



# Course Planning Guide

**Grade 8  
2025-2026**

**DW POPPY SECONDARY SCHOOL**

Revised: January 15, 2025

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## Land Acknowledgement

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We respectfully acknowledge that D.W. Poppy Secondary School resides on the unceded, traditional, and ancestral territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations.

We are grateful for opportunities to learn from the first caretakers of these lands, waters, and skies and incorporate their perspectives and worldviews into our own understandings and relationships. This can be observed in the lessons and sportsmanship that take place in our classes and extracurricular activities, the mutual respect and compassion demonstrated between colleagues and peers, and the strong relationships and sense of pride staff and students have in their connection to their school and community.

Our school community is known as the “Redhawks”. Redhawks embody power, courage, strength, and are fiercely protective of their young. We all work together to support and encourage multiple connections and perspectives within our community.

Welcome to the D.W. Poppy community, Redhawks!

hay ce:p q̓ ə

## **STUDENT SERVICES AT D.W. POPPY**

### **Counselling**

The D.W. Poppy Counselling Department provides personal services for students and is a resource for teachers and families. Counsellors act as advocates for students and their families. Our school counsellors lead our Student Support Services and work closely with Resource, Career Ed, our Aboriginal Support Worker and Youth Care Worker. Seeing a counsellor is simple: telephone or drop by the school office to set an appointment.

#### **○ Personal Counselling**

Confidential discussion of personal concerns.

#### **○ Educational Counselling**

Selection of courses, program planning, graduation requirements, post-secondary entrance requirements and reference materials, student concerns regarding courses, study skills.

#### **○ Referrals**

After consultation, counsellors will provide appropriate referrals to other school system services or non-school agencies.

### **Career Advisor**

Exploration of values, interests, abilities and needs as they relate to career opportunities.

Establishment of career goals and exploration of related occupations.

School-based and district career education opportunities, job search, career exploration, post-secondary information.

### **Aboriginal Support Worker**

An Aboriginal Support Worker are present in all schools. They are available to provide additional personal and academic support for students from Aboriginal ancestry. Our Aboriginal Support Worker works closely with our Student Support Services Team to provide the best support possible for our students.

### **Youth Care Worker**

A Youth Care Worker is available to support our students with social emotional and academic concerns. They are also a part of our Student Support Team and works collaboratively to assist our at-risk students.

### **Clinician**

A Clinician provides focused intervention services to students, families and the school. They work with specific students that are assigned to their caseload.

### **English Language Learners**

The ELL Program at D.W. Poppy may involve direct English language instruction and/or in-class support. Whenever possible, ELL teachers and regular classroom teachers work together to provide students with the best possible opportunities for learning and success. All ELL students are integrated into regular classes.

## Learning Support at D.W. Poppy

The Learning Support Department offers a wide variety of programs for students with learning difficulties and/or exceptionalities. Placement within these programs is dependent on referral, assessment and/or recommendation. Self-referral is sometimes acceptable but requires approval from appropriate staff/administration. While each student with learning needs is assigned a case manager, a team approach is used to solve problems with regards to individual situations and changing circumstances. The levels of support in Learning Support are flexible depending on the learning needs of the student and **may** include any of the following:

- Enrollment in a Learning Support class (Resource). In these classes, teachers deliver lessons designed to promote skill development across the curricular and core competencies. In addition to these lessons, students will receive support with individual learning assignments.
- Monitoring goals and objectives for students with an Individual Education Plan (IEP). These IEPs are developed collaboratively between the case manager, the student, and their parents/guardians, as well as other school staff and/or community members, if applicable.
- Ensured access to adaptations/supports by the case manager for students who require them to demonstrate their learning and understanding of curricular competencies.
- In-class support from a Learning Support Teacher and/or Special Education Assistant working with the classroom teacher to help provide the support as outlined in a student's IEP.

An important objective of the Learning Support Department is the inclusion of students, as far as practicable, in regular school programs. Students with exceptionalities can graduate in the traditional manner and will be awarded graduation credentials based on their particular program of study. Students with exceptionalities graduate in the traditional manner by either having met provincial graduation requirements and learning outcomes to graduate with a Dogwood Certificate or the education goals stated in their IEP to graduate with a Provincial School Completion Certificate (Evergreen).

