

J.N. BURNETT SECONDARY

GRADE 8 PROGRAM PLANNING GUIDE 2025-2026



At J.N. Burnett we provide an enriching environment that respects, values, and celebrates diversity; promotes individual growth; and prepares the learner to be a well-rounded and responsible member of the larger community.

J.N. Burnett Secondary School
5011 Granville Avenue, Richmond BC, V7C 1E6
Phone: 604-668-6478

Principal: Ms. D. Ten-Pow

Vice Principals:

Mrs. L. Collins
Mr. M. Winograd

Counsellors:

Mrs. A. Grenzberg
Ms. M. Murad
Ms. P. Yip

PRINCIPAL'S MESSAGE

Dear Parents/Guardians and Students,

J.N. Burnett is a semestered, comprehensive, inclusive secondary school that offers a wide variety of curricular and extra-curricular opportunities for all students. Our dedicated staff is committed to creating a learning environment that encourages students to set goals for themselves and to strive towards individual excellence. We aim to ensure that each student's secondary school experience is inclusive, caring, meaningful and rewarding. Our programs are designed to recognize and support the varied interests, abilities and educational needs of all students. J. N. Burnett is a great place to learn as we also strive to promote a sense of community!

We feel strongly that education is a co-operative endeavour involving both home and school. At Burnett, we encourage and welcome parental involvement as we work together to support the learning of our students. We strongly believe that ongoing communication between parents/guardians and the school is beneficial to all. Parents may call the school throughout the work week or contact teachers directly by email to arrange a parent-teacher conversation beyond the school-wide-scheduled Parent-Teacher Conferences. Also, a weekly bulletin titled Week-at-a-Glance (WAAG) is emailed and posted on our website to keep families up to date on school activities.

Selecting courses to map out future destinations is sometimes a difficult and confusing process to navigate. However, it is important that students take the time to think through choices carefully, and to take advantage of the help that is available from school counsellors. In the intermediate years (8-9) the courses students select should reflect general interests and be seen as exploratory. As students move towards their graduation program (10-12), they will want to set more specific goals and plan accordingly. The counsellors will help students understand which courses are required to graduate, which courses should be taken as prerequisites to the various post-secondary institutions or training programs, and which courses might be most useful to prepare for particular careers.

To all students - the important thing to keep in mind throughout the course planning process is that each of you has strengths as well as areas of interest. Try to recognize your strengths and develop them through the courses you select. Remember that you are designing an important part of your future. Finally, *don't be afraid to ask for help – We are here to assist you!*

Ms. Ten-Pow, Principal

GRADE 8 COURSE SCHEDULE

Humanities 8

Math 8

Science 8

Physical Education 8

French 8

Home Economics/Technical Education 8

CHOOSE ONE FINE ARTS COURSE FROM THE FOLLOWING:
Art, Drama, Beginner or Concert Band, Choral Music, or Guitar

NOTE: ELL students must also refer to page 5

GRADE 8 COURSE DESCRIPTIONS

CORE SUBJECTS

HUMANITIES 8

Humanities 8 is a yearlong, interdisciplinary course that integrates elements of history, geography, social studies, and literature to provide a holistic understanding of various cultures and civilizations. The course is organized around the content (know), curricular competencies (do) and big ideas (understand). The know, do, understand curricular model frames the course into thematic units of study that will develop and reinforce communication skills in the areas of reading, writing, listening, speaking, viewing, and representing.

HUMANITIES 8 INCENTIVE

Selection Process - Enrollment is limited.

In general, only students who have demonstrated proficiency or extending in previous Language Arts and Social Studies courses should apply. The Humanities screening test consists of both written and oral components; teacher recommendations are also considered.

This full year course contains an integration of the English and Social Studies Curricular Competences that enriches the regular curriculum to elicit higher-level analytical and communication skills. Incentive Humanities involves teaching strategies that enhance students' abilities to read extensively, think analytically and critically, speak and write fluently, research resources effectively and work collaboratively and independently.

