

**Campbell Collegiate  
Course Catalogue  
2018/2019**

**Grade9**



## Compulsory Grade 9 Courses

Grade 9 students in the English program take all of the following classes while French Immersion students have an equivalent course instructed in French for each of the subjects that has an asterisk (\*).

### ENGLISH 9

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. The K-12 areas of the Saskatchewan English language arts curricula are:

- **Comprehend and Respond (CR):** Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.
- **Compose and Create (CC):** Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
- **Assess and Reflect (AR):** Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

The literature used in English Language Arts classes spans novels, plays, poetry, short stories, non-fiction texts, and informational texts.

#### ELA 9A:

Conflicts, Challenges, Issues, and Choices – Doing the Right Thing  
Indigenous and Norse Narratives  
All that I Am – The Search for Self

#### ELA 9B:

Surviving and Conquering  
Exploring Loyalty, Love, and Relationships

### SOCIAL STUDIES 9\*

Grade 9 Social Studies focuses on the relationship between contemporary Canadian Society and societies of the past. This course provides an introduction to the study of history, such as using sources and identifying perspective. A main theme is worldview and its role in decision-making.

## **MATH 9\***

The Math 9 curriculum uses an inquiry-based approach to learning Mathematics. The topics include: Number Operations, Patterns and Relations, Space and Shape, and Statistics and Probability.

## **SCIENCE 9\***

The course is an introduction to chemistry and physical science. Students practice working with units of measurement, scientific notation, and the Periodic Table of Elements. Static electricity and current are studied in relationship to cells, batteries, generators, magnets, motors, circuits and switches. In the Chemistry section, chemicals, pure substances, chemical reactions, acids and bases are covered. In a unit on Saskatchewan, students study the diversity of our ecological regions and current land use, as well as the effects of resource industries, agriculture and urbanization. As well, they look at the diversity of organisms in Saskatchewan. Students come to understand the concepts of probability, chance, and risk comparison as they judge the impact on environments of science-related activities. Textbook: *Science Directions 9*

## **PHYSICAL EDUCATION/HEALTH/CAREER EDUCATION\***

### **Physical Education**

The aim of the **Physical Education** curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle. The Physical Education portion is a continuation of team sports, with sportsmanship and teamwork being stressed. The emphasis is to build upon skills they have acquired in grade 8. The goals of the class center on: active living, skillful movement and relationships

### **Health 9**

Health is based on understanding Health and its role in society through promotion of health, wellness and safety in the community. Through exploration and investigation we will discuss healthy living for all, understanding community health issues and analyzing norms, expectations and personal insight in relationships. Topics to be covered: Human Anatomy and Physiology, Leadership Skills, Determinants of Health, Nutrition, Assertive Communication, Sexual Health, Community Safety, Non-Curable Infections/Illnesses, Chronic and Acute Illness, Addictions & Tragic Death and Suicide

### **Career Education**

This course will cover three main areas: change and growth, connections to community, as well as life and work plan. Throughout these areas the students will develop personal management by learning how to deal with stress and building a positive self-image. They will also gain knowledge about various careers through research and a work experience simulation. This will allow for personal career building by looking at graduation requirements and course selection to plan for their future. Not only will they have a chance to assess their own abilities to look at possible careers that would suit themselves, but they will learn where to find employment and

prepare professional career documents such as: a resume, portfolio, and cover letter while also learning what is expected in a job interview.

### **Elective Grade 9 courses**

#### **PRACTICAL & APPLIED ARTS 9 – (Foods, Woodworking, Welding, Video Editing and Graphic Arts, Business and Social Technology and Drafting)**

**Foods:** This course is a snapshot of kitchen topics and meals that introduces students to home cooking. Kitchen basics like how to measure, knife skills, food guide recommendations, safety in the kitchen, protein cookery and of course, preparing and tasting simple meals and snacks are covered. Students cook every other day and sample recipes include cookies, muffins, cinnamon biscuit rolls, taco salad, omelettes and pasta. This course is fun and can give you some basic life skills. Everyone needs to know how to cook!

