



MULGRAVE SCHOOL
PROGRAMME OF STUDIES

GRADES 7-10
MIDDLE YEARS PROGRAMME

2010-2011



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MESSAGE FROM THE ASSISTANT HEADS

Over the past 16 years, Mulgrave has established itself as a school of excellence; renowned as an institution of learning where our students are inspired to give of their best in everything they do. We have maintained an enriched academic programme for as long as the school has existed, and we are proud to offer the International Baccalaureate Middle Years Programme (MYP) for all students in Grades 7 to 10. The ideals of the IB closely match the philosophy of learning already entrenched at Mulgrave.

The fundamental belief of the IB is that we can create a better world through education. At Mulgrave, we are dedicated to promoting global understanding through citizenship, compassion, caring and service in our local communities and far beyond our borders. The IB programmes from Kindergarten to Grade 12 enable us to educate the “whole child”; true global citizens who can change the world in which we live. Cultural, scientific and technological literacy are embedded in a continuous curriculum. All of the programmes (PYP, MYP and DP) purposefully help students develop the skills and attitudes required for them to be contributing and responsible members of their local and global communities.

Mulgrave is blessed with a team of educators who are preparing our young people for success both at school and university, and thereafter in life. We have an exciting and challenging programme which asks our students to reach beyond themselves to attain new heights. Please carefully read the programme descriptions that follow and contact us for more information if clarification is needed.

*Eddie de Beer
Assistant Head of School*

*Stella Ablett
Assistant Head: Academics*

MULGRAVE MIDDLE YEARS PROGRAMME

Middle School students are in a particularly critical phase of personal and intellectual development. This is a time of uncertainty, sensitivity, resistance and questioning. Mulgrave School has adopted the International Baccalaureate Middle Years Programme (MYP) as a way to better meet the needs of adolescent students and effectively bridge the gap between the IB Primary Years Programme (PYP) in Grades 1 through 6 and the IB Diploma Programme (DP) in the senior years.

The MYP helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts.

The Mulgrave IB Learner Profile

The IB Learner Profile identifies the aim of all IB programmes. These programmes guide learners in their development to be internationally minded citizens who, through their common humanity and shared guardianship of the planet, create a better and more peaceful world.

Honouring the qualities described in the IB Learner Profile, all Mulgrave learners strive to be:

Adventurous	<i>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</i>
Balanced	<i>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</i>
Caring	<i>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</i>
Communicative	<i>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</i>
Creative	<i>They are willing to make mistakes as an important part of exploration and learning. They continue to develop original ideas and approaches to problem-solving, and apply these strategies to effect positive, meaningful change for the benefit of humanity and the world in which we live.</i>
Inquiring	<i>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</i>
Knowledgeable	<i>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</i>
Open-minded	<i>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</i>
Principled	<i>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</i>
Reflective	<i>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</i>
Thoughtful	<i>They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</i>

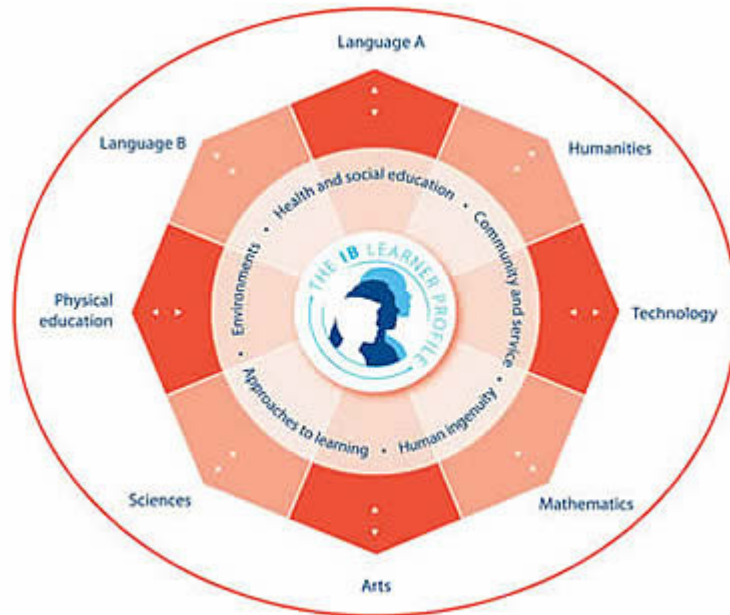
The MYP aims to promote:

1. International understanding and global education – “How the world works”
2. Responsible citizenship – “How can we make a difference?”
3. The importance of learning how to learn, of student-centered inquiry and communication – “How do we learn best?”

These goals are promoted through the application of the five Areas of Interaction (AOI's) throughout the Middle School curriculum. The AOI's can be likened to lenses through which the curriculum is viewed. The five AOI's are:

- Community and Service – “*Moving from I to We*”
- Human Ingenuity – “*Creating Products and Making an Impact on Society*”
- Environments – “*Preserving our Earth through Sustainable Actions*”
- Approaches to Learning – “*Fostering Lifelong Learning*”
- Health and Social Education – “*Becoming Healthy, Happy and Informed*”

The five AOI's do not have to be applied to a given lesson at once. Teachers have the flexibility to apply those AOI's which will be most productive in advancing student development.



Students take courses in each of the eight subject areas that make up the MYP. They are: Language A (English), Humanities (Social Studies), Design Technology, Mathematics, Arts, Science, Physical Education and Language B (French/Mandarin). Students also have elective choices that may include ACE (Academic Creative Enrichment – G9), Creative Writing (G8), Film Studies (G10), Instrumental Performance, Latin, Theatre Arts, and Visual Arts. In Grade 9, students will commence a Personal Project in accordance with IB MYP standards.

Mulgrave MYP students enjoy many opportunities to explore and discover more about themselves. They are ever broadening their horizons while receiving the support they need to learn about their own strengths and weaknesses. Taken as a whole, the MYP curriculum is

designed to meet the particular needs of adolescent students and prepare them for the challenges and opportunities within the Mulgrave IB Diploma Programme in our Senior School.

MULGRAVE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Mulgrave offers a single programme in Grades 11 and 12 which integrates the requirements of the BC curriculum and the International Baccalaureate Diploma Programme (IBDP). The IBDP is a two year university preparatory programme which promotes a broad and balanced curriculum. In consultation with the Assistant Head, Academics, all students choose a programme of studies that can lead to the completion of an IB Diploma. At the end of two years, students may either:

- graduate with an IB Diploma, having satisfied Mulgrave graduation requirements
- graduate with IB certificates in specific subjects, having satisfied Mulgrave graduation requirements
- graduate having satisfied the Mulgrave graduation requirements

Each of these options fulfils the BC Ministry graduation requirements. All students will have the further benefit from the IB teaching approach which, instead of being content-driven, stresses higher level thinking, critical analysis and research-based inquiry.

