

# **Langley Fundamental Middle & Secondary School**



**Grade 6-8 Course Planning Guide  
2025-26**

## What You Will Find in this Course Planning Guide

LFMSS Principal’s Welcome Letter.....	3
LFMSS Mission Statement.....	4
LFMSS Titan Traits .....	5
LFMSS Expectations, Guidelines and General Information .....	6-8
Student Support Services .....	9-12
Grade 6 & 7 at LFMSS.....	13
Grade 6 & 7 – Exploratory & ADST Course Descriptions .....	14-16
Grade 8 at LFMSS.....	17
Grade 8 – Elective & Optional Course Descriptions .....	18
School Map .....	19



## Principal Message

Dear Parent(s) and/or Guardian(s),

Welcome to Langley Fundamental Middle and Secondary School.

This Grade 6-8 Course Planning Guide provides important information about our school for both parents and students as it relates to academics, electives, and extra-curricular opportunities.

It is our hope that by working together our students will develop into respectful, responsible, independent, empathetic, and purposeful citizens who are prepared to make a successful and positive contribution to our school and as they transition into the post-secondary world.

Sincerely,

Ms. Carla Clapton

Principal

LFMSS

## LFMSS MISSION STATEMENT

**Educators, parents, staff and volunteers working together to support students’ intellectual, creative, physical, social and personal development by emphasizing basic skills, a strong work ethic, student responsibility and respect for others in a safe, structured environment based on values of the Fundamental Philosophy.**

***“Home and School, Working Together”***



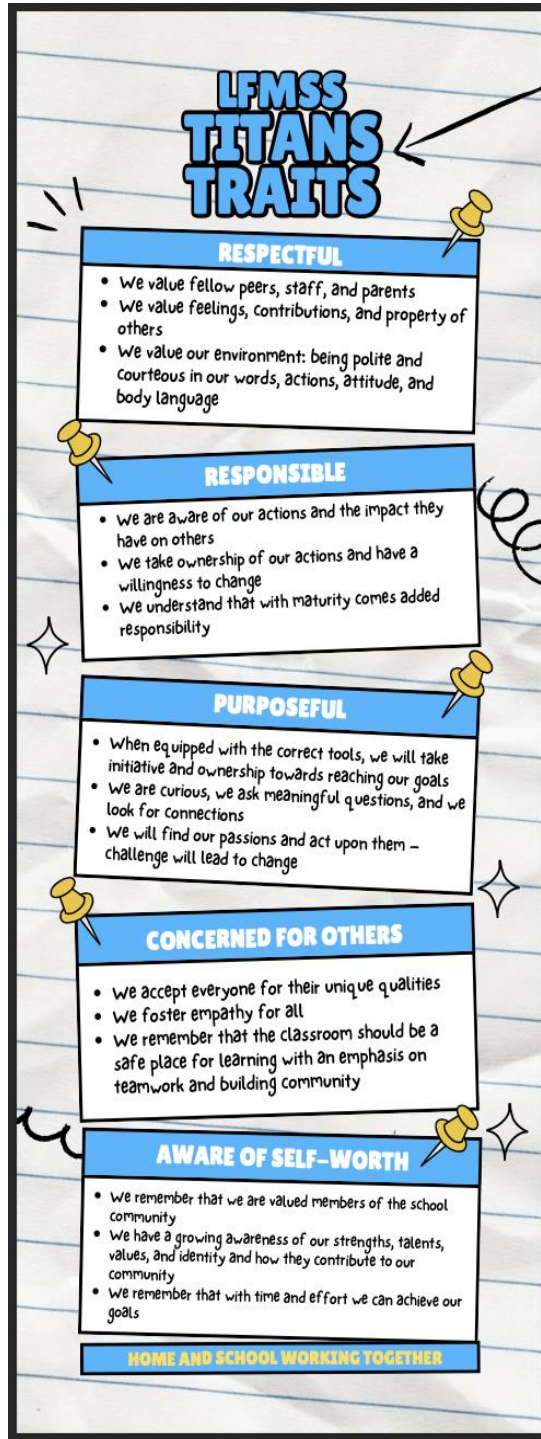
### What It Means To Be a Titan

The Titan Traits are about honour—honour for our school community, honour towards ourselves and honour towards the principles of learning that guide us as an academic institution.

