

Grade 9  
Course  
Outlines

2015-

2016

The course outlines are intended to provide you a brief overview of the curriculum and types of assessment your son/daughter will be doing this academic year. We encourage parents/guardians to keep up to date on PowerSchool and contact the teacher at any time if you have questions.

Halifax Central  
Junior High

Welcome to grade 9 Math!

The goal of the grade 9 math course is to further pursue understanding in mathematics, and to introduce more complex areas of mathematics that will be covered at the high school level. The curriculum focuses on unifying ideas of mathematical problem solving, communication, reasoning and connections. The main units or strands of study include: Number Sense (N), Patterns and Relations (PR), Measurement (M), Geometry (G), Statistics and Probability (SP). Emphasis will be placed on the following essential mathematical skills: Problem Solving; Communicating Mathematically; Estimation; Logic and Reasoning; and Applying Math to Everyday Life. These skills will be a part of each unit we complete.

Evaluation:

Throughout the course, we will work on investigations, activities and projects as individuals and in groups. The evaluation of this course is intended to reflect the diverse nature of the course and is broken down **each term** as follows:

Outcome "Check-ins" Tests and Quizzes	Assignments Term Test	Problem of the Week
--	--------------------------	---------------------

Students will be given multiple opportunities to show their level of understanding with any given outcome. Students will can request a "rewrite" if they have put in the work required to improve their grades.

Extra-Help & Homework Support

I will be available Tuesday and Wednesday at lunch regularly for extra help. Additional availability (lunch or after school only) can be arranged upon request.

Supplies:

The following supplies are required for your course work: a scientific calculator (no phones or ipods allowed for this), a 3-ring binder for notes and handouts (1.5" is recommended), looseleaf, scribbler/notebook (math journal), graph paper, pencils and eraser. I will be collecting a two-pocket folder filled with looseleaf and graph paper from each of you and will store it at the back of the classroom for you to use when you run out.

General Expectations:

1. Students will **arrive to each class on time and prepared to work**, with all necessary materials. Going back to your locker is not an option.
2. Students will make it their responsibility to **take thorough notes**. The notebook and binder will be the main resources needed to complete assignments and to review for tests - as such, it is key that the notebook and binder be complete records of what we have covered in course work.
3. Students will **turn in assignments promptly, completed to the best of their ability**.
4. Students who miss class time for any reason will make it their **responsibility to catch up on lessons, activities and assignments**. Necessary materials will be available in the classroom or on the website upon the return to school.

5. Students who are not comfortable with lesson material and need more time spent on the subject will **ask for help**. There are no silly questions – chances are someone else doesn't understand either and is too self-conscious to ask.
6. Students are to **complete all calculations in pencil**, not pen. This makes it much easier and neater to correct mistakes in calculations.
7. Students are expected to show all work, provide complete solutions (formulas, units, all steps, etc.)
8. RESPECT – yourself, others and your environment.

#### Homework Expectations

Math homework will be assigned on a regular basis. Sometimes it will take the form of specific practice exercises (either from the textbook or from a worksheet), other times it will be to prepare for an assessment (a test or a quiz), and other times it will be to work on assessments (POW, assignments or projects). Homework will be posted on my website, and on twitter ( @mrlegate ) when assigned.

#### Textbook Answers

The answers to most of the questions in the textbook are located in the back of the book. When homework questions are assigned from the book, I expect you to check your own answers. If any of your answers do not match those in the textbook, please try those questions from the beginning a second time. If you are still unable to obtain the correct answer, please see me before homeroom the next morning for help. Some homework questions may also be covered in detail in class.

#### Website Documents

Any handouts given in class will be posted on my website (**only one copy per student will be made**). As well, I will be posting "extra practice" pages and "extension work" whenever possible. These will be optional and will not be reviewed in class, but you are welcome to ask me questions about them before homeroom.

Mr. Legate's Website: [www.mrlegate.weebly.com](http://www.mrlegate.weebly.com) **Twitter:** @mrlegate

#### Contests & Competitions

There will be numerous Math contests and competitions available to you throughout the school year. A list of these contests will be posted outside of Mrs. Vaughn's or my classroom. It is your responsibility to sign up for any that are of interest to you.

