

**2025-2026**

Middle School Program  
Course Planning Guide

**École Heritage Park  
Middle School**

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**Message from Administration**

This course planning guide is intended to assist in answering any questions you may have about the required courses, elective courses, programs, and services we provide. Our primary goal is to provide a safe and respectful learning environment to assist students to move successfully through this important stage of their lives. We want to prepare our students for secondary school by providing them with opportunities to develop their academic skills, personal interests and talents and allowing them to experience a sense of belonging.

We encourage students to be active engaged learners. The first step is to make thoughtful careful choices in course selection. We ask that students take the time to read this booklet carefully and discuss their plans with parents and counsellors. If you have any questions regarding the course selection process, please contact one of the administrators or counsellors.

The staff at École Heritage Park Middle School is committed to working with all students to develop their potential in academics, the arts and athletics. On behalf of the staff, we wish you a successful year.

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**Middle Schools**

**FOCUS OF MIDDLE SCHOOL**

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The middle school structure is designed to meet the unique intellectual, social, emotional, moral and physical developmental needs of young adolescents. At this stage, students experience rapid changes in physical growth, moral reasoning, along with the onset of abstract thinking. Young adolescents also experience the beginning stages of forming a personal identity, acquiring social skills, gaining autonomy, and developing character and a sense of values. To address the needs of young adolescents, our middle school includes the following features:

* **ADVISORY BLOCKS FOR GRADE 7 and 9**

This is a half-year course in all grade 7 and 9 timetables. It provides students with opportunities to develop trusting relationships with adults, and to have a forum for discussing academic and social problems through the development of a positive mind set. Character Education (responsibility, respect, courage, perseverance, empathy and integrity) is a major focus of this course.

* **ADVISORY BLOCKS FOR GRADE 8**

This is a quarter-year course for all grade 8 students. Students will use self-assessment and reflection to develop awareness of their strengths, preferences and skills. They will question self and others about how individual purposes and passions can support the local and global community. Students will demonstrate attributes and behaviours such as fair-mindedness, respecting diversity and developing an action plan in order to promote the ideals of social justice.

* **EXPLORATIONS BLOCKS**

Students in grades 7-9 have the opportunity to explore a variety of future elective options in a range of areas, including Visual and Performing Arts, Arts Education / Applied Design, Digital Literacy, Skills and Technologies. In grade 9, students may choose two full year electives. Français Langue 9, Intensive Core French 9, French 9, and Spanish 9 count as elective courses.

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**Course Selection Procedures**

All students will be placed in explorations rotations. This provides them with the opportunity to sample a variety of Applied Skills and Fine Arts courses.

Students make their course selections each year in the spring. Since teacher assignments and course offerings are based on these selections, course change requests are difficult to grant once the school year has begun. Students are encouraged to make **careful course selection choices in the spring.**

Grade 9 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 indicated on the Couse Selection sheet 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. Grade 9 students are encouraged to choose **alternate** courses carefully, and to see a counsellor immediately, if there are any questions or concerns.

|  |  |
| --- | --- |
| **Grade 7 and 8 Program:** | **Courses Outside the Regular Timetable:** |
| * Advisory and Computers 7 - 8 | * Concert Band 7-8 |
| * English Language Arts 7 - 8 | * Theatre 7 - 8 |
| * Explorations Program 7 - 8 | * Leadership 7-8 |
| * Core French 7 - 8 |  |
| * Mathematics 7 - 8 |  |
| * Physical Health Education 7 - 8 |  |
| * Science 7 - 8 |  |
| * Social Studies 7 – 8 |  |
| * Languages 7-8 (Spanish, French) |  |
| * French Immersion 7 – 8 |  |
| * Stolo History 7 - 8 |  |

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| --- | --- |
| **Grade 9 Program: Full Year Courses:** | **Term Courses:** |
| * English 9 | * Advisory 9 |
| * Mathematics 9 | * Information & Communication Technologies 9 |
| * Physical Health Education 9 |  |
| * Science 9 |  |
| * Social Studies 9 |  |

