

**GRADE 8
PROGRAM PLANNING GUIDE
2025 - 2026**



MISSION STATEMENT

"Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world."

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Principal: Mr. J Leslie
Vice Principals: Ms. R Poon
Ms. H Dhanoa

Counsellors: Mr. P Lam
Mr. R McDonnell
Ms. M Takada

Dear Parents/Guardians and Students,

Hugh Boyd Secondary is a semester, comprehensive, inclusive, diverse and tight-knit 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 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. We offer an inclusive diversity education program for students who need support with the regular academic program; Incentive and Advanced Placement Courses which provide enrichment for highly motivated students; an English Language Learners Program; and a program for students with diverse needs which allows them to be meaningfully included in classrooms as well as gain some work experience in the community. Our grade 8s are taught by a team of teachers. The team works closely and becomes well acquainted with their students' individual strengths, interests, and needs. The teaming approach also provides opportunities for teachers to integrate curriculum. Hugh Boyd is also an International Baccalaureate school, the only school in Richmond to offer the **MYP Program** for all our Grade 8-10 students. Students are all educated using the IB Learner Profile tenets which has been "*designed to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world*". Learners in this program strive to be: **Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced and Reflective.**

There are many extra-curricular activities in which students may get involved. During lunch, there are various structured Intramural activities in our gym or special events sponsored by Student and Athletic Councils as well as our Leadership class. Students may also choose to participate on one of the many teams provided by our athletic program or join any one of the numerous clubs available. In addition, there are tennis and pickleball courts behind the school, several outdoor basketball courts, and a very well-equipped fitness centre both inside Hugh Boyd and at our neighbouring West Richmond Community Centre. We also provide other off campus programs such as skiing, snowboarding, hiking and outdoor education.

Because we feel strongly that education is a co-operative endeavour involving both home and school, at Boyd we encourage and welcome parental involvement. We have an active Parent Advisory Council. We strongly believe that ongoing communication between parents/guardians and the school is beneficial to all. Parents may call the school any time to arrange a parent-teacher conference beyond those that are regularly scheduled. Also, a weekly *Week at a Glance* (WAAG) and periodic newsletters and reminders are emailed and posted on our website to keep parents up to date on school activities. Teachers communicate about student learning continuously throughout the year. Formal learning updates/summaries are issued in November, February, April and the end of June. In addition, interim updates are sent out at least twice per year and whenever necessary. Phone contact between staff and parents is strongly encouraged.

Our physical plant is very open and spacious and lends itself well to promote the sense of community that we strive for. We have well-designed, comfortable classrooms, numerous computer labs, two gyms, a theatre, and a well-equipped library. The field spaces around Hugh Boyd are the best in all of Richmond, and the West Richmond Community Centre right next door! This inviting environment makes Hugh Boyd a great place to learn and be active!

Selecting courses for future directions is sometimes a difficult and confusing process. However, it is important that students take the time to think through choices carefully and 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. 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 the workplaces that students may be interested in.

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!*

Mr. J. Leslie, Principal

GRADE 8 COURSE SCHEDULE

Language and Literature (English 8)
Individuals and Societies (Social Studies 8)
Mathematics 8
Science 8
Physical and Health Education 8
Language Acquisition 8
Home Ec 8/Tech Ed 8
Fine Arts Elective 8

GRADE 8 COURSE DESCRIPTIONS

Language and Literature (English 8)

Students will begin an academic development of skills in English. Areas of focus include reading, writing, listening, and speaking. Short stories, novels and poetry are major areas of study. Creative writing will also be emphasized. Vocabulary and writing skills will be addressed within units of study.

Individuals and Societies (Social Studies 8)

Students will use geography skills and historical analysis to understand the development of world civilizations. Students will examine factors that have shaped modern society and make connections between the past and the present.

Mathematics 8

Mathematics 8 is designed to develop and reflect upon numeracy skills by combining mathematical knowledge, communication skills, problem solving, reasoning, mental math, estimation, visualization, and the use of technology. All areas of the course are based on a "Know-Do-Understand" model to support a concept-based, competency-driven approach to learning. Students will learn to understand math in meaningful contexts and link concrete and abstract ideas through concrete, pictorial, and symbolic concepts. Students will be encouraged to take risks in their investigations and will work on their ability to solve more difficult problems. Students will be expected to achieve a minimum level of 2 in all MYP criteria to successfully complete Mathematics 8.

