

# RUTLAND SENIOR SECONDARY SCHOOL

705 Rutland Road N., Kelowna, BC, V1X 3B6

Phone: 250-870-5110

[www.rss.sd23.bc.ca](http://www.rss.sd23.bc.ca)



## GRADE 9

COURSE DESCRIPTION BOOKLET

2022-2023

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## INTRODUCTION - Rutland Senior Secondary

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*“At Rutland Senior Secondary School, we are a Caring Community  
Challenging Students to Pursue Excellence in Lifelong Endeavors.”*

The purpose of this guide is to provide students and parents with information about courses and programs available at Rutland Senior Secondary School. Every effort will be made through this handbook to provide the required information for course selection. It must be emphasized that the final responsibility for course selection remains with each student and their parents/guardians. Please read this guide carefully. For further information, please contact a school counsellor at Rutland Senior Secondary (250-870-5110).

**PRINCIPAL:** ..... Mr. Hugh Alexander

**VICE PRINCIPALS:** ..... Mr. Jarret Atkins..... Last Names A-F  
..... Mr. Russ Bischoff..... Last Names G-N  
..... Ms. Michelle Johnston ..... Last Names O-Z

**CLERICAL: (Main Office)** ..... Ms. Gisele Jepson ..... Head Secretary  
..... Ms. Heather Claggett ..... Accounts  
..... Ms. Danica Embree ..... Student Records  
..... Ms. Alysha Blake ..... Student Records  
..... Ms. Brittany Tateyama ..... Reception/Attendance  
..... Ms. Marcia Rudolph ..... Reception/Attendance

**COUNSELLORS:** ..... Ms. Dana Patterson ..... Last Names A-F  
..... Ms. Deb Holmes ..... Last Names G-N  
..... Ms. Lindsay Reynolds ..... Last Names O-Z

**CAREER PROGRAMS:** ..... Ms. Jennifer Skogstad  
..... Ms. Lindsay Robb

**CLERICAL: (Career Centre)** ..... Ms. Holly Walter  
..... Ms. Teresa Banka

**LEARNING ASSISTANCE:** ..... Ms. Angela Lenardon  
..... Ms. Emily Noonan  
..... Ms. Alyssa Pembleton

**ENGLISH LANGUAGE LEARNING:** ..... Ms. Michele Ginnell  
..... Ms. Julie Loveridge Marks

**INDIGENOUS EDUCATION:** ..... Ms. Nikki Siddall ..... Teacher  
..... Mr. Trevor Heard ..... Teacher  
..... Ms. Femi Vrtar ..... Advocate Last Names A-F  
..... Ms. Candice McKendry ..... Advocate Last Names G-N  
..... Ms. Kim Gunner ..... Advocate Last Names O-Z

**RESOURCE TEACHERS:** ..... Ms. Susan Schmalz  
..... Ms. Miranda Akurienne  
..... Ms. Jillian Gale

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## GRADE 9 BELIEF STATEMENTS

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We believe that safety and belonging are important.

- Students are more successful when they transition well and feel like they belong
- Gr. 9s need to know how to access their support network
- There should be opportunities for Gr. 9s to find their niche
- Gr. 9s need extra social/emotional and academic support

We believe that exposure and awareness to our full range of programs and courses is important.

- Provide Gr. 9s with a variety of exploratory options to help discover/develop their passions
- Gr. 9s should engage in career exploration to help them start charting a direction for their future

We believe that Extra-Curricular and Social events are important.

- Grade specific events and activities to create traditions will aid transition
- Opportunities in I.E., Fine Arts, and Athletics should be available and showcased
- The happiest students and parents are those that feel connected and involved

We believe that Communication and Community are important.

- We can create specific events to involve parents and the community
- Parent Advisory Council can be enhanced by the addition of Gr. 9 parents
- We can improve our communication with parents and the community

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## SCHOOL ORGANIZATION

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### SCHOOL YEAR

The school year at RSS is organized on a semester system. Semester 1 runs from September to January and Semester 2 runs from February to June. Most electives run for one term (half of a semester) and some run the full year.

### SCHOOL DAY

Rutland Senior's schedule, like most Secondary Schools in SD23, runs on a 2 day rotating system. Students will be registered in four courses that will run for a whole semester. In addition, each student will also have a number of electives to choose, this includes a Physical Education course during the year.