Assessment Screening date: Thursday, February 27 at 3:30 pm in the Multi-Purpose Room

MATHEMATICS 8

Mathematics 8 builds upon students' arithmetic skills with respect to integers, fractions, ratios, and percent. Students will be introduced to new topics such as square and cube roots, the Pythagorean Theorem, surface area and volume, linear equations and relations, and data analysis and probability. Mathematics 8 emphasizes problem solving and applications in relation to each unit.

MATHEMATICS 8/9 ACCELERATED

Selection Process - Enrollment is limited.

This accelerated course is designed for students with exceptional abilities in core elementary math topics, problem solving, and a strong interest and work ethic in mathematics. This course covers the Mathematics 8 and Mathematics 9 curricula in one year. It will focus on the same math skills and processes as the regular Mathematics 8 and Mathematics 9 courses. Students wishing to be selected for this course must have a confidential course recommendation from their Grade 7 teacher and write the screening assessment test on core math skills and problem solving. Students will be chosen on the basis of their performance on the screening assessment test as well as their teacher's recommendation. Students who are successful in this course will obtain credit for Mathematics 8 and Mathematics 9 and proceed to one of the Math 10 courses the following year.

Assessment Screening date: Tuesday, February 25 at 3:15 pm in the Math wing

SCIENCE 8

The emphasis in Science 8 is on the development of students' scientific skills, processes, knowledge, thinking abilities and a positive attitude towards the various fields in science. Students learn science through a variety of activities and in many instances, through examining science as it applies to everyday life. Topics covered include: science skills and processes, life science (cells and immune system), physical science (atomic theory and properties of light), and earth and space science (geology).

CORE FRENCH 8

The aim of this course is to start French from the beginning. The vocabulary, especially verbs and their conjugations, is the key to give students the ability and confidence to speak in conversation and to write in sentences. The language includes themes that students might use daily: time, weather, school life, likes and dislikes, sports, music, food, shopping and discover cultural aspects of French speaking communities. Completion of this course or its equivalent is a prerequisite to Core French 9.

PHYSICAL EDUCATION 8

The physical education program will review and refine the basic movement skills developed through the elementary physical education program. This course will expose students to broad and diversified physical activities. The emphasis on the development of recreationally oriented activities and lifetime sports increases from Grade 8 to 12. The course content is divided into four major activity categories that were selected to provide a balance between the more traditional approach to physical education and the emerging emphasis on leisure-oriented physical activities. These four activity categories are: games, individual and dual activities, dance and alternative environment activities. The aim of the Burnett Physical Education program is to provide students with the awareness, knowledge, understanding, attitudes, abilities and skills required to consciously maintain physical health and well-being throughout life. All students will also participate in daily and weekly fitness challenges and assessments.

HOME ECONOMICS 8

Home Economics encourages the acquisition of skills for life-long learning. Students are encouraged to develop social competencies and practical skills related to individual, family, community and global needs. They will learn to complete complex tasks that will require multiple skills, tools, and technologies. A compulsory Grade 8 course allows students many opportunities to develop these skills and competencies through the basic components of Textiles and Foods Studies. This introduction will also allow students to make wiser choices in future course selection.

The course is made up of the following sections:

- Food Studies: An introduction to the basic principles of food preparation and food handling skills. Nutrition, social factors that affect food choices, local food systems, and First People food use will also be explored.
- Textiles: An introduction in the use of sewing machines, equipment and supplies. Students will learn complex tasks that may require hand and/or machine tools and technologies. They will use their new skills in constructing one or two projects.

