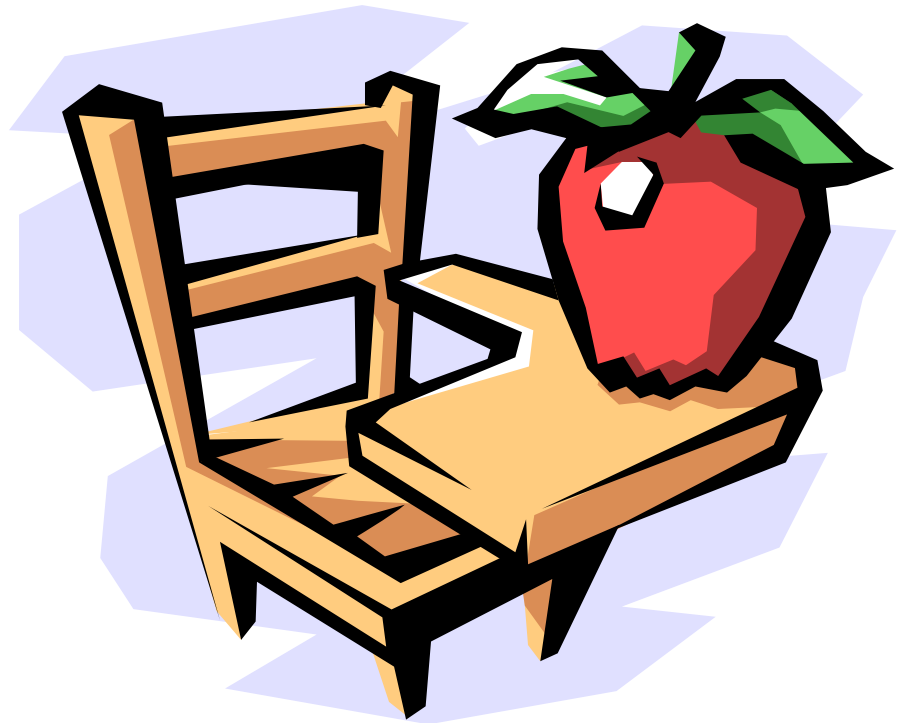


**G  
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**2017-2018  
Course Planning Booklet  
Grade 7, 8 & 9**

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**GW Graham is a creative community of  
learners challenging each other to  
CARE, INQUIRE, DISCOVER,  
EXPLORE and ACHIEVE.  
We are dedicated to developing compassionate  
citizens of the world.**



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## *“Planning For Your Future”*

The courses offered at GW Graham Middle-Secondary follow guidelines set out by the Ministry of Education and the Chilliwack School Board. The grade 9 program consists of a combination of core and elective courses. **Selecting elective courses is an important process and should be carried out in consultation with your parents/guardians.** Be familiar with the course offerings and plan ahead.

Please keep in mind if French is dropped in grade 9, your options for post secondary choices may be reduced. If you have questions, please speak to a school counselor.

## ***SCHOOL & DISTRICT SERVICES***

There are a number of support services offered in the Chilliwack School District. Descriptions of some of the specialty programs available are listed below. To find out more about the program options, contact the counseling department or administration at the school.

### ***SCHOOL BASED SERVICES***

#### **COUNSELING**

Counseling services are a personal resource service for students, as well as families and teachers. Counselors act as advocates for students and their families. Seeing a counselor is a simple matter facilitated by an appointment directly with the counselor. Counselors provide the following services:

##### **Personal Counseling**

- Confidential discussion of personal concern

##### **Educational Counseling**

- Assistance in selecting courses, program planning, graduation requirements, post-secondary entrance requirements and study skills

##### **Career Counseling**

- Exploration of skills and abilities
- Establishing career goals and related occupations
- Providing reference material of career choices

##### **Referrals**

- Following consultation, counselors will provide appropriate referrals to other in-district support services or outside non-school agencies.

Students are assigned to Counselors alphabetically by last name. Please email your Counselor to make an appointment:

<b>A-G</b>	<b>Mr. Sallos</b>	<b>joe_sallos@sd33.bc.ca</b>
<b>H-N</b>	<b>Ms. Mussell</b>	<b>maryanne_mussell@sd33.bc.ca</b>
<b>O-Z</b>	<b>Ms. Hancock</b>	<b>kim_hancock@sd33.bc.ca</b>

Contact your school Counselor for information on District Services that may or may not be site based, and may be required to support students to be successful at GW Graham. The Counselor has information about and/or may make referrals to the following services:

- Hospital Homebound Program: for students who are missing school for a period of 2 weeks or more as prescribed by their doctor. A note from the doctor is required. The HH teacher works with the classroom teachers to facilitate missed instruction and assignments for the period of time the student is unable to attend classes. Absence that is prescribed for more than 4 weeks may require an alternative program instead of HHP
- Youth Care Worker: the YCW is site-based and provides support for students with social, emotional, and/or behavioral challenges. The YCW offers various support groups throughout the year, which may target these challenges and help students stay connected to their school or facilitate connections to local community services. The YCW works in partnership with teachers, counselors, parents, support staff, and community agencies.
- Drug and Alcohol Counseling: a community CYMH counselor is based at GWG 2 days per week to provide confidential counseling regarding substance use and misuse.
- Ann Davis Society: clinicians from AD are available at GWG 1 day per week to provide confidential counseling regarding personal social/emotional concerns.
- Chilliwack Youth Health Center: a drop-in service for your 12-26 years of age at the Sto:lo Nation Health Center. For information call 604-819-4603 to find out what free services are available. Students can drop in without referrals from school personnel.
- Other support services: these include Multicultural workers, hearing and vision services, school psychologists, speech/language pathologists.

### **ABORIGINAL SUPPORT TEAM**

Aboriginal Ancestry is determined on a voluntary basis through self-identification. This includes First Nations (Status or Non-Status), Metis or Inuit Ancestry. Once Aboriginal Ancestry is declared students can access a number of supports including, but not limited to: Academic Support; Home-School Communication; Monitoring Academic Progress and Attendance; Graduation/Scholarship/Bursary/Post-Secondary Information; Homework Club; English as a Second Dialect; Newsletter; Cultural Events; and Leadership Conference.

### **ADVISORY / TUTORIAL**

This is 30 minutes of instructional time that occurs before lunch. The purpose of this time is to assist in raising academic achievement for all students. Students in grades 9 thru 12 are assigned to a teacher where they are able to access additional academic support. They also may use this time for: Homework, Grad Transition Planning, Special Project Work, and School Cultural Building Activities. Students in grades 7 and 8 are assigned to an Advisory based on their Core Streaming. During Advisory students will also fulfill their Daily Physical Activity (DPA) requirement.

