



# **GRADE 9 COURSE SELECTION BOOKLET FOR 2018-2019**

## ***Welcome to Spectrum Community School!***

During your four years with us you will be able to take advantage of the wide variety of courses and programs that we offer at Spectrum. Academics, athletics, fine arts, careers, applied skills – there is something here for everyone. We look forward to your arrival in September!

Bruce Bidney, Principal  
Donna Thompson & Amanda Chan, Vice-Principals

## **IMPORTANT DATES FOR TRANSITION**

During the Spring of 2018, the following timeline will be useful for Course Planning. The counsellors from Spectrum Community School will be meeting Grade 8 students to provide information to help ease transitions. Spectrum Counsellors are:

- Celeste Bradshaw • Kathryn Harcourt • Lise Tetrault • Paul Thomas • Jude Woodland

Early March	Spectrum counsellors will visit Colquitz, Glanford or Shoreline (if needed) for the course selection process with Grade 8s.
Thursday, May 17 <sup>th</sup> , 1:00 to 3:00 PM, meet in Theatre	District Orientation Day: Grade 8 students visit Spectrum.
Mid to late June	First draft of 2018/2019 timetables to students.
Late-August or early September	Newsletter is mailed home to all parents with information about school start-up.



# SPECTRUM COMMUNITY SCHOOL

*“Promoting respect, responsibility and readiness for the lifelong learner.”*

<b>THE PILLARS OF SPECTRUM</b>		
<b>PILLAR I</b>	<b>PILLAR II</b>	<b>PILLAR III</b>
<p><b><i>Personalization &amp; Connection</i></b></p> <ul style="list-style-type: none"> <li>▪ each student will have at least one adult in the school who knows them well and who serves as an advocate or advisor</li> <li>▪ caring and respectful relationships are established which encourage attachment to the school</li> <li>▪ connections with the community are encouraged</li> </ul>	<p><b><i>Relevant Instructional &amp; Assessment Practices</i></b></p> <ul style="list-style-type: none"> <li>▪ learning is personalized using a variety of instructional practices</li> <li>▪ students will have the knowledge, skills and attitudes to be successful in work and post-secondary settings</li> <li>▪ students and staff will have access to 21st Century technology</li> <li>▪ there is a culture of support that helps students overcome obstacles to learning</li> <li>▪ a variety of authentic assessment strategies are employed</li> </ul>	<p><b><i>A Professional Learning Community</i></b></p> <ul style="list-style-type: none"> <li>▪ a positive learning environment characterized by high expectations and commitment to excellence for staff and students is evident</li> <li>▪ a collaborative culture is established based on trust and positive relationships</li> <li>▪ a system of continuous improvement and growth for students and staff is in place</li> </ul>

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## STUDENT SERVICES

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### ABORIGINAL NATIONS EDUCATION

All Spectrum students with Aboriginal ancestry are encouraged to access the services offered to them through the Aboriginal Nations Education Department. The Aboriginal Nations Counsellor offers counselling support and acts as an important link between the school, families and the Aboriginal community. The Aboriginal Nations Academic Support Teacher is available to students for extra support in school subjects and for cultural support.

Monthly lunchtime gatherings provide students with the opportunity to learn about upcoming Aboriginal community events, awards, scholarships and workshops. The Aboriginal Nations staff welcomes all Spectrum staff, students and families to access our information and resources and our door is always open! Note: Spectrum Community School now offers English 10, 11 and 12 First Peoples and B.C. First Nations Studies 12.

### CAREER RESOURCE CENTRE (CRC)

Spectrum's Career Resource Centre is conveniently located in the Counselling Centre. The CRC Coordinator assists students with apprenticeship, post-secondary options, and employment in the workplace.

### COUNSELLING

Spectrum counsellors help facilitate academic course planning and post-secondary decision-making, along with providing individual and family counselling services. We recommend that students become familiar with their counsellors early in their secondary years in order that graduation checks and course completion information is frequently reviewed. Students are assigned to counsellors alphabetically by last name.

### ENGLISH LANGUAGE LEARNERS (ELL)

Only ELL students may register for ELL. This is an individualized program designed to emphasize improvement in a student's reading, writing and speaking skills. Considerable time is devoted to content development in all areas of study.

### LEARNING STRATEGIES / RESOURCE ROOM

If you are having difficulties with your courses, you may REQUEST a block of assistance for learning. The assistance may also be recommended by a teacher, parent or counsellor. Students will be given help with course content and supported in core subjects with remediation in basic skills, study skills, exam preparation, etc. Students who have an Individualized Educational Plan (IEP) will be given priority placement in Resource Room programs, in the event of over subscription.