---

# ELA 9

## English Language Arts

---

Teacher: Dereck Thibault  
Website: [www.mrthibault.com](http://www.mrthibault.com)  
E-Mail: [dthibault@hrsbc.ca](mailto:dthibault@hrsbc.ca)  
Phone: (902) 421- 6777  
Room: 3

---

### Overview

The ELA curriculum is designed to encourage students to become reflective individuals who can absorb language successfully in order to articulate themselves in logical and creative ways.

### Outcomes

The ELA outcomes are divided into three strands that involve:

- Reading and Viewing
- Writing and Representing
- Speaking and Listening

### Topics and Units

There will be weekly mini-lessons on reading comprehension strategies as well as writing conventions and techniques.

We will complete many different assignments including but not limited to: Group-sharing, Formal Presentations, Readers Theatre, Short stories, Reading Workshop, Literary Terms, Memoirs, Essay Writing, Responses to Literature, Conventions of Writing, Personal Reflections on Community Service, Genre-Based Book Reports, Letter Writing, Essay Writing, Report Writing, Poetry, Drama, Debating.

### Website

My website includes a daily calendar with due dates, a daily recap of what we did, and additional information and resources. Students and parents are encouraged to visit it for up-to-date information.

### Evaluation

Students are evaluated on an on-going basis through observation, peer and self-assessments, quizzes, tests, and assignments.

### Materials

Students should be prepared daily with their independent reading novel, binder, writing materials, and paper.

### Technology

We will often make attempts to use various websites and technology for the purposes of enhancing our lessons. Using and learning new technology can be confusing and it will be important for students to develop good digital habits in safely maintaining passwords and login information.

Any technology that students have to access the internet (cellphone, iPad, netbook etc.) may be brought to class and is encouraged. The expectation is that students must ask the teacher if they may take out and use any electronics and only when appropriate to do so for learning and research.

### Classroom Expectations

1. Positive Internal Focus
2. Speaker In Charge
3. Speak For I
4. No Killer Statements
5. No Unfinished Business
6. Right To Pass
7. Level Out
8. Business, Never Personal

Based on 8 Key Concepts of the NSSSA

# Grade 9 Course Outline- Social Studies

## Social Studies Grade 9 Halifax Central Junior High

2015 - 2016

**Teacher:** Mrs. P. Hunson

**E-mail:** [PHunson@hrsbn.s.ns.ca](mailto:PHunson@hrsbn.s.ns.ca)

**Website:** <http://teacherweb.com/NS/HalifaxCentralJuniorHigh/PatHunson/apt1.aspx>

(Can be accessed from the staff directory for Halifax Central Junior High)

**School Telephone:** 421-6777

---

### Program Components

The foundations for the Atlantic Canada Social Studies Curriculum (grade 9) states that the curriculum will "enable and encourage students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world." The social studies text is Atlantic Canada in the Global Community. Using the text and related materials, students will explore various disciplines such as geography, history, political science, economics/entrepreneurship, sociology and technology.

### Assessment

Assessments relate to the respective curriculum outcomes. Throughout the course students will be given the opportunity to demonstrate their knowledge through a variety of assessment tools. Some include individual/group assignments and projects, tests and quizzes and oral presentations. Refer to Power School, an online system of reporting that will provide a regular update of academic progress. A *summary* evaluation based on all assessments made during the term is indicated with a *numerical grade* on the official report card. An interpretation of the *term mark* is as follows:

90-100% - excellent

80-89% - very good

70-79% - good

60-69% - satisfactory

50-59% - limited

less than 50% - has not met the minimum requirements

### Course Supplies

3-ring binder, loose leaf, pen/pencil, student agenda\*

\*Students will participate in Social Studies classes for three 60 minute periods each week. *Students must bring their binder, pen/pencil and student agenda to every class to record important due dates.*

### Extra Help

Extra help will always be given upon request at the arranged time when both the teacher and student are available. This may be in the morning before school begins, at noon time or in the afternoon when classes end.

### Student Expectations

- ii You are expected to arrive to class on time with the necessary supplies. You must bring a pen/pencil, 3-ring binder with loose leaf and a student agenda to every class.
- ii It is your responsibility to keep your binder up-to-date. If you are absent from class, make arrangements to borrow a classmate's binder to copy any written notes. The day you return to school, ask the teacher for the handouts and assignments you missed. You will be required to pass in any assignments on the due date unless special arrangements have been made with the teacher.