### **ENGLISH AS A SECOND LANGUAGE**

The purpose of this program is to assist students, whose first language is not English, with oral and written English so that they can more fully participate in the regular school program. The ESL program helps to enable students to function more successfully in the community of the school.

### **LEARNING ASSISTANCE**

The Learning Assistance Team works collaboratively with district personnel and the school staff in delivering a range of support to students with diverse learning needs. At GW Graham, some of the services offered by L.A. include:



- collaborative consultation with classroom teachers
- some individual support with academic material
- guidance and support for tests and exams
- support for adapted and modified programs
- provision for alternate exam procedures (adjudication)
- creating and monitoring IEP's for students

Students and/or parents, who wish to access LA, may do so through the referral process either through our School Based Team, Counselors or Administration.

## **RESOURCE ROOM**

Welcome to Resource at G.W. Graham! There are two streams in our Resource program, the Dogwood and the Evergreen. The Dogwood stream is for students who intend to graduate with a Dogwood diploma, and are taking academics and electives at grade level. If needed, students in this stream may receive help in the classroom from an EA, and/or a support block in room B102 where the ratio of Resource staff-to-students is smaller, allowing for more one-on-one support. In B102: electronics, extra texts, desk space etc. are available to facilitate with the students learning. The Evergreen stream in room B103 applies to students who will graduate with an Evergreen certificate, and are eligible for a post-graduation year to facilitate the transition from school to community programs. This stream offers core academics at each student's individual level. Additionally, emphasis is placed on independent life-skills and employability job skills. Lastly, students have the opportunity to join fellow classmates in electives such as: Art, Guitar, P.E., Metal, Woodwork etc. Both streams have the possibility of being placed in Work Experience out in the community, offering a great opportunity for students to dabble in an area that interests them, as well as make community connections and gain valuable employability skills.

The Resource Team provides a safe and inclusive environment to students with identified special needs. Our goal is to make the students' experience at GW Graham both positive and memorable. We provide support both in the classroom, in the general school environment, and in the Resource classroom. Students are introduced to the curriculum through the learning methods and techniques that give them the best possible chance to succeed. Other services offered by the Resource Team include:

- Case Managing IEPs - creating and monitoring IEP's for students
- Consultation with classroom teachers
- Individual and group support for academic skills
- Supporting life skills in order to allow a greater level of independence for students
- Supporting social skills to allow positive interaction with peers and adults

## **SCHOOL BASED TEAM (SBT)**

The School Based Team, which includes Learning Assistance Teachers, Teachers, Counselors and Administrators, meets once a week to discuss students who may be having learning challenges at GW Graham. At these meetings they recommend strategies to ensure student success. Sometimes an outcome of the SBT meeting is the scheduling of a Case Conference, which is a meeting with the student, parent, Student Services personnel and Teachers. The purpose of the Case Conference is to communicate information about a student's performance and develop a plan of action for success. Referrals to the SBT can be made through any member of the team.

## LIBRARY

The GW Graham Learning Resource Centre/Library has much to offer students. As well as several encyclopedia sets for middle and secondary students, e-books and many reference books, the students can access Ebscohost, World Book encyclopedia and Britannica Online which also includes Compton's Encyclopedia, and many other databases from any of the 30 computers in the library, from each classroom, and from home!

Students also have many excellent novels to choose from in our ever-expanding fiction section.

The library often hosts guest authors, seasonal "competitions" such as scavenger hunts, and library fundraising activities such as book fairs. Any student in grades 7-10 are invited to join "The Amazing Book Race" team – a sort of Book Club with a side of "Destination Imagination" thrown in! Consider joining if you have an imagination, and love to read and act!

The library is open from 8 a.m. to 3:30 p.m., Monday-Friday. At the beginning of each year, a call goes out for student volunteers to join the Library Club. Student Librarians help during lunchtime to check out novels for students, put away books, and process new books. Time worked in the library can be used towards Work Experience requirements.

The Library is also a quiet place to come and read, do homework and research and, of course, borrow a good reading book.

**All students are strongly encouraged to get a Fraser Valley Regional Library Card so that they may access many databases, homework helpers and e-books from GWG and home.**

### Quick Reference Guide to Online Databases

**On the Library main page which you can access by clicking on the Library icon on the desktop or going to [destiny.sd33.bc.ca](http://destiny.sd33.bc.ca) and choosing GW Graham Middle School. This will give you access to our databases and our catalogue. You can also access educational sites through web path express.**

#### Databases and Passwords:

**Britannica Online:** [www.school.eb.com](http://www.school.eb.com)    User name: **gwgraham**    Password: **grizzlies**

**Ebscohost databases:** Middle school & secondary encyclopedia, and world book encyclopedia. Updated yearly. Has web links, media clips, and teacher resources. Encourage students to check here before exploring the net for background info! It also provides access to NoveList which allows readers to search for read-alikes based on like factors such as voice, tone, pace, characters, and setting. It also provides reviews from Booklist and publishers weekly.

At school, students can access directly from the library catalogue. At home, students can access through the GWG website. [gwg.sd33.bc.ca/library](http://gwg.sd33.bc.ca/library)    User name: **chw33**    Password: **chw33**

**Discovery Education Video Streaming:** Students can access these videos and copy clips for presentations, or view videos if they were absent.

Webiste: [www.discoveryeducation.ca](http://www.discoveryeducation.ca)    User name: **grizzliestudent**    Password: **gwgraham**

**Google Scholar:** [www.scholar.google.com](http://www.scholar.google.com) (A direct link is also available from the home tab found on the Library catalogue site.) This search engine works the same as google but it only searches for academic or scholarly websites. It saves search time.

**ALL OF THESE LINKS AND MORE ARE AVAILABLE FROM THE LIBRARY CATALOGUE PAGE which can be accessed from home by going to the GWG school website and clicking on the library link. (<http://gwg.sd33.bc.ca/library>)**

# ***DISTRICT BASED SERVICES***

## **CHILD AND YOUTH CARE WORKER**

The Child and Youth Care Worker provides support for students with social, emotional, and/or behavioural challenges. The Youth Worker offers various support groups throughout the year, which may target these challenges and help students stay connected to their school and local community. The Youth Worker works in partnership with Teachers, Counselors, parents, support staff, and community agencies.

Students, and/or parents, who wish a referral to the Youth Worker, may do so through our School Based Team, Counselors or Administration.

## **DISTRICT RESOURCE COUNSELORS**

The District Resource Counselors act as an advocate of the students and families and as a liaison between Ministry programs, District and schools. They consult with Counselors, Administrators and the School Based Team regarding high-risk students as well as coordinating and consulting with Administration on placement of students with suspension issues.

## **HOSPITAL HOMEBOUND PROGRAM**

This service assists students who are missing regular classroom instruction because they are hospitalized or homebound due to physical or psychological impairment. The school or parents/guardians may refer pupils by contacting Student Services.