The Titan of the Year award honours those individuals who have consistently demonstrated the Titan Traits as outlined in our school philosophy. Through their words and actions, these individuals demonstrate respect and kindness for our learning space and the students and staff who inhabit it. These individuals have a mature sense of responsibility who take ownership for their actions and understand that their behaviour has an impact on others and their environment.

These students meet the academic challenges that they face and are not defeated by them. They uphold academic standards and rigor in our community by working with purpose and intentional curiosity towards their academic, athletic and creative goals. Furthermore, students who embrace the Titan traits understand that learning is about more than just the individual. Education is collaborative and benefits the community as a whole.

## LFMSS TITAN Traits



## LFMSS EXPECTATIONS, GUIDELINES, and GENERAL INFORMATION

The following are expectations for students while attending LFMSS. Some of these expectations are Langley School District-wide, while others are unique to our school setting.

### TRAFFIC FLOW AND SCHOOL ENTRANCES

**Grade 6 & 7 students** must be dropped off and/or picked up in the North parking lot and go directly to the exterior door of the middle school classroom to wait for the first bell to ring.

**Grade 8 students** may be dropped off at either entrance and have the freedom to move throughout the school before and after school.

#### Some reminders:

- Keep bicycles in the racks, not against walls or on the grounds.
- Bicycle and car areas are out of bounds during the school day.
- Drivers please be aware of pedestrians, be respectful of traffic laws, and be respectful of our neighbours. We are a non-catchment school community and therefore the majority of our students are driven to school.

### ATTENDANCE

Regular attendance is expected and if a student is going to be absent, parents must submit the absence using the online School Messenger system. If an extended absence is planned, parents must complete the proper documentation that needs to be authorized by LFMSS Admin. It is not expected that teachers provide the same level of instruction if a student is absent for an extended period of time. Therefore, missed instruction may impact student progress.

### LATE ARRIVAL

It is expected that students arrive to school on time. If a student is late, they must sign in at the office.

### HALLWAYS AND TRAFFIC FLOW INSIDE THE SCHOOL

Grade 6 and 7 students will spend the majority of their day in the middle school wing. We have specific traffic flow structures throughout the day that teachers will communicate with students. Grade 8 students are not limited to the middle school wing as their schedule aligns with the secondary school schedule.

### OUTSIDE TIME AND LUNCH PERIOD (for Grade 6 & 7's only)

At the start of the lunch period, Grade 6 & 7 students will go directly outside for some fresh air, exercise, and socializing with their peers. At the end of the outside time, students return to their classroom for their eating period. The canteen is not available for Grade 6 & 7's, however, they will have the opportunity to participate in monthly hot lunch days that are coordinated by our PAC.

### **CELL PHONE GUIDELINES AND ACCEPTABLE USE**

Please refer to our “Cell Phone Guidelines and Acceptable Use” document on our school website. At LFMSS, if a Grade 6 or 7 student brings a cell phone to school, they must either put it directly in their locker (Grade 7) or in their bag (Grade 6). **Grade 6 and 7's are not permitted to use their phones for the entirety of the school day.** Grade 8-12 students must not have cell phones visible during class time and can only use this form of technology if directed by a teacher. Parents must contact the office directly if they need to speak or send a message to their child.

### **LOCKS AND LOCKERS**

An online locker system is usually used for Grades 8-12. Grade 7 teachers assign a student a locker and the student will be responsible for that locker (which already has a combination lock on it). Therefore, students do not need to purchase a lock! This system will be explained in more detail at the beginning of the school year. The use of lockers is a privilege – not a right. Grade 6 students do not use a locker – there will be a system communicated to students by their teachers on the first day of school. **\*The School Administration has the right to enter and inspect lockers at any time if there is a safety concern.**

### **CLOSED CAMPUS and SCHOOL GROUNDS**

LFMSS is a closed campus to all students. Students are not permitted to leave the school property at lunch unless accompanied by an authorized adult. If students are required to leave during the school day, parents **MUST** notify the office by phone and then sign them out at the office.

It is expected that when students are outside, that they respect school property, outside equipment, as well as keep the school grounds as clean as possible.

