GRADE EIGHT

COURSE PROGRAMMING GUIDE 2012

CARSON GRAHAM SECONDARY

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INTRODUCTION

This Program Guide is designed to give students the information needed to plan their courses for the next school year.

Selecting a program of study is an important process that should involve students, parents, teachers, administrators, and counsellors. After careful consideration, courses should be chosen based on students' strengths, interests, and future requirements. Whether a student's goal includes university, college, business, vocational school, or employment, wise planning is critical.

The course offerings in high school are designed to develop a sound foundation in the core subject areas and, at the same time, provide opportunities to explore other areas of interest. When selecting electives, parents and students are encouraged to consider courses in a variety of subject areas. Although the senior secondary school years provide the opportunity for greater specialization, parents and students should be guided by the belief that a broad liberal education provides better preparation for further education and the future. We encourage students to select a program that not only fulfills Graduation and Post Secondary requirements, but also allows for the opportunity to experience a broad, exciting, and stimulating range of courses. Students need to think carefully and thoughtfully about their course selections and learn from other students' experiences.

Please note that educationally sound reasons are required to make changes to individual timetables at a later date and changes can only be accommodated if there is space available in classes.

Final course offerings are dependent on staffing and student demand. To the best of our knowledge, the courses in this guide are the course offerings for the 2012/2013 school year. These offerings are subject to changes based on funding, staffing, student demand, expertise of staff, and District, Ministry and the International Baccalaureate Organization guidelines.

WELCOME

The staff of Carson Graham Secondary would like to extend a warm welcome to the families of our incoming grade 8 students.

Carson Graham opened its doors in 1965 and is named after former School Board trustee Dr. Carson Graham. The majority of our students are from seven feeder schools which include Braemar, Carisbrooke, Capilano, Larson, Norgate, Queen Mary and Westview. Carson Graham is one of the few public schools in the province of British Columbia that offers the International Baccalaureate Middle Years Programme and the Diploma Programme. Carson Graham is known for its strong academic programs in addition to the Artist for Kids Academy, Global Initiatives, and athletic programs.

The students at Carson Graham consistently do very well academically; we have produced a large number of distinguished individuals who are exemplary leaders in the community.

Carson Graham students pride themselves on their sense of community. Student leaders are involved with many annual school community events such as: the Red Cross Blood Drives, Environmental Awareness Clean-ups, Humanitarian Initiatives (building homes for impoverished families in Mexico and the Dominican Republic), the Ubuntu Social Justice film festival, Chili for Change, Vow of Silence, and the 24 Hour Fast.

At Carson Graham all students are actively involved both in the school and in the community. They act as local and global leaders in every sense.
We look forward to welcoming your child into the Carson Graham Family.

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COURSE PROGRAMMING DATES:

January 17, 2012
IB (MYP and DP) Parent Information Night

January 18, 2012
Programming meeting for grade 8 and 9 families

January 24, 2012
Programming meeting for grades 10 and 11 families

January 23 to February 10, 2012
Counsellors visit classes for Programming

February 1 to February 10, 2012
Counsellors program grade 7 classes

February 7, 2012
Programming meeting for grade 7 families

February 13, 2012
All course selection sheets due in counselling office

INTERNATIONAL BACCALAUREATE

MIDDLE YEARS PROGRAMME

The IB Middle Years Programme is the second in the continuum of three programs offered by the International Baccalaureate Organization. The IB Middle Years Programme (MYP) aims to develop internationally minded, independent learners who recognize relationships between the subjects that are taught and the outside world. The MYP is based on the principles of holistic learning (the discovery of relationships between areas of knowledge), intercultural awareness (knowing one's part within the global community), and communication (the methods by which students express their knowledge and understanding). This is achieved by focusing on the learner. It is our goal to create learners who strive to be inquirers, knowledgeable, critical thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

The Middle Years Programme at Carson Graham is an inclusive one; every student who attends Carson Graham in grades 8, 9 and 10 is an MYP learner. **Every student who attends Carson Graham participates fully in the IB-MYP.** This includes completing courses in Math, Science, Art, Technology, Social Studies, Physical Education, English and French in each year of the program (grades 8, 9, and 10). As well, there is an expectation that students complete a required number of community service hours in each of the three years (grade 8-10) and during their final year in the program students work towards completing the Middle Years Personal Project – the culminating project of the IB-MYP.

In the Middle Years Programme, the traditional grade 8-10 subjects remain the same, but how they are taught and how the students learn is different. All the curricular content is viewed through lenses. Every unit of study, within each subject area, has one of the lenses as a focus of instruction. These lenes are intended to connect the various subject areas with each other, as well as to connect the subject areas to the world outside of school. The five lenses are Health and Social Education, Community and Service, Environment, Human Ingenuity, and Approaches to Learning.

As well as being viewed through a lens, the content is delivered through inquiry-based instruction. Students are required to engage deeply in their own learning process by asking thoughtful and thought provoking questions that require a deeper understanding of the subject matter to answer. Finally, assessment within the MYP is also a little different from what is commonly practiced. Because IB is concerned with the process of learning and focuses on creating a particular kind of learner, assessment using percentages or letter grades is not reflective of success toward those goals. Instead, IB uses criterion related assessment that measures success toward predetermined clearly stated expectations. To that end, teachers merge the Ministry of Education's expectations for reporting with the IB requirements for reporting.

INTERNATIONAL BACCALAUREATE

IB - THE PERSONAL PROJECT

The IB-MYP Personal Project allows students to investigate and focus on a theme, topic and /or issue and develop this into a major, multi-faceted project. The personal project is a significant body of work produced over an extended period of time during the student's grade 10 year and is a product of the student's own initiative. It provides an excellent opportunity for students to produce a truly creative, unique piece of work of their choice and to demonstrate the skills they have developed through the MYP approaches to learning (organization, collaboration, communication, information literacy, reflection, critical thinking, and transfer of learning). The personal project offers students a great deal of flexibility and many opportunities for differentiation of learning and expression according to their individual needs. It is a rich opportunity for students to complete an extended piece of work that challenges their own creativity and thinking about issues of concern to themselves. Throughout the development of this project, students will explore areas of the Design Cycle as they investigate, plan, create and evaluate all aspects of their undertaking.

IB COMMUNITY SERVICE

Community and Service is an integral component of all aspects of the International Baccalaureate Programme. It is service volunteered by an individual to an organization for the benefit of the community. Starting within the classroom and extending beyond it, Community and Service aims to encourage responsible, caring participation in the local environment and in the wider world.
For the 2012 - 2013 school year, as a requirement of the IB-MYP, all students in grades 8-10 must complete 10 hours of community service between September 2012 and May 2013. Community and Service hours can be collected for completing any service volunteered by a student that benefits the school or a community group. Students should record their hours in their agenda. In addition, the hours are documented by homeroom teachers at the start of every monthly homeroom period. Students are encouraged to exceed the minimum required hours and doing so will qualify them to compete for a service award. Community and Service does not consist of family chores, tasks for which you get paid, or attendance or participation at meetings or clubs. Check the website for further information regarding Community and Service.

For more information please contact the MYP Coordinator Toby MacDonald e-mail address:
tmacdonald@nvsd44.bc.ca

INTERNATIONAL BACCALAUREATE
IB Learners are:

Inquirers

Are you curious?

Do you know how to find answers to your questions?

Knowledgeable

Do you know about a range of subjects, topics, ideas, and issues that have local and global significance?

Thinkers

Do you apply what you learn to new situations?

Can you use your knowledge to solve problems and make good decisions?

Communicators

Can you express your ideas and opinions clearly when speaking or writing?
Can you communicate in more than one language?

Can you communicate using technology, art, music and drama?

Principled

Are you honest and fair to others?

Do you respect the dignity of others?

Do you take responsibility for your own actions and any consequences?

Open-minded

Do you appreciate your own culture?

Are you open to other perspectives and traditions?

Caring

Do you show compassion and empathy for the needs and feelings of others?
Do you act to make a positive difference for others and for the environment?

Risk-takers

Do you approach unfamiliar situations with confidence?

Do you share and defend your beliefs, even if you are not part of the majority?

Balanced

Do you balance your intellectual, physical and emotional needs?

Reflective

Do you know your strengths and limitations?

Do you look for ways to improve?

COURSE REQUIREMENTS

The IB Middle Years Programme

STUDENT COURSE LOADS

Students in grades 8, 9, and 10 must take a minimum number of courses. Some students may take more than 8 courses if they take them outside the timetable.

The IB Middle Years Programme requires that students complete courses in the following eight subject areas at each grade level:

- English: Language A
- Mathematics
- Science
- Social Studies: Humanities
- French: Language B
- Physical Education
- Technology: Home Economics, Technology Education and Information Technology
- Fine Arts: Drama, Visual Arts and Music

GRADE EIGHT COURSES

The Grade Eight program consists of 8 courses:

1. Language Arts 8
2. Social Studies 8
3. Mathematics 8
4. Science 8
5. A Physical Education 8
6. French 8
7. Applied Skills Rotation 8
8. Fine Arts Rotation 8

GRADE NINE COURSES

The Grade Nine program consists of 9 courses:

1. Language Arts 9
2. Social Studies 9
3. Mathematics 9
4. Science 9
5. Health & Career 9
6. French 9
7. A Physical Education 9
8. Elective
9. Elective

GRADE TEN COURSES

The Grade Ten program consists of 10 courses.