See a counsellor or the Resource Room teacher if you need a support block or extra help with your classes.

### TEACHER ADVISORY GROUP (TAG)

Spectrum provides a TAG system whereby students in grades 9-12 are grouped together with a teacher. TAG meets every Thursday morning for approximately 10 minutes and aims to build connections. At graduation, TAG teachers play a pivotal role in the Graduation Recognition Ceremony. A number of activities occur during TAG throughout the year, but it also acts as an advisory regarding report cards, course selection and preparation for graduation.

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## ELECTIVE PROGRAMS

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### CAREER PROGRAMS (CP)

Spectrum has Career Programs in the following specialties:

- *Business*
- *Culinary Arts*
- *Electrical Trades*
- *Law*
- *Outdoor Recreation*
- *Secondary School Apprenticeships*

Each of these programs require a student to successfully complete at least **four** four-credit courses in a specialty area during grades 11 and 12. One of the courses in each program consists of 90 – 120 hours of unpaid Work Experience. In order to register in a career program, a student must apply and be accepted. For further details, please read the specific program descriptions in the Course Handbook on the website, see our Career Resource Coordinator, or speak to the program instructor.

### HOCKEY SKILLS ACADEMY

This is a program open to students from the lower Vancouver Island region who are presently enrolled in a Minor Hockey Association. Academy students receive academic support combined with hockey skills development including: classes instructed by nationally trained staff; leadership and character development opportunities; instruction in fitness, nutrition, sport psychology, and physiology in relation to hockey; and high school credit for on-ice instruction. Hockey Academy students are on ice on Monday, Wednesday and Friday, throughout the year, while Tuesday and Thursday students are in the gymnasium or classroom. These two courses run all year and count as credit towards PE and toward the hockey elective. Students who demonstrate a strong commitment to the sport, combined with academic demands, will be considered. Applications can be found on the website at [www.spectrumhockey.com](http://www.spectrumhockey.com)

### ATHLETIC LEADERSHIP 9 (BY APPLICATION)

Students must apply to be accepted into this course which is designed to allow like-minded students the opportunity to explore interests in a range of athletic pursuits. Students will be allowed the opportunity to help referee and give instruction to elementary and middle school students. The course runs together with Physical Education and students will be given the opportunity to learn and demonstrate leadership skills in many situations from the playing fields and

gymnasium setting for Physical Education, to organizing and managing tournaments from scorekeeping to refereeing, and many different lifetime activities offered away from the school setting, such as: sailing, kayaking, disc golfing, golfing, bowling, skating, skiing or snowboarding, all of which will emphasize working together as a team to achieve goals. Students will be instructed in first aid and with a minimum of 70% will achieve certification through St. John Ambulance. Those grade 8 students with a strong interest in athletics, who are self-motivated, would like to develop their leadership skills, and are willing to volunteer their time are invited to apply for Athletic Leadership 9. Transportation costs are required.

### **LEADERSHIP**

Leadership 9 is held outside the regular timetable. Students in grades 9-12 are responsible for organizing a variety of school projects including: dances, guest speakers and school and community events. Students will also receive many aspects of leadership and communication training.

### **COMMUNITY CONNECTIONS**

This program is for secondary students in grades 9-12 who are receiving a modified program through their IEP. Life skills will be the main goal of the program, with an emphasis on basic Literacy, Numeracy and Social Thinking Skills. Many of these students will progress to a work experience path and will graduate with a School Leaving Certificate.

### **PATHFINDERS**

The Spectrum Pathfinders' program is designed for grade 9 and 10 students who require individual and specialized support with their academics and school life. All grade 9 and 10 academic courses are offered on a self-paced basis. Students will participate in various activities including: life skills and leadership workshops; behaviour improvement programs; goal setting and group work. Students will receive support from their teacher, an Educational Assistant and a Youth and Family Counsellor. The program involves consistent communication with parents and daily monitoring of student progress with regards to academic and behavioural goals.

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## **EXAMINATIONS**

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### **PROVINCIAL EXAMINATIONS**

Provincial Exams are being transitioned to both numeracy and literacy assessment for students graduating in BC with a Dogwood Certificate. Provincial Exams must be written by student enrolled in the following subjects: English 12 and Communications 12. Details will follow. In 2018/2019, students will be required to write the English 12 or Communications 12 Provincial Exam. The Numeracy Assessment must be written between Grade 10 and 12. Students are allowed to write it up to maximum of three times between their Grade 10 and 12 years. Note: more

information to come on the literacy assessment from the Ministry.