The Learning Support Department understands that the needs of students change as they progress through their high school years and therefore strive to ensure they are supported in a way that reflects their own learning journey.

## Learning Commons

The school Learning Commons is open for much of the school day, including before school, at lunch, and after school. Materials range from conventional print sources and video resources to web-based resources which provide assistance for student research, as well as reading pleasure. The teacher librarian is there to help with the research process and is able to make suggestions for recreational reading.

## GRADE 8 COURSES

### Grade 8 Core Courses

- English Language Arts 8
- Socials Studies 8
- French 8
- Math 8
- Math 8 Transitions
- Physical & Health Education 8
- Science 8

### Grade 8 Elective Courses

- Discovery 8A – This survey course will introduce students to courses in the areas of Technology. Each 30 hour module will serve as an opportunity for students to sample a variety of elective areas.
- Discover 8B – This survey course will introduce students to courses in the areas of Fine Arts and Careers 8. Each 30 hour module will serve as an opportunity for students to sample a variety of elective areas.
- Band 8 and Careers 8

### Grade 8 Course Options Outside Timetable

These courses are taught either in the morning, at lunch, or after school

Junior Choir 8

Junior Jazz Band 8

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## GRADE 8 CORE COURSES

### English Language Arts 8 (MEN—08)

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to comprehend and connect through reading, writing, listening, and viewing. Students will study a variety of literary forms including the novel, the short story, drama, and poetry. Emphasis is on the writing process, including grammar, sentence structure, spelling, writing stand-alone paragraphs, and writing a multi-paragraph composition. Emphasis will also be placed on various forms of organizing, producing, analyzing, and using oral language.

### Socials Studies 8 (MSS—08)

In Social Studies 8, students will learn about self, community, and the world we live in today. Students will explore the following topics from the historical period between 600AD and 1750AD: social, political, and economic systems and structures, including those of at least one Indigenous civilizations, scientific and technological innovations, philosophical and cultural shifts, interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations, exploration, expansion, and colonization, and changes in population and living standards.

### **French 8 (MFR--08)**

By the end of French 8, students will be able to communicate in both speaking and written form regarding common, high frequency vocabulary and sentence structures, ask and respond to different types of questions, tell time, describe people, objects, and personal interests, compare and contrast, give reasons for preferences, express basic beliefs, and opinions, use past, present and future time frames, and appreciate their own and Francophone cultures.

### **Math 8 (MMA--08)**

In this course, students will build on mathematical concepts studied in prior years and focus on conceptual understanding and numeracy. Students will explore mathematical ideas in the context of concrete ideas and experiences. Learning activities will help students move towards an understanding of more complex, abstract concepts. Course content includes data analysis, probability, ratios, rates, proportions, percent, the Pythagorean Relationship, surface area and volume of prisms and cylinders, multiplication and division of fractions and integers, linear relations, equations, and tessellations.

### **Math 8 Transitions (MMA--08A)**

This course is an adapted Math 8 course for students who have had challenges meeting expectations in math up to Grade 7. Students in this course continue to build their math skills and will either continue on to Math 8 or to Math 9 Transitions which leads to Workplace Math 10/11. Students are recommended to this course by their Grade 7 teacher and informed by their IEP.

### **Physical and Health Education 8 (MPHE-08)**

This course introduces the concept of holistic wellness which includes physical literacy, healthy and active living, social and community health and mental well-being. Students will participate in a variety of individual (e.g. weight training), dual (e.g. badminton and tennis), team (e.g. volleyball and basketball), and rhythmic (e.g. dance) activities. Students will also participate in classroom-based lessons and workshops. Additionally, as a part of the physical literacy component, students will engage in a variety of physical fitness tasks and activities.

### **Science 8 (MSC--08)**

Science 8 contains the four strands of Science: Biology, Chemistry, Earth Science and Physics. In Biology, students study cells, the immune system, and the impacts of human diseases. Physics involves the examination of the properties of light and light sensing. The Chemistry unit focusses on the Kinetic Molecular Theory, as well as atomic theory including quarks, leptons and electrons. The Earth Science unit covers Plate Tectonics and the structure of the Earth.