1. Language Arts 10	(4 credits)	6. Planning 10	(4 credits)
2. Social Studies 10	(4 credits)	7. French 10	(4 credits)
3. A Math 10 course	(4 credits)	8. Elective	(2 credits)
4. Science 10	(4 credits)	9. Elective	(2 credits)
5. A Physical Education 10	(4 credits)	10. Personal Project	(2 credits)

GRADE ELEVEN COURSES

The Grade Eleven program consists of 8 courses

1. A Language Arts 11	(4 credits)	5. Elective	(4 credits)
2. A Social Studies 11	(4 credits)	6. Elective	(4 credits)
3. A Math 11	(4 credits)	7. Elective	(4 credits)
4. A Science 11	(4 credits)	8. Elective	(4 credits)

GRADE TWELVE COURSES

The Grade Twelve program consists of 8 courses

1. A Language Arts 12	(4 credits)	5. Elective 12	(4 credits)
2. Grad Transitions	(4 credits)	6. Elective 11/12	(4 credits)
3. Elective 12	(4 credits)	7. Elective 11/12	(4 credits)
4. Elective 12	(4 credits)	8. Elective 11/12	(4 credits)

- Grade 11 and 12 students may take a study block to assist with a heavy academic load.
- Students must apply for a study block.
- Students should see their counsellors to inquire about a study block.

GRADE 8 COURSE DESCRIPTIONS

CORE COURSES

ENGLISH 8

MEN--08

Students will explore the writing process through a variety of means: journal entries, expository paragraphs, narrative stories, dramatic scripts, poetic forms, notes and letters. Students will also investigate a variety of literary forms and genres: short stories, poetry, novels (historical and contemporary) and mythology. Oral skills will be enhanced through a variety of formal and informal discussions, debates, speeches and dramatic presentations. The course also includes: research skills, vocabulary building, spelling rules, parts of speech, sentence types and punctuation.

This course has a common school-based Final Exam.

FRENCH 8

MFR--08

French 8 is an introductory course. In Grade 8 the skills involved with listening, speaking, reading, and writing are developed. Students will have many opportunities to demonstrate their abilities to communicate in both the present and future tenses. Students will be expected to begin to engage in meaningful, spontaneous dialogues.

Workbooks provided (may be purchased for $20.00) .

This course has a common school-based Final Exam .

MATH 8

MMA--08

Mathematics 8 is a course that bridges the arithmetic from Elementary School with the curriculum that will form the core of Senior Mathematics. This course will introduce students to developing the ability to conjecture, reason logically, employ quantitative and spatial information, and apply a variety of mathematical methods to solve problems and make decisions confidently and independently.

This course has a common school-based Final Exam.

PHYSICAL EDUCATION 8

At Carson Graham, PE is divided into female and male classes. In PE Students concentrate on basic skills while undertaking units in team games, individual and dual activities, gymnastics, dance and fitness. Units of activity may include Rugby, Field Hockey, Basketball, Wrestling, Dance, Gymnastics, First Aid, Circuit Training, Track & Field, Lacrosse and Ultimate Frisbee.

SCIENCE 8

MSC--08

Science 8 introduces students to the basics of science. Students apply and develop an understanding of the scientific method throughout the course. The course begins with Physics and an emphasis on fluids and optics. The relationship to fluids is expanded on in Earth Science with the introduction of water systems as they relate to the importance and effects of water on the environment. The Biology unit introduces the cell as the basic unit of life and how organisms are made up of systems working together. Immunity describes the ways by which an organism protects itself from harm. Students will gain an appreciation of the inter-connectedness of life and abiotic elements in the environment.

This course has a common school-based Final Exam.

SOCIAL STUDIES 8

MSS--08

Social Studies 8 curriculum focuses on world civilizations from 500-1600. Its intent is to aid students in discovering their place in our complex, changing world. Basic geographic skills and principles are introduced. Global concerns are addressed in current event units and through the study of world religions. The history units focus on developments in Europe that carry forward into our modern world: Medieval Life, the Renaissance, the Reformation and Exploration. Through these investigations students begin developing the skills necessary to become lifelong learners.

This course has a common school-based Final Exam.

GRADE 8 ROTATION CLASSES

All grade 8 students are enrolled in two rotation blocks. The Applied Skills and Fine Arts rotations are comprised of three separate courses each offered for one third of the academic year. These rotations are meant to expose students to a variety of the elective subjects.

APPLIED SKILLS ROTATION

HEALTH AND CAREER EDUCATION 8

Health and Career Education 8 is taught within the Applied Skills Rotation. The aim of this course is to provide students with an awareness of the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, their education and their future careers.

- Students will become informed decision makers, able to understand the effects of their choices on themselves and others.
- Students will be able to access information and support relevant to health and career topics.
- Students will develop an understanding of their growing personal responsibility for attaining and maintaining their overall health and well-being, and for identifying and exploring their education and career goals.
- Students will begin to develop the knowledge, skills and attitudes that will enable them to plan for a successful transition into the graduation program (Grades 10-12).

ART 8

Art 8 enables students to develop curiosity, interest and enjoyment in their own creativity and that of others. The course explores two major units of work and will cover a variety of techniques and materials. These could include drawing, print making, painting and sculpture/ceramics. Students will be introduced to the language of art through examining the elements and principles of design. Images are central to the Visual Arts program. Students will perceive, respond, create and communicate through imagery. Students will respond to images in the way they reflect personal, social, cultural and historical contexts. All students will work in their Developmental Workbook on a weekly basis, exploring the creative process, documenting this process with images, and reflecting on personal discoveries.
Supplemental Fee: $10.00

INFORMATION TECHNOLOGY 8

Information Technology 8 develops practical computer skills and teaches software use while fostering inquiry skills that are at the heart of the Middle Years Programme. This process helps students become more knowledgeable and develop as thinkers. Students will also reflect upon their progress as learners. During the term, students enhance their repertoire of communication options essential to our modern world.

FINE ARTS ROTATION

HOME ECONOMICS 8

The aim of Home Economics 8 is to provide students with experience in the area of Textiles. The course explores multiple units of work and will cover a wide variety of skills, knowledge, and creative processes. These will include: sewing basics and the creation of a simple textile item. In this course, students will be introduced to the IB Design Cycle (Investigate, Plan, Create, and Evaluate). Students will begin to develop the knowledge, skills, and curiosity in order to address design challenges concerning project creation. All students begin to work through the Design Cycle and document their work in their Design Folder.

Supplemental Fee: $10.00

DESIGN AND TECHNOLOGY 8

The Design and Technology 8 course is an investigation into the multiple fields of technical education. Students will be introduced to common technical skills such as hand and machines tools use, and attitudes towards working safely. Through use of the IB Design Cycle, students will learn in a hands-on, practical setting. The intention of Design and Technology 8 is for students to use their newly acquired skills to investigate technical problems, brainstorm possible solutions and build solutions to those identified needs. Students will be using a variety of procedures to work with wood, plastic and metal in this introductory course.

Supplemental Fee: $10.00

DRAMA 8

Drama 8 is an introduction to drama and theatre as a performing art with an emphasis on acting. Students should be aware that success in the class is largely determined by unreserved participation. Beginning skills related to stage awareness and acting will be developed through the practical activities found in theatre games and improvisation. Scene study and script creation will be a feature of the course. Students can expect to gain confidence sharing their voice and thoughts publicly, in a safe and fun environment.

ELECTIVE COURSES

BEGINNING BAND 8

MMU--08BCB

In this course students will be introduced to a variety of percussion, brass and woodwind instruments and then choose one or more instruments to play throughout the year. Students will learn what is involved in producing a good sound, learn to read music, learn how to prepare for a performance, and experience the fun and rewards of performing with and for others. An important aspect of this class is contributing to a positive and supportive atmosphere, which is accomplished by doing one's best in their class, coming to class prepared, and being willing to help one another. The arts are an integral part of the International Baccalaureate Middle Years Programme. Three aims of this program are to develop natural curiosity, to be risk takers, and to be caring. In keeping with these aims, Beginning Band students will learn to work with each other and encourage each other as they learn to perform on their chosen instrument.

Supplemental Fee: $10.00

This course occurs outside the timetable.

CONCERT BAND 8

MMU--08

Band 8, 9 and 10 are performance-oriented courses. Students in Concert Band 8 will form part of Carson Graham's Junior Concert Band, which includes students in grades 8, 9, and 10. Class activities are focussed on rehearsing for a variety of performances throughout the school year. Music will be chosen that is representative of a variety of styles of music written for junior level high school bands. Music that is chosen will be based on its ability to provide growth in the student's musicianship, on audience appeal (our annual junior music tour will involve performing for a variety of audiences), and music that will be personally rewarding for students to work on. The arts are an integral part of the International Baccalaureate Middle Years Programme. Two of the aims of this program are to be effective communicators and to be balanced. Students in Band 8, 9 and 10 will learn to communicate through the language of music. Through learning to express themselves on an instrument within an ensemble, students in Band 8, 9 and 10 will also learn the value of being balanced by achieving intellectual, physical, and emotional well being.

Supplemental Fee: $25.00

This course occurs outside the timetable.