## **SCHOOL PSYCHOLOGISTS**

This service can provide non-categorical educational assessment services designed to support students, school personnel, and parents for the enhancement of academic, adaptive, and social skills in students.

## **SPEECH/LANGUAGE PATHOLOGISTS**

Designed to provide support for those students whose educational and/or social progress is adversely affected by communication difficulties.

## **OTHER SPECIAL SUPPORT SERVICES:**

- Multicultural workers
- Aboriginal programs
- Work Experience Program
- Hearing and Vision Services







# GRADUATION REQUIREMENTS

Students are required to complete 80 credits in grades 10-12 to fulfill the graduation requirements.

Language Arts 10 (English 10).....	4 credits
Language Arts 11 (English 11, Communications 11).....	4 credits
Language Arts 12 (English 12, English 12 First Peoples, Communications 12) .....	4 credits
Social Studies 10 .....	4 credits
A Social Studies 11 (Social Studies 11, First Nations Studies 12).....	4 credits
Science 10 .....	4 credits
A Science 11 (Biology, Chemistry, Physics, Earth Science, Science & Technology).....	4 credits
A Mathematics 10 (Apprenticeship & Workplace 10, Foundations of Mathematics & Pre-Calculus 10) .....	4 credits
A Mathematics 11 (Apprenticeship & Workplace 11, Foundations of Mathematics 11, Pre-Calculus 11) .....	4 credits
Physical Education 10 .....	4 credits
Fine Arts or Applied Skill 10, 11, or 12 .....	4 credits
Planning 10 .....	4 credits
Graduation Transition Plan .....	4 credits

Students must also complete a minimum 28 elective credits of which 12 of those credits must be at the grade 12 level.

- Students are required to write a provincial **Numeracy (Math) assessment** prior to graduation.
- Students are required to write a **Literacy (English) assessment prior to graduation.**
- Numerous post-secondary institutions require a second language at the grade 11 level. If you are unsure as to whether or not you will need this to fulfill your plans, please talk to a counselor or career advisor.
- Students who are planning on enrolling at a post-secondary institution MAY have to take up to 4 'approved' courses at the grade 12 level in order to be accepted. Universities have differing lists of 'approved' courses, so please be careful to check the institution you want to attend.
- GW Graham offers the following academic courses that appear on most university's approved lists: *Foundations of Math 12, Biology 12, \*Calculus 12, Chemistry 12, \*Communications 12, \*Comparative Civilizations 12, First Nations 12, French 12, Geography 12, History 12, \*Law 12, \*AP English 12, Pre-Calculus Math 12, Physics 12, \*Writing 12, and Spanish 12.*  
(\* denotes courses that are not recognized as 'approved' at all universities)

## ***ELECTIVE COURSES OFFERED***

Grade 7 students must take Humanities (Social Studies and English), Mathematics, Science, Physical & Health Education, French, Life Skills and Exploratories 7 (Foods/Computers/Technology/Clothing & Textiles). Students must choose whether to take a Balanced Humanities/Math-Science program or a Humanities/Math-Science program with a Fine Arts Focus.

Grade 7 Elective Courses	
Humanities	Electives
Humanities 7	Art 7 / Drama 7
Humanities 7 Fine Arts	Band 7

Grade 8 students must take Humanities (Social Studies and English), Mathematics, Science, Physical & Health Education, Exploratories 8 (Foods/Computers/Technology/Clothing & Textiles) and a Language. Students must choose whether to take a Balanced Humanities/Math-Science program or a Humanities/Math-Science program with a Fine Arts Focus. Students must also choose one Language course, One Elective, and one PE course.

Grade 8 Elective Courses			
Humanities	Language	Electives	PE Choices
Humanities 8 Humanities 8 Fine Arts	French 8 Spanish 8	Art 8 / Drama 8 Band 8 Jazz Band 8 Orchestra 8 Vocal Jazz 8	PE 8 PE 8 Athletics PE 8 Leadership

Grade 9 students must take Humanities 9 (English and Social Studies), Math 9, Science 9, and a PE 9. Students must choose 3 elective courses **AND** a PE choice from the list below.

Grade 9 Elective Courses			PE Choices
Art 9/10	Food Studies 10	Outdoor Pursuits 11	PE 9
Broadcast Media 10	French 9	Spanish 9	PE 9 Athletics
Choir 9	Guitar 10	Sports Medicine 11	PE 9 Leadership
Computer Studies 10	Jazz Band 9	Textiles 10	
Concert Band 9	Leadership 9	Vocal Jazz 9	
Dance 9/10	Metal 10	Woodwork 10	
Drama 10	Orchestra 9	Yearbook 10	



# COURSE DESCRIPTIONS

## ART 7

**Prerequisite:** None

In Art 7, students will be introduced to the concepts and skills necessary to create art, both individually and collaboratively. Opportunities to work with a variety of art media, both 2D and 3D will be provided, in context with traditional and contemporary art forms from a variety of cultures. Students will be encouraged to communicate ideas, create meaning and take creative risks in the Visual Arts. Safe use of materials and studio practices will be addressed. A personal sketchbook will be used.

## ART 8

**Prerequisite:** None

Art 8 builds on the concepts and skills introduced in Art 7, with opportunities to work with more complex ideas and creative processes. A variety of 2D and 3D media will be explored in context with traditional and contemporary art forms from a variety of cultures. Students will work individually and collaboratively to make meaning, communicate ideas and take creative risks in the Visual Arts. Safe use of materials and studio practices will be addressed.



## ART 9

**Prerequisite:** None

Art 9/10 builds on the concepts and skills introduced in Art 7 and 8. However, this course is also designed to be suitable for students who have not taken previous art courses. This course provides the opportunity to explore the visual arts in more depth through a variety of 2D and 3D media as well as incorporating digital media in their work. Students will continue to build on their learning to create personally meaningful works of art, collaborate with others and engage in more complex and challenging processes. Safety, proper use of materials and studio space will be addressed. Art 9 is strongly recommended for students who plan to take further Visual Art courses in grades 10-12.

## BAND 7

**Prerequisite:** None

Band 7 is a performance course designed to introduce students to the band instruments. Students will develop their skills on their chosen instrument while learning to read music notation and participating in a Concert Band. Home practice is required and weekly practice records will be assigned. Sectionals and co-curricular rehearsals may be required. Students will be assessed through performance tests, class performance, class participation, attendance, concerts, assignments, practicing, and general effort. All performances are mandatory.



## BAND 8

**Prerequisite:** Band 7 or audition and permission of instructor

Band 8 is a performance course for students who would like to continue to develop their abilities on their chosen instrument. The ensemble will work on a wide variety of music to help expand the skills and concepts learned in Band 7. Students will work toward mastering and performing a wide variety of band music. Home practice is required and weekly practice records will be assigned. Some co-curricular rehearsals may also be required. Students will be assessed through performance tests, class performance, class participation, attendance, concerts, assignments, practicing, and general effort. All performances are mandatory.