**Woodworking:** The students will focus on shop safety, proper and safe use of basic hand tools, proper and safe use of power tools, measurement, and proper wood finishing techniques while building a project to take home.

**Welding:** Emphasis in welding is on Safety, Arc welding and Mig Welding. The breakdown for the class is as follows:

- A. Welding Safety
- B. Mig welding -students will be provided with instruction and time to practice mig welding. They will then create a weld bead as their assessment.
- C. Arc welding – students will be provided with instruction and time to practice arc welding. They will then create a weld bead as their assessment.

**Drafting:** Students will learn basic drafting skills using Revit computer software.

**Video Editing/Graphic Arts:** The grade 9 Communications Media portion of the program introduces students to image and video editing tools commonly used in these industries. Using these tools, students will create and share video productions and gain insight into the production processes involved.

**Business and Social Technology:** The focus of this course is to facilitate the development of students as 21st century learners. Students will have the opportunity to CREATE, COLLABORATE, and COMMUNICATE as they develop a variety of key employability skills. Business and Social Technology 9 will introduce business concepts & as well as social technology skills.

#### **FRENCH 9**

This course reviews all the components taught in elementary school and continues to use a communicative/experiential approach. Throughout the semester students will be focusing on the basic communication skills of listening, speaking, reading, writing, viewing and presenting. Without omitting written skills, there is a focal point on conversation and its use in every day French. The use of language games, apps, music and movies make learning a language

fun! One of the main themes is a French survival unit that includes map reading, ordering in a restaurant and using basic questions in order to survive in a French milieu.

### **VISUAL ART 9\***

Students explore the elements of Art which include Line, Shape, Colour, Texture, Value, Form and Space. A variety of projects are assigned to further explore each of these elements through a number of different techniques and materials. Students will become knowledgeable in the areas of Drawing, Painting, Sculpture and Ceramics while taking Visual Art 9. Evaluation is based on Proficiency, Preparation, Citizenship and Accountability

### **MUSICAL THEATRE 9**

Prerequisite: None

This class provides an exciting opportunity for all grade 9 students who enjoy singing, acting, and stage production. Students learn more about each of these areas in a fun, comfortable atmosphere! Students will have the opportunity to perform and participate in a variety of musical theatre activities that include a musical theatre production.

*Students in this class should also join the noon hour choir class and are invited to audition for the Grade 9 Vocal Jazz Ensemble - Vocal Jazz 3*

### **MUSIC/INSTRUMENTAL 9**

Prerequisite: experience with a concert band instrument

Co-Requisite: Noon Band 9

This class emphasizes sight-reading, technical skill development, and an appreciation of musical ensemble performance with respect to dynamics, tone, balance and intonation.

Music/Instrumental 9 students are required to participate in Noon Band 9 for extra credit and are invited to audition for the Grade 9 Jazz Band - Campbell Jazz 3.

**Besides the above time tabled classes, the music department also offers many exciting musical opportunities in off timetable courses:**

### **GRADE 9 VOICES (NOON-HOUR CHOIR 9)**

Prerequisite: None

If you love to sing or are interested in singing, then this group is for you!! The Campbell Grade 9 Voices is a high energy, fun ensemble that performs a variety of quality choral repertoire. The Junior Voices is a noon hour class held on Monday and Thursday at lunch. Dedication to developing and maintaining high standards of musicianship and performance are emphasized. The Grade 9 Voices is a great introduction to a variety of choral repertoire that is interesting, enjoyable and challenging. Participation in this ensemble helps to foster a great amount of musical growth in each choir member. Participation and attendance at all rehearsals, concerts and festivals is mandatory.