JAZZ BAND 8

MMJ- -08-JB

Jazz Band is a performance-oriented course. Class activities are focused on rehearsing for a variety of performances throughout the school year. Music will be chosen that is representative of a variety of styles of music written for high school jazz bands. Music that is chosen will be based on its ability to provide growth in the student's understanding of jazz, ability to interpret and perform jazz, on audience appeal, and music that will be personally rewarding for students to work on. The arts are an integral part of the International Baccalaureate Middle Years Programme. Two of the aims of this program are to be open-minded and caring. Students in Jazz Band will learn to be open-minded by learning to appreciate the music of other cultures and eras. In addition, students in Jazz Band will show caring and respect towards other musicians in Jazz Band as they learn to solo and play a variety of styles of jazz.

Supplemental Fee: $25.00

This course occurs outside the timetable.

CONCERT CHOIR 8

MMU--08-CC

Concert Choir 8 is a full-year, off-timetable course intended to teach students the practical skills and theoretical knowledge needed to be able to perform music written and arranged for concert choir. Music will come from a variety of styles including gospel, jazz, pop and classical and students will have the chance to sing in other languages. No audition is required and it is open to students in grades 8, 9 and 10.

Supplemental Fee: $25.00

This course occurs outside the timetable.

JAZZ CHOIR 8

MMU--08VJ

Jazz Choir 8 is a full-year, off-timetable course intended to teach students the practical skills and theoretical knowledge needed to be able to perform music written in the vocal jazz style. We will also explore related genres such as gospel and blues, as well as some pop material. Students are accepted into this course by interview and an informal audition. It is recommended that Jazz Choir 8 students also enrol in Junior Concert Choir.

Supplemental Fee: $25.00

This course occurs outside the timetable.

Some instruments are available from the music department.
Rental of instrument is not included in the supplemental fee.

ESL COURSES

BRITISH COLUMBIA CULTURE 8

XAT--08BCC

This course introduces ESL students to the culture of modern day British Columbia and Canada; it is recommended for Level 3 speakers. ESL students will study the beliefs, expectations, and values of Canadians. As they examine their local culture, ESL students will broaden and deepen their knowledge of the four essential English skills areas necessary for active citizenship: reading, writing, listening, and speaking.

This is a credit course with an assigned percentage.

ENGLISH AS A SECOND LANGUAGE 8

XAT--08ESL

ESL is an elective course limited to those students who need extra time in small classes to support their learning of English; recommended for Level 1 or 2 speakers. In these classes, students work to develop their skills in speaking, listening, reading, and writing. The objective of these classes is to sufficiently improve the student's english to allow them to move to Language Strategies 10. Teachers will evaluate and report on development in a variety of ways including anecdotal reports and parent interviews.

This is a non credit course with no assigned percentage.

ESL SOCIAL STUDIES BEGINNERS 8

XAT--08ESS

This course is designed for lower level 1 or 2 speakers who will be introduced to the history of Canada and Canadian culture. Through the study of Canada, students will continue to enhance their English in the four areas of reading, writing, speaking, and listening, as well as learn important study skills that will enable them to move into BC Culture or regular social studies classes. Teachers will evaluate and report on their development in a variety of ways including anecdotal reports and parent interviews.

This is a non credit course with no assigned percentage.

LEARNING CENTRE ADMISSIONS POLICY

In order to service students with specialized learning needs with equity and efficiency, the following process should be adhered to before students are placed into LC classes:

STUDENTS TRANSITIONING INTO CARSON GRAHAM

This applies to grade seven students or students who are new to Carson Graham.
Students considered for LC should have:

- A designated learning disability.
- Been recommended by a previous teacher based on a history of learning challenges and/or past success.

PRESENT CARSON GRAHAM STUDENTS

- Student concerns are brought to either a grade counsellor or to a Learning Assistance Teacher by teachers or parents.
- After team discussions, parents are contacted to see what interventions have been initiated at home.
- Classroom intervention is attempted including differentiated curriculum, appropriate adaptations, and/or seeing teachers during tutorial times.

LEARNING CENTRE 8

XAT--08LAC

Carson Graham Learning Centre serves a diverse population of students with a broad range of learning needs and strengths. In keeping with the aims of the MYP, we focus on approaches to learning, self-discovery and personal responsibility. This fosters success in secondary school, and lifelong learning. The program offers academic support, while assisting students to better understand personal strengths, needs, learning styles and effective strategies. We foster a nurturing environment where hard work and mutual respect create a sense of community and a positive experience for all.

FUNCTIONAL SKILLS

The Functional Skills program at Carson Graham is a modified program designed for designated students who work on an IEP and modified regular/inclusive classes. In consultation with their counsellor and the resource teacher(s), students will follow a schedule based on their academic, social and vocational needs with Functional Skills (IEP-based) classes and regular classes. All students should enrol in IEP English and Math even if they are also attending regular English or Math classes to meet IEP-specific goals. All classes are noncredit and are offered for students who are pursuing a School Leaving Certificate upon completion of their IEP.

Courses offered include - English, Math, Science, Social Studies, Computer/Keyboarding, Visual Arts, Physical Education and Work Experience.

FUNCTIONAL SKILLS/IEP COMPUTER KEYBOARDING *noncredit*

This course provides students with self-paced instruction and practice in practical computer skills and individualized computer-assisted learning programs.

FUNCTIONAL SKILLS/IEP ENGLISH - LITERACY *noncredit*

This course helps students to communicate effectively through reading and writing. Materials will be functional and of high interest/low vocabulary. (Reading levels are usually from Pre-K through 3rd grade). Teaching units will include phonetic skills, sight word recognition, listening, auditory comprehension, stories read aloud, safety words, pre-vocational vocabulary and introductory grammar to complete sentences through a variety of methods.

FUNCTIONAL SKILLS/IEP MATH - NUMERACY *noncredit*

This course helps students to learn basic arithmetic skills and concepts that are useful in daily life. Emphasis will be on math activities that are meaningful rather than rote or memorized facts. Teaching units will include numeration, computation, calculator skills, place value, money skills, time telling and time management skills and measurement. Math manipulative and concrete materials are used to teach concepts. After demonstration and guided practice, some students will be able to work independently on individual assignments that target their math needs.

FUNCTIONAL SKILLS/IEP PHYSICAL EDUCATION *noncredit*

This course focuses on developing skills needed for a healthy lifestyle. Students will take part in fitness activities, sport skills and learn how to use community leisure and fitness facilities.

FUNCTIONAL SKILLS/IEP SCIENCE *noncredit*

This course helps students to prepare for living independently and responsibly in the future. The emphasis will be on practical education rather than traditional science. Teaching units may include family life/sexuality education, grooming, First-Aid, meal planning, shopping, cooking, time telling, money and purchasing.

FUNCTIONAL SKILLS/IEP SOCIAL STUDIES - SOCIETY *noncredit*

This course helps students to learn about their community, province, country, and the world. Teaching units will include the school, local community, names of the provinces, basic mapping and important political leaders. As well, students will practice basic social skills such as greeting others and taking turns.

FUNCTIONAL SKILLS/IEP VISUAL ARTS *noncredit*

Using a directed approach for students, this course reinforces concepts taught in other classes such as colours, numbers, size, shape and texture. Students produce a portfolio of artwork using a variety of mediums.

FUNCTIONAL SKILLS/IEP WORK EXPERIENCE *noncredit*

This course follows the "Steps to Success" curriculum developed by NVSD 44 Work Experience Facilitators. Areas of study include prerequisites for the workplace such as being punctual and on time, working with a team, following instructions and accepting direction. During high school the student will also learn these skills by doing in-school work experience, including recycling. During grades 11 and 12 students will be placed in a non-paid Work Experience position for approximately 2 to 4 hours per day, per week. Different jobs will be explored during each placement. School personnel working as Job Coaches, will provide in-service training on how to use public transit and how to meet employer expectations and requirements for the job. The Work Experience Facilitator will develop the job placement, train the Job Coach, assist the student with the interview, provide overall supervision, and liaise with the business/owner/manager.

STUDENT EVALUATION

Students in grades 8 to 12 receive percentages on all reports. The chart below lists the Ministry of Education percentages:

A (Excellent	86 - 100%
B (Very Good)	73 - 85%
C+ (Good)	67 - 72%
C (Satisfactory)	60 - 66%
C- (Minimally acceptable)	50 -59%
I (In Progress/Incomplete)	Learning outcomes not yet completed
F (Failing)	0 - 49%
W (Withdrawn)	

"I" (In Progress or Incomplete)

This symbol is used to alert students and parents that the student is not demonstrating minimally acceptable performance in relation to expected learning outcomes. When students and parents are informed of an "I", the teacher will specify a plan of action that the student must undertake to achieve the necessary learning outcomes. The plan of action, which will specify a required completion date, will be communicated by a written plan (interim report or report card), by telephone, or by a direct meeting involving student, parent and teacher.

It is the responsibility of the student , with support by parents, to complete the necessary learning by the specified date or the "I" will be converted to an "F". The "I" letter grade must be converted to another letter grade before letter grades are (1) sent to another school, (2) recorded on the permanent student record card or (3) before submission of marks to the Ministry of Education for inclusion on student transcript. An "I" reporting symbol must be assigned before an "F" letter grade can be given.

Students with an "I" or "F" on their term and final reports do not qualify for Honour Roll status.

STUDENT WORK HABITS

The standard for reporting student progress is legislated in the School Act. Teachers are required to produce three formal written reports each year.

In Grades 8 - 12, formal reports include letter grades and written comments to indicate the student's level of performance in relation to the learning outcomes set out in the curriculum for each subject and grade.