### **LFMSS AND ALIGNMENT WITH THE LANGLEY SCHOOL DISTRICT**

Please refer to the many documents that are on school website such as the: “District Fair Notice”, “District Dress Code Guidelines”, “District Shared Values” and emergency procedures. In addition, our LFMSS Titan Traits and “Cell Phone Guidelines and Acceptable Use” can also be found on our school website. The Langley Fundamental Program philosophy will be updated soon and posted on our school website.

## **LOST & FOUND ITEMS**

We have two “Lost and Found” areas in the school (one in the middle wing and the other in the PHE hallway). Several times a year, our PAC puts out the lost items and hope that they are found. All remaining items are donated to Langley services who support Langley families.

## **STUDENT SUPPLIES** (for Grade 6 & 7)

Please wait for your child’s teacher to contact you about the supplies needed for their classes. On the first day of school, students need a lunch, a pen or pencil, a binder and some paper.

## **GETTING INVOLVED AT LFMSS**

There are so many opportunities for students to get involved in athletics, fine arts, and clubs. Information will be communicated to inform students about these opportunities.



## STUDENT SUPPORT SERVICES

The goal of student support services at LFMSS is to assist students in being successful in all aspects of their schooling. As a result of successful and meaningful experiences in school, it is our belief that students will be better prepared to meet life challenges after graduation.

### LIBRARY LEARNING COMMONS

Our Teacher Librarian and Library Technician are there to help students use the Learning Commons effectively. Technology is available for word processing, database searching, and accessing online magazines/newspapers and the internet. Finally, additional technology is available for accessing our Learning Commons catalogue.

### COUNSELLING SERVICES

#### PERSONAL

- Resolution of problems arising from difficulties related to peers, class, grades, or school policies and procedures.
- Crisis counselling involving home or school problems, and referrals to appropriate agencies.

#### EDUCATIONAL

- Arranging for assistance for students academically.
- Course planning leading to graduation, post-secondary education, and employment.

#### CAREER

- Advising students regarding career paths.
- Checking for prerequisite courses and requirements for various occupations.

**Students may schedule a time to see a counsellor either during school hours, with teacher permission, or before and after school.**

**Parents are welcome to phone or email counsellors if they have any questions or concerns.**

### YOUTH CARE WORKER SUPPORT

Students are able to access the support of a Youth Care Worker for social emotional needs, as well as helping with positive peer relationships. Youth Care Workers may offer small group activities and groups as needed.

## ACADEMIC SUPPORT

As home and school works together, students are provided with consistent support and learning. Individual responsibility and understanding are key factors in improving academic success. Clarifying the academic support options available at LFMSS, helps students engage in their education and increases their understanding of their course work which can result in greater success. Improving understanding takes work, dedication, responsibility, and initiative on the part of the student. Academic supports available to your child at LFMSS are:

- **Homework Club** Our Middle School S2 Resource Room will be open during lunch time Tuesdays and Thursdays to welcome those Grade 6-12 students who are motivated or need to complete their assignments, with help on an as-needed basis from our Educational Assistants. S2 and/or S6 will also be available after school Tuesdays from 2:45 to 3:45 for assignment completion with assistance as needed.
- **MTSS (Multi-Tiered Student Support) Block** For students in **Grades 6 and 7**, MTSS time is directed by classroom teachers. At the **Grade 8** (and 9-12) level MTSS is a period of instructional time that rotates with the school schedule. Teachers will use this time to provide opportunities to review materials, work with students in small groups and also provide extending and growing opportunities for students in areas of interest.
- **Individual Teacher Assistance** It is expected that students will take initiative in class and at home to undertake their course work. However, teachers may be able to schedule help at lunch, or before/after school to assist a student in understanding specific concepts. The student will need to talk to each subject teacher individually to arrange a suitable day and time depending on the individual teacher's schedule.