The Mulgrave Programme

At Mulgrave, we provide the full Diploma Programme, with a selection of courses in each of the six subject groups: Language A1(English), Second Language (French, Spanish, or Mandarin), Individuals and Societies (Economics, Geography or History), Experimental Sciences (Biology, Chemistry, or Physics), Mathematics, Arts (Film, Theatre Arts or Visual Art). Central to the IBDP are the three core requirements: the Extended Essay, the Theory of Knowledge (TOK) course and the Creativity, Action and Service (CAS) portfolio. The Diploma Programme is well recognised by universities around the world; many actively seek out full IB Diploma students in their recruitment strategies, offering incentives such as early acceptance, scholarships and credit for first year courses.

- Students must take a minimum of 7 courses. At least three and not more than four subjects are taken at Higher Level (HL); the other courses are Standard Level (SL).
- The interdisciplinary TOK course is designed to provide coherence to the entire Diploma Programme by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives.
- The extended essay (maximum 4000 words) offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at a tertiary level.
- Participation in the CAS programme encourages involvement in artistic pursuits, sports and community service work; this is satisfied by completing the Mulgrave CAS Portfolio.
- IB exams are written in May of Grade 12 and are marked externally. Each subject is graded on a scale of 1 (minimum) to 7 (maximum). The maximum grade is 45 (7 each for six courses and 3 bonus marks for the Extended Essay and TOK). Subject to certain restrictions, an IB Diploma is awarded for a minimum grade of 24. At least 20% of the final grade in each subject comes from internally assessed work.

For further information regarding the Mulgrave IB Diploma Programme, please consult the Mulgrave Programme of Studies Book Grades 11 – 12, or contact Mrs. Stella Ablett, Assistant Head, Academics.

GRADUATION REQUIREMENTS

Academic planning and course selection is a very important process in the Senior School years. Requirements for graduation, determined by the Ministry of Education, are quite specific. In order to graduate, every student in the Graduation Programme needs to fulfill certain minimal requirements. Students will need to earn 48 credits from required courses, 28 credits from elective courses, and 4 credits from Graduation Transitions (portfolio). Graduation requirements are introduced to students in the Planning 10 course.

The Graduation Programme requires that students write provincial exams in the following courses: English 10, Mathematics 10, Science 10, Social Studies 11, and English 12. An exemption may be obtained for the Social Studies 11 exam if the student is enrolled in IB History or IB Geography. Students enrolled in IB Economics must still write the Social Studies 11 provincial examination. In Grades 10 and 11, the provincial exams are worth 20% of the student's final grade. In Grade 12, the provincial exam is worth 40% of the student's final grade.

Required Courses	
Subject Area	Minimum Credits
English 10	4
a Language Arts 11	4
a Language Arts 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
Physical Education 10	4
Planning 10	4
a Fine Arts and/or Applied Skills 10, 11, or 12	4
	48 credits
Elective Courses	
Students must earn at least 28 elective credits for additional Grade 10 - 12 courses.	28 credits
Graduation Transitions	
Students must earn 4 credits for their portfolio.	4 credits
Overall Total	
	80 credits
Of the 80 credits for graduation, at least 16 must be at the Grade 12 level, including a Grade 12 Language Arts course. Others may be required or elective courses.	

MULGRAVE GUIDELINES FOR COURSE SELECTION

Students are asked to select their courses in Term II for the next school year. Based on these requests, the timetable is modified and staffing decisions are made. Therefore, it is sometimes not possible for students to change their timetables during the new school year. Thus, students must make careful choices when selecting courses in Term II.

All students in Grades 7-10 are required to take the following courses: English, Social Studies, Science, Mathematics, Physical Education, and either Mentoring in Grades 7-9 or Planning in Grade 10. French and Mandarin are required in Grade 7, and a language, either French or Mandarin, is required in Grades 8-10. Students in Grades 7-9 are furthermore required to take Design Technology for a portion of the year and will also participate in an Outdoor Education Programme. In addition to the required courses, students will take additional courses specific to each grade level as follows:

Grade 7

In Grade 7, students will rotate through the following courses for a length of one term each: Instrumental Performance, Latin, Mandarin, Design Technology, Theatre Arts and Visual Art. Students must also participate in the Mulgrave Portfolio Programme, a foundational part of Mulgrave's commitment to holistic and authentic education. The Portfolio requires active and reflective engagement in a diversity of Citizenship, Action and Creativity activities inside and outside of school. Students complete a minimum of four Citizenship commitments per year and one Creativity and Action commitment per term.

Grade 8

In Grade 8, students will select two electives; one from Instrumental Performance, Theatre Arts, or Visual Art; and one from Creative Writing, Latin, or Mandarin. Students must also participate in the Mulgrave Portfolio Programme, a foundational part of Mulgrave's commitment to holistic and authentic education. The Portfolio requires active and reflective engagement in a diversity of Citizenship, Action and Creativity activities inside and outside of school. Students complete a minimum of four Citizenship commitments per year and one Creativity and Action commitment per term.

Grade 9

In Grade 9, students will select two options; one from Academic Creative Enrichment (A.C.E.), Latin, or Mandarin; and one from Instrumental Performance, Theatre Arts, or Visual Art. Students must also participate in the Mulgrave Portfolio Programme, a foundational part of Mulgrave's commitment to holistic and authentic education. The Portfolio requires active and reflective engagement in a diversity of Citizenship, Action and Creativity activities inside and outside of school. Students complete a minimum of four Citizenship commitments per year and one Creativity and Action commitment per term.

Grade 10

In Grade 10, students may choose two electives from the following: Academic Creative Enrichment (A.C.E.), Film Studies, Instrumental Performance, Mandarin, Theatre Arts and Visual Arts. Students in Grade 10 write three provincial exams including English 10, Math 10 and Science 10. Students must also participate in the Mulgrave Portfolio Programme, a foundational part of Mulgrave's commitment to holistic and authentic education. The Portfolio requires active and reflective engagement in a diversity of Citizenship, Action and Creativity activities inside and outside of school. Students complete a minimum of four Citizenship commitments per year and one Creativity and Action commitment per term.

MULGRAVE COURSE SELECTION POLICIES

Students in Grades 7-10 are required to take a full schedule of classes, including Mentoring or Planning 10. Students may only have a study block under special educational circumstances and only with permission from the Assistant Head, Academics and the relevant Principal.

Electives are selected for the full reporting period and changes during this period are not permitted, unless clearly justified on educational grounds. Students are allowed the first two weeks of the term to come to a decision before finally committing themselves for the rest of the reporting period. A "Change of Elective" form must be completed and approved by the Assistant Head, Academics before any changes can be made.