- ü Your 3-ring binder is to be used to hold all the handouts, assignments, written notes and journal entries for each lesson. Organize your binder according to the guidelines as outlined in the section "Notebook Maintenance Requirements".

## Notebook Maintenance Requirements

1. On the outside cover of the 3-ring binder, the following information must appear: **name**, **class** and **subject**.
2. All handouts, assignments and written notes for each lesson must be kept together as a lesson and in order.
3. Enter the date in the top right-hand corner of each page. That includes all the handouts and written notes. Be sure to enter your name, class and date on all assignments to be passed in for evaluation.
4. Use a **blue** or **black** ink pen to write notes or assignments. Do **not** write with a red, green or any other color ink pen.
5. If you misspell a word or phrase, do **not** scribble to conceal error or try to erase. Place one line through the word or phrase and bracket.
6. Reinforce torn pages with tape or paper reinforcements.
7. Do **not** doodle on handouts, assignments, written notes or on the binder cover.

## Communication

Students and parents should feel free to contact me about progress or concerns. Students always know where to find me but parents and students alike should feel free to contact me by e-mail or by school telephone. Notes/test outlines, power points, assessments/rubrics and special announcements for this course are posted on my website. Students and parents can access this information by going to my website and clicking on "**Grade 9 Social Studies Calendar**".

## **Science**

Ann Jessome

[ajessome@hrsb.ca](mailto:ajessome@hrsb.ca)

Website: <http://hrsbstaff.ednet.ns.ca/ajessome>

902-421-6777

Grade 9 Science is a Pan-Canadian science course that aims to develop scientific literacy. Scientific literacy is an evolving combination of the science related attitudes, skills, and knowledge students need to develop inquiry, problem-solving, and decision making abilities; to become lifelong learners; and to maintain a sense of wonder about the world around them. We will be learning through readings, discussion, debate, experiments, activities, movies, art, song, reflection, questioning and more.

### **Course Outline:**

**Reproduction:** Cellular processes, asexual and sexual reproduction, genetic changes

**Atoms and Elements:** Lab safety, chemical changes/reactions, atomic theory, Periodic Law...introduction to the periodic table and the patterns found in the table

**Electricity:** Static Electricity, Current Electricity, Circuits, Use of Electrical Energy, Electricity and the environment

**Astronomy:** the beginnings of the solar system, composition and characteristics of the solar system, composition and characteristics of the universe.

### **Some special science items are:**

- Bob Fournier Science Corner Questions: the first Wednesday of each month we will listen to Science Corner by podcast from CBC radio. The students must e-mail me their answers and a brief reflection of the topic of his talk. This covers a variety of science General Curriculum outcomes and often some Specific Outcomes as well.
- Science Problems of the month. These problems will be given each month and will be due on the M, W, or F which is closest to, and before the last day of the month. The problems will be based on specific outcomes which are covered in the units of Grade 9 science.
- Let's Talk Science Program. Young scientists studying at Dalhousie will come and do various curriculum based activities throughout the year with students
- Students may have the opportunity to participate in the Brain Bee and other extra-curricular science challenges which may be held this year.

### **Extra Help**

I am at Halifax Central on Monday, Wednesday and Friday only. I get there early each morning, usually well before 8am. You are invited to come for extra help on Monday, Wednesday or Friday morning from 8:15 until 8:40 or after school at 3:15. Students can just drop in any time before school, as long as we haven't arranged a formal help class to help many with a specific topic...then you'll have to come by 8:15 so you don't disturb

the learning and can join in yourself. Sometimes students come before 8 so they can get to another help session on the same morning. That's fine, come on in, if I'm not in my room you can look for me in the photocopy room (staff room). Any other time you wish to get help, like lunch time, is fine...just let me know ahead of time so that I am in my classroom to meet you. My goal is for you to have a successful year in Science. Together we can make sure this happens.

### **Homework**

It is expected that homework is completed and passed in by the required assigned time. It is important for learning; answers will be reviewed in the class after the work is due. If there is extra help needed to complete the work I encourage students to come prior to the time when the work is due, in the morning before school for example.