Science 8

Science 8 provides students with the opportunity to develop their knowledge and skills in science. Students are introduced to the scientific method, putting their skills into practice through various design labs and analytical tasks. Students are also encouraged to extend their knowledge to their daily lives, reflecting on the questions of "why" and "how" and applying what they have learned. Topics covered in this course include basic chemistry, cell biology, properties of light, and plate tectonics.

Physical and Health Education 8

PHE 8 provides students with a diversified program of activities: weight training, tennis, badminton, basketball, dance, minor games, softball, flag football, wrestling, lacrosse, active health, and volleyball. Emphasis is placed on skill development, good sportsmanship, and the acquisition of knowledge necessary for the enjoyment and understanding of the activity taught. All students are required to have a T-shirt, gym shorts, socks, and indoor court shoes. Track suits or jogging warm-ups are also fine.

Language Acquisition (choose one of the following three languages)

French 8

In French 8, students will begin to develop their French writing, reading, listening, and speaking skills at a basic level. They will begin to build their vocabulary and express themselves in the present tense, focusing on their preferences and their day-to-day lives. Evaluation will be based on writing, reading, oral communication, listening, project work and tests.

Japanese 8

This is an introductory course in the Japanese language. Students will master written hiragana and participate in Japanese conversations used in familiar settings of the home, school, and town. Japanese culture will be emphasized through activities and discussions. Evaluation will be based on writing, reading, comprehension, oral communication, listening, project work and tests.

Spanish 8

This is an introductory course in Spanish with an emphasis on listening and speaking as well as reading and writing. A positive attitude toward the learning of a second language and related culture will be fostered. Students will be able to communicate information about themselves.

Home Economics 8

This course serves as an introduction to both textiles and home cooking. In the textiles portion, students will explore basic elements of design, as well as develop practical sewing skills both by hand and on a sewing machine. In the foods portion, students will learn about kitchen safety and sanitation, basic elements of nutrition, as well as develop practical food preparation skills through a variety of food labs. This hands-on course will provide students with the introductory skills necessary for future pursuits in textiles and foods courses, as well as home living. This is a half-semester course. All students take the Home Economics and Technology Education Wheel.

Technological Education 8

This is an introductory course in which students gain experience using various tools, machines and materials to create projects. Students will learn how to design and create successful projects while working safely in the shop. This is a half-semester course. All students take the Home Economics and Technology Education Wheel.

Fine Arts Electives:

Art 8

Art 8 is a half-semester course combined with Drama 8. Students are introduced to a variety of 2D and 3D materials and processes, especially drawing, painting, and sculpture. Get ready to explore your creativity and investigate the Elements of Art and Principles of Design with fun, imaginative assignments. Students develop skills, vocabulary & knowledge to create, communicate, and respond to artwork across a range of art periods, styles, and cultural contexts. Students begin an MYP process journal (sketchbook) to document process and develop self-reflective learning. Knowledge and Understanding, Creative Thinking, Developing Skills and Responding are evaluated based on the IB MYP Arts rubric.

Drama 8 – Introduction to Drama

Drama 8 is a half-semester course that is combined with Art 8. Students will be introduced to drama concepts and performance techniques through theatre games, class exercises and group presentations. Drama will help students develop their confidence and it gives them a safe and creative space to express themselves in new and imaginative ways. In Drama 8, students will work on storytelling through tableau (frozen pictures), how to

create a character vocally and physically, mime and creating a re-mixed fairy tale. The skills that students develop in Drama will help them in other subject areas and throughout their lives.

Music 8

In this course students will build on their previous music learning experiences in elementary music and band as they develop fundamental music knowledge and skills through performance in a variety of musical contexts. Throughout the semester Music 8 students will get the opportunity to develop skills to create music individually and in ensemble settings with introductions to composition, singing (choir), wind ensemble (band), and contemporary music ensemble (drumming, guitar). A variety of music cultures, eras, and genres will be explored in the repertoire. Course expectations include regular individual practice and participation in one evening concert in the semester (Winter or Spring Concert).