Apart from Theatre Arts and Instrumental Performance, the number of students enrolled in an elective class is limited to 24 and allocations will be made on a first come, first served basis. The school holds the right to assign students to alternate options should the maximum number of students within any elective subject be reached. All elective courses are subject to enrolment of at least ten students, scheduling requirements and available resources.

ACADEMIC CURRICULUM

A.C.E. (Academic Creative Enrichment)
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A.C.E. 9

A.C.E. is designed to provide an opportunity for highly motivated students to explore ideas and to hone skills which fall into the general category of 'Humanities'. As materials which are explored in this class are often philosophical, multidisciplinary, and international in both nature and scope, A.C.E. 9 is connected to the goals of the IB programme. Students who elect to take this course will develop their skills/interest in discussion, debate, oral presentation, creative writing, and project development. Students who elect to take this course are also expected to be interested in developing their personal frameworks for approaching learning.

A.C.E. 10

A.C.E. 10 also provides an opportunity for highly motivated students to explore ideas and to hone skills which fall into the general category of 'Humanities'. In this course, students develop their skills/interest in discussion, debate, oral presentation, creative writing, research, and project development. They are encouraged to focus on areas of personal interest, to develop their own projects, and, with consultation, to evaluate their own performances on these projects. Because of its intrinsic focus on the exploration of ideas and contemporary issues, this course is also connected to the goals of the IB programme. A.C.E.10 students are encouraged to develop their ability to be independent learners.

Creative Writing

Creative Writing 8

Creative Writing 8 focuses on both process and product. In this course, students have the opportunity to explore their personal creativity. As well, they have the opportunity to delve into the works of published and established writers. Students are engaged with the basic question of how a writer translates 'life', observations, experiences, and imagination into written pieces to which others can relate. In order to achieve this goal, students read, think, respond orally, write, and edit. During the course of the year, various genres, such as the vignette, short story, dramatic monologue, and poetry are explored.

Design Technology

Design Technology 7-9

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others, and how we work and solve problems. The aim of this course, therefore, is to enable students to identify and solve problems through the creation of technological products or solutions, and at the same time to be reflective about the implications of the solutions they create.

Design Technology is structured into three main branches: information, materials and systems. The range of projects that students design and create contain a balance of information-, materials- and systems-based products/solutions.

Information: Design Technology enables students to identify, access, evaluate and acknowledge a wide range of information sources. Information-based products/solutions use and/or communicate information to perform a task, achieve a purpose, meet a need or solve a problem.

Materials: In many cases, creating a product/solution involves using materials. These may be natural or synthetic, and will differ according to geographical location, culture and available resources. Students should be able to identify, combine, experiment with, shape and handle different types of materials, and safely dispose of, or recycle, waste products. Students must

select processing techniques that are appropriate to both the chosen material(s) and the product/solution to be created.

Systems: Systems-based products/solutions involve a group of interdependent items that interact regularly to perform a task or achieve a purpose. These items are materials, components or information that have been incorporated into a system in order to provide a solution to a problem. Systems in our environment are very diverse: from a microchip to an aircraft flight-control system; from a ballpoint pen to a plotter. Students need to recognise the parts of a system (input, processing and control, and output) as well as the crucial role each component plays as part of the whole.

This is a project-based course that will show students how to use a “design cycle” (i.e. investigate, plan, create, and evaluate) as an effective way to solve technological puzzles. Students will also be encouraged to use information technologies, physical materials, and/or systems-thinking to complete their assignments.

English

The English Department is committed to the delivery of effective instruction in key communication skills (oral communication, written communication, and visual communication) within the context of a rich student-centered learning environment that fosters tolerance, humanity, and creativity. This is the Mission Statement of Mulgrave’s English Department and the context for all courses offered by this Department. All courses, as well, address the Prescribed Learning Outcomes established by the British Columbia Ministry of Education.

The Middle School years are devoted to the development of skill sets and the exploration of ideas of increasing density. As Grades 7 to 10 students are enrolled in the IB Middle Years Programme, there is a strong focus on the critical organisers of the MYP programme which include holistic learning, intercultural awareness, and communication. As well, areas of interaction, such as approaches to learning, community and service, health and social education, environments, and human ingenuity are integrated on an ongoing basis.

English 7

In English 7, within the context of the MYP goals, students address the key communication skills and begin to develop their expertise in these areas. Writing is a major focus, and students work to master specific formats (including the paragraph, the speech, and the essay) as well as exploring their own creative approaches to the written word. Oral communication skills are addressed through exercises in individual speaking and debate. Visual communication skills are integrated throughout the year. Various literary texts, with a focus on internationalism as well as on common human themes, are chosen by each teacher, although one novel and one Shakespearean play are studied in all classes. Wherever possible, connections are made to other subject areas in order to foster an interdisciplinary approach to learning. At the end of English 7, students are ready for the greater challenges involved in English 8.

English 8

In English 8, students, within the MYP context, continue to address the key communication skills with greater intensity and in greater depth. More attention is paid to literary analysis at this level. The development of formal writing skills and oral communication skills is ongoing; students, as well, begin the process of working to develop their own ‘voices’ in these critical areas. Visual communication is integrated throughout the year. Various literary texts are examined; *Romeo and Juliet*, *Of Mice and Men*, and *Ender’s Game* are examples of texts used in English 8 classes. Greek mythology is also explored as are short pieces of literature with an international flavor. In the Grade 8 year, all students participate in *Night of the Notables* which provides them with an opportunity to explore new skills, such as research and levels of questioning, and to ‘showcase’ their growing ability to create visual and written products as well as their ability to explain these products to an audience. This project, spearheaded by the English Department, is an excellent example of the interdisciplinary approach to learning which Mulgrave fosters.

English 9

In English 9, students, within the MYP context, are both applying the skills developed in the previous two years and learning new ones within the framework of oral communication, written communication, and visual communication. Formal written work, often using models, continues to be addressed and skills are strengthened; students, at this grade level, become more aware of the role of ‘audience’ when writing, speaking, and representing. Literary analysis skills are further developed as students delve more deeply into the texts they study. *Obasan*, *Lord of the Flies*, and *Antigone* are examples of common texts in English 9. Viewing and presenting, creative responses, and critical thinking activities are woven into classroom activities as are new skills such as the oral commentary. A major research paper, through which students further develop their research and formal presentation skills, is undertaken during this year. Wherever possible, connections are made to other areas of study in order to foster an interdisciplinary approach to learning.