### **If you miss class**

You have to get caught up. You are responsible to see me right away when you return to school, but please come outside of class time. Asking me during your next class is not the time to catch up; it's time for new work. I am very willing to help a student catch up on missed work; please see the extra help times above. I will give you any handouts and homework—they should also be on my website. You will probably need to copy any notes from another student. Ask the class manager for copies of notes first (the person who carries the traveling register). If you need to come and do a lab, or require specific help, make arrangements with me.

If you miss a quiz or test and don't write it as soon as you return to school, you could get no grade for that evaluation. So don't let it go.

The responsibility for catching up is yours...you must catch up or you may miss outcomes and may lose evaluation for those outcomes on the term.

### **Materials required for courses:**

Students must come to every class prepared to work...with calculators, pens, pencils, and binders with notes and extra loose leaf, reinforcements and textbooks. All materials must be brought every day. Special materials will be announced when needed.

### **Assessment and Evaluation:**

Assessment and evaluation is done through observation, communication and the products produced by the students; all of these determine student success in meeting the outcomes. Part of the assessment in science will involve the ability to critically analyze and respond to lessons and ideas presented in class. Students will also be assessed and evaluated through a variety of ways, including, but not limited to, assignments, tests, quizzes, debates, research projects, presentations, lab work, group work, skill testing, activity sheets, interpretation and reflection on science readings, making connections between concepts and participating in science activities and more.



## Contact Information:

Mr. Aaron Zinck

Phone: 902 421-6777 Ext:  
5301214

E-mail: [azinck@hrsb.ca](mailto:azinck@hrsb.ca)

Website:

[aaronzinck.weebly.com](http://aaronzinck.weebly.com)

# Grade 9 Core French

The Core French Curriculum for grade nine is divided into four sections. Students will participate in a wide variety of activities ( games, surveys, songs, projects, large group discussions/modeling, simple reading/writing activities, etc.). The majority of this evaluation will be determined through oral and interactive activities done in class. A small portion of the final mark will be based on written production and reading. Students will be given multiple opportunities to show their learning in meeting the Core French outcomes. They will be assessed in the following areas:

**Communication:** Students will be able to function and interact in a classroom where French is the language spoken. They will learn by experiencing situations that relate to their needs and interests.

**Culture:** Students will learn about local French customs and traditions and how they relate to our national francophone culture. This will be done by examining Acadian, Quebec and French cultures from around the world.

**General Language Formation:** Students will learn various strategies to facilitate their communication in French.

**Language:** Students will be able to understand and use the vocabulary, expressions and structures relating to their needs in the classroom and authentic situations.

*In order to meet the Core French outcomes students will focus on several general themes and will be introduced to various strategies and skills throughout the units. The list on the left indicates which units will be studied during the year. Units may change depending on interest levels and unforeseen situations.*

## Units:

\* Des preferences

\* Culture francophone

\* La musique

\* Des celebrations traditionnelles

\* Des sports

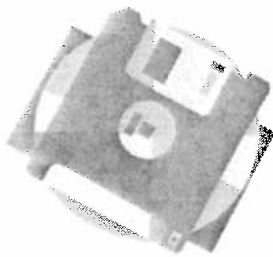
\* La nourriture

\* Des animaux sauvages



**Caption describing picture or graphic.**

*“To catch the reader's attention, place an interesting sentence or quote from the story here.”*



**Caption describing picture or graphic.**

## Inside Story Headline

This story can fit 150-200 words.

One benefit of using your newsletter as a promotional tool is that you can reuse content from other marketing materials, such as press releases, market studies, and reports.

While your main goal of distributing a newsletter might be to sell your product or service, the key to a successful newsletter is making it useful to your readers.

## Inside Story Headline

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for your customers or clients.

## Inside Story Headline

This story can fit 75-125 words.

Selecting pictures or graphics is an important part of adding content to your newsletter.

Think about your article and ask yourself if the picture supports or enhances the message you're trying to convey. Avoid selecting images that appear to be out of context.

A great way to add useful content to your newsletter is to develop and write your own articles, or include a calendar of upcoming events or a special offer that promotes a new product.