TECHNICAL EDUCATION 8

A compulsory Grade 8 course that introduces students to the basic skills in woodwork, metalwork, electricity and drafting. This introduction will allow students to make wiser choices in future course selection. The course is made up of the following sections:

- Woodworking: An introduction to the basic hand tools, simple finishes and a variety of wood. Simple useful projects are constructed by the students.
- Electricity: An introduction to basic skills such as reading schematic diagrams, soldering techniques, the breadboard construction of an electronic project and the completion of the project as a printed circuit.
- Metalwork: An introduction to basic skills such as problem solving, measurement, cutting, filing and drilling. A variety of materials are used as well.
- Drafting: An introduction to the fundamentals of drafting which is the language of the engineer, technician, and skilled worker. Learning to draw and read drawings are communications skills. This includes an introduction to Computer Drafting.

FINE ARTS COURSES

ART 8: FOUNDATIONS IN ART



JN Burnett's Art Department welcomes you to our creative community! Art 8 explores all that art has to offer: drawing, painting, printmaking, and sculpture. Whether you're an art enthusiast or just curious about what art has to offer, there is something for everyone in this dynamic and exciting course. Come and join the fun!

DRAMA 8

This course will get you moving, creating and collaborating! We work hard to create a safe and supportive classroom community and explore our creativity through activities and performances. This is a great place to gain experience and confidence to speak in public and work with others – foundational skills for all of high school! Many acting basics like voice and body control, tableau, character building, mime, and scene creation are explored through games and projects. Students will also have the opportunity to attend professional productions to develop their critical abilities. An engaging and active course!

MUSIC

The Burnett Music program offers opportunities for the complete beginner to the most serious advanced students – styles ranging from classical to jazz with much in between. Music offers a unique avenue for the pursuit of career enhancing skills. The value of taking music is much more than appreciation for just music; it is, in every way, a rehearsal for real life in any career. Leadership, responsibility, taking risks, communication and working for group success are just a few of the career skills learned here.

Opportunities for all players and singers can be found in band and choir courses. Piano players should note that they are needed in choir and jazz band. Students who wish to learn guitar can enrol in a guitar course and experienced guitarists are encouraged to join jazz.

Beginner's Concert Band

No previous band experience is necessary. Also, no decision as to the type of instrument is needed at this time. It is a fun course for all. This course is for students who are new to concert band, or who have been away from the program for some time and wish to return. This course is also appropriate for students who wish to try a completely new instrument and need to start their learning at the very beginning. Upon completion of this course, students will usually be able to enroll in Developing concert band, and some students even progress immediately to Concert Band. Live performances and small ensembles are required elements of this course.

Developing Concert Band

To participate in Developing Concert Band, completion of Beginner Concert Band, Intermediate level band in elementary school or permission of the teacher is required. This program further extends students' playing and listening skills in a wide variety of musical genres. Both large and small ensemble playing are part of the program. Students are encouraged to consider doubling (learning a second instrument in the same instrument family) for the benefit of a full sounding ensemble. Students usually provide their own instruments. Some students with musical skills who wish to learn a second instrument may have the instrument provided by the school. Home practice and attendance at rehearsals and performances are required elements of the course.

Developing Concert Band is a semester course that runs in timetable for half the year. Students wishing to participate in travel at this musical level must join the school's travelling band club in **both** semesters.

Concert Band

Entry into Concert band is either by successfully participating in Developing Band or by teacher permission (some grade 8 and 9 students may be permitted entry into Concert Band with teacher permission). This music course builds on the Developing band program. Students are expected to have had previous experience on their band instruments and will be expected to develop an advanced level of competence. Home practice and attendance at all rehearsals and numerous performances are required in this course. This group is also likely to travel overnight for performance. Concert Band is a linear course that is run off timetable on Wednesdays after school and Fridays before school.

JUNIOR JAZZ BAND

Students must have reasonable skills on one of the following instruments: flute, saxophone, trumpet, trombone, piano, guitar, bass or drums. Other instruments may be included upon discussion with the teacher. Students will be introduced to the jazz idiom and will be expected to learn to read jazz style rhythms and techniques in several styles. There is also a theory component in the course. The junior jazz ensemble may be involved in performances throughout the year and may attend a music festival.

