



Grade 8 Parent Evening



Principal: Ms Duncan

**Vice Principals:
Mr. Sandor
Mr. Thomson**



Counselling at Rockridge

Our Team

Mr. Broughton - Grade 8 &
International Students

Ms. Radcliffe - Grades 9-12 A-L

Ms. McLellan - Grades 9-12 M-Z

Ms. Leanne Warner - Youth Worker



Overview

- * Role of Counsellor
- * How can you help your kid be successful?
- * How can I help your kid be successful?

Role of Counsellor

- * Help create classes, schedules
- * Build relationships between parents, students, teachers
- * Source of information for students and parents
- * Maintain safe, confidential space
- * Communicate ethically, when student safety is in play

Companion group as developmental task

- Human body - hard-wired in adolescence for independence, peer orientation
- Most important task when getting out in the world: companion group
- Safety and security
- Kids take it hard when they struggle in this area - lack perspective that we have
- Grade 8 amoebas vs older teen connection
- Role of patience, getting help with this task

<https://www.healthlinkbc.ca/health-topics/te7262>

“You got this kiddo”

- Model confidence
- Kids will pick up on your feelings
- Reassure - skills and support to succeed are there
- They are not alone
- Triggered? Make sure you are supported also

Being an “Askable Adult”

- Kids who have parents that they can approach with difficult situations often cope better than those without.
- Response is important - teens sensitive to judgement.
- Experience and care matters, parents well-positioned to help.
- Learning from mistakes - process, embrace natural consequences (when possible)

<https://advocatesforyouth.org/resources/health-information/are-you-an-askable-parent>

!

Say “hi” to everyone

- Kids in your classes
- Teachers when you arrive, or see in the hall
- Principal, VP, counsellor
- Other kids want to connect with people too!
- Even if you don't become besties, there's no downside

Make the big school small

- Topic clubs: music, interest clubs, etc
- Music and/or Drama
- Friend group
- Sports

Reflect on time management

- What comes naturally?
What takes more effort?
- How will you plan and
organize assignments?
Calendar?
- When can you do homework?
When can you not?
- How are teachers
communicating with you?
- How can your parents help?

The Three C's

- COMMUNICATE

- Talk to your kid. Keep the lines of communication open. Be a person they can bounce things off of.

- CONFIDENCE

- Stay hopeful, help your kid see beyond problems. Highlight their inner resources. Let them know you believe in them. Provide perspective.

- CONNECTEDNESS

- Connect with people in classes. Say hi to teachers, other staff. Find a way to connect in small groups - drama company, sport, club, etc.

When to Seek Help

- Social dynamics - they matter
- Significant and/or prolonged mood shifts
- Trust your gut - if something doesn't feel right, plug into help.

You know your kid better than anyone.

RBroughton@wvschools.ca

Where do I start?

- **Clubs Day - October 3rd**

Where do I start?

- **School Sports - Fall Season**
 - **Volleyball, Rugby, Cross-Country**

Where do I start?

Volunteer!

- **Meet the Parent Evening**
- **Athletics, Music, Drama programs**
- **School Wide Activities**
 - **Terry Fox Run - September 26**
 - **Orange Shirt Day - September 30**

Announcements & Weekly Bulletin

Block or Period Rotation

Day 1	Day 2	Day 1	Day 2	Day 1	Day 2
1	1	2	2	3	3
FIT	FIT	FIT	FIT	FIT	FIT
2	2	3	3	1	1
3	3	1	1	2	2
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
4	4	4	4	4	4

FIT- NEW!

- District-Wide Initiative - 32 minutes each day (except collaboration days) between 1st and 2nd block
- Students become entrepreneurs of their time
- Access teachers for support
- Work on group projects
- Explore passions & interests

Daily Schedule

REGULAR BELL SCHEDULE



Block 1

8:30 -9:41

Warning Bell - 9:44

FIT Block

9:46-10:18

Warning Bell - 10:21

Block 2

10:23-11:34

BREAK

Warning Bell - 11:40

Block 3

11:44-12:55

LUNCH

Warning Bell - 1:38

Block 4

1:42 - 2:55

COLLABORATION DAY SCHEDULE

Block 1

8:30 -9:30

Break

Warning Bell

9:38

Block 2

9:40-10:40

Break

Warning Bell

10:48

Block 3

10:50-11:51

LUNCH

Warning Bell

12:33

Block 4

12:37-1:37

Collaboration

1:37 - 2:55

Communication

Contacting the school (go to our website!)

Teachers: Email or note from child

Counsellors: Email or Phone

Vice Principals: Email or Phone

School to Home

- Regular Ebulletin
 - Email addresses: please update with our office!