### PARENTS/GUARDIANS

Parents/guardians are encouraged to contact teachers, counsellors, or administrators if they have concerns about their child's progress at school. We will make every effort to keep you informed. Our website is updated regularly to keep students and parents informed of happening at and around the school. Parents are encouraged to attend the parent-student-teacher conferences scheduled throughout the year. Please refer to our school calendar, which is available live on our website. If you do not have access to internet, please contact the school for a paper calendar containing the same information. For more information, feel free to visit the school or phone us at 250-870-5110.

### REPORTING AND GRADING

Reports will be issued at the midpoint and the end of each semester. Attendance will be reported at the same time. Interim Reports will be issued between regular report cards. For specific dates, again please consult our school calendar. Marks are based on classroom work, assignments, tests, and exams. Each classroom teacher will outline grading procedures. Parents/guardians are encouraged to schedule conferences with teachers, counsellors or administrators at their convenience.

## **ATTENDANCE**

At Rutland Senior Secondary School we believe the most valuable portion of our educational programs occurs in classrooms with skilled teachers. Explanations, clarifications, discussions, opportunities for feedback, and group tasks are invaluable components of an effective learning environment. Students who miss school are generally at greater risk of reduced academic performance. Our goal is to:

1. increase student success by promoting regular attendance and punctuality, and
2. help students develop responsibility in preparation for attendance expectations in their future careers.

Students absent from school must submit a note explaining the absence to the school office. The note must contain:

1. the date(s) during which the absence(s) occurred,
2. a clear explanation of the reason for the absence,
3. the name of the student who was absent,
4. a signature of parent/guardian, with contact number in case follow-up is required.

If a student is going to be absent for a period of 5 days or more, a parent/guardian may contact your student's teachers and make arrangements to pick-up homework. Students missing more than 10 days of school may be referred for hospital/homebound services.

## **PROJECT FEES, SCHOOL FEES, AND FIELD TRIP CHARGES**

Courses at RSS are offered free of charge to our students. When students choose optional projects, programs, or fieldtrips, they will be charged for additional costs. Information about fees will be provided by classroom teachers.

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## **STUDENT SUPPORT SERVICES**

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### **MAIN OFFICE (RECEPTION)**

A staff member is on hand throughout the day to assist students and direct them to the appropriate staff member and/or service.

### **SCHOOL BASED TEAM**

*Referral by staff*

Most of the support programs available to our students can be accessed through the School Based Team. Members of this team include representatives from each of the available programs, counsellors, and a representative from administration. Each program dictates which members of the school based team are required to collaborate to make a decision. Generally the more complex the issue the larger the number of team members involved in the decision-making and planning process. Because of the graduation implications of placing a student on a Modified Individualized Education Plan, accurate assessments, careful case review, expanded collaboration, and parent involvement are important components of this decision.

### **COUNSELLING SERVICES**

Counselling can be set up either by appointment or on a "drop in" basis.

The counselling service has four main objectives:

1. To assist students dealing with specific needs and/or concerns which may be affecting academic performance and/or school relationships
2. To encourage communication between the counselling staff and parents, teachers, and community agencies
3. To provide students and parents with information regarding vocational trades, training programs, post-secondary education, and bursaries/scholarships related to both
4. In conjunction with Career Programs Staff, continue to assist students with career awareness, career exploration, and career preparation

## **BEHAVIOUR SUPPORT**

*Referral Required*

*District Designation Required*

Teachers specially trained to support students with moderate to intensive behavioural needs are available to staff and students. Their primary role is to make sure designated students have a specific plan in place to address their behavioural needs. Determining which students qualify for this support is based upon intensity, frequency, and/or duration of problematic behaviours.

## **LEARNING CENTER/LEARNING ASSISTANCE**

*Referral Required*

The Learning Center provides a drop-in-based alternate learning setting for students experiencing a variety of learning issues. These issues may include one or more of the following:

- classroom anxiety
- poor concentration
- falling significantly behind peers in foundational course(s)
- learning problems not specifically identified as a learning disability
- performance issues related to low self-esteem
- test writing
- extra academic support

Due to the nature of this program, students will not be registered for full blocks, instead, students will drop in for support as they need it. This may also be done by teacher or counselor referral.