## STUDENT LEARNING SERVICES

The Resource Program serves students who have learning exceptionalities in the academic areas. This service operates on an integrated model of support and intervention. Placement for learning support (i.e. Resource Block) will be based on the student's previous educational history as well as referrals from teachers, parents/guardians, administrators, and counsellors. The primary goal is to help the student achieve greater success, thereby building confidence and self-esteem. This is accomplished by focusing on organizational skills, assignment completion, study skills, test writing, project planning, and developing beneficial learning strategies and teacher accommodations in the classroom. Some students in this program may have an Individualized Education Plan (IEP) which provides them with individual programming based on input from teachers, administrators, parents/guardians, counsellors, psychologists, and Special Services staff. Students who qualify for an IEP may also receive Special Education Assistant support in their classrooms and further accommodations to their classroom assignment and tests.

If your child is struggling academically in his/her classes, a good starting point is to contact the teacher(s) directly to explore reasons why this is the case. With support and guidance from the teacher, a plan is established providing parents/guardians with strategies to assist their child with learning at home. If your child continues to struggle, you may ask the teacher to provide some adaptations to their course work. At this point, the Classroom Teacher (CT) may approach the Resource Teacher (RT) with concerns about the academic ability and achievement of your child. The CT and RT will work together to determine some accommodations designed to help your child succeed in the classroom. If there is little or no evidence of improvement in your child's progress, the CT may make a referral to our School-Based Team where the CT, with parental consent, will present your child's case describing their difficulties. This presentation is followed by discussion where additional strategies and solutions are examined, and a plan of action is formulated which may include an academic assessment to decide appropriate interventions. The results from the assessment will determine whether or not your child qualifies for Learning Assistance or a Resource block in his/her timetable.

### **RCMP SCHOOL LIAISON PROGRAM**

LFMSS participates in the RCMP School Liaison Program. The purpose of the program is to enhance the working relationship between the police force, school, and community. The School Liaison Officer is available as a resource person for staff, students, and parents/guardians and can provide general information regarding police related matters. If you would like to contact our liaison officer, please see one of our Administrators.

### **HEALTH AND FIRST AID SERVICES**

A community health nurse from the Langley Health Unit provides health promotion services. The nurse acts as a resource person to counsellors, staff, parents/guardians, and students around different health issues. Several staff have First Aid training and are on call and available to deal with First Aid matters as needed.

### **ABORIGINAL SUPPORT SERVICES**

The Ministry of Education defines an Aboriginal student as one who is identified by his/her family as having Métis, Inuit, or First Nations ancestry. It is not necessary to have "status" to be considered an Aboriginal student. With the increasing numbers of students identifying themselves as having Aboriginal Ancestry, our program allows us to have student support at LFMSS. The Aboriginal Program has been around since 1993 and the goal of the program is to offer all learners an opportunity to gain awareness of Aboriginal culture and history. An Aboriginal support worker is available to offer social/emotional, academic, and cultural support.

The Aboriginal support worker's services include:

- Guidance for career choices
- Student support by providing social/emotional help and care along with arranging for academic support, if requested
- Offer home/school liaison support and relationships
- Organize cultural activities
- Cultural awareness activities are offered in two formats:

1. **Inclusive Cultural Programs** – bringing Aboriginal presenters into the classroom to share their culture with all students, through a variety of hands-on experiences. Specific presentations are available for each grade level and are tied to the prescribed learning outcomes of the regular school curriculum.
2. **Cultural Enrichment Programs** – are available which provide students of Aboriginal ancestry with an opportunity to come together to learn about their culture and history.

## **INTERNATIONAL STUDENT PROGRAM**

LFMSS welcomes International Students to its school. We offer small English Language Learner classes, in-class ELL support, and special activities and field trips to integrate our ISP students with English-speaking students and Canadian culture.

## **RESTORATIVE ACTION**

Langley Fundamental Middle and Secondary School follows the principles and values of restorative action. When students need help in dealing with conflict with others, our school has a trained restorative action team that can guide and facilitate “righting the wrong”. Restorative action is a response to harmful incidents that seeks the direct inclusion of all involved in efforts to meaningfully address the harm and foster renewed, healthier relationships. It is based on the work of Canada’s original restorative justice pioneers and best practices around the globe.