What is IB?

* International Baccalaureate

* PYP - Primary Years Program (ages 3-12)

* MYP - Middle Years Program (Rockridge) (ages 11-16)

* DP - Diploma Program (ages 16-19)

* Encourages students to become **creative, critical and reflective thinkers.**

* encourages students to make practical connections between their studies and the **real world**

* **inclusive by design**; students of all interests and academic abilities can benefit from their participation

You should notice...

- Inquiry based learning**
- Students using feedback to improve**
- Students applying their knowledge and skills to the “real-world”**
- Reporting that is standards based**

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal Project (Grade 10 only)	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

4 sets of criteria per course

Sciences Assessment Criteria for MYP Year 3 – Grade 8

Criterion A: Knowledge and Understanding				
(0)	Beginning (1-2)	Developing (3-4)	Accomplished (5-6)	Exemplary (7-8)
<i>I have not achieved a standard described by any of the descriptors to the right.</i>	<p><i>I am able to:</i> recall scientific knowledge</p> <p>apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations</p> <p>apply information to make judgments.</p>	<p><i>I am able to:</i> state scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations</p> <p>apply information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> outline scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</p> <p>interpret information to make scientifically supported judgments.</p>	<p><i>I am able to:</i> describe scientific knowledge</p> <p>apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations</p> <p>analyse information to make scientifically supported judgments.</p>


Levels 0 to 8 (Term 1 and Term 2 Report cards)

Students receive marks for each of their assignments, projects, quizzes and tests - on the 8 point scale.



IB Criterion Achievement Level	Letter Grade
8	A+
7	A+
6	A
5	B
4	C+
3	C
2	C-
1	I/F





During Term 1

Criteria	Science
A	
B	
C	
D	

Term 1: 1-4 Criterion are reported

Criteria	Science
A	3
B	
C	
D	

Term 1: 1-4 Criterion are reported

Criteria	Science
A	
B	
C	
D	

Term 2 and 3: All 4 Criterion are reported

Criteria	Science
A	5
B	3
C	1
D	6

Term 2 and 3: All 4 Criterion are reported

Criteria	Science
A	5
B	3
C	1
D	6
TOTAL	15

Final Grade: June 2020

Criterion Total /32	FINAL IB LEVEL
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

IB Final Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Vary rarely applies knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Infrequently applies knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Occasionally applies knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Applies knowledge and skills in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Applies knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Applies knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently applies knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

IB Grades (Final Report card)

Criterion Total /32	FINAL IB LEVEL
1-5	1
6-9	2

Conversion Table MYP Grade 6-10				
IB Level	IB total	BC Grade	BC %	BCAIBWS % range
7	32	A	100	96-100
7	31	A	99	
7	30	A	98	
7	29	A	97	
7	28	A	96	
6	27	A	95	87-95
6	26	A	92	
6	25	A	90	
6	24	A	87	
5	23	A	86	78-86
5	22	B	84	
5	21	B	82	
5	20	B	80	
5	19	B	78	

Criteria	Science
TOTAL	15
IB Grade	4
Percent	70
Letter Grade	C+

4	18	B	77	70-77
4	17	B	75	
4	16	C+	72	
4	15	C+	70	
3	14	C+	69	56-69
3	13	C	66	
3	12	C	63	
3	11	C	60	
3	10	C-	56	
2	9	C-	55	45-55
2	8	C-	52	
2	7	I/F	48	
2	6	I/F	45	
1	5	I/F	44	0-44
1	4	I/F	35	
1	3	I/F	26	
1	2	I/F	18	
1	1	I/F	9	
1	0	I/F	9	

LANGUAGE AND LITERATURE YEAR 3	Absent	0.000
Teacher:	Late	0.000
Criterion		
A: Analysing		3
<p>The student:</p> <ul style="list-style-type: none"> i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among texts ii. provides adequate identification and explanation of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. interprets some similarities and differences in features within and between genres and texts. 		
B: Organizing		3
<p>The student:</p> <ul style="list-style-type: none"> i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 		
C: Producing Text		3
<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas. 		
D: Using Language		4
<p>The student:</p> <ul style="list-style-type: none"> i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication 		
Overall Level of Achievement		3

Approaches to Learning

5 Skill Clusters

- Self-Management
- Social
- Communication
- Research
- Thinking



Support your child's learning...