## **LEARNING ASSISTANCE**

*Referral Required*

The learning assistance program is designed to support students who need additional support. Learning Assistance Teachers are available to:

- oversee appropriate student identification procedures,
- provide curriculum-based assessments,
- assist in the development of Individualized Education Plans,
- consult on strategies and adaptations for student success,
- provide information and access to adapted curriculum materials,
- provide specific one to one support for identified students, and
- ensure adjudication requirements for provincial exams are met.

## **INDIGENOUS SUPPORT SERVICES**

*Appropriate Criteria Met*

This program is available to students who identify as having Aboriginal ancestry (First Nations, Inuit, Metis). It is designed to provide holistic support based on the four directions of the medicine wheel to address the cultural needs unique to this group of students:

- Students can access social-emotional (East), spiritual (South), and physical (West) support through connections to Aboriginal advocates and the Elder in residence in the Gathering Room
- Academic (North) support is provided in our Aboriginal Learning Centre by teacher-tutors for both core and elective courses

Support is offered on a drop-in as-needed basis or as a support block; a support block is not a course offering but may be assigned through a referral process. Students must complete an ancestry verification form to access these services.

## **ENGLISH LANGUAGE LEARNING**

*Appropriate Criteria Met*

English language support is available to students for whom English is not the first language. Support will be available to assist students and staff in making adaptations to their program, in class or by pull-out, or to assist students in achieving graduation requirements. ELL classes available include L1 (Foundations), L2

(Introduction to Academic Language), L3 (English Language Development-Intermediate), and L4 (English Language Development-Advanced). Support blocks and classroom support are also available.

## **SPECIAL EDUCATION SUPPORT**

*Referral Required*

*District Designation Required*

At Rutland Senior Secondary School we are fortunate to have one of the best resource programs in the district. Three specially trained teachers along with the largest number of Certified Educational Assistants in the district, provide support for our students with special education designations. Students qualifying for this have designations such as physically dependent, an intellectual disability, a physical disability, chronic health impairment, or autism spectrum disorder. Resource components of the student program include:

- Cutter's Edge, which provides a work environment for our students,
- assisting in the operation of our school store,
- helping in the preparation of nutritious meals for the school lunch program,
- life skills and community outings.

## **DISTRICT SUPPORT SERVICES**

*Referral Required*

School District 23 provides a wide range of specialized support services for district schools. At Rutland Senior we have access to the following services:

- School Psychologist
- Reading Specialist
- Behaviour Specialist
- Teacher for the Hard of Hearing
- Teacher for the Visually Impaired
- Physical and Occupational Therapist
- Speech-Language Pathologists

Accessed through the School Based Team, these specialists are available to students when there is a need for specific assessments, assistance with identification, and collaborative services.

Our objective at Rutland Senior Secondary is to be inclusive, integrate students, and to do whatever we can to provide the necessary supports so that this may occur. **If you would like additional information on our Support Services, please consult with one of our administrators, learning assistance teachers, or school counsellors.**

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## **REQUIRED COURSES**

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The following core academic classes will run for one semester. Additional and more specific information on any of these areas can be found at <https://curriculum.gov.bc.ca/curriculum>.

Represented below are the **Big Ideas** as defined in the new Ministry Curriculum.

### **ENGLISH LANGUAGE ARTS 9 (MEN—09—S)**

- Language and literature help us find meaning and joy.
- Exploring a rich diversity of texts deepens our understanding and develops our ability to make connections, express ideas, and think critically.
- Inquiry, curiosity, and thoughtful reflection in story and text deepen our understanding of self, identity, and humanity.
- Using artistry and precision in language are powerful tools in communicating for specific audiences and purposes.

## **SOCIAL STUDIES 9 (MSS—09—S)**

Socials 9 aims to develop understandings of power, identity, emerging ideas, and the relationship between humans and geography. Students will investigate the effects of imperialism and colonialism, the revolutions that arise from them, Canada's journey toward nation building and independence - including our nation's role in World War One, and the effect of Canada's geography on regional identity and economics. Will develop our Curricular Competencies of Significance, Evidence, Perspective, Continuity & Change, Cause & Consequence, and Ethical Judgement through inquiry processes. These skills will be the foundation for future courses in Social Studies and beyond.