You can also research articles or find “filler” articles by accessing the World Wide Web. You can write about a variety of topics but try to keep your articles short.

Much of the content you put in

your newsletter can also be used for your Web site. Microsoft Publisher offers a simple way to convert your newsletter to a Web publication. So, when you're finished writing your newsletter, convert it to a Web site and post it.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is updated every issue, for instance, an advice column, a book review, a letter from the

president, or an editorial. You can also profile new employees or top customers or vendors.

Microsoft Publisher includes thousands of clip art images from which you can choose and import into your newsletter. There are also several tools you can use to draw shapes and symbols.

Once you have chosen an image, place it close to the article. Be sure to place the caption of the image near the image.

**Halifax Central Junior High School**  
**Healthy Living 9**  
**2015-2016**

Mrs. K. Gillis

Tel: (902) 421-6777 ext. 5301107

Email: Kelly.Gillis@hrsb.ca

Grade 9 Healthy Living, as designed by the Nova Scotia Department of Education, promotes knowledge, skills and attitudes that foster the development of healthy, productive individuals. Students will be learning about a variety of topics in a safe and inclusive environment.

Topics:

- Careers and Workplace Safety
- Mental Health
- Physical Health
- Substance Abuse, Gambling and Addiction
- Relationships & Sexual Health

Expectations:

- Be **prepared**: arrive on time and with necessary supplies (3 ring binder, loose leaf, and a pen/pencil)
- Be **positive**: have a positive attitude, respect yourself and others, and ensure everyone feels safe and free of judgement
- Be willing to **participate**: take part in small group activities and classroom discussions

Assessment/Evaluation:

- Students will be evaluated according to the Grade 9 Healthy Living outcomes through projects, presentations, group work, discussions, and written assignments.
- Term and year end grades will reflect the overall performance on assessments and evaluation throughout the course of study.

## Report Card Descriptors for Grade 7, 8 and 9

**90-100%** - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%** - Has not met minimum requirements of the course

### Grading Scheme

Assessments will be evaluated using a four point rubric based on this standard rubric:

**Level 4:** In-depth knowledge and understanding of content and concepts.  
Able to extend the application of related skills to a variety of contexts.

**Level 3:** Competent knowledge and understanding of content and concepts.  
Appropriate application of the related skills.

**Level 2:** Developing knowledge and understanding of content and concepts.  
Developing in the application of the related skills.

**Level 1:** Limited knowledge and understanding of content and concepts.  
Limited application of related skills.

## Visual Arts Course Outline



In this course, students will be making art using a variety of media and subject matter. They will learn to recognize and utilize the elements and principles of art and design. They will study the work of particular time periods and cultures, as well as many of the images we encounter today.

**They will be evaluated on:**

**Sketchbook Work** - smaller assignments, writing reflections and sketchbook drawings.

**Studio Work** - larger artwork assigned and worked on in class.

**Evaluation will be based on:**

- skill and appropriate use of materials, as taught in class.
- fulfilling the objectives, as outlined in project rubrics.
- ideas and creativity shown in their work.
- their commitment to finishing each piece, based on time and effort made in class.

Students will be marked according to the following scale:

**In-Depth (4)** – Student shows an in-depth understanding of the outcome assessed

**Competent (3)** – Student demonstrates achievement of the outcome assessed

**Developing (2)** – Student demonstrates some understanding of the outcome but requires more development to meet grade level expectations

**Limited (1)** – Student has not demonstrated achievement of the outcome

Outlines, rubrics and due dates are available on my website: <http://mledger.weebly.com/>

**Note:** If students are absent and miss a class, it is essential that they make up the class immediately upon their return during extra help or by taking the work home with them to complete (if possible). Students should see me ASAP upon their return to make plans on how to be caught up for next class.