### **MINISTRY OF EDUCATION WEBSITES**

On the Ministry of Education websites, information is provided on topics such as: Provincial Exam Schedules, Sample Provincial Exams, Individual Exam Results, Exam Rewrites and Rereads, and Frequently Asked Questions. They are:

[www.bced.gov.bc.ca](http://www.bced.gov.bc.ca) and <http://www.bced.gov.bc.ca/exams>

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## **POST-SECONDARY INFORMATION**

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### **OPPORTUNITY TO RECEIVE POST-SECONDARY CREDITS WHILE IN HIGH SCHOOL**

An exciting opportunity exists for Grade 12 students who wish to receive post-secondary credits while in high school. Spectrum students may take courses at UVic (U-Start) or with Camosun College (dual credit) and receive credits towards graduation and college at the same time.

### **PLANNING FOR COLLEGE OR UNIVERSITY**

If you are planning to attend university, you need to plan your courses so that you can fulfill university entrance requirements for the universities in British Columbia. For students hoping to attend a university outside British Columbia, please consult the specific calendar for entrance requirements. To apply to a community college, British Columbia Institute of Technology, or Emily Carr College of Art, specific program requirements should be followed. In all cases, please see a School Counsellor early in your Grade 11 or 12 year.



# FAQ – FREQUENTLY ASKED QUESTIONS

**1. How many courses must a Grade 9 student take?**

*Grade 9s must take a minimum of 8 courses including English, Math, Social Studies, Science and PE, plus three electives; Daily Physical Activity (DPA) is to be done and recorded through LearnNowBC.*

**2. I am confused about the Mathematics choices. How do I select the right one?**

*Mathematics 9 must be taken to keep all post-secondary doors open. For students who did not meet expectations in Mathematics 8 (achieved C or lower) they will be recommended to enroll in two Mathematics 9 courses as follows: Semester 1 — Intro. Mathematics 9 and Semester 2 — Mathematics 9. Apprenticeship & Workplace Mathematics 9 offers basic Mathematics concepts to students who have always struggled with Mathematics. Please see specific Mathematics course details found on pages 6 – 9 of this booklet. A Mathematics 8 teacher's recommendation (signature) is required; this information will be shared between our middle schools and Spectrum.*

**3. My child presently has an IEP and has Special Education support at school. How do I choose his/her courses?**

*Choose the academic courses that best suit your child's ability; Electives are available to students with special needs. Physical Education is required for all students who are physically able to participate. To help this transition with Spectrum's middle schools, our Special Education Department and counsellors will meet their school's Special Education staff in the spring.*

**4. My child is not designated, but needs a resource block to help with academics. How do I get this support for my child?**

*You can select a resource block or "Learning Strategies" instead of an elective on the Course Selection Form. You should consult with the school's Special Education Department or a counsellor to see if this is an appropriate choice, stating the course needing the support.*

**5. I heard Band is linear. What does that mean?**

*Concert Band is offered within the timetable and it shares a block with Physical Education, all year long. This block continues for both semesters, so we use the word "linear".*

**6. How do I apply for the Athletic Leadership and the Hockey Skills academy?**

*There are separate application forms for these programs. The respective teachers in charge of the programs have specific criteria for selection. For more information about Athletic Leadership please contact Mr. Keith Grew and for the Hockey Academy please visit the website at [www.spectrumhockey.com](http://www.spectrumhockey.com) or contact Mr. Darren Smith. Please state which elective program your child is applying for.*

**7. Can a grade 9 student have a spare or study block?**

*All grade 9 and 10 students must have a full timetable and therefore they cannot have a study block.*

**8. How do I apply for Honours classes?**

*There is an Honours Application Form that needs to be filled out and attached to the Course Selection Form. Each department has their own criteria for selecting the students. Space is limited.*

**9. How will my son/daughter know what courses they are in for September?**

*In June, timetables will be delivered to middle schools as a first glance at student timetables, but they are subject to change due to enrollment, staff or room availability.*

## REQUIRED COURSES

### LANGUAGE ARTS 9

*Placement in English Honours is through an application process which can be found on Spectrum's website or obtained from a counsellor.*

#### ENGLISH 9

**MEN--09**

This course stresses an understanding of literary forms; poems, stories, plays, essays, novels, and non-book media provide the resource material. Integrated with the literature and media study is a basic approach to language that emphasizes writing and editing, sentence structure and mechanics. Written and oral assignments are based on literature and language material.