## **MATHEMATICS 9 (MMA—09—S)**

- Through inquiry, we explore mathematics flexibly, creatively, and reflectively.
- Linear relations can be represented in many ways that have important connections.
- People can solve problems and express their mathematical thinking in a range of forms.
- Topics in mathematics are interconnected and interrelated.

## **SCIENCE 9 (MSC—09—S)**

Science 9 surveys four major branches of science: Biology (Cells and Cell Division), Chemistry (Atoms and Electron Arrangements), Physics (Electricity), and Earth Science (Matter Cycles and Energy Flow). Through labs and projects, this course will provide opportunities to develop many core competencies and Science skills such as questioning and predicting, processing and analyzing data and information, and communicating thought processes and scientific findings. For detailed information on the new curriculum, please see: <https://curriculum.gov.bc.ca/curriculum/science/9>

The following required classes will run for one semester. Additional and more specific information on any of these areas can be found at <https://curriculum.gov.bc.ca/curriculum>.

## **PHYSICAL AND HEALTH EDUCATION 9**

- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.
- Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle.
- Healthy choices influence our physical, emotional, and mental well-being.
- Healthy relationships can help us lead rewarding and fulfilling lives.
- Advocating for the health and well-being of others connects us to our community.
- Students have a choice of
  - (MPHE-09—S) Standard
  - (MPHE-09—S-BB) Basketball
  - (MPHE-09—S-WB) Women's Basketball
  - (MPHE-09—S-D) Dance
  - (MPHE-09—S-O) Outdoor Education
  - (MPHE-09—S-MA) Mixed Martial Arts (this class may run as a grade 9/10 split class)
  - (MPHE-09—S-FB) Football (this class may run as a grade 9/10 split class)
  - (MPHE-09—S-BA) Baseball Academy (\$1,200.00 fee required)
  - (MPHE-09—S-HA) Hockey Academy (\$1,000.00 fee required)
  - (MPHE-09—S-SA) Soccer Academy (\$660.00 fee required)
  - (MPHE-09—S-GA) Golf Academy (\$975.00 fee required)

## **CAREERS 9 (MCE—09—T)**

Career exploration allows students to dig deeper into learning about careers in local and regional labour markets. Experiences are tailored to each student's interests, which makes them feel involved and better informed for making future career and education choices. This helps students to make decisions about:

- Career and work options
- High school program and course selection
- Post-secondary requirements
- Developing personal resiliency



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## ELECTIVE PROGRAMS - Inside the Timetable

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### **ART 9 (MAE—09—T)**

Using these three disciplines, students will be studying and practicing line, shape, space, texture, colour, form, tone, principles of design (pattern, repetition, balance, contrast, emphasis, rhythm, unity/variety, and harmony), composition, lighting, angles, and editing.

### **BAND 9 (Prerequisite: Band 8) (MMU—09B-L)**

This course will consist of rehearsing and performing concert band repertoire while building fundamental skills that would have been introduced in middle school ensembles. Intonation, balance/blend and dynamic contrast will be of greater focus in this ensemble. Students are expected to engage in regular practice of both their music and technical exercises. Orchestral string players are welcome! Some music theory, music listening, and skill-building exercises will be included in the course curriculum. Students will be expected to perform in at least two public performances throughout the year. **Uniform:** Men: black dress shirt with black dress pants and black shoes. Women: black formal wear, black dress shoes.

### **COMPUTERS 9 (MADIT09—T)**

This course will provide students with an opportunity to explore the elective classes of Programming, Drafting, Animation, and Video Game Development. We will be creating 2D models, designing houses, writing our own programs and video games.

### **DANCE 9 (MPHE-09—S-D)**

This course is designed to build the skills and attitudes necessary for a healthy and active lifestyle through a combination of fitness, dance and performance. This course teaches students the importance of physical literacy, healthy and active living and mental well-being. Students will increase their fitness and strength while learning training techniques and principles that will help them remain active throughout their lifetime. In addition, students will develop skills in a variety of dance styles that will culminate in full dance pieces to be performed for an audience at the semester-end show. Students will also learn strategies to manage mental health and build healthy relationships. No previous dance experience is required.