All formal reports contain a section entitled "Work Habits" which includes a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

The descriptor of the Work Habits is outlined below.

EXCELLENT (E)

- Responsibility: Demonstrates an industrious work ethic, ready to work and learn.
- Cooperation: A class leader exemplified by a high degree of positive and meaningful participation initiated by the student.
- Independence: A keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

GOOD (G)

- Responsibility: All assignments turned in, ready to work and learn.
- Cooperation: Works well with other students and teachers, participates in class in a meaningful way.
- Independence: A self-directed learner, takes appropriate initiative and responsibility for learning.

SATISFACTORY (S)

- Responsibility: Most assignments turned in, usually ready to work and learn.
- Cooperation: Usually works well with other students and teacher(s).
- Independence: Often requires direction

NEEDS IMPROVEMENT (N)

- Responsibility: Most assignments missing, frequently not ready to work and learn.
- Cooperation: Does not work well with other students or teacher(s).
- Independence: Needs one-to-one attention most of the time.

AWARDS

Carson Graham has a rich history of awards and recognition. Visit our web site for a complete description of the awards program.

DISTRICT HONOUR ROLL

Honour Roll recognition will be awarded to students following each reporting period. Students will receive honour roll recognition certificates at the year end ceremony ONLY if they have made BOTH honour roll periods.

Students are recognized as Honour Roll students in each reporting period based on their grade percent average for that term and the following criteria:

- Students who have achieved an average of 90% and above will receive Honour Roll with Distinction.
- Students who have achieved an average of 86% to 90% will receive Honour Roll.
- Students who have achieved an average of 80% to 85% will receive Honourable Mention.
- Honour Roll is calculated on school-based courses only.
- Distant Learning courses do not count towards Honour Roll.
- Students in grade 8, 9, and 10 must be taking a minimum course load of 8 courses.
- Students in grade 11 must be taking a minimum course load of 7 courses.
- Students in grade 12 must be taking a minimum course load of 6 courses plus Grad Transitions or the equivalent of a full program load such as students who are enrolled in District Academies, Peak Performance Program.
- All 8, 7, or 6 of the required courses are counted for calculation.
- Students will not be eligible for the Honour Roll if they receive an I " Incomplete", F "Failing grade", or a "Needs Improvement" for work habits.
- Honour Roll with Distinction and Honour Roll awards are presented at the Awards Ceremony at the end of the year. Calculations will be based on the first two terms.
- Honourable Mention is not recognized at the year end ceremony.

SUCCESS AT CARSON GRAHAM

ACADEMIC EXPECTATIONS

At Carson Graham our expectation is that all students strive to do their personal best in their academic and elective classes. To ensure success, students must establish positive study and work habits. In grade 8, students should complete a minimum of one hour of homework each school night. Homework should include a commitment to regular home study such as review of past work and preview of work to come in addition to completion of homework assigned daily in class. Students are expected to report to class with appropriate materials and equipment (e.g., pencil, text, and notebook) and be prepared to work every day.

ATTENDANCE

Student attendance is the shared responsibility of parents, students and staff. Parents have the responsibility to ensure their child's attendance at school and to communicate with the school regarding their child's absences or tardiness. Students must assume responsibility for their punctual attendance at all classes: they must come to their classes prepared to participate and work in a positive manner.

Regular attendance is essential for success in school. When students are away from school, we ask parents to notify the school by telephone or in advance with a written note. When unexplained absences occur the school contacts the parents daily by telephone and email through our Synervoice system. Please ensure your current e-mail addresses are on file at the school. Whatever the reason for the absence, it is the student's responsibility to catch up on missed work.

Call back attendance line is available 24 hours a day. 604-903-3645

EDUCATION/FAMILY PARTNERSHIP

Effective communication between home and school is very important for student success. Parents can expect regular reporting of achievement and attendance, but are also encouraged to email or phone the school counsellors, teachers, and administration at any time. In addition to this, please plan to become part of our school community through involvement with the PAC, attending fundraising events or joining any other parent group at the school. The more involved you are in your child's school community, the more chance your child will be successful at Carson Graham.

CARSON GRAHAM SUPPORT SYSTEM

ACADEMIC BOOTCAMP

The Academic Bootcamp meets every week from 3:00 – 4:00 p.m. Students are encouraged to drop by the LAC where teachers will be on hand to provide general and subject specific support.

COUNSELLING

Counselling is a support service for students, teachers, parents and the community. Counsellors provide personal counselling, career and family counselling, and consultation. Counselling is designed to:

- Help students understand and deal with personal and social matters.
- Help students be more successful in school and make educational plans and decisions.
- Provide consultation with parents, teachers and administrators.
- Provide a referral service to specialized school or community resources.

IB LEARNING SUPPORT

We aim to provide the best educational environment possible for all our students. Our new IB Learning Support model is designed to meet the diverse learning needs of all students within the structure of the IB Middle Years Programme. IB Learning Support is available to all students. Students receive direct and immediate support in addition to differentiated small group instruction in their academic classes.

All students have support from the support teachers who work collaboratively with subject teachers. Students can also leave class and work in the IB Learning Support room to receive additional small group instruction and support with completing differentiated activities, assignments and assessment tasks.

IB Support is primarily designed for those students who are identified with either a Ministry Designation or who receive curricular Adaptations as per their documented Teaching to Diversity Plan. IB Learning Support is not a behaviour support program. Any student who requires additional and/or differentiated academic support with a given assignment or topic is welcome in IB Learning Support.

All identified students entering grade 8 will also have an academic assessment completed in IB Support to inform teachers of students' strengths and needs.

The IB Learning Support Program identifies students who would traditionally have been in the Academic Support Program or First Nations Studies and provides additional support to them in their regular academic classes. The Special Education department works with these students both in and out of their regular classes.

LEARNING CENTRE

The Learning Centre provides an educational setting where students receive extra support and assistance in their learning. Support includes organizational skills and learning strategies, resource materials, individual instruction and educational programs. Counsellors work closely with the staff in the Learning Centre to help students achieve success in their program of study. Students who wish to enrol in Learning Center may do so through teacher-referral and consultation with parents, students, and grade counsellors.

LIBRARY

Our Library aims to enrich and supplement the curriculum, to promote the lifelong use of libraries and to develop the habit and love of reading. The library program helps students to identify, locate, evaluate, and use both print and non-print resources. The facility contains a wide assortment of print and multi-media materials and provides internet access for school-related work to students and staff. The objective of the library is to meet both curricular and individual needs. We provide informed guidance in the use and services of the library, teach information literacy skills, offer library resources that will help students with their assignments and provide for their recreational reading needs. Space is available for quiet study or reading, computer use and for class instruction and research work.

TEACHER TUTORIAL TIMES

All Carson Graham teachers offer tutorial times outside of the regular schedule. If you are finding that you need some extra help, please make an appointment with your teacher.

TUTORING

Lists of peer and professional tutors are available in the Student Services Office. Please contact counsellors for this information.

HOW TO SUCCEED AT GRADE EIGHT

NOTE TAKING TIPS

Note taking skills can help students do well on all their school work - everything from taking tests to researching a paper.

WIRTE DOWN KEY FACTS

If you have a teacher who writes notes on the overhead that is a bonus: You can copy them down. If not, write down the most important points from the class. Does your English teacher give examples of Shakespeare's use of dramatic irony? Write it down! Does you math teacher go over a particular formula? Write it down! Does your history teacher mention the date of a key Civil War battle? Ask yourself - is it really that important? Do I need to write this down? Can I get this information on the internet?

It can take some experimenting to figure out what information really is helpful, so keep trying and do not give up. Different teachers do things differently: some teachers may mention lots of dates and facts in class but only write down the key ones on the board. Other teachers may not write anything down, but they may repeat a certain date or piece of information. This is a clue that it is probably important. After a while, you will get to know a teacher's style. If you are not sure ask!

DO NOT WRITE EVERYTHING DOWN

If you try to write down every word that is said in class you will miss the opportunity to engage in the class. If you focus too much on getting your notes right, you might miss important points. Some people actually learn better by listening, writing down a few key points, and then going over the material after class when they have more time.

ASK

Do not be afraid to ask the teacher to repeat something you miss. If the teacher is going too fast, chances are your classmates will have missed the information as well and will need to hear the information again. If you do not want to ask in class, see your teacher afterwards - it is much easier than wondering if you got the notes.

COMPARE

Keep your notes handy when you are doing your reading assignments. Compare what you wrote with what the readings says - you may even want to add to your notes as you read. Going over your notes with a friend and comparing what you have can help reinforce what you are learning. It also can help you remember information when it is time for the test.

RECOPY YOUR NOTES

Depending on how neat your handwriting is, you may want to recopy your notes when you get home. If you have taken notes in a hurry, you are more likely to figure out an unreadable word in a sentence on the the day of the lesson than you are weeks later when you look back over your notes in preparation for a test.

ORGANIZE

Keep notes for each subject in one place so you can find everything easily when it comes time for a test. That may mean keeping a notebook or a section of a notebook for each subject. Good note-taking requires extra time and organization. It may help if you think of the time you spend reviewing notes as an investment. For example, if you decide to recopy your notes each evening, you will probably have less time to watch TV or IM friends. But you will save time later when it comes to studying for the actual test.

Note-taking gives your mind a chance to absorb the material it needs to learn. Not only can this help you to do better on a test, it is also a great confidence booster when you are studying and you find yourself saying, "Hey, I remember that!"