## GRADE 6 & 7 at LFMSS

### Grade 6

Grade 6 student will investigate the following:

English Language Arts 6

Mathematics 6

Science 6

Social Studies 6

Core French 6

Physical Health Education 6

ADST (Applied Design, Skills, Technologies) rotation - Digital Literacy, Food Studies, Textiles, Woodwork

Explorations rotation – Art, Drama, Music, Careers

### Grade 7

Grade 7 student will investigate the following:

English Language Arts 7

Mathematics 7

Science 7

Social Studies 7

Core French 7

Career Education 7

Physical Health Education 7

ADST (Applied Design, Skills, Technologies) rotation – Art, Makerspace, Metalwork & Power Technology, Textiles, and Media Technology

Band 7

Would you like to read more about each of the subject areas

Go to the BC Ministry of Education website at <https://curriculum.gov.bc.ca>.

### Getting Involved at LFMSS

While significant learning occurs in the classroom, Grade 6 & 7 students are also given the opportunity for growth in extra-curricular activities such as: cross country, volleyball, basketball, and track & field.

In addition, we offer the Cypress Alpine program, Student Council, Musical Theatre (every second year), and lunch-hour clubs.

## GRADE 6 – EXPLORATORY COURSE DESCRIPTIONS

### **Music 6**

The Grade 6 Music Curriculum is part of the fine arts exploratory rotation, so Grade 6 students will have music for one of the three terms. The curriculum involves learning music through playing the ukulele, building on previously acquired skills: strumming chords and picking melodies. Students also may explore other aspects of music such as: singing, percussion, drum-set, and upright bass. At the end of the course students perform some songs for the other grade six classes.

### **Drama 6**

The Drama 6 program is part of the fine arts exploratory rotation in which students will have the opportunity to develop dramatic skills and techniques. Creative writing, voice, expression, and gestures and movements will be practiced independently and in groups with a final task of collaboratively writing, performing in and presenting a short play.

### **Art 6**

The Art 6 program is part of the fine arts exploratory rotation and provides the opportunity for students to look at the concepts of sculpture and working in 3-dimensional form. Some projects may include masks and sand art.

### **Careers 6**

Life is full of experiences, people, places, and activities that have a profound impact on who we are, and who we hope to become in the future. In Career Education 6, students will explore aspects of their personal identity, including their goals, values, passions, and skillsets, while making connections between those aspects and the career opportunities that exist in the world. Through this exploration, they will grow in awareness and knowledge of the forces that shape career and life decision making.

## GRADE 6 – ADST COURSE DESCRIPTIONS

### **Digital Literacy 6**

During Digital Literacy 6, students will become educated on what it means to be a digital citizen, learn how their digital footprint is formed, and connect to their interactions in an online community. Students will reflect on both the positive and negative consequences of technology use, including topics around cyberbullying, safety, and online responsibility. During a research unit, students will also spend time learning about how information is presented online, how to interpret and use information presented online, and implement basic research skills to apply forward into an end of course research project.

### **Food Studies 6**

The purpose of the Foods Studies 6 program at LFMSS is to develop in students an appreciation for cooking and food, provide them with the skills to make good nutritional choices, and to prepare food with regard for food and personal safety and hygiene. The students may consider career options within the food industry after taking this course.

### **Textiles 6**

In Textiles 6, students learn that design can be responsive to identified needs, complex tasks require the acquisition of additional skills and that complex tasks may require multiple tools and technologies. Within this course, students explore the basic components of patterns and instructions using hand construction techniques for producing and/or repairing textile items. Finally, personal factors that influence textile choices are explored alongside their subsequent implications on the environment.

### **Woodwork 6**

Students will be using Student-Centred Design Approach to design and construct a unique cedar birdhouse, identifying the necessary tools and materials. Students will be using a variety of tangible woodworking techniques such as referencing and book-matching, angle calculation, measurement, and resource management. Students will be learning to use a variety of tools in a safe manner, which includes the use of handsaws, clamps, and hammers.

## GRADE 7 – ADST COURSE DESCRIPTIONS

### **Textiles and Media Technology 7**

The Textiles and Media Technology 7 program is part of the Grade 7 exploratory rotation. The **textiles** portion will engage students in a variety of hands-on projects using an assortment of materials and focus on the practical skills of sewing such as threading a needle and sewing on a button. The **film** portion will explore the history of film and review a variety of techniques using technology. Some of the topics included will be: lighting, storyboarding, camera angles, and script development. The emphasis for both projects will be on process, creating and collaborating rather than on how “perfect” a final project is.