A student may choose **two** courses from any of the following categories:

|  |  |  |
| --- | --- | --- |
| **Languages:** | **Arts Education:** | **Applied Skills / Design and Technologies:** |
| * French 9 | * Drama/Dance 9 | * Animation 9 |
| * Spanish 9 | * Drawing & Painting 9 | * Food Studies 9 |
|  | * Art 9 | * Textile Studies 9 |
|  | * Choir 9 | * Woodwork 9 |
|  |  | * Yearbook Business 9 |

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| **Courses Outside The Regular Timetable:** |
| * Concert Band 9 |
| * Leadership 9 |
| * Theatre 9 |

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**French Immersion Program Gr. 7-9**

The French Immersion Program at École Heritage Park Middle School is part of the Mission Public Schools early immersion program. This is a program of choice. Students register in the program in Kindergarten, or at the latest, Grade One. In grades one to seven, virtually all course content is taught in French. Starting in grade eight, the actual number of courses taught in French diminishes; All electives are taught in English.

Français Langue is the study of the French language as experienced in a variety of written and oral texts. Languages are seen as a cultural tool, connecting people, knowledge, and cultural values.

The courses listed below are taught in French and parallel their English equivalents:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **French Immersion Courses:** | | **Gr. 7** | **Gr. 8** | **Gr. 9** |
| * Français Langue | (French Language Arts) | X | X | X |
| * Mathématiques | (Mathematics) | X | X |  |
| * Éducation Physique et Sante | (Physical Health Education) | X |  |  |
| * Sciences Naturelles | (Science) | X | X | X |
| * Sciences Humaines | (Social Studies) | X | X | X |

Students who graduate from the French Immersion program receive a dual Dogwood diploma:

* *BC Certificate of Graduation (Dogwood Diploma)*
* *Diplôme de fin d’études secondaires en C-B (French Immersion Diploma)*

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**English Language Arts / Social Studies**

**ENGLISH LANGUAGE ARTS GRADES 7-9**

English Language Arts 7-9 are foundational courses that equip students with the language and literacy skills for success in school, community, career, and life. Students will be encouraged to respond and show their knowledge and demonstrate competencies through written, oral and graphic representations.

**SOCIAL STUDIES GRADES 7-9 and SCIENCES HUMAINES 7-9**

The main purpose of the Social Studies and Sciences Humaines programs is to develop graduates who have the knowledge, skills, and competencies to be active, informed citizens. Competencies will be acquired through the study of a selection of the following themes: ancient civilizations, the Middle Ages, the Renaissance, revolutions and nationalism and immigration.

**STO:LO HISTORY**

Ey swayel! We are thrilled to have the opportunity to share some of our teachers’ First Nations background with you. In this course you will have the opportunity to learn an introductory to the Sto:Lo culture and it’s history. As you may be aware, our school is on the ancestral territory of the Sto:lo people, also known as S’olh Temexw.

**Sto:lo 7-8**

COURSE CONTENT: Sto:lo history, story and culture is focused on traditional stories, understanding the unceded territory in Mission; and understanding Indigenous ways of knowing from past to present day in the Sto:lo territory. The Halq’emeylem language has been slightly embedded into the course through the role of story and cultural teachings.

In Sto:lo students will be able to examine personal, shared, and others’ experiences, perspectives, and worldviews through a cultural lens.

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**Mathematics**

**\*\*Check before you buy your calculator to ensure you**

**have the correct one for your math course. \*\***

**MATHEMATICS 7**

COURSE CONTENT: Mathematical processes; developing ‘number sense’ (divisibility rules, percent, addition and subtraction of integers, positive fractions and mixed numbers, decimal and fractional relationships); using patterns and relationships to describe the world and solve problems (tables of values, graphs, variables, expressions and equations); using direct and indirect measurement to solve problems (2-D shapes and 3-D objects are constructed and transformations on a Cartesian plane are done); statistics and probability (data is collected, displayed and analysed in order to solve problems).

Assignments and activities will include written projects, quizzes, tests and oral presentations.

**NOTE: A calculator is required for this course**

**MATHEMATICS 8**

All grade 8 students will be enrolled in Mathematics 8.

COURSE CONTENT: Topics include numbers, algebra, problem solving, shape and space, probability, and statistics.