HOMEWORK

Do algebra problems 15 through 25. Conjugate the verbs on page 50 of your French workbook. Read pages 12 through 20 of the novel, and when you are finished with that, do not forget to fill in the missing chemical symbols on the Periodic Table of Elements worksheet.

Sounds like a list of your homework for the next few nights - or maybe even just for tonight? Homework is a major part of going to school. It is your teacher's way of evaluating how much you understand and it helps to reinforce important concepts. Luckily, you can do a few things to make homework less work.

BE SURE YOU UNDERSTAND THE ASSIGNMENT

Write down in your notebook or day planner and do not be afraid to ask questions about what is expected. It is much easier to take a minute to ask the teacher during or after class than to struggle to remember later that night! Ask how long the particular homework assignment should take to complete so you can budget your time.

USE ANY EXTRA TIME YOU HAVE IN SCHOOL TO WORK ON YOUR HOMEWORK

Many areas within the school are specifically designed to allow students to study or get homework done. It is tempting to hang out with friends, but the more work you can get done in school, the less you will have to do at night.

PACE YOURSELF

If you do not finish your homework during school, think about how much you have left and what else is going on that day, and then budget your time. Most high-school students have between 1 and 3 hours of homework a night. If it is a heavy homework day and it seems like you have an assignment in every subject, you will need to devote more time to homework. It is a good idea to come up with some kind of homework schedule, especially if you are involved in sports or activities or have an after-school job.

WATCH WHERE YOU WORK

When you settle down to do homework or to study, where do you do it? In front of the TV? In the kitchen, with the sound of dishes being cleared? These places may have worked when you were younger and your assignments did not require as much skill and concentration. But now that you are older, a study or any other room where you can get away from noise and distractions is the best place to get homework done. Opt for a desk or table that you can set your computer on and it is comfortable to work. It does not need to be large, just big enough to spread out your stuff.

GET TO WORK

When you start your homework, tackle the hardest assignments first. It is tempting to start with the easy work to get it out of the way, but you will have the most energy and focus when you start, so it is best to use your mental power on the subjects that are most challenging. Later, when you are tired, you can focus on the simpler things. If you get stuck on a problem, try to figure it out as best you can - but do not obsess and spend too much time on it - mark it down and go to see your teacher the next day at school for help.

TAKE A BREAK

Most people's attention spans is not very long, so take some breaks while doing your homework. Sitting for too long without stretching or relaxing will make you less productive than if you stop every so often. Taking a 15- minute break every hour is a good idea for most people.

MAKE SURE IT IS SAFE

Once your homework is done, you can check over it if you have extra time. Be sure to put it safely away in your backpack - there is nothing worse than having a completed assignment that you cannot find. (And no teacher still believes that "chewed by the dog" line - even when it is true!)

GET HELP WHEN YOU NEED IT

Sometimes even though you are paying attention in class, studying for a test, and doing your homework, certain classes just seem too hard. Although you may hope that things will get easier or that the explanation of the geometry theorems will magically appear in your dreams, most of the time this does not happen. If you need extra help, the most important thing to know is where to get it.

The first place to turn for help is your teacher. He or she may be able to work with you before or after school and explain things more clearly. You can also speak to your counsellor and perhaps they can recommend a tutor who may be able to help you. Sometimes it just helps to have someone new explain something in a different way.

You might also be able to get some help from another student. Think about asking that person if you can study together. This might help because you will be hearing the information from the perspective of one of your peers.

Another option for extra help is a tutor, either after school, on weekends, or in the evening. Tutors sometimes come to your home and there are also tutoring centers. A tutor may have a broad knowledge of many things or may be trained in just one subject. Tutors work one on one, helping review and further explain things taught in the classroom. The advantage of having a tutor is that it gives you the opportunity to ask questions directly and work at your own pace.

If you are interested in a tutor, check with your counsellor, or get a referral from a teacher, a friend, or a classmate.

TEST TAKING

Do you sweat, chew your pencil, and feel butterflies in your stomach as you teacher hands out a test? A lot of people (adults included) get nervous when it is time to take a test. It is natural to feel some stress about taking tests. In fact, sometimes a little adrenaline is a good thing to jump-start you. Here are some tips for taking tests:

BE SURE YOU HAVE STUDIED PROPERLY

It may sound obvious, but if you are sure of the information, you will have less reason to be worried.

GET ENOUGH SLEEP THE NIGHT BEFORE THE TEST

Your memory recall will be much better if you have had enough rest. In a scientific study, people who got enough sleep before taking a math test did better than those who stayed up all night studying.

LISTEN CLOSELY TO ANY INSTRUCTION

As the teacher hands out the test, be sure you know what is expected of you. If you are unsure - ASK.

READ THE TEST THROUGH FIRST

Once you have the test paper in front of you, read over the entire test, checking out how long it is and all the parts that you are expected to complete. This will allow you to estimate how much time you have for each section. If something seems unclear before you start, do not panic - ASK.

FOCUS ON ADDRESSING EACH QUESTION INDIVIDUALLY

As you take the test, if you do not know an answer, do not obsess over it. Instead, answer the best way you can or skip over the question and come back to it after you have answered the other questions.

RELAX

If you are so nervous that you blank out, you might need a mini-break. Of course you cannot get up and move around in the middle of a test, but you can wiggle your fingers and toes, take four or five deep breaths, or picture yourself on a beach or some other calm place. As we all know, it can be easy to forget things we know well - like a locker combination. The difference is we know we will remember our locker combination because we have used it hundreds of times, so we do not panic and the combination number eventually comes back.

FINISHED ALREADY?

Although most teachers will let you hand in a test when you are finished, it is usually a good idea to spend any extra time checking over your work. You also can add details that you may not have thought you had time for. On the other hand, if you have five minutes until the bell rings and you are still writing, wind up whatever you are working on without panicking.

These tips should help most people, but some can get serious test-taking terror. If you are on of them, you may need to talk to a parent, teacher, or counsellor for help. Good luck!

CLUBS / ORGANIZATIONS

There is way more to High School than just attending classes and taking tests! While attending Carson Graham you will have the opportunity to get involved in a number of extracurricular activities. The various clubs and organizations at Carson Graham contribute to the school culture. Why not take the opportunity to try something new and meet new people.

CARSON GRAHAM EAGLES ATHLETICS

FALL	WINTER	SPRING
Football (9 -12)	Basketball	Golf
Soccer (Boys 9 - 12)	Wrestling	Mountain Biking
Swimming		Soccer (Girls)
Rowing		Rugby (Girls)
Cross Country		Ultimate Frisbee
Field Hockey (Girls)		Mountain Biking
Rugby (Boys grade 8)		Track and Field
Volleyball		Football (Grade 8)
		Rugby (Boys 9 -12)

GIRLS GROUP AND BOYZ CLUB

Join the Youth Workers every Monday @ lunch to eat pizza, hang out, and chat about whatever.

IMPROV

Improvised theatre is the art of unscripted storytelling. Students create scenes and characters based on their imaginations. The teams rehearse on a weekly basis from September until January.

READING CLUB

Come join us for some great reads. The Carson Graham Reading Club meets in the library. Check the library website for further information.

STUDENT COUNCIL

Student Council takes an active role in the leadership and decision-making processes at the school. Meeting weekly, the aim of the Student Council is to promote understanding and cooperation between the students and staff.

The mission statement of the council is as follows:

- Council will serve as a voice on various committees to represent student interests and concerns.
- Council will foster better school spirit and pride.
- Council will help to improve the school's climate. The intention is to make Carson Graham a better educational, social and physical environment in which to live and work.
- Council will help promote the multicultural aspects in our school.
- Council will attempt to improve communication within the school community.
- Council will organize social activities and events.

PARENT ADVISORY COUNCIL

The Carson Graham Parent Advisory Council represents and speaks for the parents of our students. It is the collective parent voice in our school and in our school district. PAC meetings are a great place for the parents to hear the latest school news from the Principal, the Vice Principal and the teaching staff. It is particularly important for parents to stay well informed through the high school years as we build school community.

The PAC meets on the third Wednesday of every month. For more information see the parent page on the Carson Graham website.

STUDENT FEES INFORMATION AND POLICIES

Fee schedules are established by principals, in consultation with staff, student and parent groups, and provided to the Superintendent for review. As per Board Policy 706, the Superintendent of Schools reviews annually the schedule of student fees for all schools, and provides this schedule to the Board of Education for information. Carson Graham Secondary's fee schedule was approved by the Board in December 2011.

Student Activity Fee - $40

As per the recommendation of the School District Fees Task Force, schools may charge a Student Activity Fee to support student activities, student agenda books, student awards and recognition, special events and assemblies.

Graduation Fee - $30

This fee covers the cost of rental of graduation gowns, graduation portfolio, and certificates presented at the Graduation Ceremony.

PAC Computer Lab Donation - $50 (tax deductible)

Through the generous donations from parents, we are hoping to update our computer labs. The lease program for the labs will be met through the minimum donation of $50.00 per student. Income tax receipts are issued by the board office. The overwhelming support of parents ensures this important technological learning environment. Thank you to the Parent Advisory Committee for your supportive initiative.

PAC Bursary Donations - $10.00 (optional)

Through the generous donations from parents, this donation is presented in Scholarships to chosen students in their Grade 12 year. Income tax receipts are issued if combined with PAC computer lab donation with minimum donations of $25.00.