If you have any questions or concerns, please feel free to email me at [mledger@hrsb.ca](mailto:mledger@hrsb.ca)

Looking forward to a great year,

Mary Ledger

# Grade 9 Course Outline - Family Studies

## Child Studies Grade 9

### Halifax Central Junior High

2015-2016

**Teacher:** Mrs. P. Hunson

**Email:** PHunson@hrrsb.ns.ca

**Website:** <http://teacherweb.com/NS/HalifaxCentralJuniorHigh/PatHunson/apt1.aspx>

(Can be accessed from the staff directory for Halifax Central Junior High)

**School Telephone:** 421-6777

---

### Program Components

The grade 9 students at Halifax Central Junior High will be participating in the *Child Studies* program during the 2015-2016 school year. This course is aimed at providing students with knowledge regarding the physical, emotional, social and intellectual development of children during their first six years of life. Through an increased understanding of young children and the opportunities to practice and develop care giving skills, students will become more confident and competent caregivers.

This program is divided into *three* modules with general and specific curriculum outcomes assigned to each module. The following is a list of the modules and the general curriculum outcome assigned to each module. The number of specific outcomes covered will depend on the time available in the schedule.

#### Module 1: Nurturing, Growth and Development

*GCO: Students will be able to integrate knowledge, skills and practise required by caregivers to influence the welfare of children.*

#### Module 2: Nutrition for Children

*GCO: Students will be expected to understand the importance of providing healthy food choices for children.*

#### Module 3: Learning Through Activity

*GCO: Students will be expected to explore how children develop and learn through daily experiences.*

### Assessment and Evaluation

Throughout the term a variety of assessment tools will be used to gather information about student achievement to develop a valid and reliable picture of what a student knows and is able to do. The assessment tools may include the following but are not limited to:

- Written analysis
- Reflections
- Performance demonstrations
- Interviews
- Oral presentations
- Role plays
- Observations

The assessment tools are designed to demonstrate the achievement of specific learning outcomes. These tools may be evaluated by a number code that indicates the degree to which a student has successfully demonstrated the learning outcomes based upon the assessment information collected. Refer to Power School, an online system of reporting that will provide a regular update of academic progress. A *summary* evaluation based on all assessments made during the term is indicated with a *numerical grade* on the official report card. An interpretation of the *term mark* is as follows:

90-100% - excellent

80-89% - very good

70-79% - good

60-69% - satisfactory

50-59% - limited

less than 50% - has not met the minimum requirements

## Course Supplies:

3-ring binder, loose leaf, pen/pencil, student agenda

\* *Group 2* students will participate in Child Studies for 60 minutes every Friday throughout the school year. *Group 3* students will participate in Child Studies for 90 minutes on Tuesday for semester 1 only (semester 1 begins September 3, 2015 and ends January 31, 2016). *Group 1* students will participate in Child Studies for 90 minutes on Tuesday for semester 2 only (semester 2 starts February 1, 2016 and finishes the end of June). *Students must bring their binder, pen/pencil and student agenda to every class to record important information.*

## Extra Help

Extra help will always be given upon request at the arranged time when both the teacher and student are available. This may be in the morning before school begins, at noon or in the afternoon when classes end.

## Student Expectations

- ü You are expected to arrive to class on time with the necessary supplies. You must bring a pen/pencil, 3-ring binder with loose leaf and a student agenda to every class.
- ü It is your responsibility to keep your binder up-to-date. If you are absent from class, make arrangements to borrow a classmate's binder to copy any written notes. The day you return to school, ask the teacher for the handouts and assignments you missed. You will be required to pass in any assignments on the due date unless special arrangements have been made with the teacher.
- ü Your 3-ring binder is to be used to hold all the handouts, written notes, assignments and rubrics for each lesson. Organize your binder according to the guidelines as outlined in the section "Notebook Maintenance Requirements".

## Notebook Maintenance Requirements

1. On the outside cover of the 3-ring binder, the following information must appear: *name, class and subject.*
2. All handouts, assignments and written notes for each lesson must be kept together as a lesson and in order.
3. Enter the date in the top right-hand corner of each page. That includes all the handouts and written notes. Be sure to enter your name, class and date on all assignments to be passed in for evaluation.
4. Use a *blue* or *black* ink pen (a pencil is acceptable as well) to write notes or assignments. Do *not* write with a red, green or any other color ink pen.
5. If you misspell a word or phrase, do *not* scribble to conceal error or try to erase. Place one line through the word or phrase and bracket.
6. Reinforce torn pages with tape or paper reinforcements.
7. Do *not* doodle on handouts, assignments, written notes or on the binder cover.