### **NOON-HOUR BAND 9**

Pre-requisite: Experience with a concert band instrument

This performance-based ensemble rehearses twice weekly at noon-hour. Membership extends from September through early June. Members of this ensemble are also encouraged to audition for jazz band. Participation and attendance at all rehearsals, concerts and festivals is mandatory.

### **VOCAL JAZZ 9 (Vocal Jazz 3)**

Co-requisite: Noon Choir 9

This is a year-long credit course.

This ensemble provides Campbell students who are interested in exploring jazz the opportunity to participate in a high quality, high-energy performing vocal jazz ensemble. Students who become part of this ensemble should realize attendance at all rehearsals, concerts, and festivals is mandatory.

### **JAZZ STUDIES 9 (Campbell Jazz 3)**

Co-requisite: Noon Band 9

This is a year- long credit course.

Students become familiar with the standard jazz ensemble literature, its famous performers (current and historical), definitive style traits, basic jazz theory, as well as important recordings. As instrumental skills develop, opportunities for improvisation will be offered. Students have opportunities to respond critically to both recorded and live performances (including their own).

## **French Immersion compulsory grade 9 Courses**

### **ENGLISH 9**

The six strands of communication—reading, writing, speaking, listening, viewing and representing—are integrated into the instruction of language skills. Usage, grammar, spelling and punctuation are taught in the context of daily language activities. The writing process is emphasized and practiced. Students study a variety of literary genres to develop both their language and critical thinking skills, and respond through journal writing, compositions and literature circles.

Themes include “Exploring Loyalty, Love, and Relationships”, “Conflicts, Challenges, Issues, and Choices – Doing the Right Thing”, “Indigenous and Norse Narratives”, “Our Shared Linguistic and Cultural Roots”, and “Surviving and Conquering”.

Teachers choose texts from approved curricula based on what is currently available. These titles are planned prior to the semester but are subject to changes occasionally.

### **FRANÇAIS 9**

The six strands of communication—reading, writing, speaking, listening, viewing and representing—are integrated into the instruction of language skills. Usage, grammar, spelling and punctuation are taught in the context of daily language activities. The writing process is emphasized and practiced. Students study a variety of literary genres to develop both their

language and critical thinking skills, and respond through journal writing, compositions and literature circles.

Some emphasis is on mastery of basic elements of the language, both spoken and written, and accuracy is developed. Grammar, gender rules, adjective agreement and relative pronouns are taught in the context of daily language activities. Teachers choose texts from approved curricula based on what is currently available. These titles are planned prior to the semester but are subject to changes occasionally.

## **MATHÉMATIQUES 9**

The Math 9 curriculum uses an inquiry-based approach to learning Mathematics. The topics include: Number Operations, Patterns and Relations, Space and Shape, and Statistics and Probability.

## **SCIENCES 9**

The course is an introduction to chemistry and physical science. Students practice working with units of measurement, scientific notation, and the Periodic Table of Elements. Static electricity and current are studied in relationship to cells, batteries, generators, magnets, motors, circuits and switches. In the Chemistry section, chemicals, pure substances, chemical reactions, acids and bases are covered. In a unit on Saskatchewan, students study the diversity of our ecological regions and current land use, as well as the effects of resource industries, agriculture and urbanization. As well, they look at the diversity of organisms in Saskatchewan. Students come to understand the concepts of probability, chance, and risk comparison as they judge the impact on environments of science-related activities. Textbook: *Omnisciences 9*.

## **SCIENCES HUMAINES 9**

The goal of grade nine social studies is to help students understand "the origins of specific customs and beliefs which exist within our own society, how they have become ingrained within our culture(s) and how they influence our behaviour patterns." To achieve this, the course examines two major roots of Canadian identity: the tradition that developed in the Ancient Middle East and came down to us through our European roots, and the cultural tradition which developed over thousands of years in North America. The focus of the course will be on the relationship between present day Canadian society and the many distinct cultural traditions that have contributed so much to our way of life.

## **EDUCATION PHYSIQUE/HYGIÈNE**

### **Physical Education**

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