Students are required to be enrolled in any level of Concert Band or guitar to enrol in jazz studies. (please take note of this course co-requisite)

Junior Jazz is a linear course that is run off timetable with a schedule determined by the students and the teacher.

Choral Music 8

Previous music training is not essential, as skills including singing, breath control and note reading will be developed and reviewed. Students of all ability levels will be together in one class. Many styles of music will be sung, including popular, classical/folk, rock, Broadway and jazz. There is an emphasis on singing in small groups, as well as singing within the large ensemble. Students are expected to attend all rehearsals and concerts. Additionally, students with instrumental skills (piano, guitar, and sometimes other band instruments) will be called upon to share their skills by accompanying the singers at different times during the course.

Guitar 8

This introductory guitar course can be taken once while at Burnett by students with little or no experience on guitar. Course content includes tuning the guitar, basic chords, note reading, tablature reading and strumming techniques. Upon successful completion of the basic guitar book learned during class instruction, the student may pursue a desired style such as jazz, folk, blues, rock or classical. In addition to class instruction, students' progress at their own rate on their self-selected independent studies and will be encouraged to develop self-discipline and self-motivation in class. Students will regularly perform for each other within the class and are expected to perform at the Semester end concert. **Students are expected to provide their own guitar** (very few are available from the school).

SPECIALTY PROGRAMS

ENGLISH LANGUAGE LEARNER (ELL)

This program is for students for whom English is not a first language. Students are integrated into regular programs, both for compulsory and elective courses, as their proficiency in English increases:

Level 1 (3 blocks ELL)	ELL 1	ELL 1	<u>Elective Choices:</u> Art, Beg. Band, Developing Band, Choral Music, Guitar, or Drama
	ELL 1	Elective	
	Math 8	PHE 8	
	Home Ec/Tech Ed 8	Elective	

Level 2 (3 blocks ELL)	ELL 2	ELL 2	<u>Elective Choices:</u> Art, Beg. Band, Developing Band, Choral Music, Guitar, or Drama
	ELL 2	Home Ec/Tech Ed 8	
	PHE 8	Math 8	
	Elective	Elective	

Level 3 (2 blocks ELL)	ELL-3	ELL-3	<u>Elective Choices:</u> Art, Beg. Band, Developing Band, Choral Music, Guitar, or Drama
	Science 8	French 8	
	PHE 8	Math 8	
	Home Ec/Tech Ed 8	Elective	

Level 4 (1 block ELL)	ELL-4	Humanities 8	<u>Elective Choices:</u> Art, Beg. Band, Developing Band, Choral Music, Guitar or Drama
	PHE 8	Math 8	
	Science 8	French 8	
	Elective	Elective	

LEARNING STRATEGIES PROGRAM

The Learning Strategies program seeks to empower students who require services to promote success within their school program. Placement for learning strategies is on a referral basis upon recommendation from teachers, administrators, counsellors, parents/guardians and /or students themselves.

Services provided in a Learning Strategies block seek to unlock student's potential, so will vary according to each student's learning profile. The services offered may include one or more of the following:

- direct help in understanding academic course content
- appropriate accommodations to learning in the form of adaptations or modifications
- strategies for better organization, time-management, goal-setting and study habits
- assistance in strengthening skills in reading, writing, speaking and mathematics
- work experience opportunities and life-skills training
- strategies for improving behaviour and self-regulation

Students with a ministry category are assigned a case manager/resource teacher, who is responsible for writing their Individual Education Plan (IEP) through consultation with parents, classroom teachers, counsellors and administrators, as well as with the outside agencies when necessary. The services offered within the Learning Strategies Program are designed to effectively meet the individual needs of students.

INCENTIVE COURSES (offered in Grades 8-11)

Consistent with the school's commitment to increase instructional effectiveness, these courses help students of above average talent to discover their potential ability. The emphasis will be on enrichment as we seek to extend students to their intellectual limits through challenging activities. The courses involve teaching and learning styles that enhance a student's ability to read extensively, think analytically and critically, speak and write fluently, use research resources effectively and work independently. Applicants are assessed by each department.