## Communication

Students and parents should feel free to contact me about progress or concerns. Students always know where to find me but parents and students alike should feel free to contact me by e-mail or by school telephone. Students and parents are encouraged to go to my website for course information. For copies of handouts, assignments/rubrics and special announcements click on "*Grade 9 Family Studies Calendar.*" For homework information click on "*Grade 9 Homework.*"

## Technology Education 7/8/9 Course Outline 2015-16

Mr. Legate

Email: [JLegate@hrrsb.ca](mailto:JLegate@hrrsb.ca) Web: [mrlegate.weebly.com](http://mrlegate.weebly.com) Twitter: @mrlegate

### **General Goal:**

Students will explore and connect with technology in the context of everyday life and possible career and recreational pursuits. They will be able to see how technology influences their lives. They will learn how to problem solve through the design process (, build, test, evaluate and communicate) and create solutions to presented problems. These skills will be developed through hands-on activities (design challenges), class discussions computer based and written assignments.

### **Modules include:**

Communications Technology (Computers/Photography), Inventions and Innovations, Energy Engineering, and Production Technology

### **Technology Education General Curriculum Outcomes**

By the end of Grade 9, students will be expected to:

GCO 1: design, develop, evaluate, and articulate technological solutions

GCO 2: operate and manage technological systems

GCO 3: demonstrate an understanding of the history and evolution of technology, and of its social and cultural implications

GCO 4: demonstrate an understanding of the consequences of their technological choices

GCO 5: demonstrate an understanding of current and evolving careers and of the influence of technology on the nature of work

### **Classroom:**

The majority of class time will be spent working on projects. Students will also complete assignments outside of class time where they will reflect on learning and skills acquired, as well as research additional topics. Attendance, completion of assignments, participation and a positive attitude are keys to success in this course.

The following two sets of rules have been set to create a safe environment for everyone.

### **General Classroom Rules:**

1. Be responsible for you. This includes: what you say, what you do and how you do it.
2. Be on time and prepared with all of your supplies when you come to class.



3. Respect: Yourself, Others, and your Environment (materials, location, equipment)

**Lab-specific Rules:**

1. **No horseplay in the lab at any time.** This includes: yelling, running, throwing objects, pushing, or playing with the tools/lab supplies.
2. No open-toed shoes when using the equipment.
3. Only use the machines with the teacher's permission and supervision.
4. Always wear safety glasses when using machines.
5. When using the machines, remove all loose jewellery and tuck in loose clothing. As well, long hair must be tied back.
6. When you have finished using a tool, please put it away. If you do not know where a tool belongs, please ask your teacher. You are responsible for leaving the Tech Ed lab as clean and tidy as it was when you entered.
7. Treat all tools and lab equipment with respect.

**Halifax Central Junior High School**  
**Physical Education**  
**2015-2016**

Mrs. K. Gillis  
Tel: (902) 421-6777 ext. 5301107  
Email: Kelly.Gillis@hrsbc.ca

*Physical Education provides students with the opportunity to participate in a wide variety of active living, leisure and skill development activities. In offering these activities in a safe, non-threatening and inclusive environment, students are expected to achieve the curriculum outcomes and learn the importance of being active and healthy.*

Topics Covered:

- Active for Life (ex: goal-setting, minimizing risk)
- Skill and Movement Concepts (ex: skill competency, appropriate decision-making)
- Life Skills (ex: personal and social responsibilities, fair play)

Expectations:

- Be **prepared**: arrive on time and in proper gym gear/clothing  
  
*\*\*Students are expected to change out of regular school clothes and into PE clothing (sneakers, shorts, sweat pants, track pants, t-shirt, etc). This allows freedom of movement and ensures proper personal hygiene\*\**
- Be **positive**: have a positive attitude, respect yourself and others
- Be willing to **participate**: help with set up of equipment and take part in warm-ups and daily activities to the best of your ability

Assessment:

- Students will be evaluated according to the outcomes for their grade level through observations, tracking sheets, group presentations, daily participation and self-assessments.  
*\*Failure to participate regularly may prevent students from achieving the outcomes\**

- Students will be expected to show progress in their own athletic skill level, demonstrate positive leadership skills, and show an understanding of what is needed to be a team player and a good sport.