**NOTE: A scientific calculator is required for this course**

**MATHEMATICS 9**

COURSE CONTENT: This course includes number concepts, number operations, patterns, variables and equations, measurement, 3D objects and 2D shapes, data analysis, chance, and uncertainty. This course prepares students for Foundations and Pre-Calculus Math 10 or Apprenticeship and Workplace Math 10.

**NOTE: A scientific calculator is required for this course**

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**Science**

**SCIENCE 7**

COURSE CONTENT: Processes and skills of science are introduced or developed. A hypothesis will be tested by planning and conducting an experiment that controls for two or more variables, and models will be created that help to explain scientific concepts and hypotheses. Ecosystems and the human impact on Earth’s systems, climate, and landscape will be studied. In chemistry, matter is classified as elements, compounds or mixtures. Investigations into the properties of matter are undertaken. Assignments and activities will include written projects, science labs, quizzes, tests and oral presentations.

**SCIENCE 8**

COURSE CONTENT: In Science 8, students are first introduced to the lab setting and must learn the most basic safety rules before going on to actual experiments. Most find it enjoyable because it is a “hands-on” course.

Topics include:

* Characteristics of Life
* Cell Theory and Types of Cells
* Kinetic Molecular Theory
* Light: Properties, Behaviours, Ways of Sensing Plate Tectonics and Earth’s Geological Processes

Lab activities are built around each area, and students are encouraged through experiments to explore and make “real-life” connections.

ASSIGNMENTS OR ACTIVITIES: Various assignments, questions, lab activities, tests and lab exams are assigned. Regular review is essential for success.

**SCIENCE 9**

COURSE CONTENT: Science 9 continues with the students’ introduction to the basics of scientific method and study. Students will explore a wide range of science areas including:

* Reproduction
* Atoms, Elements and Compounds
* Characteristics of Electricity

ASSIGNMENTS OR ACTIVITIES: Various assignments, questions, lab activities, tests and lab exams are assigned. Regular review is essential for success. Science 9 will require more home study and preparation than Science 8 to be successful. There is a final cumulative exam in June.

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**Languages**

**FRENCH / SPANISH**

Acquiring a new language opens the door to a world of new experiences. As they study a new language, students develop an understanding and appreciation of other people, cultures, beliefs, and ways of life, while also developing a deeper understanding of their own culture and personal identity. They learn new ways to think, learn, and communicate with others, and gain a new perspective on their experiences and the world around them.

**CORE FRENCH 7-9**

In Core French 7-9, students will explore the French language as well as Francophone cultures. Students will engage in communication about familiar topics, while using language learning strategies. Students will develop their skills in all language areas: speaking, writing, listening, and reading. Students will engage in sharing ideas and information, both orally and in written form. Students will explore cultural practices and traditions of Francophone communities and reflect on First Peoples’ perspectives and knowledge.



**INTENSIVE FRENCH 9**

RECOMMENDED PREREQUISITE: Successful completion of the previous course. Students with previous French Immersion experience need to be assessed by the teacher or French Coordinator.

COURSE CONTENT: Intensive French students are grouped together in one enriched French class. Intensive French is an intensive French language acquisition program which concentrates on students learning the language through themes relevant to students’ lives. Grade 9 students learn French 2.5 hours per week.

**SPANISH 7-9**

Spanish 7-9 explores the wonderful Spanish language and Hispanic cultures. Students will explore language patterns and common vocabulary on relatable themes. Language learning strategies will be employed to help students increase understanding and express their learning in a variety of ways. Students will develop skills in all language areas: speaking, writing, listening and reading. Students will engage in exchanging ideas and information, both orally and in written form. Students will explore cultural practices and traditions of Hispanic communities and reflect on First Peoples’ perspectives and knowledge.

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**Physical Health Education**

**Physical Health Education**

**PHYSICAL HEALTH EDUCATION**

This program promotes the development of all aspects of student health and wellness, including physical, social and mental well-being.

**Physical and Health Education (PHE) Grades 7-9**

PHE explores four main curricular organizers: Physical Literacy, Healthy/Active Living, Social/Community Health and Mental Well Being. Through daily physical activity students will explore a variety of sports and activities that are designed to enhance and maintain these components of health and personal fitness.