English 10

In English 10, students are challenged to extend their writing and research skills and to develop their personal ‘voice’ in both writing and speaking. They are also expected to delve into literary texts with growing confidence and to begin to develop their skills of literary deconstruction. The process of ‘engagement with the text’ is critical, and students explore this process in a number of ways, including written and oral commentaries, creative writing, speaking, viewing, and visual representations. Literary works which are studied in English 10 include *Macbeth*, *Metamorphosis*, and *A Doll’s House*. Students also study *The Hero’s Journey* which provides a useful framework for the comparative analysis and appreciation of international literature. Wherever possible, connections are made to other disciplines in order to further enhance an interdisciplinary approach to learning. A provincial examination is written in June; this examination is worth 20% of the year’s mark.

Film Studies

Film Studies 10

Film Studies 10 is intended to introduce students to film and prepare them for the IB Film Diploma programme. Students will gain experience both in film analysis and in creating their own films. The major goals of the course include providing students with a strong understanding of basic film/video composition skills and instilling confidence in using this technical medium.

Technical classes will be interspersed with the study of films and filmmakers. Students will explore a variety of ways in which film creates meaning. They will be asked to draw upon their own knowledge, skills, research and experience in their evaluation of films from a variety of cultures.

French

The primary aim of Language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in another language. The study of MYP Language B aims to encourage in the student respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning. French is one of Canada's official languages. Over 6.7 million Canadians speak French and 300 million people world-wide. Further, many jobs in Canada require French-speaking skills, such as employment in the federal public service. All students are required to take French in Grade 7. Starting in Grade 8, students may choose to enroll in French or Mandarin as the MYP Language B course.

Mulgrave School offers two levels of French (Advanced and Standard) for the MYP to meet the individual needs of students. Students planning to pursue French for the Diploma Programme in Grades 11 and 12 are encouraged to study French at the Advanced level.

French B Advanced: To qualify for the Advanced level, students must be recommended by a French teacher and show a high level of competence from prior exposure to the language. This class is intended for students who have Francophone backgrounds, have attended French Immersion programmes, or are seeking a greater challenge than offered through Language B Standard. Most communications will be in French, and students will be evaluated on their writing, speaking, listening and reading skills.

French B Standard: The Standard class provides students with basic communication skills in French and an understanding and appreciation of the language and its culture. Students must have an understanding of the basics of the French language. Throughout the MYP, students will develop a functional command of the French language that can be expanded through further

study or through contact with French-speaking people. While some English will be used to help facilitate lessons, French will be the primary language used for instruction. Students will be evaluated on their writing, speaking, listening and reading skills.

French 7

The Grade 7 French programme, required for all students, stresses the four language skills that were first introduced in the Junior School: speaking, listening, reading and writing. Students will enjoy discussing such topics as getting acquainted, talking about people, having a snack in France, daily activities, and people and possessions. Short reading comprehensions and poetry will allow students to use their new grammar skills and assist them in communicating in French. Cultural lessons on French-speaking communities will be shared and students will have opportunities to discuss their experiences with others in French. Proficiency will be determined by assessing a student's: (1) accuracy of grammar and vocabulary, (2) range of ability in presenting in a variety of situations, and (3) pronunciation, syntax and enunciation. Enrolling in the Advanced class indicates a firm commitment to the programme. Regardless of the level of French, parents and students should expect a period of adjustment as the child becomes more familiar with the language and the new environment.

Textbook: Discovering French, Bleu, Nouveau

French 8

The Grade 8 French classes will expand upon the themes studied in French 7. French culture will be the focus of classroom discussions, including life in French cities, shopping, pastimes, and the cinema. The past tense will be studied and students will use their skills in reading French stories. Specific grammar skills, including: le verbe « avoir »; le verbe « aller »; les verbes « -ir », « -er », et « -re »; l'impératif; le passé composé; la description physique; la description d'une personne; la possession; les noms et les articles; les prépositions; les pronoms; la négation; les adjectifs, les couleurs, les nombres, *il est* ou *c'est* and many other grammatical topics will be studied as needed.

Textbook : Discovering French Blanc, Nouveau

French 9

French 9 expands students' skills and fluency in the four language skills of reading, writing, speaking and listening. Throughout the year, these skills will be continuously developed and reinforced. Emphasis will be on acquisition and mastery of new grammatical concepts and vocabulary in order to enable students to activate their language skills and function in French on an increasingly sophisticated level. Enrichment will take many forms, including reading of fiction, poetry and non-fiction; journal writing and other writing exercises; increased emphasis on verbal expression through skits, role-playing and oral presentations; and other activities suited to the group. Themes covered during the academic year include leisure activities, media, employment and consumerism.

Textbook: Discovering French Blanc, Nouveau

In February, all Grade 9 students will be invited to participate in a trip to Eastern Canada as part of the French and Social Studies curricula. It is a tremendous cultural and educational experience, one not available to tourists. Students will be present for the famous *Carnaval de*

Québec festivities. Students will stay with French families and experience what French culture has to offer.

Here is what one participant had to say about her experience:

I strongly suggest the Eastern Canada trip for any future grade 9 students at Mulgrave. The trip coordinators and chaperones created a great balance between fun activities and activities which would later help us in both the Socials Studies and French classrooms. Learning hands-on about the culture of French Canadians and our country's history proved to be very useful when we came back to school. This trip is definitely fitting for any Grade 9 student.

French 10

French 10 continues to develop students' facility in the four essential language skills of reading, writing, listening and speaking. Throughout the year, these skills will be continuously reinforced and expanded. Emphasis will be on acquiring, strengthening and gaining fluency in new grammatical concepts and vocabulary to enable students to function in French, both practically and academically, on an increasingly sophisticated level. French will be used as the primary language of instruction and interaction in the classroom, and students are expected to work to expand their abilities in expression and comprehension, both written and oral. Themes to be explored include ethnic cuisine, childhood memories, advertising and personal challenges. Grade 10 students planning to pursue the French B course as part of the IB Diploma Programme should enroll in the Advanced class.

Textbook: Voyages 1

Instrumental Music

Instrumental Music 7

All Grade 7 students will participate in the trimester Instrumental Music 7 programme. Students are introduced to the art of playing a traditional wind instrument in an ensemble setting. All will be required to learn to play one of the following: flute, clarinet, alto or tenor saxophone, trumpet, trombone, baritone, and tuba. No previous experience is required and instrument selection will take place during the first part of the each rotation. Students will be provided with appropriate instruments.

Students entering Grade 7 with previous instrumental experience, or an extremely strong desire to learn a wind instrument, will also be able to participate in a co-curricular ensemble that meets outside of the regular timetable.