## **GRADE 8 Elective Courses**

Students will take two elective blocks exploring both Fine Arts and Technology. All students will take a Discovery 8A rotation that will introduce them to the technology courses. Students will choose between taking Band 8 (with Careers 8) or a Discovery 8B rotation (with Careers 8) that will introduce them to the fine arts courses. Discovery rotations may include some of the following courses.



### **Art 8 (MVA--08)**

This is a survey course designed to teach basic skills and techniques. Student will have the opportunity to engage in projects involving design, drawing and painting.

### **Woodwork 8 (MADW-08)**

This is an introductory course in woodwork. Students are introduced to project design, safety, basic hand tool procedures, and simple machine operations in the construction of a number of projects.

### **Metal 8 (MADM-08)**

Beginners are encouraged, and no experience is necessary. Students can safely learn the skills they need while working on projects. Students will gain skills that build confidence, inspire creativity, and encourage personal responsibility.

### **Introduction to Entrepreneurship 8 (MADEM08)**

This course has students develop brainstorming and collaborative skills through real-life entrepreneurial experience.

### **Indigenous Outdoor Education (MADGE-08A)**

In Outdoor Education (Indigenous), students examine the connections between topics through an Indigenous perspective in a dynamic environment. Many of the topics investigated will be revisited on a deeper level in the student's courses later in their academic career.

### **Career Education 8 (MCE--08)**

Career Education offers students the opportunity to explore career paths. Through micro-explorations, goal-setting, and reflection students will learn more about their own attitudes and opinions, and how those beliefs influence their career choices.

### **Foods 8 (MADFS08)**

This is an introductory course to Foods, including food sanitation and preparation, elements of recipes, techniques, equipment, nutrition choices and eating practices. In cooperation with their partners, students will utilize theory during labs and begin their recipe design skills. These are life skills that are delicious!

### **Drama 8 (MADR-08)**

Emphasis in this course is on personal development rather than acting for the theatre. Students gain experience in improvisation, mime, speech, sensory awareness and relating movement. Some history of theatre is studied and both improvised and scripted plays are produced.

### **Computers 8 (MADDL08)**

Students learn photo editing, create a multimedia presentation, and make a role-playing game. The graphics and presentation skills learned here are useful in other high school courses.

## **Leadership 8**

Leadership 8 provides an exciting opportunity for students to develop their leadership skills by working through school and community projects. Event planning teaches skills in public speaking, goal setting, organization, time management, communication, and collaboration.

## **BAND 8 (XBA--08) and Careers 8 (MCE--08)**

Band 8 and Careers 8 is for instrumental musicians at the Grade 8 level. Students will continue their study of the elements of music. Repertoire will include a wide variety of music and students can expect to perform several times throughout the year and may have the opportunity to travel with the ensemble.

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## **ELECTIVES OUTSIDE OF TIMETABLE**

**THESE COURSES ARE OFFERED IN THE MORNING, AT LUNCH, OR AFTER SCHOOL.**

### **Concert Choir 8 (XC---08)**

The Junior Concert Choir (Redhawk Voices) is a fun ensemble that sings a wide variety of repertoire and styles. Anyone can join and previous singing experience is not required. Those aspiring to join Senior Chamber Choir are encouraged to have at least one year of experience in Redhawk Voices.

### **Junior Jazz Band 8 (XBA--08J)**

Junior Jazz Band is offered as an additional course to junior instrumentalists in the music program. This ensemble performs a variety of music including swing, Latin, funk and rock. Junior Jazz Band also introduces students to the concepts of improvisation. As Junior Jazz Band is a performance-driven course where the focus is different from other music classes, students are required to be enrolled in Concert Band 8 or 9.

## EXTRACURRICULAR ACTIVITIES

Whether a student is an athlete, a performer, an academic, a student advocate, or someone looking to make new friends and hang out with like-minded people, DWP is the place to be! The following are the sports teams, groups, and clubs at the school. New groups and clubs are welcome!

### Sports Teams

Fall	Winter	Spring
Aquatics	Basketball	Girls Soccer
Cross Country	Wrestling	Badminton
Volleyball		Golf
Boys Soccer		Hockey
		Rugby
		Track and Field

### Clubs

Information about our clubs is available on our website here: <https://dwps.sd35.bc.ca/extra-curricular/clubs/>

Clubs are another great way to get involved in the school community.