Participation, co-operation and skill development are the foundations of success in this course. Students are encouraged to participate fully each day to the best of their abilities. Students explore a variety of activities from team sports to individual sports. Some activities may include units in archery, badminton, basketball, dance, fitness, flag football, floor hockey, lacrosse, minor games, soccer, softball, tennis, track & field, volleyball and weight training. Personal conditioning and fitness are a focus throughout the year. Units will also include topics on mental health and social/community health.

In PHE all students are required to wear clothing appropriate for physical activity. Change rooms are provided for students to change at the beginning of each class. Clothing appropriate for physical activity can include: t-shirt, shorts, sweatpants or leggings. Students are encouraged to have a good pair of running shoes and depending on the season shoes may get wet and it would be ideal to have an extra pair at school. Water bottles are strongly encouraged for proper hydration.

**NOTE:** Classes may be combined or restructured depending on course focus. Students must wear gym strip to Physical Health classes. They are encouraged to keep it at school (in lockers) and wash it once a week. Letter grades may be lost if students show up without a strip. Students are asked to wear a t-shirt, runners and shorts or sweatpants. As shoes get wet outside, it is a good idea to have an extra pair at school. Students must supply their own lock for the change rooms.

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**Arts Education and ADST Programs**

**ARTS EDUCATION AND APPLIED DESIGN, SKILLS**

**AND TECHNOLOGIES PROGRAMS**

**EXPLORATIONS 7-8 ROTATIONS**

Explorations is a very practical series of courses designed to give students a broad introduction to their future elective areas. While some areas will appeal more than others, it is the willingness to try and keep an open mind that will help a student achieve success.

**EXPLORATIONS ROTATIONS 7**

Rotations for grade 7 students combine Arts Education and Applied Design, Skills and Technologies courses. Students will experience a variety of learning opportunities through two rotations of four term courses. They will complete eight exploration courses throughout grade 7.

|  |  |
| --- | --- |
| **Explorations 7:** |  |
| * Arts Education | * Food Studies |
| * Dance/Drama | * Woodwork |
| * Digital Literacy / Career Education | * Music |
| * Advisory | * Spanish |
| * Stolo Language and Culture or Art | * French |

**EXPLORATIONS ROTATIONS 8**

Rotations for grade 8 students combine Arts Education and Applied Design, Skills and Technologies courses. Students will complete four term exploration courses throughout grade 8.

|  |  |
| --- | --- |
| **Explorations 8:** Students will receive instruction in 4 of the 5 following courses for one term each: | |
| * Digital Literacy / Career Education | * Art |
| * Textile Studies | * Woodwork |
| * Stolo Language and Culture | * Textiles |

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**ANIMATION 9**

Our course curriculum will build a strong base of knowledge and resources. By the end of the units, students will not only have knowledge on a range of drawing and rendering skills but will have completed 2D and 3D drawings on the computer, will have a collection of resources for use in projects, and will have created animations for their personal portfolio.

**ARTS 9**

Students are exposed to elements of design: line, shape, space, texture and colour. Students will reflect on works of art and creative processes to understand artists’ intentions. Students will be exposed to traditional and contemporary Indigenous arts and arts-making processes.

**CHOIR 8/9**

In Choir class, we will be singing all kinds of awesome music together. We will learn a variety of styles of music such Pop, Rock, Traditional Choral, and others. We will explore the Fundamentals of singing techniques, basics of reading sheet music, and tips for taking care of your voice. But most of all, we have fun making music together! After all your hard work, we will be performing the songs we have learned at a Concert in the Clarke Theatre at the end of the term!

**COMPUTERS & COMMUNICATION 8**

During this course, students will build a stronger base of knowledge and resources. By the end of the semester, students will have demonstrated proficiency with software use and basic coding. Through practical experimentation and collaboration, students will hone their skills to increase their efficiency and prepare them for the next level of Information Technology courses.

**DIGITAL LITERACY 7-8**

The class is taught in a Microsoft Windows lab and an introduction to touch keyboarding will be explored in detail. After mastery of the basic skills, other activities include: calendars, business cards, power-point presentation, business letters, business reports, internet applications, plus students have an opportunity to set-up their own business. Digital Literacy is covered in this explorations class. Digital Safety and Typing makes up the majority of grade 7, while software proficiency is the goal of grade 8.