### **DRAMA 9 (MDR—09—T)**

This is a fun yet challenging course designed to introduce students to the Theatre program at RSS. The course covers a variety of theatre genres including Improvisation, Mime and Masks, Physical Theatre and Melodrama. Classes include drama games and exercises designed to build the ensemble, foster trust and encourage risk-taking. Whether you're an avid Drama fan or just curious and would like to try something new, this is the course for you!

### **FOOD STUDIES 9: (MADFS09—T)**

This hands-on course introduces students to basic cooking techniques and food safety. Each class will have a teacher demonstration followed by a student cooking lab. Our fully equipped kitchens provide opportunities for students to try fun and nutritious recipes. Recipes may include fried rice, spaghetti and meatballs, chicken fingers and fries, and butterscotch rolls.

### **FRENCH 9 (MFR—09—S)**

French 9 is designed to further develop the student's reading, writing, speaking and listening skills through meaningful communication in French. Cooperative group work is essential to this program. French culture is inherent in the course.

### **MUSIC 9 (MMU—09A-L)**

This class is for students interested in creating, playing, and performing pop, rock, hip hop, rap and other forms of contemporary music. Students may or may not have experience playing an instrument or singing. Students will have opportunities to learn basic notation and technique of piano, guitar, bass, drums and voice. Eventually, students may form bands and play in a group setting, or pursue solo playing. In addition to developing musical skills and technique, students will learn to set up audio equipment for live performance and studio recording. They will also have the opportunity to compose or edit music using digital audio workstations like Soundtrap and GarageBand.

### **LANGUAGE AND CULTURE 9 (XLCA09)**

Language & Culture 9 is one of RSS's hidden gems! Its purpose is to foster genuine curiosity in the world at large through the study of world cultures and languages. Class begins by defining and explaining culture in a relevant and meaningful way that challenges how students view themselves, their own culture and the world at large. Next, students honestly examine numerous world cultures (including French, Spanish, Japanese, German and Chinese) before students decide which cultures THEY want to study. Meaningful learning requires engaging videos, open discussion, experiencing cultural foods, and learning some basics of the language via the DuoLingo app. Buckle up because learning about culture just got enjoyable and authentic!

### **LEADERSHIP 9 (XLEAD09—T)**

Make RSS a fun and exciting place to be! This course will provide many opportunities for grade 9's to discover, strengthen, and enhance their leadership skills. Every day there are opportunities for students to take the lead among their peers, this course will encourage students to learn the attitudes and skills that will enable them to do so. Group planning, communication, event planning, organizational skills, and decision-making will be incorporated into the course. Leaders will have input and offer ideas of events and activities they would like to see at RSS. Leaders will complete a minimum number of involvement hours on top of the course showing volunteering, RSS team support, acts of kindness and more. Students in the program will be expected to volunteer at lunch time; after school or during breaks to help with school events.

### **MAKER 9 (MADGE09—T-M)**

Have you ever thought: “I could make that” or “Isn’t there a better product than THAT”? In Maker class, not only will you be able to work towards answering these types of questions, but you will be able to make your solutions! As part of the Maker Movement, you will be given real-world design challenges and will work collaboratively using your imagination and creativity in a hands-on manner, to design and build a solution to the problem. You will learn how to make things, and then make those things better!

### **GRAPHIC PRODUCTION 9: MEDIA DESIGN (MADMA09—T-PG)**

Production Graphics 9 is an introduction to visual communication & design. Using design industry programs, Adobe Photoshop and Illustrator, you will have the opportunity to explore graphic and media art from logo design to photography! Along with exploring and applying the foundations of design to communicate personal identity and self-expression, you will also have the opportunity to place your digital art on mouse pads, t-shirts and decals!

### **METAL ART 9 (MADGE09—T-MA)**

This is an introductory course to metal art. Students will create a variety of projects to introduce them to hand tools, machine and prototyping processes. There will be an emphasis on ideation, self in society and in our culture.

### **METALWORK 9 (MADGE09-T-WW)**

This is an introductory course to metalwork. Students will learn about shop safety, create a variety of projects to introduce them to metalworking hand tools, machines and processes. Students will learn about self and society, prototyping, ideating, and blue print reading.