By asking

- What are you learning?**
- Why does it matter?**
- How is it going?**
- What do you need to do to move forward?**

Contact Info



- ❑ **Email: Jennifer Towers**
- ❑ **jtowers@wvschool.ca**
- ❑ **Check out www.ibo.org**
- ❑ **Look for updates in the
bulletin**

Careers 8

Jennifer Towers

jtowers@wvschools.ca

Collaboration Block Calendar 2019 - 2020

September 2019

S	M	T	W	T	F	S
	1	2	3	4	5	6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Collaboration Block Schedule "X-block"

First and second Thursday of every month

Alternating Day 1 and Day 2

Big Idea #1

Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.

Preferences

Skills



Big Idea #3

Achieving our learning goals requires effort and perseverance.



Big Idea #4

Adapting to economic and labour market changes requires flexibility.



Big Idea #5

Our career paths reflect the personal, community, and educational choices we make.



Course Delivery

ASSEMBLY

Guest Speaker / Workshop

- B.Y.O.Device
- Reflective, short-answer questions: **Google Form**
- Submit before you leave school **or** before midnight that day

ASSIGNMENT

Research and reflect on course-related topics

Digital copies: **Google Classroom**

Paper copies into the **Career 8 or 9** box in the Career Resource Centre

Grade 8 Google Classroom

Grad Class of 2024

All current grade 8's

Class code `zsigpxp` 

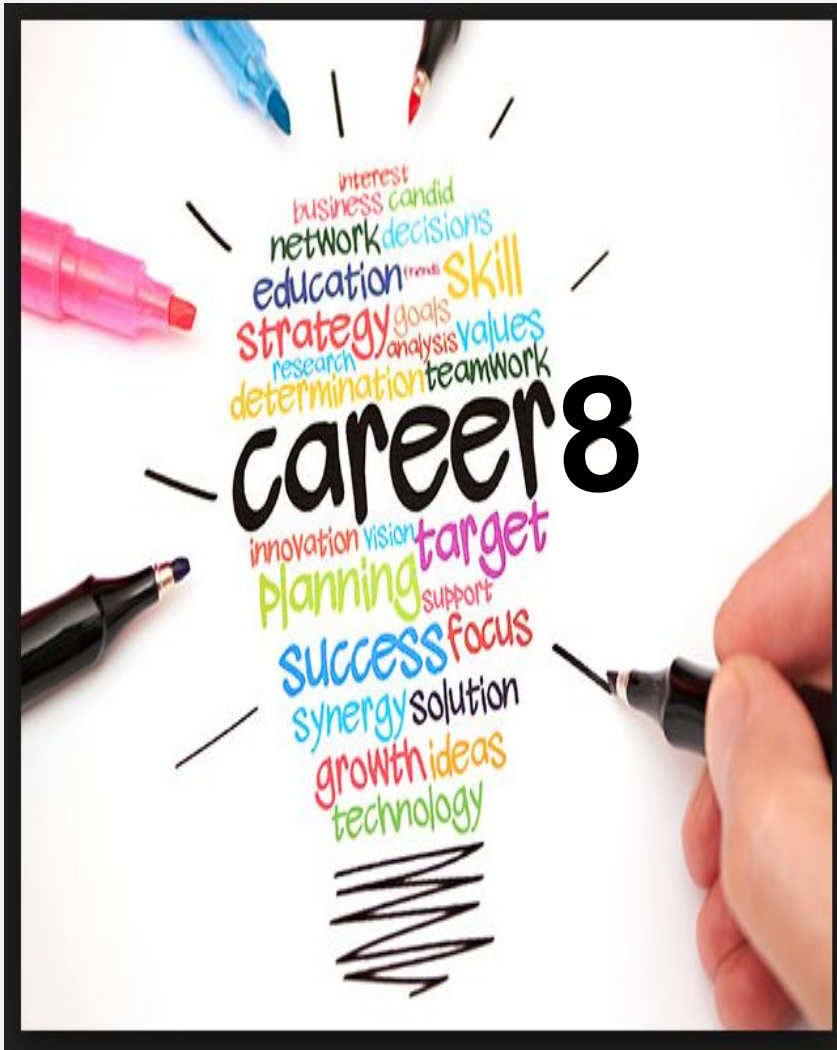
Code: sigpxp

Pursuits, Sports Academies and F.A.S.T.

- attend when it does not conflict with program schedule
- responsible for all take-home assignments (approx 1/term)

Absent – please email me

Assessment



Assemblies

+

Assignments

=

SUCCESS

jtowers@wvschools.ca

Keys for Success

- Get involved
 - Be proactive
 - Be responsible
 - Be respectful
 - Believe in yourself and do your best
- * Be involved
 - * Talk with your child
 - * Read the newsletters/w ebsite
 - * Ask questions
 - * Listen