## **BAND 9**

**Prerequisite:** Band 8 or permission of instructor

Band 9 is a performance course for students who would like to continue to develop their abilities on their chosen instrument. The ensemble will work on a wide variety of music to help expand the skills and concepts learned in previous levels.



Students will work toward mastering and performing a wide variety of challenging band music. Home practice is required. Some co-curricular rehearsals may also be required. Students will be assessed through performance tests, class performance, class participation, attendance, concerts, assignments, practicing, and general effort. All performances are mandatory.

## **BROADCAST MEDIA 10**

**Prerequisite:** None

The Broadcast Media elective allows interested students to focus upon learning the basic techniques of video production and live television broadcast. Students will begin by learning the essentials of video camera operation and storyboarding. They will gain experience with non-linear editing systems, video/audio mixers, tele-prompters, lighting, sound and live television broadcast. Broadcast students will become more informed viewers of film, and be able to understand the elements behind successful productions. A variety of assignments will reinforce these concepts so that the student's work becomes more polished. Broadcast students frequently have a great deal of freedom about the school to complete their term film assignment. Therefore, a successful Broadcast student is a responsible and mature worker who plans well and gets things done.



## **CHOIR 9**

**Prerequisite:** Vocal experience is an asset, but not required.

Choir is a performance course that will aid students in developing proper singing habits. Students will work toward mastering and performing a wide variety of challenging vocal music. Home practice is required. Students learning will be assessed through participation, class performance, concert performances, assignments, and overall effort. All performances are mandatory.

## **COMPUTER STUDIES 10**

**Prerequisite:** Must be in Grade 9 or higher.

**If you take this course in Grade 9, you may take it again in Grade 10 as an Independent Directed Studies 10 elective credit. Both electives will count towards your graduation requirement.**

**TERM ONE:** Introduction to computer hardware, software, and network concepts. Code in HTML/CSS or JavaScript. Learn intermediate tips & techniques for editing photos and images with Photoshop. Sculpt & paint digitally in 3D. Create a short 2D animation (even if you are not an artist).

**TERM TWO:** After a look at the latest issues in digital literacy, you may choose a project or line of study based on Term 1 (teacher approval required). If you plan to take Computers or Media Arts (Photoshop or Animation) at the Grade 11/12 level, this course is recommended.

## **DANCE 9/10**

**Prerequisite:** None

Dance education provides all students with opportunities to experience, understand, and value the language and art of dance. Because dance uses movement in unique ways, it provides an exciting impetus for learning in all areas of the curriculum. Students will be introduced to the elements of movement, creation and composition, presentation and performance, dance and society. The course will focus on fitness, health, and safety in dance technique. Evaluation will be based on four levels: participation, practice, personal growth and performance. Students will be required to perform several times throughout the year at public venues.

## DIGITAL ARTS 10

**Prerequisite:** None.

Do you want to become a Photoshop pro, or to create your own animations using industry-standard software like Maya? This course will allow you to choose one or both. Discover the techniques & principles of graphic design. Work on foundational methods for 2D or 3D animation (including modelling). Learn what influences professionals when they create their work. Discover how to storyboard effectively. Create a digital portfolio online to showcase your best work. This course is recommended for Media Arts 11 & Media Arts 12.



## DRAMA 7

**Prerequisite:** None

This is an introductory course in drama. It is designed to give students the opportunity to express themselves in a low pressure classroom environment. The class is organized around fun theatre games and projects such as simple scenes that are rehearsed and perhaps performed for the class. Evaluation is centered on classroom participation and commitment.

## DRAMA 8

**Prerequisite:** None

Drama 8 is designed to give students the opportunity to express themselves in a low-pressure classroom environment. The class is organized around fun theatre games and projects such as simple scenes that are rehearsed and performed for the class. Evaluation is centered on classroom participation, commitment and performance.

## DRAMA 10

**Prerequisite:** None

Drama involves students in group activities, leading to self-expression. Considerable time will be spent on “exercises” and “games” designed to teach students basic acting skills.

## EXPLORATORIES 7

- *COMPUTERS 7* - Code your own interactive stories, animations, and games. Learn fun techniques to edit photos. Get smart about how the Internet works and how you use it. Improve your keyboarding accuracy. This course is one-term long and is part of the Applied Skills rotation for Explorations 7.
- *FOODS 7* - While focusing on healthy snacking, students will develop basic cooking skills and learn proper procedures for safety and sanitation during food preparation. A variety of snacks will be prepared, which may include biscuits, granola bars, tacos, egg-in-a-hole, and pizza. Students may also create their own smoothie snack recipe.
- *TECHNOLOGY 7* - Exploratories 7 Technology component is an introduction into the multiple fields of technology. Students will begin to gain knowledge exploring topics such as health and safety, design and basic wood working hand tools and some power tools. Each project will have both a written component that follows the design cycle and a 3 dimensional representation of the design problem solution. Students will be successful in this course through completion of a variety of projects, safety requirements and understanding of the design cycle.
- *TEXTILES 7* - Learn about sewing and how to use a sewing machine! Students will be introduced to basic sewing tools and the sewing machine. Projects may include a ladybug pin cushion and an apron.

## EXPLORATORIES 8

- *COMPUTERS 8* – Code to create your own interactive stories/games, or to drive a Sphero robot (if available). Learn more fun tips & techniques to edit photos. Get even smarter about using the Internet and social media. Keyboard faster while maintaining your accuracy. If time permits, you will also design & write an interactive story/game online. A funny or scary story – it's up to you! This course is one-term long and is part of the Applied Skills rotation for Explorations 8.
- *FOODS 8* – Students continue to develop basic cooking skills and practice proper procedures for safety and sanitation while focusing on healthy breakfasts. Students will prepare a variety of breakfast items, which may include muffins, breakfast burritos, and pizza pretzels. Students may also create their own breakfast hash recipe.
- *TECHNOLOGY 8* – Exploratories 8 Technology component is a further exploration into the multiple fields of technology. Students will continue to gain knowledge exploring topics such as health and safety, design and basic wood working hand tools and some power tools. Each project will have both a written component that follows the design cycle and a 3 dimensional representation of the design problems solution. Students will be successful in this course through completion of a variety of projects, safety requirements and understanding of the design cycle.
- *TEXTILES 8* – Students will improve their sewing skills while constructing a variety of items. Projects may include a pillow or fleece hat of their own design. Students will also learn how to use a pattern to construct boxer shorts or pajama bottoms.