### **OUTDOOR EDUCATION 9 (MPHE-09—S-0)**

Students will participate in various outdoor experiences such as hiking, snowshoeing, climbing and camping. Students will learn and practice basic outdoor survival skills in a fun, challenging environment. Camping opportunities will be offered during the term as well as a year-end trip to Manning Park.

### **POWER MECHANICS 9 (MADPT09—T)**

This course will introduce the students to the areas of Power Technology with a focus on safe shop practice, the use of specific mechanics tools, internal combustion engine theory, precision measurement, and small engine maintenance. Students will be introduced to energy transmission and applications. This will include efficiency, energy loss in the form of thermal energy, thermodynamics, and different methods of converting potential to mechanical energy. It may also cover alternative energy sources.

### **SEWING (TEXTILES) 9 (MADT-09—T)**

This hands-on course introduces students to basic sewing skills. Students will learn both hand and machine sewing techniques. Our fully equipped textiles lab provides opportunities for students to create fun and exciting projects. Projects may include hand sewn stuffies or hacky sacks, a pencil case, flannel pajama shorts and a t-shirt design challenge.

### **WOODWORK 9 (MADW-09—T)**

This is an introductory course to woodworking. Students will create a variety of projects to introduce them to hand tools, machine and prototyping processes.

### **GUITAR 9 (MMU--09D-L)**

This course is for students that wish to learn and improve guitar skills by playing and learning in a group setting. Students will learn variety of musical styles including Classical, Jazz, Blues, Latin, Folk, Pop, and Rock. Students will develop technical skills such as playing chords, strumming patterns and fingerpicking, reading chord symbols and tablature. This course is open to all students, and no previous experience is required. Students must either own or rent their own guitar.

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## **ELECTIVE PROGRAMS - Outside of the Timetable (these are optional)**

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### **CONCERT CHOIR 9 (MMU—09C-L)**

Concert Choir welcomes all students who have a passion for singing and wish to improve their vocal ability. Students will learn about breath support, mouth shape, blending with other singers and much more. A wide range of styles will be explored and performed, including pieces in languages other than English. Students will be expected to perform in at least two public performances throughout the year. **Uniform:** Men: black dress shirt with black dress pants and black shoes. Women: black formal wear, black dress shoes. Note: This course is run outside of the timetable and will run with the Grade 10, 11 and 12 Concert Choir.

### **DRAMA 9: MUSICAL THEATRE—PERFORMANCE (MDR—09—T-MP)**

The show must go on! If you love to perform and are especially interested in musical theatre, this course is for you! This course runs outside of the timetable on Mondays and Wednesdays from 3:30pm – 5:30pm. The course begins in September and ends in March (just before Spring Break). The course culminates in a Musical Production that runs one week (including a preview performance / dress rehearsal and four evening shows). This course is timetabled alongside the Musical Theatre (Technical) class. Students will be immersed in all aspects of musical theatre performance.

### **DRAMA 9: MUSICAL THEATRE—TECHNICAL (MDR—09—T-MT)**

This course runs outside of the timetable on Mondays and Wednesdays from 3:30pm – 5:30pm. The course begins in September and ends in March (just before Spring Break). The course culminates in a Musical Production that runs for one week (which includes one preview performance / dress rehearsal and four evening shows). This course is timetabled alongside the Musical Theatre (Performance) class. Students are responsible for all aspects of Technical Stage Production including lighting design and operation, sound effects, props, set design, construction and painting, publicity, front-of-house and backstage crew.

### **YEARBOOK 9 (NEW MEDIA) (MVA--09—L) Full Year Course**

Calling all paparazzi! Are you interested in photography, journalism or design? Then Yearbook 9 is for you! This course provides you with the opportunity to explore and expand your photography, communication and design skills while contributing to our school community and culture through the creation and distribution of our fantastic RSS Yearbook!

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## **ACADEMIES**

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### **BASEBALL ACADEMY 9 (MPHE-09—S-BA)**

**(\$1,200.00 PROGRAM FEE)**

Students enrolled in SD23 have a unique opportunity to participate in a program that allows them to develop and improve their baseball skills.