Instrumental Music 8-10

Students continue to play their instrument with emphasis on proper tone production, music-reading and technique. Students will perform different styles of music ranging from classical to contemporary; learn to compose and to develop their listening skills; study composers and music history. In addition, students will be able to participate in music festivals and concerts throughout the year. They may also participate in co-curricular ensembles that meet outside of the regular timetable.

Latin

Latin 7

The trimester Latin 7 course is an introduction to the language and culture of Ancient Rome. Using the Cambridge text *Minimus*, students are introduced to Latin grammar and vocabulary through the characters of an actual family who once lived in Vindolanda, Britannia, during the Roman occupation. Attention is given to the way in which the ancient Britons were influenced by the Romans. The Roman military, infrastructure and way of living are addressed, as are Roman mythology and its inclusion in the world of the Britons. Emphasis will also be placed on vocabulary and basic grammatical structures, such as the present tense. Other grammatical concepts, including the variety of cases and how they are declined, will be touched upon.

Latin 8

Although Latin 7 is not a prerequisite, the Latin 8 course is designed as a continuation of Latin 7. This course consists of the study of the Latin language and the ancient Roman culture in which it existed. Using the Cambridge Latin Course, Latin 8 focuses on Unit I. In this first Unit of the Course, students are introduced to an actual Roman family who lived in Pompeii prior to the explosion of Mt. Vesuvius, in the first century A.D. Students are introduced to Latin vocabulary and grammar through these characters. Attention is given to the way in which Roman civilisation influenced the ancient environment and our present world. Emphasis will be placed on pronunciation, vocabulary and grammatical structures. The first conjugation will be introduced as will the first declension. Other grammatical concepts, including the variety of cases, the present and imperfect tenses will also be examined.

Latin 9

Latin 9 consists of the study of the Latin language and the ancient Roman culture in which it existed. Using the Cambridge Latin Course, Latin 9 focuses on Unit IIA and Unit IIB. In this second Unit of the Course, as with Unit I, the reading material makes use wherever possible of historical characters and situations illustrative of Roman life in the first century A.D. Unit IIA is set in Roman Britain, while Unit IIB is set in Alexandria. In Unit IIA, such items as the infinitive, relative clauses and the pluperfect tenses are introduced through the reading material. Attention is given to the way in which Roman civilisation influenced the ancient environment and our present world. Emphasis will be placed on pronunciation, vocabulary and grammatical structures. Furthermore, through this course, students will become familiar with the four tenses and the four main cases. It is highly recommended that students complete Latin 8 before enrolling in the Latin 9 course.

Mandarin

The primary aim of Language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well

as giving the student the enjoyment of being able to communicate in another language. The study of MYP Language B aims to encourage in the student respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

For students with previous experience in Mandarin, the Mandarin courses will provide opportunities to expand vocabulary, speak in succession, and compose a piece of writing correctly. Students will improve their Chinese to a higher level.

Mandarin 7

Mandarin 7 is a one-term course offered on a rotational basis to all Grade 7 students. In this class, students will learn some basic vocabulary and structures in Chinese as well as aspects of the culture. They will also be introduced to the concept of writing using characters.

Mandarin 8-10

For new Mandarin learners, the courses will provide students with skills involving pronunciation, combinations of initials and finals, and structures of the characters and the grammar. Students will gradually gain the ability to communicate in Chinese.

For students who started to learn Mandarin in the previous year, the Mandarin courses will provide students with opportunities to widen their vocabulary, to speak in a succession, and to compose a piece of writing correctly. Students will improve their Chinese to a higher level.

Textbooks are supplemented with listening activities, which enable students to better memorise characters. Students learn the necessary grammar and rules for word and sentence formation. Various teaching approaches enable students to learn creatively, while gradually strengthening their motivation and sense of achievement. Classes will be provided with audio-visual aids to help students with pronunciation and situational conversation. Lessons are complemented with cultural activities, including celebration of Chinese festivals, movies, music and calligraphy.

Grade 8 students participating in the China Connection 2011 trip (June 2011) are encouraged to enroll in Mandarin 8.

Mathematics

Mathematics helps us understand the world around us. In their courses, students will be focusing on some key principles to bring about greater understanding. These include: positive attitudes, problem solving, communicating mathematically, connecting and applying mathematical ideas, contextual mathematics, reasoning mathematically, using technology, and using estimation and mental arithmetic.

For Grades 7 through 10, students at Mulgrave will follow the Mathematics pathway that is designed for students whose post secondary goals include university. Selection into the enriched/honours classes requires teacher recommendation.

In Grades 7 to 10, students are enrolled in the IB Middle Years Programme. The instructional focus will be on the use of guiding questions and the five areas of interaction. Assessment tasks will provide feedback on the thinking processes as well as the finished work. Open-ended problem-solving activities and subsequent reflection will be encouraged.

Mathematics 7/Mathematics 7 Enriched

Students will study number concepts involving divisibility, integers, fractions, decimals and percents, basic algebra, measurement, geometry constructions, coordinate geometry, transformations, data analysis and probability.

Students in the Enriched section will extend their study to a higher level in several topics.

Mathematics 8/Mathematics 8 Honours

Students will study rational operations, equation solving, graphing, roots, measurement, tessellations, rate and ratio, probability and data analysis. Students in the Honours section will also cover part of the Mathematics 9 curriculum.

Mathematics 9/Mathematics 9 Honours

Students will study exponents, operations, factoring, equations, inequalities, similarity, transformations, trigonometry and probability. Students in the Honours section will also complete the Principles of Math 10 curriculum.

