to new perspectives and experiences.

** In our new Provincial Curriculum, students in grades 8 and 9 are required to take courses of study in both the ADST and Arts Education*

In Grade 9 – students will be choosing from familiar electives as well as participating in a rotation of new course offerings. The Big Ideas for Grade 9 students are: identity is explored, expressed, and impacted through arts experiences; the arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of time, places, and cultures,; creative arts experiences can build community and nurture relationships with others; dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.

Visual Arts 7

Visual Arts 7 introduces students to the elements of art through fun activities designed to build skills and develop appreciation for a variety of art forms. Students will experience working with a variety of media such as clay, paint, collage, charcoal and more! No experience is necessary, as effort and a good attitude will ensure success in this course!

Visual Arts 8

The Art 8 program is a two term course that will cover basic elements and principles of Art. Students will develop an awareness and appreciation of different styles and techniques in visual art. A variety of fun Art activities including clay sculpture, drawing, painting will provide enjoyment, and develop technical skills. The Art 8 program is intended to be an enjoyable experience for all students, regardless of skill level or previous art experience. Regular attendance, participation, effort and a positive attitude will guarantee success!

Visual Arts 9

The Art 9 program is a full year course that will build on concepts covered in Art 7 and 8, however students who are new to Art are welcome to join this class! Students will develop an awareness and appreciation of different styles and techniques in visual art. Art activities will provide enjoyment, develop technical skills, and help students transition to further studies in Art in Secondary School. The Art 9 program is intended to be an enjoyable experience for all students, regardless of skill level or previous art experience. Regular attendance, participation, effort and a positive attitude will guarantee success!

Digital Photography 9

Photography 9 is a beginner level introduction to digital photography. Students will learn basic camera functions, design and editing skills. They will be introduced to a range of styles and approaches to the art of photography through the study of accomplished photo artists. Students will create a variety of photo based art projects such as slide shows, wall hangings, handmade books, prints, collages and more. Bus and walking trips will take place throughout the course to provide a range of photography opportunities. Bus costs are associated with this course. A digital camera is not mandatory, but is highly recommended. Excellent work habits and attendance are a must.

Media Arts / Yearbook 9

This full year course will introduce students to the principles of art and design, digital photography, video and media production. Student learning will be demonstrated in a variety of creative projects, including production and publication of the HMS school yearbook. No prerequisite is required to enroll in this course. Excellent work habits and attendance are mandatory.

Link to core competencies: <https://curriculum.gov.bc.ca/curriculum/adst/9>

Content overview from new curriculum:

- Digital and Non-Digital Art
For example video production, layout and design, graphics and images, photography (digital and traditional), new emerging media processes (performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art) media technologies, their distinguishing characteristics and uses.
- Techniques for organizing ideas to structure information and story through media conventions.
Traditional or culturally accepted ways of doing things based on audience expectations. Each media form has hundreds of conventions that have been built up over time and are widely accepted by audiences.
- Media production skills
- Editing and Publishing
For example: to shape the technical and symbolic elements of images, sounds, and text.
- Standards-compliant technology

For example layout conventions, mark-up language, current web standards, or other digital media compliance requirements ethical, moral, legal considerations and regulatory issues: for example, in relation to duplication, copyright, appropriation, and ownership of rights

- Ethical, moral, legal considerations and regulatory issues
- Technical and symbolic elements that can be used in storytelling
- Specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples
- Specific purposes of media use in the social advocacy of First Peoples in Canada
- Influences of digital media in society

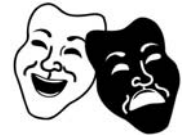
Drama 9

Suggested Prerequisite: none

Drama 9 is a course which builds upon the skills learned in Drama 8. This course emphasizes the development and understanding of self, human behavior, and communication skills. Creativity is also a major focus in Drama 9.

In Drama 9 students will learn to:

- Trust themselves and others in order to express thoughts, feelings and beliefs
- Take risks in a dramatic context
- Express themselves through active engagement in drama
- Analyze and evaluate the contributions of self and others
- Use body and voice expressively
- Maintain focus and concentration while in role
- Experience the duality of being both participant and observer
- Develop the facility to move between the concrete and the abstract
- Understand and apply the elements of drama (focus, tension, contrast, and balance)
- Apply various dramatic techniques to a role
- Develop sensitivity to the diversity of cultures through drama.
- Enhance their understanding of other art forms through drama.



Specific topics within the course include: trust, concentration, observation/sense awareness, imagination, movement, mime, speech, improvisation, teamwork, role-play, and theatre concepts. These topics will be covered through the use of drama games, exercises and improvisational scenes, on top of general theatre skills and terminology. Students will have the opportunity to participate in several exciting performances including the Remembrance Day play, 'Improv Olympics', and Storybook Theatre.

Musical Theatre 7-9

This is a hands-on course that will be made up of meetings, rehearsals and finally a large-scale, main stage musical performance. The successful completion of this course will require participation in the musical performance. Students who take this course will be expected to develop professional work habits, such as attendance, and maintain acceptable academic progress in their studies. Students will be given the chance to participate in one, or more, of the following areas:

- Performance (singing, dancing, acting)
- Audition and Rehearsal
- Choreography
- Lighting and sound design and operation
- Make-up and costume design
- Running Crew
- Publicity and Promotion

Auditions will be held at the beginning of September for students interested in the performance track of the course. Students should be committed to evening and weekend rehearsals that escalate in intensity and duration as the production moves towards completion in late April/early May.