Yearbook Fee - $45 (optional)

The purchase of yearbooks is optional. The receipt of payment determines the number of books ordered in January. Extra books are not usually available in June.

Supplemental Fees - by course

In accordance with the School Act, all students at Carson Graham Secondary receive free of charge an educational program sufficient to meet the general requirements for graduation. In accordance with the School Board Fees Order, supplemental fees may be charged for goods and services associated with optional enrichment activities and take home items that extend learning outcomes for students beyond the basic educational program. Supplemental fees are published in the Course Programming Guide available online.

International Students

Due to fees already paid at the District level, the Student Activity Fee is waived. Supplemental fees for courses not needed to graduate (Home Economics, Photography) apply. Late fees and replacement charges also apply. International students may purchase a Yearbook if they wish.

Workbooks - by course

Where students are required to use workbooks in order to meet the course/subject learning outcomes and/or for assessment, workbooks will be provided free of charge. Students may have the opportunity to purchase workbooks that are suggested for optional, supplemental "practice" and are not marked as part of the students' assessments. Purchase of these workbooks is completely optional as they are not required for successful completion of the courses' learning outcomes. These workbooks are available for purchase at cost from the school.

Students are sent invoices in October for fees owing for the current school year. A refund will be issued when a student withdraws from Carson Graham Secondary provided all withdrawal procedures are completed and all books/materials are handed in. Refund of fees paid will be prorated up until the end of January. After that time, there will be no refund of supplemental fees. If a refund is due to a student whose sibling has outstanding fees, the refund will first be applied to the sibling's outstanding fees.
Note: $25.00 will be charged for NSF cheques.

Textbook Policy

Students are assigned textbooks by the subject teacher. There is no rental fee charged; however, a student who loses or damages a textbook will be assessed a replacement or damage fee. Students must return the textbook assigned to them. Textbooks are numbered. At distribution time, teachers record the number and students sign a textbook record sheet in receipt and acknowledgement. Students must record their textbook name and number on the form included in their agenda book for their own records. Refunds will be given only if lost textbooks are found and returned by the first week of July.

Fee Waiver

Should you wish to complete a fee waiver application form due to financial hardship, please contact the main office.

SCHOOL GUIDELINES

STUDENT CODE OF CONDUCT

The pursuit of appropriate conduct is a shared responsibility among students, their parents and the school system. School should be a place for safe, purposeful learning, In accordance with the responsibilities assigned by the School Act and the Policies established by the Board of Education, the school has established rules and expectations as positive guidelines within our community. These guidelines were developed with the following objectives in mind:

- To maintain a positive and safe learning environment.
- To encourage and promote educational opportunities for students.
- To foster a sense of personal responsibility, honesty, and self discipline.
- To foster cooperation among students in the pursuit of their intellectual, social, and career goals.
- To respect the dignity and property of oneself and others.
- To create a balance between individual and collective rights, freedoms and responsibilities.

The Code of Conduct has been established in consultation with staff, parents and students. It is reviewed and updated on an annual basis and it is promoted on an ongoing basis, in the classroom, at assemblies, in the agenda book and as part of our daily business.

We have high expectations for responsible student behaviour and these expectations are communicated on a regular basis. We promote a climate of understanding and mutual respect in which all people in the building are treated with dignity. We strive to have students become engaged, responsible, independent learners who recognize their roles and responsibilities in their own learning, in their community, and in the world. This Code of Conduct is part of helping students reach these goals.

Students are held to this Code of Conduct of behaviour while participating in, or attending a school or a school-related activity, including those outside of the school, or in other circumstances in which engaging in the activity will have an impact on the school environment. The Code of Conduct also extends to student behaviour both on and off school property and outside of regular school hours. This includes any "cyber bullying" behaviour such as website postings, blogs, and text messages that are created in a student's home, in cyber cafes or other settings that potentially have a negative impact on the learning environment of a student, staff and/or the reputation of the school.. Students are expected to conduct themselves in a manner that brings credit to themselves and to the school at all times. Students are subject to all the expectations, as if they were in attendance at school. Non-compliance will result in disciplinary action. Students are required to know and understand the school rules, acceptable behaviours and the consequences for any misconduct.

Student conduct is based on respect for oneself and others which is essential to the development of responsible citizens. Students' behaviour, dress, and decorum shall be in accordance with generally accepted community standards, appropriate for the educational environment, and in compliance with the school's dress code. Students shall adhere to the following principles:

- Respect yourself.
- Respect the educational process and the learning environment of others. Everyone shares the responsibility to make the school a safe, caring and orderly place.
- Respect the authority of all School District employees.
- Respect the rights and property of others.
- Respect the health and safety of yourself and others.
- Report any incidents that are a violation of the Code of Conduct to a "tellable" adult in a timely manner, and if possible, in advance of any incident. This reporting would include any incident of bullying, abuse, harassment or intimidation.
- Attend school regularly, be punctual and work diligently at your studies.
- Conduct yourself in a manner that brings credit to yourself and to your school at all times.
- Conduct yourself in a way that is accepting of others at all times, even if others are different from you.
- Conduct yourself according to these expectations, according to the Code of Conduct and school rules at all times.

CALCULATOR POLICY

As recommended by the British Columbia Ministry of Education, calculators used in school must be hand-held devices designed primarily for mathematical computations. Each course has unique requirements, and students should consult with their teachers to confirm what specific functions are required.

- All students in grade 8-10 must have a teacher-approved scientific calculator for classroom use.
- All students in grade 11-12 and students in the IB Diploma Program must have a teacher-approved graphing calculator.

CALCULATOR REGULATIONS

Using a calculator that contains information that would be unacceptable in paper form (e.g., programs or pre-entered notes) is prohibited unless previously approved by the teacher. Additionally, calculators are not to be shared during any form of assessment. This will be treated as cheating. **All electronic devices that are not primarily used for mathematical computations (e.g., cell phones, musical devices, translators) are not to be used as calculators at school.** Please refer to the section in the Student Agenda on Communication Devices for specific school policies.

As per Ministry of Education requirements, during Provincial Exams a math or science teacher will conduct a calculator inspection for those exams where calculators are permitted.

CHEATING AND PLAGIARISM

Cheating and plagiarism are serious offences and will not be tolerated. Academic misconduct undermines the learning environment. Cheating and plagiarism do not reflect high standard of character, citizenship, and integrity. Students are responsible for ensuring that all homework assignments, labs and projects are their own original work. Students involved in any form of cheating, plagiarism, or unsanctioned sharing of work will be subject to discipline. Discipline could be a variety of forms, but minimally, will include:

- No credit for the work or assignment.
- No make up work will be assigned.
- A phone call home to inform parents.
- A record of the incident in the student's discipline file.

Students may become exempt from Honour Roll, Service Awards, Passport to Education, or other awards.

Repeat offences will result in more severe consequences and could include suspension or withdrawal from a course. In particularly severe cases, students may be suspended. Students must realize that cheating and plagiarism represent serious breaches of trust, and constitute fraud. Ignorance of the academic standards related to cheating and plagiarism is not an excuse for academic dishonesty.

The following examples illustrate actions which constitute cheating and plagiarism:

- Plagiarizing, copying or cheating on tests and assignments. Failure to cite or document quoted or paraphrased material written by someone else (including material from the Internet).
- Submitting the same essay, presentation, or assignment more than once, whether the earlier submission was at our school or elsewhere.
- Submitting as you own work assignments, homework, or other material that were purchased or acquired from another source.
- Knowingly submitting identical assignments.
- Any attempt to write an examination using unauthorized verbal, written or visual information during the exam.
- Illegally obtaining all or part of an examination prior to the exam.
- Altering or changing test answer after submitting the test for grading.
- Knowingly sharing ones own work for another student to copy.

COMMUNICATION DEVICES

Cell phones and other electronic devices can disrupt the learning environment in the classroom. Cell phones must be turned off and remain unused, including use as a calculator, during class time. If a student is found using a cell phone during class time the teacher may do the following in progression:

- Take phone away for the remainder of the class.
- Take phone away for a school day and have the phone picked up from the teacher at the end of the day.
- Take phone away and parents will be required to collect it from an administrator.

Parents should not phone or text-message their children on their cell phones during the school day. If an emergency arises please contact the school and a message will be passed on to your child. In addition, students taking the opportunity to use their cell phones while out of a scheduled class (for example visiting the washroom will receive the same consequences as outlined above.
Camera phones must only be used with the consent of those being photographedand in public areas. Any use of a camera phone that compromises the privacy of another student could lead to confiscation of the phone, and consequences up to and including suspension. Other electronic devices, such as iPods, may only be used with teacher permission. These items will be dealt with in the same manner as the device in relation to any from of assessment (e.g. assignment, quiz, test, or exam) will be treated as cheating according to school, district, and Ministry of Education policies.