## FOOD STUDIES 10

**Prerequisite:** None

In alternate years, the following courses will be presented:

### FOOD STUDIES 10

An introductory foods course that will consider not only how, but also why food is prepared, served, and stored in certain ways. A variety of foods and cooking techniques will be introduced including jam, muffins, omelets, pies and pastries, soups, casseroles, cakes, meats, vegetables, fruits, and yeast breads. Students will research, develop and create a lunch while keeping within a budget. Foods from other cultures may be included, as well as the opportunity to look at vegetarian options. Special events may include designing and experimenting with a food truck menu and an Iron Chef competition. This course is offered in alternate years with International Foods 10.

### INTERNATIONAL FOODS 10 (locally developed)

An introductory foods course that will focus on international cuisines while studying the how and why of food preparation and service. A variety of foods, flavour profiles, and techniques from various cultures in Canada and around the world will be introduced including recipes like Irish Soda Bread, Turkish Borek, Cajun Jambalaya, Mexican Enchiladas, Greek Pita Bread, and more. Students will research, develop and create a simple lunch from another cultural group while considering nutritional guidelines and budget. Special events may include preparing foods other countries use for special occasions and an Iron Chef competition. This course is offered in alternate years with Food Studies 10.



## **FRENCH 9**

**Prerequisite:** French 8

In Grade 9 French we continue to concentrate on reading, writing, listening and speaking skills using the *Communi-quête* program, supplemented with other resources as needed. The year's work is divided into units; students complete a final task for each unit to demonstrate understanding of the concepts covered. Final tasks are normally in presentation format, and students are expected to work in groups for this. In addition, students complete individual exercises, quizzes and tests as each unit progresses. (Units are normally covered over one term.) The primary focus in Grade 9 French is preparation for Secondary School French; students will learn what is expected and how to succeed in the upper levels.

## **GUITAR 10**

**Prerequisite:** None



This course is designed for those who are beginners on the guitar or have some experience. Students should bring their own guitars to school (a hard shell case is recommended), but a few school guitars are available for those who are unable to bring their own. Course will include chording, strumming patterns and learning both TAB and Standard notation. Students need to be prepared to do at least a little singing as well!

## **HUMANITIES 7**

Humanities Seven is a complete integration of the British Columbia Ministry of Education's Language Arts Seven and Social Studies Seven curriculum. The course provides a framework for students to experience the English language in its full range of contexts and purposes, as well as an opportunity to study human interactions in the Ancient world. Our core curricular skills are centered on reading, writing and representing oral language, and critical thinking.

## **HUMANITIES 8**

Humanities Eight is a complete integration of the British Columbia Ministry of Education's Language Arts Eight and Social Studies Eight curriculum. The course provides a framework for students to experience the English language in its full range of contexts and purposes, as well as an opportunity to study human interactions in both the Medieval and Renaissance worlds. Core curricular skills are centered on reading, writing and representing oral language, and critical thinking.



## **HUMANITIES 9**

Humanities Nine is a full integration of the British Columbia Ministry of Education's English 9 and Social Studies 9 curriculum. The course provides a framework for students to experience the English language in its full range of contexts and purposes, as well as an opportunity to study Revolutions and the impact on our current world. Core curricular skills are centered on reading, writing and representing oral language, and critical thinking.

## **HUMANITIES 7 / 8 / 9 FINE ARTS**

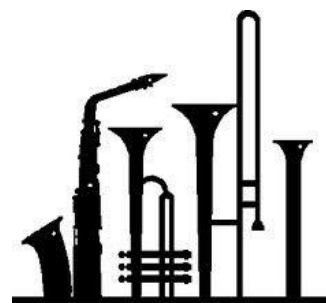
This program is a full integration of Fine Arts into the Humanities curriculum; students are required to complete the regular Humanities learning outcomes, but are given opportunities to explore these outcomes through an artistic lens. This program focuses on project based learning, group work, and creative expression. It is a great fit for "outside of the box" thinkers, and those looking for opportunities to challenge themselves by demonstrating their learning in different ways.

The Humanities Fine Arts program is open to 60 students at the grade seven and eight level, and 30 students at the grade nine level. Students are required to complete an application form each year.

## JAZZ BAND 8 / 9

**Prerequisite:** Application and audition. Jazz Band must be taken concurrently with Concert Band.

Jazz Band is a performance course with the students developing skills in the jazz idiom. The ensemble will study a wide variety of music including Swing, Funk, Latin, Rock, Pop, etc. This course is held outside the timetable on Mondays from 2:40-4 p.m. and Wednesdays from 7–8 a.m. Students will be assessed through performance tests, class participation, concerts, assignments, practicing, attendance and general effort. All performances are mandatory.



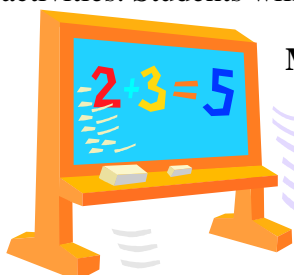
## LEADERSHIP 9

**Prerequisite:** Application and consistently good or satisfactory work habits.

The Leadership program provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through a variety of service opportunities. Students enrolled in this course will be given opportunities to organize, run, and analyze events in the school and community. In addition, they will develop their own leadership and teamwork skills. The purpose of the course is for students to develop a lifelong appreciation of the importance of contributing to their communities and helping others. As part of the course, each student must complete a minimum of 20 hours of service per term, and must take an active role in his or her advisory. Students interested in enrolling in Leadership apply in writing by submitting an application and taking part in an interview.

## MATHEMATICS 7

Mathematics is a language developed as a universal communication tool. Students in Math 7 are encouraged to appreciate the usefulness of mathematics and its varied cultural and historical perspectives. Students will apply their mathematical skills to real-life applications and problem solving activities. Students will be assessed through homework assignments, projects, quizzes and formal tests.



## MATHEMATICS 8

The grade 8 mathematics curriculum involves students studying a variety of strands in mathematics, encompassing the broad range of topics available. Students work on mastering basic concepts learned thus far, in preparation for upper levels of math.

## MATHEMATICS 9

This course introduces students to algebra. The foundation is laid with the understanding of variables, solving algebraic equations and expressions, working with polynomials, factoring, and measurement. There is an emphasis on student responsibility for learning. Homework is a necessity to reinforce more difficult concepts learned in preparation for secondary level mathematics.

## METAL 10

**Prerequisite:** None

Metal art is an introductory course into the field of metalwork with a specific focus on art metal projects. Students will gain a basic working knowledge of hand tools and some power tools appropriate for their project work. Students will explore units in: Casting, Stained Glass, Sheet Metal, and Safety in the workshop and will also be given ‘choose your own project’ opportunities.