### Report Card Descriptors for Grade 7, 8 and 9

**90-100%** - Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%** - Has not met minimum requirements of the course

### Grading Scheme

Assessments will be evaluated using a four point rubric based on this standard rubric:

**Level 4:** In-depth knowledge and understanding of content and concepts.  
Able to extend the application of related skills to a variety of contexts.

**Level 3:** Competent knowledge and understanding of content and concepts.  
Appropriate application of the related skills.

**Level 2:** Developing knowledge and understanding of content and concepts.  
Developing in the application of the related skills.

**Level 1:** Limited knowledge and understanding of content and concepts.  
Limited application of related skills.

## Halifax Central Junior High

### Course Outline - Grade 9 Band Instruments 2015/2016

#### General Curriculum Outcomes

Weekly modules in band will cover a variety of outcomes from the General Curriculum Outcomes outlined here. Students will be evaluated on their performance of these outcomes as they correspond to our weekly assignments.

- 1: Students will be expected to explore, challenge, develop and express ideas using the skills, language, techniques, and processes of the arts.
- 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- 3: Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.
- 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expressions.
- 5: Students will be expected to examine the relationship among the arts, societies, and environments.
- 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.

#### Report Card Grading Language for Grades 7- 9 Band

At the end of each term students report cards will include a mark and descriptive language as shown below.

**90-100%**- Demonstrates *excellent* understanding and application of concepts and skills in relation to the learning outcomes.

**80-89%** - Demonstrates *very good* understanding and application of concepts and skills in relation to the learning outcomes.

**70-79%** - Demonstrates *good* understanding and application of concepts and skills in relation to the learning outcomes.

**60-69%** - Demonstrates *satisfactory* understanding and application of concepts and skills in relation to the learning outcomes.

**50-59%** - Demonstrates *limited* understanding and application of concepts and skills in relation to the learning outcomes.

**Below 50%** - Has not met the minimum requirements of the course.

**INS** – Insufficient evidence to determine a grade

**IP** – In progress until all components of the course are completed.

## **Assessment Methods in Band**

The assessment methods used in band will include tests, quizzes, performances, rubrics, field trips, self assessments, rehearsal critiques and practice logs. All assignments are to be handed in on time. Students are required to practice their instrument at home on a regular basis. Students will be graded on their work on a four point system and the accumulated grades will receive points to make the end of term mark a percentage out of 100.

### **Term I - Weekly Modules**

- 1) Interval identification
  - 2) Scale degree identification
  - 3) Ear Training #1 and rhythm assignment
  - 4) Ear Training #2 and performance assignment
  - 5) Ear Training #3
  - 6) Ear Training #4
  - 7) Ear Training #5 review/study
  - 8) **Ear Training/Theory Quiz**
  - 9) Major Scale Study
  - 10) **Rhythm Assessment**
  - 11) **Performance Assessment**
- \*Plus ongoing band selections

### **Term II – Weekly Modules**

- 1) Diatonic Scale Study
- 2) Natural Minor Scale Study and performance assignment
- 3) Harmonic Minor Scale study and rhythm assignment
- 4) Variety Show Prep
- 5) Variety Show
- 6) Stem Direction/Melodic & Chromatic Scales
- 7) Musical Analysis 1
- 8) Visiting Artist Rhythm Studies
- 9) Musical Analysis 2
- 10) Glossary of Musical Terms
- 11) Review and completed assignments due
- 12) Theory review – all scales
- 13) **Theory Quiz**
- 14) Rhythm review
- 15) **Rhythm Assessment**
- 16) Visiting Artist Rhythm Study
- 17) **Performance Assessment**

### Term III – Weekly Modules

- 1) Rhythms, rests, stems and performance assignment
- 2) Rhythmic Dictation and rhythm assignment
- 3) Dotted quarter note beats
- 4) Syncopation
- 5) Intonation, pitch and blending
- 6) Musical Analysis 3
- 7) Rhythm Review
- 8) **Rhythm Assessment**
- 9) Theory review
- 10) **Theory Quiz**
- 11) Performance review
- 12) **Performance Assessment**
- 11) Variety Show Prep
- 12) Variety Show