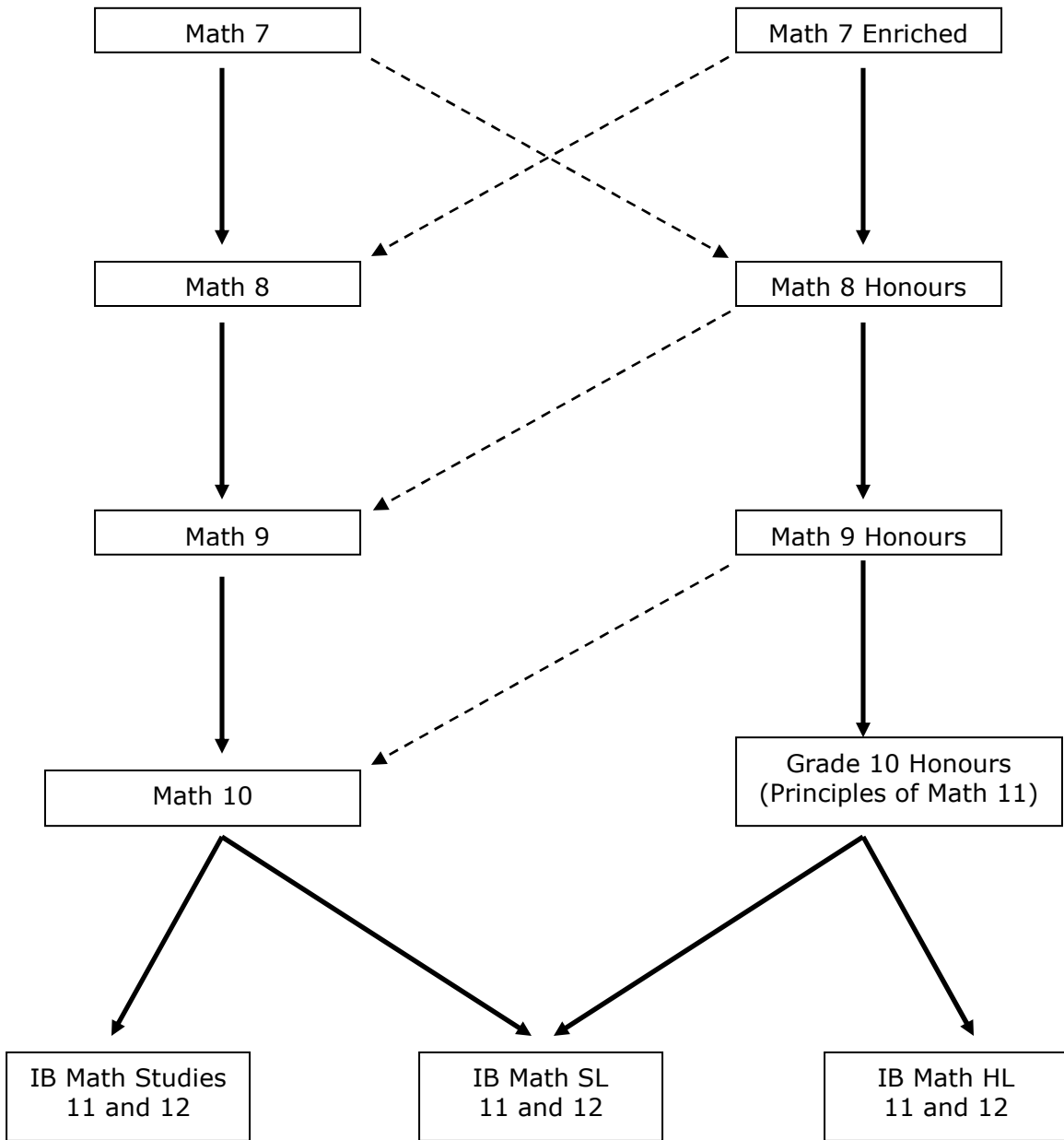
Mathematics 10

Students will study polynomial expansion and factoring, rational expressions and equations, rational exponents, function notation, coordinate geometry, trigonometry, and sequences and series. Graphing calculators will be introduced. This course has a provincial examination which is worth 20% of the student's final mark.

Principles of Mathematics 11 (Grade 10 Honours)

Description: Students will study linear systems and inequalities, various functions, transformations, higher order polynomials, trigonometry, geometry, and logarithms. Graphing calculators will be used extensively.

**Mulgrave Mathematics
2010-2011**



Mentoring

Mentoring 7

The aim of the Mentoring 7 programme is to help Grade 7 students transition into the Middle School and to enable them to better understand themselves as learners and thinkers. The most important element of the programme is the time allotted to “student check-in” where homeroom teachers have the opportunity to address the social or academic issues that inevitably arise during a very busy school year. These sessions are also useful for checking agendas and supporting students in their completion of the Mulgrave Portfolio. Three other core elements make up the remainder of the curriculum: study skills, health and career education, and book club. All components of the course are taught by a designated homeroom teacher, with assistance from the school librarian and school counsellor.

Mentoring 8

The aim of the Mentoring 8 programme is to give students the tools and support they need to do well at Mulgrave and to better understand themselves as learners, thinkers, and citizens of the world. The most important element of the programme is the time allotted to “student check-in” where homeroom teachers have the opportunity to address the social or academic issues that inevitably arise during a very busy school year. These sessions are also useful for checking agendas and supporting students in their completion of the Mulgrave Portfolio. Four other core elements make up the remainder of the curriculum: study skills, health and career education and book club. All components of the course are taught by a designated homeroom teacher with assistance from the school librarian and school counsellor.

Mentoring 9

The aim of the Mentoring 9 programme is to give students the tools and support they need to do well at Mulgrave and to better understand themselves as learners, thinkers, and citizens of the world. The most important element of the programme is the time allotted to “student check-in” where homeroom teachers have the opportunity to address the social or academic issues that inevitably arise during a very busy school year. These sessions are also useful for checking agendas and supporting students in their completion of the Mulgrave Portfolio. Three other core elements make up the remainder of the curriculum: study skills, health and career education, and book club. Students will also be given some guidance with their MYP Personal Project during this block. All components of the course are taught by a designated homeroom teacher with assistance from the school librarian and school counsellor.

Physical Education

Mulgrave’s Physical Education Programme is concerned with more than participation in sports and games. Its primary aims are to encourage students to understand, to appreciate and to enjoy a balanced, healthy lifestyle. During the four years of the curriculum, students will gain knowledge and confidence, and develop interpersonal, critical thinking and reflection skills through engaging in “team-building” activities. In addition, the acquisition of leadership ability is a major focus of this programme. The intended outcome is to give students the skills and understandings

that are necessary for them to continue to make choices that contribute to lifelong learning and healthy living.

Physical Education 7

In Grade 7, students are given the opportunity to develop skills, knowledge and confidence in a variety of physically active pursuits. Students will participate in an assortment of individual, dual, and group activities where great emphasis is placed upon co-operation, respect, and the safety of self and others. The keys to success in this course are a willingness to try new things, to participate in a positive manner, and to make improvements in skill acquisition. Assessment in this course will be based upon MYP criteria. Specialty units at this grade include outdoor camp preparation, dance, and ice-skating.

Physical Education 8

In Grade 8, lessons are designed with the purpose of developing the knowledge, skills and attitudes necessary to perform a variety of physical skills with increased efficiency. Students will also be encouraged in the development of their behavioural skills related to interpersonal relationships. Students are encouraged to develop leadership skills throughout the year by leading warm-up activities. They will be expected to reflect on their performance through evaluation against specific criteria and to start communicating with the use of accurate and appropriate vocabulary. Assessment in this course will be based upon MYP criteria. Specialty units at this grade include outdoor camp preparation, dance, and snow-shoeing.