**DRAWING & PAINTING 9**

This is a studio course for highly motivated art students who are seriously interested in improving their drawing and painting skills. You will be provided with in-depth experiences in a variety of media focusing on painting and drawing, but may include painting, sculpture, mask making, book arts, cartooning, clay, glass art, print making, photography, and digital media. Some art projects will be self-directed, fueled by the students’ own interests with research in art history, cultures, and contemporary art.

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**DRAMA & DANCE 7:**

This course is designed for students to begin exploring concepts in Drama/Dance.

Students will focus on developing introductory skills in areas such as movement, voice,

character development, and stage direction. Students will acquire basic dance skills and

technique. Learning will occur throughout a variety of activities. This course relies

heavily upon peer mentorship and class cooperation. Emphasis will be placed on

demonstrating the ability to be a supportive and respectful group member.

**DRAMA & DANCE 8-9:**

This course is designed for students interested in further exploring concepts in

Drama/Dance. Students will focus on developing skills in areas such as movement,

voice, character development, stage direction, monologues, scripted scenes, playwriting

and play building. Students will have the opportunity to expand their knowledge around

various genres of dance, as well as technique and choreography. Learning will occur

throughout a variety of activities. This course relies heavily upon peer mentorship and

class cooperation. Emphasis will be placed on demonstrating the ability to be a

supportive and respectful group member.

**FOOD STUDIES 7**

This course is designed to provide students with basic kitchen organizational skills. These include accident prevention, basic first-aid, accurate metric measuring, knife skills and cleaning. Students work co-operatively in groups of 4 - 5 to prepare easy, fast, nutritious dishes.

**FOOD STUDIES 8/9**

This course focuses on basic nutrition theory and food preparation principles. Improve your health and well-being while preparing a variety of delicious and nutritious foods. The recipes you will prepare, serve, and enjoy will be from a variety of different cultures. Learn how geography, climate, culture, and customs relate to the food of a country. Students will have a cookbook of their recipes to take home at the end of the year. There are no prerequisites or course fees for Food Studies 9, but a Food Studies workbook may be purchased for $20.00 which helps to increase the number of labs we are able to complete.

**MUSIC 7**

This course is an introduction to music as part of the Grade 7 elective rotation. In this course, we will be exploring how to play music as a group with a variety of instruments including Drums, Ukuleles, Boomwhackers, and Recorders. Students will learn basics of music notation and rhythms, and even get a chance to compose and arrange their own songs at the end of the term!

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**MUSIC 8/9**

In Music 8/9 as a FULL YEAR elective, we will spend each term focusing on improving our skills and knowledge on a different aspect of music. The different terms will include Piano Keyboarding, Digital Music Composition, an Introduction to playing in a Rock Band, as well as a final term of selecting a focus instrument/area of your choice to learn or make your own songs. We will be learning how to play pieces together as a group, and in pairs (duets), in your own groups of choice, well as how to read sheet music (basic notes and rhythms).

**NOTE: We have limited Instruments available, Students may need to bring their own or rent an instrument as needed.**

**TEXTILE STUDIES 7 - 9**

This course is designed to develop an interest and passion for sewing as a creative leisure time activity and life skill. Students will learn the correct care and safe use of sewing tools, pressing equipment, sewing machine and serger. A variety of basic hand and machine techniques will be used in garment construction.

COURSE CONTENT: Projects: an upcycling project, pajama pants, pin cushion, bag of choice and a final project of your choice.

**NOTE: students are responsible for purchasing their own patterns, fabric, and notions for each project**

**THEATRE 7-9:**

This course is designed for students that are passionate about the performing arts, specifically Dance and/or Drama. Students will work on developing skills in movement and choreography, voice, character development, scripted scene work, playwriting as well as technical theatre (stage management, costuming and set design/props). This is a collaborative course that relies heavily on peer mentorship. Emphasis is placed on establishing positive and supportive group dynamics during the rehearsal and performance process.