#### ENGLISH 9: HONOURS

**(by application)**

Critical, analytical, and creative thought is emphasized through the study of literature and media. Students study fiction and non-fiction, including short stories, poetry, prose, and Shakespeare. Enriched content may include literature circles, non-print media and other drama. Students will write analytically, critically, and creatively throughout this course. It is expected that students enjoy reading and discussing literature, and are committed to developing their skills in literary interpretation and expression.



## MATHEMATICS

### MATHEMATICS 9 OR MATHEMATICS 9 HONOURS

**Mathematics 9**

**MMA--09**

**Mathematics 9 Honours**

**(by application)**

Mathematics 9 is recommended for students who achieved a C+ or better in Mathematics 8. Those students who excel in Mathematics may apply for the Mathematics 9 Honours Program and will be challenged with more difficult material and/or additional topics from enriched areas of the curriculum. Application forms for Honours classes can be found on the Spectrum website or from a counsellor at Spectrum.

### INTRODUCTION TO MATHEMATICS 9

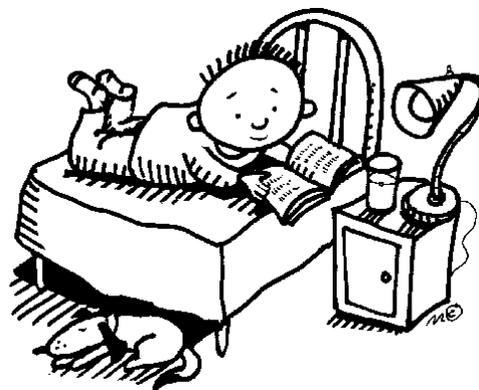
**MMA--09C**

This course is recommended for students who received a C or less in Mathematics 8. Introductory Mathematics 9 is a stepping stone to Mathematics 9. Students enrolled in Intro 9 MUST ALSO enroll in Mathematics 9.

### APPRENTICESHIP & WORKPLACE MATHEMATICS 9

**MMA—09A**

A recommendation from a teacher and/or Special Education is required to take this entry level course.



# MATHEMATICS PATHWAYS

## The Goals of the Pathways

The goals of all three pathways are to provide pre-requisite attitudes, knowledge, skills and understanding for specific post-secondary programs or direct entry into the work force.

All three pathways provide students with mathematical understanding and critical thinking skills. It is the choice of topics that varies among pathways. When choosing a pathway, students should consider their interests, both current and future so that the pathway they choose will be the one to engage them in their studies.

The curriculum includes seven mathematical processes that are crucial to students' learning, doing, and understanding Mathematics. Students are expected to:

- use communication in order to learn and express their understanding
- make connections among mathematical ideas, other concepts in mathematics, everyday experiences and other disciplines
- demonstrate fluency with mental mathematics and estimation
- develop and apply new mathematical knowledge through problem solving
- develop mathematical reasoning
- select and use technology as a tool for learning and solving problems
- develop visualization skills to assist in processing information, making connections and solving problems

Sample Future Plans	Most Relevant Course Work
<ul style="list-style-type: none"> <li>▪ Technical College</li> <li>▪ Trade School</li> <li>▪ Direct entry to workforce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apprenticeship and Workplace Mathematics 10-12</li> </ul>
<ul style="list-style-type: none"> <li>▪ Math</li> <li>▪ Science</li> <li>▪ Engineering</li> <li>▪ Medicine</li> <li>▪ Commerce</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundations of Mathematics Pre-Calculus 10 <i>followed by</i></li> <li>▪ Pre-Calculus 11-12</li> </ul>
<ul style="list-style-type: none"> <li>▪ Socials Sciences</li> <li>▪ Humanities</li> <li>▪ Fine Arts</li> <li>▪ Undecided</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundations of Mathematics Pre-Calculus 10 <i>followed by</i></li> <li>▪ Foundations 11-12</li> </ul>

## Graduation Requirements & Post-Secondary Admissions

To graduate, all students **MUST** complete a Grade 10 Mathematics course as well as another Mathematics course at the Grade 11 or 12 level. You might need more than one Mathematics course if you plan to continue school beyond Grade 12. Depending on the school you attend, there could be many Mathematics options available to you.

Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

For specific program requirements, you should contact the specific institution you are interested in or search for specific program requirements using the Education Planner's website <http://www.educationplanner.ca>

## Questions & Answers

### What are the pathway names and what is in them?

Each pathway is designed to provide students with the mathematical understandings, rigour and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force. The content of each pathway has been based on the Western and Northern Canadian Protocol (WNCP) which governs curriculum in the Western Provinces and Northern Territories.