Concert Band 8

It is recommended that students have some previous instruction on a concert band instrument or prior music instruction on an instrument but not a requirement. Students will develop fundamental music knowledge and instrumental technique through performance of concert band repertoire that includes a variety of musical styles like traditional band pieces to jazz, pop, and movie themes. Students will grow as musicians individually and as essential parts of the ensemble through regular practice and participation in performances. Course expectations include regular individual practice and participation in evening concerts and other performances throughout the year.

English Language Learning (ELL)

Special support is provided to students whose first language is not English. Initial placements to the program are carried out by Richmond School District ELL Staff. Students work through Levels 1 through 5. Beginner Levels of ELL are 1 and 2 while the Intermediate Levels are 3 and 4. Once a student reaches Level 5, they do not take a designated ELL Block but are able to access support, if needed.

ELL Level 1	ELL Level 2	ELL Level 3	ELL Level 4
ELL 1	ELL 2	ELL 3	ELL 4
ELL 1	ELL 2	ELL 3	English 8
ELL 1	ELL 2	Science 8	Science 8
Math 8	Math 8	Math 8	Math 8
PHE 8	PHE 8	PHE 8	PHE 8
Home Ec/Tech Ed	Home Ec/Tech Ed	Home Ec/Tech Ed	Home Ec/Tech Ed
Elective	Elective	Language Acquisition 8	Language Acquisition 8
Elective	Elective	Elective	Social Studies 8

THE MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is a curriculum framework designed for learners aged 11-16 by the IB. The MYP is delivered from grades 8 to 10 at Hugh Boyd. All students entering Hugh Boyd in grades 8 to 10 learn through the MYP.

In the MYP classroom, students are at the centre of learning. They are drawing connections between all subject areas, learning is explicitly linked to the world around them, participation in a foreign language is required, and a variety of formal and informal assessments are used to inform teaching and learning. MYP learning experiences infuse global points of view wherever possible, to promote understanding of other cultures, an awareness of the human condition and understanding that there is a commonality of human experience.

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents. Students take core courses of language and literature, individuals and societies, mathematics, sciences, physical and health education, language acquisition, arts and design. A unique feature of the programme is that it extends the traditional curriculum to include immersion in four themes - approaches to teaching and learning, global contexts, and concepts. Students also complete a personal project, which is an independent piece of work that may be an essay, and artistic production, or another form of expression.

The IB Middle Years Programme:

- Addresses holistically student’s intellectual, social, emotional, and physical well-being
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups

- Requires the study of at least two languages (language of instruction and additional language of choice) to support student in understanding their own culture and those of others
- Empowers students to participate in service within the community
- Helps to prepare students for further education, the workplace and a lifetime of learning.”

**The IB Middle Years Programme, 2015*

INCENTIVE PROGRAM

The Hugh Boyd Incentive Program challenges motivated students to achieve academic and personal excellence. It is designed to meet the needs of high ability students with potential leadership qualities. Students in each grade will study English, Social Studies, and Science in an environment designed to challenge them. There will be opportunities for cooperative learning, independent study, and out of school field trip experiences. Students must be independent thinkers and risk-takers in their approach to learning and possess critical thinking and creative problem-solving skills. The Incentive Program extends beyond the academic courses and includes:

- leadership training and development through workshops and practical applications in the program setting;
- community service which promotes social responsibility;
- outdoor education which allows students to learn about the relationship of humans and our natural environment; and
- field studies through group or individual field trips, encouraging students to use community resources.

A strong work ethic and positive attitude towards schooling are important selection criteria. Admittance to the program will be through an application and interview process.

For queries about the Incentive program, please contact Mr. Aura (baura@sd38.bc.ca)

Applications must be emailed to the general Boyd email account (boyd@sd38.bc.ca) by **January 31, 2025**. Please include **Incentive Application - 2025** in the subject line.

STUDENT SUPPORT SERVICES

Our Student Support Services includes The Learning Centre, Resource Tutorial Program, Life Skills Program, and The Counselling Centre.