## ORCHESTRA 8 / 9

Prerequisite: None

This course is designed to introduce students to the orchestral strings (violin, viola, cello, and double bass) and to enhance the skills of students who have previous experience with orchestral strings. Students will develop their skills on their chosen string instrument while learning to read music notation and participating in a String Orchestra. Home practice is required and practice records will be assigned for beginning students. Students will be assessed through attendance, class participation, performance tests, and assignments. All performances are mandatory.

## PHYSICAL EDUCATION

The GW Graham Physical Education Department believes Physical Education courses should provide all students with a variety of experiences encouraging the pursuit and development of a healthy, active lifestyle. It is our aim to:

- facilitate students developing valuable skills for use in future leisure time;
- help students become aware of the necessity of physical fitness; and
- enable students to achieve so they have a sense of personal worth and esteem.

Physical Education Grades 7, 8, 9 and 10 is a required course. Grades 11 and 12 Physical Education is an elective course.



### PHYSICAL EDUCATION 7

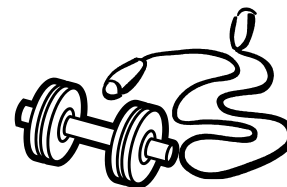
**Prerequisite:** None

PE 7 is an introductory course aimed at exposing students to a wide variety of activities including: soccer, cross-country running, rugby, touch football, circuit training, aerobic fitness, volleyball, basketball, table tennis, badminton, racquetball, softball, gymnastics, field hockey, wrestling, floor hockey, minor games, dance and track and field. Generally, activities are presented in units lasting three to four weeks. Evaluation will be based on fitness, skills, team participation, a basic knowledge of rules, effort, sportsmanship and class involvement. Students will be given opportunities to participate in games, class competitions and tournaments. **Note: P.E. strip is expected for all units.**

### PHYSICAL EDUCATION 8

**Prerequisite:** PE 7

PE 8 is a continuation from PE 7. As in PE 7, the aim of this course is to expose students to a wide variety of activities: soccer, cross-country running, rugby, touch football, circuit training, aerobic fitness, volleyball, basketball, table tennis, badminton, racquetball, softball, gymnastics, field hockey, wrestling, floor hockey, minor games, dance and track and field. Generally, activities are presented in units lasting three to four weeks. Evaluation will be based on fitness, skills, team participation, a basic knowledge of rules, effort, sportsmanship and class involvement. Students will be given opportunities to participate in games, class competitions and tournaments. **Note: P.E. strip is expected for all units.**



## PHYSICAL EDUCATION 9

**Prerequisite:** Any PE 8 Course

PE 9 is an extension of PE 8 where emphasis is placed on exposing students to a wide range of activities. Most activities will be presented in three or four week units. Basic skills, techniques and game strategies will be presented during each selected activity. Drills, lead-up games, competitions and class tournaments will be used in these developments. In addition, a working knowledge of game rules will be emphasized. Cardiovascular activities will form an integral part in most class periods. Evaluation will focus on fitness, skills, effort, participation and sportsmanship. Active participation will be required of all students.

## PHYSICAL EDUCATION 8 - ATHLETICS

**Prerequisite:** Minimum B grade in previous PE class, completed application form and the student must be a member of a Grizzlies Athletic Team.

This is a course designed for high-level athletes who are interested in augmenting their training regimen through a sport specific training program. The course will introduce student athletes to the following training programs:

- plyometrics
- sport specific weight training
- jump program
- agility and core training
- aerobic and anaerobic training

Evaluation will be based on fitness, skills, team participation, logbook, advanced knowledge of rules, effort, sportsmanship and class involvement. Students considering this course must be highly self-motivated and prepared to work to their maximum potential in each class. **Students will receive credit for PE 8.**

## PHYSICAL EDUCATION 9 - ATHLETICS

**Prerequisite:** Minimum B grade in previous PE class, completed application form and the student must be a member of a Grizzlies athletic team.

This is a course designed for high-level athletes who are interested in augmenting their training regimen through a sport specific training program. The course will continue where PE –A8 left off, introducing student athletes to the following training programs:

- plyometrics
- sport specific weight training
- jump program
- agility and core training
- aerobic and anaerobic training

Evaluation will be based on fitness, skills, team participation, yearlong logbook, advanced knowledge of rules, effort, sportsmanship and class involvement. Students considering this course must be highly self-motivated and prepared to work to their maximum potential in each class. **Students will receive credit for PE 9.**



## PHYSICAL EDUCATION 9 - LEADERSHIP

**Prerequisite:** Minimum B grade in previous PE class, Completed Application Form

PE Leadership 9 is directed to students who enjoy Physical Education and a high level of activity. This course will expose students to opportunities other than the regular units in PE 9. Students will be expected to assist in organizing special events at the school including: The Terry Fox Run, athletic tournaments, assemblies and pep rallies. Students in PE 9 Leadership will also be involved in running the Grizzlies Intramural program, and minor officiating at Graham athletics sporting events. Evaluation will be based on their day-to-day participation in and out of the class, volunteer hours log, fitness, skills, team participation, knowledge of rules, effort, sportsmanship and overall leadership.

Small trips off campus are planned and responsibility, maturity and leadership are required for this course to be successful. This course offers an excellent opportunity to develop leadership skills. Students will be charged an activity fee. **Students will receive credit for PE 9.**

## OUTDOOR PURSUITS 11

**Prerequisite:** PE 8 and instructor's approval

Outdoor Pursuits 11 will emphasize the development of physical fitness through various outdoor pursuits. Students will learn about and practice a variety of outdoor skills including trip planning, food preparation, wilderness safety, hiking, camping, snowshoeing, cross-country skiing, standup paddle boarding or kayaking, and indoor rock wall climbing. Objectives of this course include developing a strong appreciation of nature and making safe decisions in the outdoors. Assessment will primarily be based on the active participation in the activities as well as pre- and post-trip planning assignments. Due to the nature of this course, students must be committed to enthusiastic participation and a willingness to embrace new environments and challenging situations in all seasons. An above average level of fitness is recommended as some extended day and overnight hikes are required. Students will also need to have appropriate clothing and equipment for activities considering the types of weather encountered in this part of BC. This course will be taught outside of the regular timetable, as the majority of the class time will be on weekends. A \$175 course fee covers transportation, rentals, and camping consumables. Open to students from Grades 9-12.



## SPORTS MEDICINE 11

**Prerequisite:** Successful completion of Science 10 and PE 10 **and** permission from instructor.

This course is designed to introduce students to a variety of careers in Sports Medicine, Athletic Therapy, Physiotherapy, Occupational Therapy, Nursing, Chiropractic, Medicine, Kinesiology, Physical Education, Fire Fighter, Pro Athlete/Coach, Paramedic, Massage Therapy, or any other of the many medical and sport sciences. With the increased number of participants involved in physical activity and competitive sport in schools and in the community, this program will help meet the increasing need for students to become familiar with the immediate care, prevention and rehabilitation of athletic injuries. This is a grade 11 course and will provide basic information on anatomy, injury prevention, recognition, assessment, rehabilitation and certification in CPR and First Aid. Students will have many opportunities for hands-on activities in a variety of labs, including athletic taping. Students must be prepared to volunteer as a sport trainer with sport teams for practicum hours (20 hours). Evaluation is based on theory and practical skills.