### **Metalwork 7**

The Metalwork module is part of the Grade 7 ADST rotation. In **metalwork**, students will use a variety of hand tools to acquire basic metal working skills through hands-on projects. Students will also explore the science behind metallic properties and the environmental impacts of our use of metals.

### **Makerspace 7**

In Makerspace as an Exploration, students can explore their creative side by designing and building small projects using various tools, techniques, and materials. They are “little engineers” who are given a challenge to solve using their design and building skills. We stress the importance of reusing and repurposing old materials to create something new and unique.

### **Visual Arts 7**

In Visual Arts 7, students will explore the 7 Elements of Art and complete art projects that connect to each one. Students will also do a variety of sketchbook assignments as well as individual art projects that utilize pencil, pencil crayon, fine-liners, felt markers, watercolour paints, and pastels, etc. Students will be able to explore art activities that focus on both skill development and creativity.

### **\*Band 7**

All Grade 7 students are enrolled in Band 7 for the entirety of the school year.



## GRADE 8 at LFMSS

Each student in **Grade 8** will investigate the following subjects:

English Language Arts 8  
Mathematics 8  
Social Studies 8  
Science 8  
Physical Health Education 8  
Core French 8  
Information Technology 8  
Career Education 8 (embedded within other courses)  
Visual & Performing Arts 8 or Band 8

In **Career Education 8**, students will continue to explore the concepts that were introduced in Grades 6-7, such as identity, leadership, personal planning, and transferable skills. Career exploration and skill development is built into the core courses of the Grade 8 curriculum, providing students with a broad and multidisciplinary exposure to career education. Through this process, students will begin to explore in greater depth their skills and passions, and begin to determine possible routes to their goals.

Grade 8 students also have the **option** of taking two additional credit courses that are offered at LFMSS outside of the regular timetable:

- **Junior Jazz Band 8 and/or Concert Choir 8**

Would you like to read more about each of the subject areas?  
Go to the BC Ministry of Education website at <https://curriculum.gov.bc.ca>.

### Getting Involved at LFMSS

While significant learning occurs in the classroom, Grade 8 students are also given the opportunity for growth in extra-curricular activities such as:

- Soccer, cross country, volleyball, basketball, ice hockey, and track & field
- Alpine Cypress program, Student Council, Musical Theatre, and lunch-hour clubs



## GRADE 8 – ELECTIVE COURSE DESCRIPTIONS

### **Instrumental Music: Concert Band 8**

Recommended: One year's experience with an instrument **OR** permission of the teacher.

This course focuses on the areas of instrumental development, musical elements and concepts, attitudes and disciplines required for a successful ensemble and individual. Concert Band concentrates on the performance of Concert Band repertoire ranging from traditional repertoire to pop music. Students will be involved in creating skills and performance disciplines on their instrument in addition to learning music theory, listening, history, and ear training.

### **Visual & Performing Arts 8**

This course provides the foundations of Art and Drama. In the **Visual Arts** portion, students will learn to produce and respond to works of art using a variety of media which may include drawing, painting, printmaking, collage, ceramics, paper mâché sculpture, and graphic design. In the **Performing Arts** portion, confidence and communication are the two main themes. As a foundation for dramatic work, students will work together using trust, concentration, and observation while participating in and responding to the basics of collaborative drama, mime, improvisation, role-play, voice and movement, and possibly scene work.

## GRADE 8 – OPTIONAL COURSE DESCRIPTIONS

### **Junior Jazz Band 8**

Junior Jazz Band 8 is an extended-day credit course. All students enrolled in this course **must** be enrolled in Grade 8 Band. Junior Jazz Band concentrates on the performance of jazz repertoire (swing, Latin, blues, rock, funk, fusion styles, etc.) and jazz improvisation skills. Students will direct their efforts in developing the skills and disciplines for performance in this idiom.

### **Concert Choir 8**

Concert Choir 8 is an extended-day credit course that focuses on the development of a student's understanding of musical elements and concepts, attitudes and disciplines through participation in a vocal performing group. The repertoire will range from traditional choral literature through pop and show music. Students will be involved in developing skills and performance disciplines as a singer as well as learning music theory, listening, history, and ear training.

# SCHOOL MAP