RSS Baseball Academy is based on a number of principles:

- Strictly supplementary to Minor Baseball
- To provide additional training for minor baseball aged players
- Focused on individual skill development and academic achievement



This program applies to any student, male or female.

The program will be taught through one semester. Each student selected into the program will be assisted in planning of course selection based on individual academic goals. Instruction is provided through well trained instructors. The program will run for 5 months beginning September. **As this is an academy, please note that there is a mandatory program fee for this program.**

Applications can be obtained from the program website: [www.rss.sd23.bc.ca](http://www.rss.sd23.bc.ca) link to RSS Baseball Academy or contact Josh Dorf at 250-870-5110 or by email: [josh.dorf@sd23.bc.ca](mailto:josh.dorf@sd23.bc.ca).

### **EQUINE ACADEMY 9 (MPHE-09—2-EQ)**

**(\$500.00 PROGRAM FEE)**

Do you have an interest in animals, a love or fascination with horses? Equine Learning is a hands-on program facilitated at RSS and Huckleberry Hollow Farm in a group format. We will work on mindset and goal setting on activities with the horses. Equine Learning is a hands-on course, which promotes individual and/or group growth. Students participate in exercises/activities with the animals and find themselves learning valuable life skills in a fun, safe and exciting atmosphere. In addition, students will learn about basic horse care and handling, throughout this course. Equine Learning is useful, strong, positive, educational, and creative. An Equine Learning program highlights a curriculum of 12 weeks of contact with the horses and includes 15 + exercises of facilitating life skills through positively organized interaction with horses. Students will work with horses on the ground and will not ride horses. This is a unique course that you will not find elsewhere in schools!

**As this is an academy, please note that there is a mandatory program fee for this program.**

**GOLF ACADEMY 9 (MPHE-09—S-GA)****(\$975.00 PROGRAM FEE)**

Students enrolled in SD No. 23 have a unique opportunity to participate in a program that allows them to develop and improve their golf skills. **As this is an academy, please note that there is a mandatory fee for this program.** A membership to the Okanagan Golf Club is included with this fee.

**HOCKEY ACADEMY 9 (MPHE-09—S-HA)****(\$1,000.00 PROGRAM FEE PER SEMESTER)**

Students enrolled in SD23 have a unique opportunity to participate in a program that allows them to develop and improve their hockey skills. The Hockey Canada Skills Academy resulted from the 1999 Open Ice Summit on player development in Canada.



The HCSA's are based on a number of principles:

- Strictly supplementary to Minor Hockey
- To provide additional training for minor hockey aged players
- Focused on individual skill development, offensive creativity, and academic achievement

This program (Hockey Canada Skills Academy) applies to any student, male or female, who is registered in their local Minor Hockey Association.

The RSS Hockey Canada Skills Academy will operate in First Semester (September through January)/ and if enough demand in Second Semester (February-June) and the student will be eligible for 4/8 course credits. Each student selected into the program will be assisted in planning of course selection based on individual academic goals. Selected students will attend the HCSA at the closest available arenas and will receive instruction from fully qualified Hockey Canada instructors.

**As this is an academy, please note that there is a mandatory program fee for this program.**

**Applications and full information can be obtained on the SD23 Website <https://rsshcsa.weebly.com/>**

**SOCCER ACADEMY 9 (MPHE-09—S-SA)****(\$660.00 PROGRAM FEE)**

Students enrolled in SD No. 23 have a unique opportunity to participate in a program that allows them to develop and improve their soccer skills. The soccer program is intended to provide students with an opportunity to train at a high level, enhancing their soccer skills. It will also allow the student-athletes to grow personally and learn what it takes to be a top level athlete.

This program will support the Ministry's desire to increase program flexibility for students with the new curriculum. An RSS teacher plus one-three certified soccer instructor(s) will be on the field for each session.

Students enrolling in the program will receive credit for physical education at their grade level. The program will run for 5 months each semester. **As this is an academy, please note that there is a mandatory program fee for this program.**

**Applications can be obtained from the RSS website or contact Jeff Balkenhol at 250-870-5110 or by email: [jeff.balkenhol@sd23.bc.ca](mailto:jeff.balkenhol@sd23.bc.ca)**