Music

Band 7 (Beginner)

Beginner Band is an entry level music class, and is recommended for anyone who would like to learn the basic technique for their instrument, while exploring a variety of musical literature in a large group setting. Extra-curricular activities will include concerts, festivals and possibly tours. Full-year rental and rent-to-own instruments are made available to students in September.

Band 8 and 9 (Beginner)

****See course description for Band 7 Beginner**

Band 9 (Senior)

Suggested Prerequisite: Band 8 Beginner or teacher discretion.

Junior Concert Band continues large ensemble training for woodwind, brass and percussion instruments. Students will explore a wide variety of popular, classical and concert band literature, while expanding their knowledge of music theory and instrumental techniques. Extra-curricular activities include concerts, festivals and tours. Full-year rental and rent-to-own instruments are made available to students in September.

NOTE: It is recommended that students wishing to play percussion have piano or keyboard experience.

Choir 7/8/9 (Concert - beginner)

This course is a full year course option in the fine arts and is highly recommended for students who enjoy singing and performing in a choral setting. Vocal technique, music theory, music history, ear training, and listening skills are stressed in this course. Students will explore a wide variety of musical styles including classical, popular and world music. Extra-curricular activities include concerts, and special performances.

Jazz Band 8 & 9

Students selecting Jazz Band should have at least one year of large ensemble training. A minimum of "B" average in previous music ensembles is suggested. A private audition or permission of the instructor may be required for any jazz ensemble participation. Grade 7 students will be audition only.

This course is highly recommended for those students who wish to explore the awesome realm of jazz music!

From big band music, to latin, to rock, this class has it all! Students will be exposed to the language of jazz, including chords and harmonic structures not studied in Concert Band. There will be many opportunities for students to learn how to perform solo in front of the group and audience. Jazz Band rehearses after school and includes peer tutor help from students attending MSS. The level of music played in this group is much more difficult than in concert band and extra practice is a must. Students will perform in concerts and special performances.



LEADERSHIP and ROTATIONS

Leadership 7 Rotations

In 7th Grade, the students are in a rotation of a variety of electives as outlined on page 8. In Leadership the students actively participate in icebreakers and group and individual projects to promote team building, cooperation, problem solving, decision making and goal setting. Students will have the opportunity to attend leadership conferences and seminars.

Leadership 9 "Get Involved"

Leadership students are strong role models who are positively impacting the culture of Hatzic as well as the local and global community. This class is designed to teach students leadership skills that have been identified as crucial for success into the next century. These skills include problem solving and creative thinking; self-esteem, goal setting and motivation; interpersonal skills and team work; situational leadership and communication. The class emphasizes small group work and hands-on experiences. Fundraising for Me to We, hosting lunchtime activities and managing the school store are examples of applying these important skills.

If you enjoyed Leadership 7 then this is definitely the right choice for you.



“Leadership is the kind of course you want to take. It teaches you things that you’ll not only need in life, but it shows you what you want out of life, and you have fun while doing it! In leadership you’ll become closer to people you never thought you would have otherwise.” – Maxine

“Leadership, in my opinion is the most amazing class you could ever be part of. You learn all these different skills and stuff about yourself that maybe you didn’t know yet. Great opportunities came your way, when you join leadership. I have met astonishing and interesting people throughout the year so far. This is only a pinch of the good things that you will experience when you sign up for this incredible course”

- Billie Brown

“Leadership in my opinion is a very useful course because you learn important life skills you might not learn in other classes. It is also very fun and you get to meet new people you don’t usually talk to”

- Megan Matlak

Specialty Athletics Programs

Hockey Academy 7-9

“Fun While Learning”

The goals of the Hatzic Hockey Academy are to challenge and further develop the skills of all academy students. Athletes in this program will work specifically on skating, shooting, passing, stickhandling, and game strategies. We are also passionate towards supporting each athlete in meeting their potential in academics, citizenship and developing one’s leadership skills. In the end, it is our goal to develop excellent hockey players, and equally as important strong citizens with an instilled sense of values to be used in everyday life. The academy will have two groups and players will be placed according to their skill level, not by age. Players entering grade nine, are expected to take a strength-training course focusing primarily on core and plyometric training.

Boys or girls in grades 7-9 can apply but must complete an application package. Applications are available at the office or can be downloaded from the Hatzic Middle School website.



Volleyball Leadership 7-9

The Volleyball Leadership is a grade 8-9 co-ed program that is truly unique to Hatzic Middle School. The course was designed for students who have a desire to further their knowledge and skill level in volleyball and express a keen interest in coaching and/or officiating. The importance of “giving back” is emphasized and opportunities are created to foster relationships within our community. For example, students coach at the elementary level, officiate at a number of home tournaments, mentor younger officials and participate in skill camps. The social connections and friendly competition that is created and nurtured during our weekly morning session is invaluable and a real Hatzic treasure!



Testimonials from students...

“Leadership has really taught me to be a leader on the court and a role model for younger kids. The gym time has given me more time to work on my skills and become a better volleyball player and leader.”

Delaney S.

“I have been in volleyball leadership for three years. Volleyball leadership is a good opportunity to develop your skills and help others around you.”

Sam N.