Physical Education 9

In Grade 9, students continue to develop both the skills and attitudes necessary for a healthy lifestyle. Students will be encouraged in the development of their behavioural skills related to discipline and interpersonal relationships. They also begin to take a much more active leadership role in the class by organising and running some activities and by offering constructive and relevant feedback to peers based upon performance criteria. Learning to set, evaluate and modify fitness goals is an important focus of this course, as is the use of accurate and appropriate vocabulary and terminology. Assessment in this course will be based upon MYP criteria. Specialty units at this grade include outdoor camp preparation, dance, bowling, and cross-country skiing.

Physical Education 10

In Grade 10, lessons are designed with the purpose of developing the knowledge, skills and attitudes necessary for students to maintain a healthy lifestyle on their own. They will be exposed to a variety of individual activities which they are encouraged to pursue outside of school. Students will be given the opportunity to develop, modify and maintain a personal fitness plan, and to develop and lead a variety of physically active activities. Self-motivation and acquisition of leadership skills are integral components of this course. Assessment in this course will be based upon MYP criteria. Specialty units at this grade include outdoor camp preparation, dance, yoga, curling and golf.

Planning

Planning 10

This course is designed to enable students to develop the skills needed to become self-directed individuals who set goals, make thoughtful decisions and take responsibility for pursuing their goals throughout life. Students will participate in individual and group activities as they learn about and discuss the following curriculum: graduation requirements, education and careers, mental health issues, budgeting, and personal finances. Students will also be supported in the completion of the Mulgrave Portfolio. All components of the course are taught by designated advisor teachers and a selection of guest speakers from the community.

Science

The Mulgrave Science Programme prompts a curiosity about the changing world and helps students understand that the skills and knowledge they are gaining will be refined and expanded to reflect advances in scientific knowledge and technology. It emphasises how science and its related skills are used in everyday life and the workplace. It enables students to make informed decisions about themselves, their homes, workplaces, and the global community.

Students in Science 7, 8, 9, and 10 actively gain knowledge and skills in the units of Biology, Chemistry, Physics, and Earth and Space Science. In Grades 11 and 12, however, students select one or more courses in the specialised sciences, which can be Biology, Chemistry, or Physics.

Science 7

Science 7 addresses content in the major areas of Life Science, Physical Science, and Earth Science. In the study of Life Science, students build on their knowledge of the complexity and interconnectedness of ecosystems and species interaction. They also assess the requirements for sustaining healthy ecosystems. The Physical Science unit focuses on classifying substances as elements, compounds, and mixtures. Students conduct investigations into the properties of matter. In the Earth Science unit, students study the changing nature of the earth's crust by analysing the dynamics of tectonic plate movement and landmass formation. Students will apply the scientific method in scientific laboratory investigations across the three topic areas and through a detailed unit on structures.

Science 8

Students are exposed to a wide variety of topics in all of the major disciplines including Life Science, Physical Science, and Earth Science. In the study of Life Science, students relate the main features of cells to their functions. They will also focus on the relationships between cells, tissues, organs, and organ systems and will study the immune system in greater detail. In the Physical Science units, students will study the properties of light and examine the eye to learn how vision works. They will also investigate properties of different fluids, how they are affected by forces and what use they have to humans. In the Earth Science unit, students will study the factors that affect aquatic environments and the effect on living organisms. Students are encouraged to actively participate in hands-on laboratory activities. Correct laboratory procedures and safety are emphasised.

Science 9

Building on laboratory skills and the methods of scientific inquiry learned in Grade 8, students discover additional principles in the major areas of Life Science, Physical Science, and Space Science. In the Life Science unit, students will study the process of cell division and will be able to relate the processes of cell division and emerging reproductive technologies to embryonic development. The Physical Science component focuses primarily on writing and interpreting chemical symbols of elements and formulae of ionic compounds. Students also explore the characteristics of electricity and how to reduce their energy consumption. Lab activities involve the building of electrical circuits. Space science examines the major components and characteristics of the universe and solar system, and what could happen in the future.

Science 10

Science 10 further supports and supplements the scientific concepts, principles, and methodologies introduced in Grades 8 and 9. In the Life Science unit, students study the sustainability of ecosystems. Students will look at the issues associated with the environment from a global perspective and will also discuss the ethics of decisions made by developing and developed nations regarding the sustainability of life on earth. The Physical Science section contains topics related to both Chemistry and Physics. The Chemistry component includes learning to classify chemicals, distinguishing between organic and inorganic compounds, and analysing chemical reactions. The Physics unit focuses on the study of motion and radioactivity. The subjects covered in the Earth and Space Science section include energy transfer in natural systems and plate tectonics.

Social Studies

The study of Humanities is not merely a study of the past. Throughout the Middle and Senior School, students are given an opportunity to explore a variety of subjects, which may include history, geography, economics and current events. The Middle School years are devoted to the introduction and establishment of the necessary skills required for the effective study of the discipline of humanities. Students in the Senior School will then use these tools to focus their lens on the interactions of individuals within the context of complex human thought, and through the critical analysis of a variety of supplementary materials. By examining the interactions and interdependence of individuals, societies, and their environments, our goal is to support students as they become not only independent learners, but also proactive, responsible global citizens.

Social Studies 7

This course begins with an introduction to prehistory, and then goes on to examine various ancient civilisations, including Mesopotamia, Egypt, and Greece. The course also includes an examination of the government, economy, religion, and society of these ancient cultures. By examining primary and secondary documents, considering historians' points of view, and looking at bias, the students are encouraged to make interpretations of the past and the world around us. Rudimentary geography and mapping skills are introduced.

Social Studies 8

This course examines world civilisations from approximately 500-1600. The course of study includes topics from the fall of Rome to the Renaissance and the early exploration of the Americas. Throughout the course of the year the students will have the opportunity to discuss current events and their interconnection with events of the past. The development and decline of civilisations will be examined with a focus on the significant cultural achievements of medieval and Renaissance societies. This will lead into a detailed examination of early economic and legal systems and the impact of trade. Geography and mapping skills from Grade 7 will be built upon and further developed.

Social Studies 9

This course examines the connections between Europe and North America from approximately 1500- 1867. The overarching themes of this course are colonialism, imperialism and nationalism. These themes will be examined through the introduction of the core ideas of the Enlightenment thinkers and their direct impact on the revolutions in America and France. Other topics will include the colonial expansion of European powers into the New World, with an emphasis on the interactions between the Aboriginal and immigrant communities and their importance to the development of Canada, and the Canadian identity. Further study will include the evolution of responsible government, as well as the factors that led to Confederation. Among the skills and objectives for the course is an emphasis on the development of a student's ability to articulate and defend a position, assess the reliability and objectivity of a variety of primary and secondary sources, and retrieve information on material from a variety of sources. Geography and mapping skills from Grade 8 will be built upon and developed in more depth.

