



Welcome

- Flex block is out and a new model is rolling out next year
- Flex, as a structure was too loose
- The task of signing up weekly often meant sessions were missed
- Student Voice: what were are our take aways?
 - Time for academic support
 - Unique learning experiences
 - Time for peer connection

The New Model

Monday, Tuesday, Thursday & Friday DAY BELL SCHEDULE

TIME	DAY 1	DAY 2
8:22 – 9:42	A	B (F)
9:42 – 9:47	Change	Change
9:47 – 11:10	B	A (E)
11:10 – 12:00	LUNCH	LUNCH
12:00 – 1:20	C	D (H)
1:20 – 1:25	Change	Change
1:25 – 2:45	D	C (G)

Note The extra 3 minutes allocated in Period 2 is for daily announcements.

Wednesday CAREER ED/X SCHEDULE

TIME	DAY 1	DAY 2
8:22 – 9:23	A	B (F)
9:23 – 9:28	Change	Change
9:28 – 10:47	Career Ed (Wed)	Career Ed (Wed)
10:52 – 11:53	B	A (E)
11:53 – 12:38	LUNCH	LUNCH
12:38 – 1:39	C	D (H)
1:39 – 1:44	Change	Change
1:44 – 2:45	D	C (G)



- One course for the full year
- Three overall categories: Academic Enhancement, IDS, Exploration Blocks
- A focus on connection, exploration in learning, and skill enhancement
- You will be able to pick your session requests beginning at the end of this presentation

Academic Enhancement

- Course focused on enhancing skills to improve our academic success
- Considers strategies to support learning and achievement
- Explores strategies to reflect on our own strengths and learning preferences
- Considers healthy habits to keep our success on-track
- Built-in time to practice our skills and strategies
- **Students in this block can use MyFlexLearning to allow for movement and time to connect with classroom teachers**

Academic Enhancement

- Organized into key focus areas to support students under the instruction of subject teachers in the areas they wish to advance
- Numeracy, Science, Literacy, Social Studies, Languages (French or Spanish)

Independent Directed Studies

- IDS provides an opportunity for students to design their own projects and learning under the mentorship of a teacher
- Students choose their area of study, create a project proposal, define what they intend to learn and then use class time to complete their proposal
- Learning is tied to BC Curriculum
- Each IDS project will be unique to the student creating it, though there can be collaborative projects where teammates on their own unique learning within the project

Music: Composition and Production 12 IDS – Sample			
Deadline: June 14, 2024		Format: WIX Blog; Interviews; Artist Showcases; Reflections	
Credits: 2 (50 hours)		Approved by: Pastorchik	
Proposal: Sample intends to consider how artists are exploring and creating new music. The research will include considerations on the relationship—both physical and appreciative—between artists, audiences, and music. Sample will share his findings by creating a blog that shares interviews with musicians that look to explore creative proficiency in music. Sample intends to connect with artists representing a variety of genres and who are creating different sounds. He will reflect on how people react to his publications and consider the audience response to the music considered.			
Big Idea Focus: Creative and technical proficiency in music is transferable across different contexts			
Areas of Study			
A range of current technologies	Hardware and software used to create, record, and structure sound	Use of movement, sound, image, and form to convey meaning in music	Roles of performer, audience, and venue
Competencies of Focus			
1	2	3	4
Explore new musical ideas by combining genres or styles	Explore emerging and evolving trends in music making	Consider the physical and aural health of musicians and audiences	Anticipate audience responses to a piece of music

Assessment Rubric			
	Emerging	Developing	Proficient
1	Musical ideas are beginning to be explored	Musical ideas are reviewed and consider the combination of genres and styles	New musical ideas are explored through the combination of genre or styles
2	Emerging music trends are identified	One or two emerging and evolving music trends are explored briefly	Emerging and evolving trends in music making are explored
3	Physical and aural health are defined	Physical and aural health are defined and connected to music	The physical and aural health of musicians and audiences is considered
4	Audience response to music is acknowledged	Audience response to music is simply anticipated without explanation	Audience response to a piece of music is anticipated
Staff Signature:		Student Signature:	

Music: Composition and Production 12 IDS – Sample	
Deadline: June 14, 2024	Format: WIX Blog; Interviews; Artist Showcases; Reflections
Credits: 2 (50 hours)	Approved by: Pastorchik
Proposal: Sample intends to consider how artists are exploring and creating new music. The research will include considerations on the relationship—both physical and appreciative—between artists, audiences, and music. Sample will share his findings by creating a blog that shares interviews with musicians that look to explore creative proficiency in music. Sample intends to connect with artists representing a variety of genres and who are creating different sounds. He will reflect on how people react to his publications and consider the audience response to the music considered.	
Big Idea Focus:	

Independent Directed Studies

- Possible areas of study:
- General—students work within a classroom to research and complete projects of their own design
- Computers—students work with Mrs. Cho in a computer lab on projects of their own design that may require specialized knowledge, technology, and software
- Woodworking—students work in the woodshop to research, design and build projects within the shop environment (previous woodworking experience recommended).

Independent Directed Studies

- Possible areas of study:
- Engineering—students work out of the mechatronics lab to support independently designed projects and learning that requires the use of specialized machining and fabrication equipment.
- Textiles, Fashion and Design—students work out of the Fashion and Design room to support unique projects and learning in the areas of textiles.

Elective Blocks

- Elective blocks offer opportunities for students to work alongside peers as they explore areas of interest or try something new
- Elective blocks are year-long opportunities for inquiry
- Diverse offerings allow for unique experiences

Elective Blocks

- Culinary Arts: Feeding Futures
- Graham Live TV Production
- Welding
- Sports Psychology
- Fitness and Conditioning
- Rock Climbing
- Strength and Conditioning
- Mindfulness and Movement

Elective Blocks

- Math-based Art
- Cultural Art Studies
- Calligraphy
- Print Making
- Music Studies: Handbell Ensemble
- Drama
- Themes in Classic Films
- An Inquiry into Castles

Elective Blocks

- Documentary Study
- Inquiry into Physics
- Social Skills through Circles
- Statistics and Card Games
- D&D, Tabletop Games, and Creative Storytelling
- History of Math
- English through Video Games
- Inquiry into Running

Elective Blocks

- Novel Writing
- Communication Skills through Board Games
- Leadership
- Inclusive PHE and Recreation
- Scholarship Support (12s only)

Course Selection

- Selections can be made now!
- All selections **must be in by the end of day Tuesday, June 4th**
- Sheets are available for students who require extra time to consider their choice



[Grade 9](#)



[Grade 10](#)



[Grade 11](#)