The Learning Centre

The Learning Centre is staffed with a team of Learning Resource Teachers and offers two types of academic support to Hugh Boyd Students:

- **Learning Strategies Block**

A Learning Strategies block offers targeted enrolled support to students who are working on an IEP and/or require on-going academic support to successfully meet the learning outcomes of their courses. The Learning Strategies block, generally taken in place of a language or an elective, offers students direct support in academics, skill building, organization, and study skills. Students are typically referred to the Learning Centre program by their elementary school, although referrals can be made through the counselling team throughout their years at Hugh Boyd. Placement in a Learning Strategies block is determined by the School Based Team (SBT) consisting of resource teachers, classroom teachers, counsellors, and administration. Students are required to utilize the support of the drop-in service before being considered for enrollment in a Learning Strategies block.

- **Learning Centre Drop-In Support**

The Learning Centre also offers universal academic support on a drop-in basis to all Hugh Boyd students. Students are welcome to come to the Learning Centre with teacher permission during their classes for support with homework, assignments, and project work.

Resource Tutorial Program

The Resource Tutorial (RT) program goes hand in hand with the Life Skills and Learning Centre programs at Boyd Secondary. This program is designed to meet the needs of a variety of students with diverse abilities. Students who join this program are recommended by elementary school staff or through our School Based Team. Students are provided academic, social, and emotional support and may be working towards a Dogwood, Evergreen, or Adult Graduation Certificate. During their assigned Resource Tutorial support block, students receive assistance with their adapted and/or modified classwork along with direct instruction in study skills and strategies. Students may also drop in when extra help is needed. The Resource Tutorial program also offers Literacy and Numeracy classes to further develop skills in these areas.

Life Skills Program

The Resource department's Life Skills Program is designed to meet the needs of the student who is labelled as having diverse abilities. A Transition Plan begins in January and is followed through until the new school year. IEP meetings happen in the Fall. Goals are met with possible support from Educational Assistants, Resource Teachers, Classroom Teachers, Speech and Language Consultants, Counsellors, District Consultants, working closely with School Administration. Students are integrated into mainstream classes as well as get a Support Resource Block, as needed.

In their Support Resource Block, students receive help with their regular/adapted/modified class assignments, functional life skills, community experience, social skills, job preparation. Once the students have reached Gr. 10, they may opt to choose the path of Work Experience or continue to work towards their Evergreen Certificate.

The Counselling Centre - The Boyd Counsellors are safe and caring people who offer:

- Mental Health and Emotional Support
- Academic Advocacy
- Course Planning
- Post-Secondary Institutions Guidance
- Community Referrals

The Counsellors work exclusively at Boyd. There is also a Career Information Advisor (Mr. H. Ng) who works out of the Counselling Centre.

PERSONAL LEARNING TIME (PLT)

One of our school goals is to increase student engagement as we work within the framework of BC's new curriculum. Through PLT, students will be able to access support during the school day. We believe that PLT will encourage a healthy school/life balance as many students are balancing several extra-curricular activities and out of school commitments.

What can students do during Personal Learning Time?

- Seek academic support (from teachers and/or peers)
- Complete homework and assignments
- Prepare for an upcoming quiz/test
- Catch up on missed tests/quizzes/assignments
- Work on a project (i.e. Personal Project, Capstone)
- Engaged reading
- Re-write or re-organize notes
- Organize binder/notebook
- Self-directed learning
- Passion project

Important Dates to Remember

Jan 20 – 23	Grade 7 Program Planning Visits to all Feeder Schools by the Counsellors
Jan 23	Grade 7 Parent Program Planning Meeting (7:00 pm) Optional Tours (6:30 pm)
Jan 31	Program Planning Sheets due back to the classroom teachers of all Feeder Elementary Schools
Jan 31	Deadline to submit Incentive Program Application as well as all other Program Planning Sheets (dropped off at Boyd or emailed to boyd@sd38.bc.ca)
Feb 3 – 28	Round 1 Transfer Application Period – Submission of transfer application form for students who do not live in the Boyd catchment area but wish to attend Boyd
May	Grade 7 Orientation at Boyd
Aug (last week)	Email to families with school start up dates and information
Sept	Grade 8 Activity Day(s)