Social Studies 10

This Grade 10 course will challenge the students to understand the development of Canada in a global context. Issues, events and personalities are examined and questioned within the time-frame of the nineteenth and twentieth centuries in a Canadian and world context for themes such as history, politics, global issues and geography. History comes to life through the analysis of technological change, immigration, popular protest, and the impact of war upon individuals and societies. The evolution of responsible governments, nationhood, federalism, political ideologies and political parties are discussed from a variety of perspectives. Physical and human geographical factors are debated on the topics of development, resources, energy demands, global warming, stewardship and sustainability. The course is divided as follows: Term 1 – History & Politics of Canada; Term 2 – Canada In The 20th Century World; Term 3 – Development & Standards Of Living. Primary documents, secondary sources and the internet are juxtaposed to enhance the inquiry process. Students are expected to develop their critical thinking and communication skills.

Theatre Arts

Theatre Arts 7-10

“Drama in the MYP engages students in an active relationship with theatre and encourages autonomous learning and exploration. It encourages the growth of creative, reflective and communication skills through practical work. Emphasis is placed on the artistic process and the students’ understanding of this process as an essential component to their artistic development through continuous investigation, planning, goal setting, rehearsing, performing, reflection and evaluation.” (Middle Years Programme Arts Guide 2008)

The Theatre Arts MYP course is also congruent with the Dramatic Arts Curriculum established by the BC Ministry of Education. Students bring their own ideas to the work while learning to express themselves in a variety of different theatrical forms. The curriculum promotes the understanding of theatre from performance practices, genres, movements or styles. Students are:

1. Exposed to the various artistic processes involved in “making drama,” through the processes involved in transforming a performance concept into live action.
2. Given assignments to practice the skills to perform and/or present an “act of drama”, either formally or informally, in a given space, at a given time, for a given audience.
3. Instructed on the use of the language of drama, the production elements, and investigate how they interplay in developing and communicating ideas and feelings through drama.

Students use their Developmental Workbooks (DWB) in order to keep an ongoing record of their learning and growth in Theatre Arts. They make entries in their journals each class to reflect on their experiences. Students seek feedback and incorporate the suggestions and applause into their continuing work.

Through their experiences in the programme, students will be prepared for the higher level Theatre Arts courses. Students will explore themes while tapping into their own life experiences, helping them to grow socially, academically and creatively.

Drama is a process-oriented programme with emphasis on creativity and working collaboratively. In this regard, students will learn the importance of cooperative learning, group dynamics and how to work productively in these situations and with all types of people, helping students to develop stronger interpersonal skills and to refine their group interaction techniques.

Visual Arts

“The visual arts have contributed to all cultures and societies throughout time. Experience in a wide range of visual arts activities adds a creative and cultural dimension to student development that will benefit them for the rest of their life. While traditional practices in the arts (for example, painting, sculpture, ceramics and architecture) have historically provided cultural records, contemporary practice and access to technology have given the tools of visual arts a very broad

palette. Digital technology, time-based art, installation and performance, to name but a few, add to traditional practice and bring an extra dimension and meaning to the students' experience in the visual arts. The process of making ideas a reality using the skills and practices of visual arts is an integral part of the substance of the MYP arts curriculum.” (MYP Arts Guide 2009)

Visual Arts Curricular Overview:

In Grades 7 through 10, students learn and master the use of a variety of materials and are given instruction on a number of techniques and creative approaches to art-making. Students become skilled in the use of a Developmental Workbook (DWB) as a tool for planning, research, skill development and a personal artifact of the creative design process. Students bring their DWB to every class to document the interdisciplinary nature of their visual studies, practice techniques, complete homework assignments, and develop their project ideas. They investigate and respond to art styles, art movements, artists' practices and specific artworks. Artist statements, self-evaluation and peer critiques allow all students to examine and appreciate their own art using the vocabulary of art and design. Technology in art is utilised by students in various ways; as a tool to aid creation, development of concepts, image manipulation and research.

While all elements of the Mulgrave IB Learner Profile are addressed in the Visual Art classes, there is a strong emphasis on students building their skills to become knowledgeable and reflective learners who are strong thinkers and inquirers. Teachers will also encourage students to be open-minded to the numerous solutions possible for problems, as well as encourage students to be adventurous in attempting varied solutions.

All Grade 7 students will participate in the trimester Visual Arts Programme. Visual Arts is a year-long elective for students in Grades 8 through 10.

Visual Art 7

In Grade 7, students learn to use a variety of materials and are given instruction in a number of techniques while emphasising their personal expression and research in developing their imagery. Through clay work, drawing, painting, and printmaking, students learn the creative problem-solving process in developing visual expression that draws on their interdisciplinary experiences. Self-evaluation and peer critiques using the vocabulary of the elements and principles of design allow all students to examine and appreciate their own art and the art of others. Students bring their Developmental Workbook (DWB) to class to document the lesson, practice techniques, complete homework assignments, and develop their project ideas.

Visual Art 8

This course allows students time to explore and experiment with media and idea development. Individual style and personal research are emphasised as they use the creative process to express their visual statements. Through clay work, sculpture, digital media, printmaking, 2-D and 3-D works, students study the work of global artists in various historic periods, receive instruction in techniques and materials and are encouraged as they formulate their ideas into effective visual images. Students bring their Developmental Workbook (DWB) to class to document the

interdisciplinary nature of their visual studies, practice techniques, complete homework assignments, and develop their project ideas. Grade 8 students gain a solid foundation on which to build their artistic identity and learn to work in a community setting in the art studio.

Visual Art 9

In Grade 9, students continue to hone their artistic skills of observation and interpretation, while at the same time pushing further for innovation and freedom of expression. Through clay work, drawing, painting, printmaking, digital media, sculpture and installation art, students develop their personal style and use their voice in their visual statements. Self-evaluation, peer critiques, and exhibiting their work continue to play a major role in the students' development as artists. Students bring their Developmental Workbook (DWB) to class. The DWB is a record of the student's voice; a visual soundtrack of the course.

Visual Art 10

Students further refine their ability to communicate their ideas through ceramics, mixed media, drawing, painting, printmaking and 3-D sculpture. Coming up with many solutions to a problem, taking risks, and using personally meaningful imagery is emphasised. An understanding of the relationship between art and history will continue to be fostered. Students learn to glean inspiration from artists they study as well as from their day-to-day lives as they seek to represent the world in a personally significant way.

Extra-Curricular Art Opportunities:

- Open Studio: the art room is open two lunch hours per week for students to work on art assignments or individual projects.
- Tuesday After School Co-Curricular Art (3:30 - 5:00 pm)