## SCIENCE 7

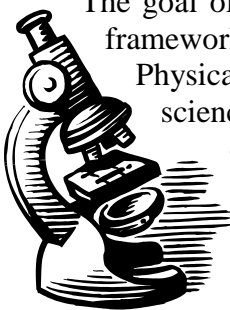
The goal of the science 7 program is to introduce students to the fundamental concepts of science using the framework of change, energy and patterns and systems through the study of the earth's crust, the environment and the study of matter. Students use a constructive approach to understanding science concepts: basic laboratory equipment, safety procedures, and learning the Scientific Method and how to write formal lab reports. Students learn how to draw scientific conclusions from initial inquiry.

## SCIENCE 8

Grade 8 Science builds on understanding of the Scientific Method through lab-based inquiry. Students start to engage in more complicated lab procedure with an emphasis on collecting and representing data, and drawing conclusions from that data. The grade 8 science curriculum provides a foundation for the scientific literacy of students. These areas encourage students to develop an understanding of the place of science in society and history and its relationships to other disciplines, which allow them to make informed and responsible decisions about themselves, their homes, workplaces, and the global community.

## SCIENCE 9

The goal of the science 9 program is to introduce students to the concepts of science using the framework of: Change, Energy, and Matter through the four principal units of Life Science, Physical Science, and Earth & Space Science. Science 9 prepares students for secondary level science courses. Emphasis is placed on acquisition of information; a foundation is laid for courses such as Chemistry and Physics. Lab work continues to be a focus and students are expected to demonstrate at a more sophisticated level an understanding of the scientific method.



## SPANISH 8

**Prerequisite:** None

An introductory course to the Spanish language and culture for students interested in taking Spanish as a second language. Introductions to conversational Spanish, comparisons of culture, and vocabulary introductions.

## SPANISH 9

**Prerequisite:** None

This is an introductory Spanish course. Students will focus on the basics of reading, writing, and speaking in Spanish. Topics for vocabulary development revolve around everyday life. Development of conversational and communicative skills will be emphasized. Students will be evaluated in listening, speaking, and written assignments, projects, tests, and a final exam. Class participation will be emphasized.



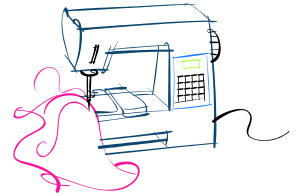
## TEXTILE STUDIES 10

**Prerequisite:** None

Textile Studies 10 is an introductory course where students will continue to learn and develop basic sewing techniques, including using and fitting patterns. Students may begin with some simple sewing projects, such as a South African jewelry pouch and/or a stuffed bear to develop and refine basic skills. Additional projects will be determined in discussion with the teacher, and may include:

- A zippered case (makeup bag, pencil case, purse, duffle bag)
- Garments that incorporate techniques such as sleeves, buttons, waistbands, zippers, etc. (skirt, shirt, shorts, dress, etc.)
- Other projects, in consultation with the teacher (e.g. quilts, dog beds or clothing, etc.)

The course also covers some aspects of clothing selection, including design, fabrics, and influences on clothing choices. Students may be asked to supply patterns, fabric, and notions as required for the various projects



## VOCAL JAZZ 8 / 9

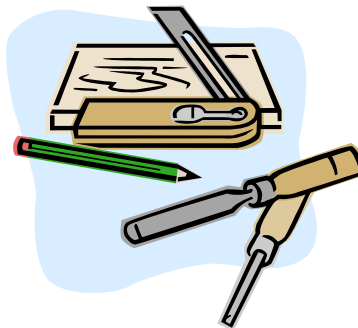
**Prerequisite:** Application and audition

Vocal Jazz is a performance course with students developing their vocal skills in predominantly the jazz idiom. The ensemble will study a wide variety of music including Swing, Latin, Rock, Pop and Musical Theatre. Home practice is required. This course is held outside the timetable one day a week from 2:40 – 4:15 pm and during advisory/tutorial. Evaluation will be assessed through class participation, attendance, concerts, assignments, performance testing and general effort. All performances are mandatory.

## WOODWORK 9/10

**Prerequisite:** None

Woodwork is an introductory course into the field of woodworking. Students will gain basic knowledge in working with hand tools and power tools appropriate for their project work. Students will explore units in Safety, Wood identification, Hand tools, Power tools, Project management and Design & Creativity.



## YEARBOOK 10

**Prerequisite:** None

This course is for students who have an interest in producing the school's yearbook. Students will have a variety of experiences in writing, digital photography, drawing and desktop publishing. Upon completion of the yearbook, for the final portion of the school year, students may select an option in photography, desktop publishing or a combination of the two.

Students taking this elective **MUST** be able to work independently, meet deadlines and plan efficiently to ensure that their spreads are done in a creative and timely manner. You should be a confident individual who has the ability to stand up and take a picture. There is also an expectation that students will use time outside of class, particularly at the key deadlines in the first three terms.



# GW Graham Middle Secondary School

## HUMANITIES/MATH-SCIENCE FINE ARTS

### INTEGRATION PROGRAM

While all teachers at G.W. Graham integrate Fine Arts instruction in their classes, some learners may prefer a Fully Integrated Fine Arts focus when demonstrating their learning:

Student learning preference is suited more towards a less structured learning environment.

- A Fine Arts Integration student is willing to actively participate in all fine arts related activities, including art, drama, music, and dance. A student enrolled in the program enjoys the opportunity to express their learning in different ways. Students participating in the program do not have to be talented artists or actors, but enjoy participating in these types of activities.

Students enjoy working collaboratively with others.

- Students involved in the Fine Arts Integration program often work in group activities. A Fine Arts Integration student is willing to work in a group and enjoys working with others.
- Students understand that all contributions to the classroom are valid.
- A Fine Arts Integration student is accepting of the differences of others. Students involved in the program are often asked to step out of their immediate comfort zone and try new things, and students need to feel that they are in a safe environment to do so.

Students allow others the opportunity to shine.

- Students involved in the Fine Arts Integration program understand that all students need a chance to be in the spotlight.

As is the expectation for all G.W students, Fine Arts students put their best effort into all assignments.

- Students do not have to meet a specific grade requirement to get into the program. Students involved in the program should attempt to complete all assignments to the best of their personal abilities. Often, the fact that the Fine Arts Integration program offers students opportunities to express their learning in different ways is just the thing that a struggling student needs to have success. An average student who has the ability to focus and tries their best would be a better candidate than an exceptional student who does not put in their best effort and has difficulty staying on task.