DISCIPLINARY PROCEDURES

Parents and students should be aware that the Board and the School Act authorizes administrators, teachers, and other appropriate personnel at the school to discipline students when discipline is warranted. The policy and specific regulations on student behaviour, school rules, and the Code of Conduct will apply to students while participating in or attending school activities, or at a school- related activity, including those outside of the school, or in other circumstances where engaging in the activity will have an impact on the school environment. Generally, disciplinary procedures are responses to unacceptable behaviour and those responses should be thoughtful, consistent, fair, preventative and restorative in action. Consequences are intended to be as educationally purposeful as each situation warrants. Disciplinary action may be a variety of forms, which may include, but not be limited to , verbal warning, apology, detention(s), service work, ineligibility for Honour Roll and other awards, and loss of privileges to attend school events, or be involved in extracurricular activities. Some behaviour will be viewed as serious enough to warrant suspension or even dismissal. Parents and students should also be aware that as students become older, more mature and move through successive grades not only will the expectations for increasingly mature and responsible behaviour increase, but also the consequences for any transgressions will become increasingly significant. In general, students are expected to accept increasing personal responsibility and self-discipline for their behaviour, and they are expected to accept increasingly severe consequences for inappropriate behaviour.

Parents and students should also be aware that they will be contacted by the school in all circumstances that are deemed to be serious. In some cases, the school will be required to contact school district officials, outside agencies, or the police. When it is important to reassure members of the school community that school officials are aware of a serious situation or incident, all parents in the community may be informed. We feel that by stating our behavioural objectives in this way, we can avoid any misunderstandings between the school, the students and the parents. Finally, if there is a desire to appeal any disciplinary action undertaken by school authorities, the process for appeal can be found in the School District Policies by accessing at the School District website (Bylaw 906 - School Act Appeals).

DISCRIMINATORY PUBLICATIONS

Publication of information, symbols, or other representation that is discriminatory or attempts to discriminate against a person or group of people, will be investigated and dealt with accordingly. This includes, but is not limited to graffiti, student publications, blogs, websites, or other methods of communication.

DRESS CODE

We expect all students to dress appropriately. Certain clothing is not acceptable and this includes; clothing that is cut too high or too low and/or clothing with derogatory words or pictures, including sexist, racist, drug-related, poor taste, or violent logos of commentary.

DRUG AND ALCOHOL

The use, possession, or distribution of illegal or restricted substances, including alcohol, is not permitted and will result in suspension from school.

Students are not to be in the presence of others using illegal or restricted substances.

Consumption of drugs or alcohol is forbidden on any school premises and at any school sponsored event.

Students should be aware that association with or even suspicion of involvement in these activities may result in disciplinary action.

EMERGENCY PROCEDURES

Students practice emergency fire, earthquake and lockdown drills throughout the year. While often only a drill, it is expected that students follow direction issued by staff. Students who do not comply with emergency directions may face disciplinary consequences. **During any school lockdown students cannot use cell phones to communicate in any form or fashion.**

ILLEGAL ACTS

All student behaviour must comply with the Criminal Code of Canada. Any person who threatens the safety of the school environment or safety of an individual will be subject to severe disciplinary action and, where necessary, to RCMP intervention.

This policy includes, but is not limited to:

- Carrying, possessing, or using an illegal or restricted weapon, including, but not limited to, knives, firearms, martial arts weapons, or any object fashioned to be used as a weapon, or have the appearance of a weapon.
- Misuse of school equipment or school property.
- Acts of violence or threats of violence.
- Incidents of threatening language, intimidation, or confrontational behaviour which includes written or verbal harassment, misuse of computer communication, physical threats, and telephone intimidation.
- Incidents of theft.
- Incidents of defacement or damage of the school's or others' property.
- Causing a false alarm.

INTERNET RULES OF USE

Students are expected to use the school's computer network in a appropriate fashion. Communication on the network is often public in nature. The use of the network is a privilege and as such, it will be taken away if the Rules of Use are not followed. Students are advised not to access, keep or send anything that they would not want their parents or teachers to see.

PRIVACY

While using the network, students should not expect that any files on the network are private. Network storage areas are like school lockers...subject to inspection at any time. Network administrators may review documents to maintain system integrity and ensure that students are using the system responsibly.

ILLEGAL COPYING

Students should never download or install any commercial software, shareware, or freeware onto network drives, without written permission from the Network Administrator. In addition, students must respect the Canadian copyright laws.

INAPPROPRIATE MATERIALS OR LANGUAGE

Profane, abusive or inappropriate language should not be used in communications. Materials that do not comply with the rules of school behaviour should not be accessed. Should students encounter such material by accident, they should report it to their teacher immediately.

PRIVILEGE

Inappropriate use, including any violation of these conditions and rules, may result in cancellation of Internet access privileges.

AGREEMENT

At the beginning of every school year students and parents sign a school district "Students Acceptable Use of Technology Agreement" form.

LANGUAGE

Language is a very powerful force in our lives and it should reflect our values at all times, even in casual conversation. We need to ensure that we do not use language that is racist, sexist, homophobic, or disrespectful to others in any way. The words we use should help us create a respectful, safe, and caring community.

LOCKERS

Lockers are the property of the North Vancouver School Board and must be maintained in the condition in which they are allocated.

- Lockers are not the student's private property.
- Students may use only school distributed locks on school lockers.
- Students need to be aware that appropriate employees of the Board have access to lockers at any time.

MEDICAL CONCERNS

The office does not dispense medication. Students with medical concerns are required to report, annually, their condition to the school office so that information can be recorded on the student's alert record.

If a student feels ill while at school, he or she should report to the main office. The office staff will contact the parents/guardians if necessary or seek the appropriate medical attention.

If a student must leave the school before the end of their school day due to illness or appointments, the student MUST SIGN OUT AT THE OFFICE.

PE LOCKERS

PE lockers are available in the boys' and girls' changing rooms for students to store their belongings during PE classes. PE lockers can be rented during the first month of school. This is highly recommended to ensure your belongings are safe and secure. Personal belongings should be locked up during PE class. Belongings should not be left unattended.

RIGHTS OF OTHERS

All members of the school community need to be respectful of the rights of others. Any person who threatens the rights of others will be subject to severe disciplinary action. This policy includes but is not limited to:

- Physically, verbally, emotionally, or psychologically abusing another individual, including fighting, bullying, belittling, intimidating, extorting, or using racist or sexist language.
- Littering, damaging, destroying, or defacing the property of the School Board or of another individual.
- Stealing from the School Board or from another individual.
- Disrespecting the authority of an employee of the School Board.
- Participating in any conduct unbecoming of school and community standards.

SAFETY OF OTHERS

It is of primary importance that all members of the school community feel safe. Any person who threatens the safety of the school environment or the safety of an individual will be subject to severe disciplinary action. This policy includes but is not limited to:

- Possession of a dangerous device or using a dangerous device, such as matches , lighters, slingshots, or any item threatening the welfare or safety of another individual.
- Possessing and/or discharging fireworks.
- Involvement in an activity posing a threat or danger to another individual. Examples of such activity would include running in the hallways, throwing objects, pushing others, forcing individuals to participate in activities against their will, etc.
- Operating a vehicle or other means of transport in a manner dangerous to others. This would include, but not be limited to, the operation of an automobile, bicycle, skateboard, or roller blades.
- Using safety equipment including fire extinguishers, fire alarms, smoke-heat detectors, and the fire sprinkler system inappropriately.

SCHOOL FUNCTIONS

Students must be aware that all school rules will be in effect at any school-sponsored function, both on and away from school property, including the walk to school and the walk home each day. The policy and specific regulations on student behaviour, school rules, and the Code of Conduct will apply to students while participating in or attending school activities, or at a school-related activity, including those outside of the school, or in other circumstances where engaging in the activity will have an impact on the school environment.

SCHOOL SUPPLIES

General school supplies are listed below; however, students should be aware that each subject teacher might require specific supplies.

General supplies include:

- 3-ring binder (one per course)
- 3-holed lined paper
- Lots of pens and pencils
- 3-holed dividers
- Erasers, ruler, pencil crayons, high lighter.
- Calculator (for grade 8, one that will multiply, divide, add, subtract, and find square root)
- All English students grades 8 - 10 should have access to a user-friendly dictionary and thesaurus at home and/or in their locker
- Gym attire: athletic shoes, shirt and shorts
- All French students are expected to purchase a French/English dictionary

The Carson Graham Agenda Book is provided to all students on the first day of school during homeroom and is also available for viewing online.

SKATEBOARDS AND ROLLERBLADES

May not be used on or around school property.

SMOKING

Smoking is prohibited in any school building or on schoolproperty.

VACATION DURING SCHOOL TIME

While the school recognizes the value of travel and family holidays, and supports the benefits and educational opportunities that travel affords, parents and students should expect that missing school time to go on a holiday will have an impact on progress and achievement at school. We do not encourage or recommend that parents take students out of school for holidays or other family business. Parents and students should make all reasonable efforts to avoid planning holidays that interfere with scheduled classes. Class time cannot be replicated and some activities and assignments may be impossible to do if students miss classes. Students and parents should be aware that teachers are not required to provide extra work or extra time to complete assignments for missed absences. Students are responsible for finding out what they have missed; either from the teachers' websites or a friend. Students who are absent for unit examinations are particularly at risk. With that in mind, the school recognizes that there will be times when families will go on holidays during school time. Families and students must make every effort to minimize the impact of missing classes by informing the school and individual teachers as early as possible. Vacation forms are available in the main office and need to be completed by the students and returned to the office at least 2 weeks prior to the absence.

VALUABLES

Students are strongly discouraged from bringing any valuables such as iPods, cell phones or large sums of money to school.

Students are responsible for their own belongings. Backpacks and bags should not be left unattended in the building. The school cannot be held liable for lost or stolen items.