**VISUAL ARTS 8**

In this art class, develop your creative skills through sampling a variety of experiences that may include drawing, painting, sculpting, printmaking, and clay. Investigate the elements of art and principles of design and learn techniques to improve your art skills. Resources from art history, cultures, and other artists will inspire your work.

Theory and practical work are combined in such a way as to maximize the amount of ‘hands on’ time, while ensuring that the students develop safe work habits.

**NOTE: Individual project costs will be paid for by the student**

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**WOODWORK 7**

Woodwork 7 introduces students to the woodshop environment for the first time.  You will start by learning machine safety and orientation.  Machines used in Grade 7 include: CNC Router, Drill Press, Disc Sander, Band Saw, and Scroll Saw.  You also learn measurement and carpentry theory.  Finally, you get to pull all your new skills together by making some exciting projects to take home.

**NOTE: Individual project costs will be paid for by the student**

**WOODWORK 8**

This course is designed as an introduction to woodworking. In a fun and safe environment, students learn the correct use of hand and power tools, along with how to safely operate a number of machines, including the band saw, scroll saw, drill press, joiner and thickness planer.

**NOTE: Individual project costs will be paid for by the student**

**WOODWORK 9**

Woodwork 9 is recommended for students who wish to become familiar with woodworking hand tools and would like to be introduced to the safe operation of basic woodworking power equipment. This course is a valuable introduction to students wishing to pursue more advanced woodworking courses, or who would like to gain more knowledge in the safe and correct operation of woodworking equipment in the home workshop.

**NOTE: Individual project costs will be paid for by the student**

**YEARBOOK BUSINESS 9**

This course is for the leaders in our school. You have a backstage pass to the big events…and you will help run many of these events. Photography, graphic design, writing, budgeting, and planning, make up the core skills gained in this course. Practically speaking, you will be the team that runs Expresso Grove (school café), builds the Yearbook, plans community fundraising, organizes assemblies, and executes school-wide projects. Your independence and reliability will need to be top notch as you will be immersed in our school culture.

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**Outside of Timetable Courses**

**GRADE 7-9 COURSES OUTSIDE THE REGULAR TIMETABLE**

**(Before or After School)**

**NOTE: These courses will run outside of the timetable 2 – 3 days a week**

**PERFORMING ARTS**

[](https://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwijqLm-yvnZAhVY22MKHWgqCiEQjRx6BAgAEAU&url=https://nl.123rf.com/photo_74518892_kleurrijke-muziekinstrumenten-met-muzieknota-s-en-vlinders-ge%C3%AFsoleerde-vectorillustratie-muziek-achter.html&psig=AOvVaw20seM9-B63S5Fgn_2o4NPU&ust=1521589928582621)

**Concert Band 7-9**

In concert band, students will learn skills on a variety of instruments including flute, clarinet, saxophone, trumpet, trombone, baritone, and drums. As a beginner or intermediate player, students will develop their skills on the instrument throughout this year-long course, by playing together and learning basics of music theory. At the end of the major terms (December, March, May) you will get to share all your hard work in a Band concert in the Clarke Theatre!

NOTE: We have limited Instruments available, students may need to bring their own or rent an instrument as needed.

**STUDENT LEADERSHIP 7-9**

[](http://www.google.ca/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjYl9W10vnZAhUB3mMKHWatDT8QjRx6BAgAEAU&url=http://www.yourlocalcolor.com/teravista-elementary-school-shows-off-its-student-leaders-on-leadership-day/&psig=AOvVaw3XbuU4Z1hV3Y20e79h6kPg&ust=1521591940692840)

**LEADERSHIP 7**

Students actively participate in group and individual projects to promote team building, cooperation, problem solving, decision making and goal setting. Students are expected to complete 15 volunteer hours per term within the school or community.

**NOTE: This course runs outside of the regular timetable two days per week**

**LEADERSHIP 8-9**

Leadership is designed to help develop school spirit and culture and to teach students how to become more effective leaders within the school and community. Students will develop lifelong skills in the areas of: personal leadership (styles); communication; team building; goal setting; organizing and planning; decision making; problem solving; project implementation and public relations. The leadership class will host spirit events, the Highland Games and school improvement projects. Students will be expected to complete 20 volunteer hours per term within the school or community. Credit hours and participation will be logged by the student and advisor. Students will have the opportunity to attend leadership conferences and seminars.