# GW Graham Middle Secondary School

## GRADE 8

### HUMANITIES FINE ARTS APPLICATION

Name: (First and Last) \_\_\_\_\_

Student: Write a paragraph explaining why you would be a good candidate for the Fine Arts Integration program at GW Graham Middle-Secondary School. Describe how you fit the criteria listed on page 21 of the Course Planning Booklet.

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Parent / Guardian

I, \_\_\_\_\_, fully recommend my child for this program.

\_\_\_\_\_  
(Parent Signature)

Please have your child return the signed application to their Advisory teacher. A recommendation based on the profile of a Fine Arts student will be made. The final decision will be made by the Fine Arts Department at GW Graham.

**FOR OFFICE USE ONLY:**

Grade 7 Humanities Teacher \_\_\_\_\_

- I recommend this student for the Fine Arts Integration program.
- I do not recommend this student for the Fine Arts Integration program.

Why do you recommend this student for the Fine Arts Integration program? (If you do not recommend the student, then you do not need to fill out this section.)

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\_\_\_\_\_  
(Humanity Teacher's Signature)



# GW Graham Middle Secondary School

## GRADE 9

### HUMANITIES FINE ARTS APPLICATION

Name: (First and Last) \_\_\_\_\_

Student: Write a paragraph explaining why you would be a good candidate for the Fine Arts Integration program at GW Graham Middle-Secondary School. Describe how you fit the criteria listed on page 21 of the Course Planning Booklet.

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Parent / Guardian

I, \_\_\_\_\_, fully recommend my child for this program.

\_\_\_\_\_  
(Parent Signature)

Please have your child return the signed application to their Advisory teacher. A recommendation based on the profile of a Fine Arts student will be made. The final decision will be made by the Fine Arts Department at GW Graham.

**FOR OFFICE USE ONLY:**

Grade 8 Humanities Teacher \_\_\_\_\_

- I recommend this student for the Fine Arts Integration program.
- I do not recommend this student for the Fine Arts Integration program.

Why do you recommend this student for the Fine Arts Integration program? (If you do not recommend the student, then you do not need to fill out this section.)

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\_\_\_\_\_  
(Humanity Teacher's Signature)





# GW Graham Music

## AUDITION FORM

### JAZZ BAND/VOCAL JAZZ

Name: \_\_\_\_\_ Grade Entering: \_\_\_\_\_

Phone #: \_\_\_\_\_ Previous School (if not GW Graham): \_\_\_\_\_

Email address: \_\_\_\_\_

Current Advisory/Tutorial Teacher: \_\_\_\_\_

Please indicate the courses(s) you would like to audition for:

- Jazz Band: Instrument: \_\_\_\_\_
- Vocal Jazz

Auditions will take place in April and/or May. You will be contacted with an audition time.

#### Audition requirements:

##### Jazz Band:

- ✓ Major Scales: Concert Bb, Eb, F
- ✓ Excerpt from jazz piece received with audition time
- ✓ Sight-reading
- ✓ Interview

##### Vocal Jazz:

- ✓ Range exercises as outlined by teacher
- ✓ A prepared song of own choice (a capella)
- ✓ Sight-reading
- ✓ Interview

Senior Jazz Band will more likely be in the regular timetable. All other courses are outside the regular timetable but are considered part of the curricular program. Therefore, attendance and marks will be reported. Students must be prepared to attend classes before school, after school and/or at lunch.

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# GW Graham Middle-Secondary School

## STUDENT LEADERSHIP APPLICATION

**\*\* If you have previously been in the GW Graham Leadership Program you do not need to fill in an application form.**

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Number: \_\_\_\_\_ Home Phone No.: \_\_\_\_\_

Present Grade: \_\_\_\_\_

**Students applying for the leadership program must have at least a C+ average and must be in good standing at school (no "N's").**

Answer the following questions.

1. During the present school year, what extracurricular activities have you been involved in? Explain your involvement.

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2. During the present school year, what community activities have you been involved in? Explain your answer.

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3. In your opinion, what are the responsibilities of leadership students?

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4. What personal qualities do you possess that would enhance the atmosphere of GW Graham and the leadership program?

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5. Have you taken any previous leadership courses? If so, indicate course and grade.

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Please provide the name of a teacher you have had this year who supports your application to the Leadership program.

Name: \_\_\_\_\_

School (if at a different school than GW Graham): \_\_\_\_\_

**Please note: All Leadership students are expected to complete 20 hours of service each term (in the school and/or community). There will also be a planning retreat early in the school year.**

If accepted into the Leadership program, please drop the following elective course:

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*There is no guarantee that this will be the course dropped, but we will do our best to accommodate you.*

**Please return with your course planning sheet.**



# GW GRAHAM PHYSICAL EDUCATION

## PE ATHLETICS APPLICATION FORM

Please circle the appropriate choice below:

Athletics 8    Athletics 9    Athletics 10    Athletics 11    Athletics 12

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Number: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

Current P.E. Teacher: \_\_\_\_\_ Present Grade in P.E.: \_\_\_\_\_

\*\* Students applying must have at least a "B" in their current PE class, and be recommended by their current PE teacher.

1. Explain why you wish to take PE Athletics:

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2. How would you use your Athletics class to assist in improving your extra-curricular activities?

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3. What personal qualities do you possess that would enhance the atmosphere of this class?

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4. List any Grizzlies Athletics teams that you have been a member of in the past and any you intend on trying out for in the upcoming year.

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# GW GRAHAM PHYSICAL EDUCATION

## PE LEADERSHIP APPLICATION FORM

Please circle the appropriate choice below:

PE Leadership 9      PE Leadership 10      PE Leadership 11      PE Leadership 12

Applicant's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Number: \_\_\_\_\_ Home Phone Number: \_\_\_\_\_

Current PE Teacher: \_\_\_\_\_ Present Grade in PE: \_\_\_\_\_

\*\* Students applying for the Leadership program must have at least a C+ average (in ALL courses) and must be in good standing at school. Students must also have at least a "B" in their current PE class, and be recommended by their current PE teacher.

1. During the present school year, what *extracurricular activities* have you been involved in?

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2. During the present school year, what *community activities* have you been involved in?

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3. In your opinion, what are the responsibilities of Graham's PE Leadership students?

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4. What personal qualities do you possess that would enhance the atmosphere of this class?

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5. Have you taken any previous Leadership courses? If so, indicate the course and grade level.

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\*\* Please provide the name and phone number of a personal reference (an adult who can support your leadership qualities – who is NOT an immediate family member)

Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

\*\* If accepted into PE Leadership, you may be required to attend a one-day workshop.