Personal Student Planning Guide to Graduation

Intermediate Program (No Credits Earned)

Graduation Program (Credits Earned)

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Humanities 8	English 9	English 10*	English 11	English 12*
Humanities 8	Social Studies 9	Social Studies 10	Social Studies 12* or ELECTIVE	Social Studies 12* or ELECTIVE
Mathematics 8	Mathematics 9	Mathematics 10	Mathematics 11	ELECTIVE
Science 8	Science 9	Science 10	Science 11 (of your choice)	ELECTIVE
Physical Education 8	Physical Education 9	Physical Education 10	ELECTIVE	ELECTIVE
French 8	ELECTIVE (Fine Arts)	Career Life Education	ELECTIVE	ELECTIVE
Home Economics 8 & Technology Education 8	ELECTIVE (ADST)	ELECTIVE	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE (language recommended)	ELECTIVE	ELECTIVE	ELECTIVE
Choose 1 ELECTIVE	Choose 3 ELECTIVES	Choose 2 ELECTIVES	Choose 4 or 5 ELECTIVES	Choose 6 or 7 ELECTIVES

*** To graduate, you must take ONE of the Indigenous-focused courses below: ***

English First Peoples 10

OR

English First Peoples 12

OR

BC First Peoples Social Studies 12

* This also meets the English 10 requirement.

* This also meets the English 12 requirement.

* This also meets the Social Studies 12 requirement.

NOTE:

Grade 9s should be selecting ONE (1) Fine Arts 9 elective and ONE (1) Applied Design, Skills, and Technologies (ADST) 9 elective. ONE (1) language 9 elective is recommended. Burnett offers French, Japanese, Mandarin, and Spanish courses.

INCENTIVE 8 APPLICATION - ASSESSMENTS

Students wishing to apply for Incentive Courses for Grade 8 will be assessed for appropriate placement. Not all students who apply will be selected to the incentive class as many more students apply than we have space for. We will be having only one class of 29 students in each Incentive Course.

MATHEMATICS 8/9 ACCELERATED – Students will write an in-person assessment.

Student acceptance into the course will be based on performance on the screening assessment as well as a recommendation from their grade 7 teacher.

HUMANITIES 8 INCENTIVE – students will write an in-person assessment.

Student acceptance into the course will be based on a Written Assessment, brief Interview, and grade 7 teacher recommendation.

MATHEMATICS 8/9 ACCELERATED – SCREENING ASSESSMENT

TUESDAY, FEBRUARY 25, 2025

BURNETT MULTI-PURPOSE ROOM

Time: 3:15 – 4:30pm

Please bring pencils and an eraser. Calculators are not permitted.

HUMANITIES 8 INCENTIVE – SCREENING ASSESSMENT

THURSDAY, FEBRUARY 27, 2025

BURNETT MULTI-PURPOSE ROOM

3:30 – 4:30pm

Please bring a pencil and pen.

J.N. BURNETT SECONDARY

PROGRAM PLANNING TIMELINE 2025

FEBRUARY 3 – 7	Burnett counsellors visit elementary schools for course planning
FEBRUARY 10	Grade 7 Parent Information Night : Program Planning (Online) 6–7:15pm
FEBRUARY 13	Grade 7 Parent School Tours and Q&A with counsellors at 6:30pm.
FEBRUARY 20	ALL COURSE SELECTION COMPLETED. Course selection will be completed online.
FEBRUARY 25	Accelerated Math 8/9 assessment: 3:15pm at Burnett (Multi-Purpose)
FEBRUARY 27	Incentive Humanities 8 assessment: 3:30pm at Burnett (Multi-Purpose)
FEBRUARY 28	Deadline for submission of transfer application form for students who don't live in the Burnett catchment area but wish to attend Burnett
MAY 23	Orientation and guided tours of Burnett (time to be determined)
AUGUST (LAST WEEK)	Mailout to families with school start-up dates and information