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**Special Programs**

**SCHOOL RESOURCE TEAM**

École Heritage Park Middle School is committed to meeting the needs of all learners. Middle school aged learners are very diverse in their physical, social, intellectual, and emotional development. We embrace this diversity and commit to doing our best to move each learner forward along the learning continuum.

Some students may require additional support on a short-term or long-term basis. The programs listed below are in place to support students.

**LEARNING ASSISTANCE**

The primary focus of Learning Assistance is to assist the student in meeting the requirements of subject teachers. In addition, the Learning Assistance teacher attempts to strengthen and/or take remedial action to improve the student’s abilities and skills. Learning assistance includes conferring with individual student’s teachers, counsellors, and parents (when required) to determine the needs of each student. Tests may be administered to assist in the diagnosis of academic strengths and weaknesses for the purpose of relevant remediation and proper placement.

Students are place in Learning Assistance after consultation with parents and a recommendation by the School Based Team, or grade 8 students may be recommended by their grade 7 teacher. Priority may be given to students who have designated special needs.

**INCLUSIVE SUPPORT PROGRAM**

For students with diverse needs, a program has been established on the premise that the educational services of students with diverse needs should be individualized utilizing a professional collaborative approach.

An Individual Education Plan (IEP) is developed for each student combining educational services available within an integrated support model, as well as a structured life skills program. Additionally, the program works in collaboration with the Speech-Language Pathologist, Occupational Therapist and Physical Therapist.

Educational opportunities within the life skills area focus on functional academics, social emotional behaviour, social skills, and behavioral needs of the students. Pre-vocational skills for students are enhanced with community access utilizing educational assistant support. Students are placed in this program by the Director of Instruction for Student Services.

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**ENHANCED SERVICES FOR INDIGENOUS LEARNERS**

Learners who identify as Indigenous (First Nation, Status or Non-Status, Metis & Inuit) receive enhanced services from Siwal Si’wes Indigenous Education Department. Indigenous Liaison Workers (ILWs) provide the following services for Indigenous children and youth attending SD75 schools, and includes but is not limited to cultural, social-emotional, healthy living, attendance, transportation, and classroom (academic) services. These services are provided through an Indigenous lens and can happen in the classroom, or in small groups or individually (one-on-one), depending on the needs of the child and vision and culture of the school. ILWs collaborate with school staff (including classroom teachers, counselors, youth care workers and administrators), and parents and caregivers, all with the best interest of the child and/or youth at front and centre. With parent permissions, they liaise with local community service/outreach organizations many of whom who provide supports specifically for Indigenous children, youth, and families.

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| --- | --- | --- | --- | --- |
| * Katy Brookes | Indigenous Student Success Advocate | 604-820-4587 | Ext. 1108 | Katy.brookes@mpsd.ca |
| * Holly Gallant | Indigenous Liaison | 604-820-4587 | Ext. 1108 | Katie.cochrane@mpsd.ca |
| * Kelly Coulson | Indigenous Liaison | 604-820-4587 | Ext. 1108 | [Kelly.couson@mpsd.ca](mailto:Kelly.couson@mpsd.ca) |
| * Shirelle Capstick | Indigenous Liaison | 604-820-4587 | Ext. 1108 | Shirelle.capstick@mpsd.ca |

**COUNSELLING SUPPORT**

Counsellors and our Youth Care Worker are available to assist students in course planning, career counselling, life-style exploration, and personal counselling. The school counsellor is a professional in the fields of education and counselling. As an integral part of the school staff, a counsellor provides students with services which directly support and compliment the work of the classroom teacher and contribute to the personal developments of students.

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| * Mr. Bartlett | Counsellor | 604-820-4587 | Ext. 1510 | gareth.bartlett@mpsd.ca |
| * Ms. Tataryn | Counsellor | 604-820-4587 | Ext. 1511 | lorette.tataryn@mpsd.ca |
| * Ms. Hobson | Youth Care Worker | 604-820-4587 | Ext. 1514 | sara.hobson@mspd.ca |

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