GRADUATION REQUIREMENTS

Students must earn a minimum of 80 credits in required and elective courses in order to meet the Ministry of Education graduation requirements and receive the Provincial Dogwood Graduation Diploma. Below is an overview of what is needed to graduate:

- 48 credits from required courses
- 28 credits from elective courses
- 4 credits from Graduation Transitions
- a minimum of 16 credits at the grade 12 level

REQUIRED COURSES: 48 credits

SUBJECT AREA:	MINIMUM CREDITS
Planning 10	4
English 10	4
English or Communications 11	4
English or Communications 12	4
a Mathematics 10	4
a Mathematics 11 or 12	4
a Fine Arts or Applied Skills 10, 11 or 12	4
Social Studies 10	4
a Social Studies 11 or 12	4
Science 10	4
a Science 11 or 12	4
Physical Education 10	4

ELECTIVE COURSES: 28 credits

Students must earn at least 28 elective credits from courses numbered 10, 11 or 12.

GRADUATION TRANSITIONS: 4 credits

Graduation Transitions is intended to prepare students for a successful transition to life after secondary school.

OVERALL TOTAL: 80 credits

For complete information visit:
http://www.bced.gov.bc.ca/graduation

ALL BC SECONDARY STUDENTS MUST DEMONSTRATE THEY HAVE MET THE FOLLOWING GRADUATION TRANSITION REQUIREMENTS:

Personal Health

All students enrolled in grade 10, 11 or 12 must maintain a personal health plan and participate in at least 150 minutes per week of moderate to vigorous physical activity.

Community Connections

All students enrolled in grade 10, 11 or 12 must participate in at least 30 hours of work experience and/or community service and describe what was learned.

Career and Life

Complete a graduation transition plan and present significant accomplishments.

For additional information on the Graduation Transition requirements please visit:
www.bced.gov.bc.ca/graduation/grad-transitions/welcome.htm

ADDITIONAL INFORMATION

The minimum number of credits required to graduate is 80. By engaging in as many opportunities as possible, students broaden their educational experience and are better prepared for life after secondary school. Students are encouraged to aim well above the minimum credit level.

Of the 80 credits for graduation, at least 16 must be at the grade 12 level, including a grade 12 Language Arts course.

Students going on to post-secondary need to fulfill the exit requirements for graduation as well as the entrance requirements for their specific post-secondary program. Students are advised to check with their chosen post secondary institutions early and often as these requirements are subject to change.

OTHER WAYS TO RECEIVE CREDITS

COURSE CHALLENGE POLICY

Carson Graham Secondary supports students in their aspirations to earn credits towards graduation in a number of ways. The purpose of Challenge is to permit students to obtain credit for a course where they have already acquired the appropriate learning elsewhere. Students who request the opportunity to challenge a course must be able to give strong and compelling evidence that they will succeed in the Challenge and that it is in their best interest. It is anticipated that Challenge will be necessary and appropriate only in exceptional circumstances. The process of Challenge is meant to be rigorous, maintaining the integrity of the curriculum and the standards of a quality education. It is intended for students of exceptional ability or for those who have had exceptional opportunities for learning through some special circumstance. Challenge is not a way for students to improve their course marks, nor a replacement for the valuable experience of learning in a classroom setting. Students should meet with their counsellor to determine if the Challenge process should be followed.

CHALLENGE EXAMS

Course challenge (grade 11 and 12 courses only) allows students an opportunity to receive credit without taking a course, providing the student is able to successfully prove that the learning outcomes of the course have been achieved through other means. The process of Challenge is rigorous, intended for students who have exceptional ability in a specific area of study or for those who have had exceptional opportunities for learning. Students may challenge a course only once and may not challenge to receive a higher mark in a course previously taken. Students challenging provincially examinable courses must first successfully challenge the school-based component prior to writing the provincial examinations. The process has two parts: application and assessment.

- Application must be made by October; assessment takes place in February/March.
- A $50.00 refundable deposit is due at time of application. There is a $135.00 fee for International students.
- Application forms are available from Student Services (in October).

COURSE EQUIVALENCY

Equivalency allows for previous documented learning from outside the BC school system to be used for credit based upon the Ministry of Education guidelines. See your counsellor for information or go to the following website: **www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm**

EXTERNAL CREDITS

External Credentials are course credits approved by the Ministry of Education for courses taken outside the classroom. Students receive graduation credits (10, 11 and 12 level credits only) for successfully completing an external course. These courses are of an equivalent standard but do not have a match of learning outcomes to other Ministry-authorized secondary courses.
Complete information may be found at the following website:
www.bced.gov.bc.ca/policy/policies/earning_credit_through.htm.

A convenient website for Questions on External credits can be found
http://www.bced.gov.bc.ca/graduation/external_credentials_qa.htm

EXAMPLES OF EXTERNAL CREDITS:

MUSIC COURSES

- Royal Conservatory – Music 10, Music 11 (Gr.7) and 12 (Gr.8)
- Victoria Conservatory – Music 10, Music 11 (Gr. 7) and 12 (Gr. 8)
- Western Board - Music 11 (Gr. 7) and 12 (Gr.8)
- Trinity College, London - Music 10, 11, 12
- Associated Boards Royal School of Music - Music 10
- BC Conservatory of Music - Music 10
- Conservatory Canada - Music 10

DANCE COURSES

- AIDT: Modern Dance
- AIDT: Tap Dance
- BATD: Jazz
- Jazz Dance (ADAPT), Tap Dance (ADAPT)
- Chinese Dance (Lonta Leung Dance Association)
- ISTD: Cecchetti Ballet
- ISTD: Tap
- ISTD: Modern Theatre
- Royal Academy of Dance
- Highland Dancing

SPORT COURSES - ATHLETE, COACH, OFFICIAL

- Students can receive credit in one or more of three categories: athlete, coach, and/or official.
- Students present specific documentation as proof of participation or completion to the required levels of performance. The documentation is from the Provincial or National Sport Organization. There are 48 different sports involved.

EXTERNAL YOUTH DEVELOPMENT COURSES

- Students may earn credit by presenting certificates showing successful completion in the areas of Cadets (air, army, sea); 4 - H; Guides; Scouts. Cadet credit is offered at the 10, 11 level (level 4, Gold Star, Phase IV or 6-week specialty summer course) and 12 level (level 5, National Star, Phase V or advanced summer course)
- 4 – H credit at the 11 level (Program Certification or Project Pin) and 12 level (Honour Pin Certification)
- Guides credit at the 11 level (Canada Cord) and 12 level (Chief Commissioner's Gold Award)
- Scouts credit at the 11 level (Chief Scouts Award) and the 12 level (Queen's Venturer Award)
- Coast Mountain Discovery (Outward Bound)
- Coast Mountain Adventure (Outward Bound)
- Grand Prior's Badge (St. John Ambulance Brigades)
- Duke of Edinburgh Awards (gold 12, silver 11), Duke of Edinburgh's Award 10
- Bold Eagle Program (Departments of National Defense and Indian Northern Affairs Canada)

EXTERNAL INDUSTRIAL OCCUPATIONAL COURSES

Courses for which External Credit may be given include:

- Occupation Certification: Tourism 11 A, B, and C
- Introductory Wood Products Manufacturing: Woodlinks 12
- Advanced Wood Products Manufacturing: Woodlinks 12
- Life-saving Instructor
- External Life-saving 11: Bronze Cross
- External Life-saving 12: National Lifeguard Service
- Canadian Red Cross Water Safety Instructor 11
- External First Aid 11: WCB – Occupational First Aid Level III
- Canadian Red Cross First Aid Instructor
- Medic First Aid 12
- Ground Search and Rescue
- BCRPA Fitness Leader 11 and 12
- ICBC Driver Education Course
- Basic Fitness Leader - BCRPA
- Boating - Power Squadron Pilot
- Canadian Pony Club - Level 3
- Ski Instructor- Level 1
- Canadian Private Pilot's License 12
- Computer Certification Categories

FREQUENTLY ASKED QUESTIONS

Do I need a second language to graduate?

No, not to graduate. HOWEVER….

- In order to receive a MYP certificate - three years of a second language is required.
- Some universities require a language to enter. It is your responsibility to check specific university programs because the requirements change frequently.

What are my options if I fail a course?

- Repeat the course the following year.
- Repeat the course at another location (see counsellor).
- Repeat the course at summer school (teacher recommendation and 40% minimum required).

Does it matter if I fail an elective course?

- Yes, all electives from grade 10 and beyond count for credit toward graduation.
- You cannot receive credit for a failed course.
- You will need to make up the credits in order to graduate with enough credits.

Are Planning 10 and HCE 8 and 9 really required courses?

- Yes. All three are required and must be passed, repeated, or taken at summer school.
- Health and Career Education 8 is part of the Life Skills Rotation.
- Health and Career Education 9 is taught through the academic courses.
- Planning 10 is a 120- hour course.

In which courses are provincial exams mandatory?

- Grade 10 - English 10, Math 10 (Foundations or Apprenticeship), Science 10
- Grade 11 - Social Studies 11, Civics 11, or First Nation Studies 12
- Grade 12 - English 12, Communications 12

Note: Grade 10 and 11 exams = 20% of final mark
Grade 12 exams = 40% of final mark

Which pathway of Math is right for me?

- If you struggle with Math, speak with your Math teacher and grade counsellor to find out the requirements and ramifications of the various Math options.
- It is important that you choose a Math class based upon your mathematical skills level.