#### *Apprenticeship and Workplace Mathematics*

This pathway is designed for entry into the majority of trades and for direct entry into the work force. Topics include working with formulas, financial mathematics, measurement and representation of 2-dimensional space and 3-dimensional objects (courses at grade 10 and 11).

### *Foundations of Mathematics*

This pathway is designed for entry into post-secondary programs such as Arts or Humanities that do not require the study of theoretical calculus. Topics include financial mathematics, statistics, logic and reasoning, and research into the history of mathematics (courses at grade 11 and 12).

### *Pre-Calculus*

This pathway is designed for entry into post-secondary programs such as Science or Engineering that require the study of theoretical calculus. Topics include solving equations, functions, (including quadratic, polynomial, exponential and trigonometric), logarithms, combinatorics and probability (courses at grade 11 and 12).

### **My daughter/son wants to study University Sciences but her teacher has recommended the Foundations stream. What should I do?**

While Pre-Calculus 11 or 12 will be required for University Science and Engineering programs, it is important to understand the teacher's recommendation. Foundations was possibly suggested because your child found the Foundations and Pre-Calculus 10 course was very challenging. The concern is that your child will be more challenged in the Pre-Calculus pathway in grade 11 and/or 12. It may also be that your child's learning style is better suited to a less theory based course like the Foundations stream. With new courses starting, there will be institutions that accept the Foundations courses for entry to programs instead of Pre-Calculus.

### **Can my child get into university or college without Pre-Calculus 11 or 12?**

Yes. There are many different combinations of courses and programs that will allow a student to go to college or university. The specific Math courses that are required by colleges and universities depend entirely on the university. The specific Math courses that are required by colleges and universities depend entirely on the program a student wants to enter. Some entrance requirements include calculus math courses (Pre-Calculus pathway) and others do not require calculus courses (Foundations pathway). It is crucial that you check the university or the college to find out which Math courses are needed for entry so that you choose the correct path.

### **How are B.C.'s Math courses structured?**

The content comes from the WNCPC and it has restructured math instruction from K to 12. Elementary students are already working on WNCPC topics in their Math Courses. Recently, secondary courses were changed so the whole structure would be consistent across grades and across provinces (WNCPC include western provinces and northern territories). These changes have been made purposefully to achieve consistent delivery of curriculum from K to 12.

### **Which Math course is best suited to my child?**

While there is no "rule" about which Math course is right for each student, the decision can be made easier by thinking about your child's ability and interest in Math, and future education and career plans. The new courses have been designed to facilitate student success after high school. For example:

- If your child has struggled in Math 8 or 9, enjoys working on projects or hands-on activities, or intends to pursue a trade or technical job after high school, then the Apprenticeship and Workplace pathway is the best choice.
- If your child enjoys working on projects or hands-on activities, or is planning further studying in the Social Sciences like Economics or Arts or Humanities as post-secondary, then the Foundations pathway will be the best choice.
- If your child has been very successful in Math 9, enjoys the challenges of Math, and is thinking about future education or a career that involves Sciences or Engineering at a university, then starting the Pre-Calculus pathway will be the best choice.

Your child's education choices after high school depend, in part, on the courses they take in high school. To make an informed decision about which course is best suited for your child, you need to find out as much as you can about each pathway. Parents need to remember that grade 10 has ONLY two courses but there are three pathways in grade 11 to 12. *Students who choose grade 10 Apprenticeship and Workplace CANNOT move to the Foundations stream easily.*

### **What happens if we change our mind about the course decision that we have made?**

Because the three pathways were designed to give students different skills, attitudes and knowledge for different career and post-secondary paths, they were not designed specifically to allow for lateral movement between pathways. As a result, schools will not be suggesting students move from one pathway to another once a choice has been made and a student is working on one pathway's courses.

**Is it possible to take more than one pathway?**

The pathways were designed in such a way that students could take courses in more than one if desired. Taking more than one math course is not unusual in eastern Canada. This would give a student the most available opportunities at post-secondary institutions. If, after high school, your son/daughter changes career paths and realizes that he/she needs Pre-Calculus 11 or 12, colleges and universities will offer these or equivalent courses for upgrading.

**Useful Links**

- Education Planner: <http://www.educationplanner.ca>
- BC Ministry of Education: <http://www.gov.bc.ca/bced>
- BC Ministry of Education Graduation Requirements: <http://www.bced.gov.bc.ca/graduation>
- BC Ministry of Education, Provincial Exams: <http://www.bced.gov.bc.ca/exams>
- Math Curriculum Document: [http://www.bced.gov.bc.ca/irp/irp\\_math.htm](http://www.bced.gov.bc.ca/irp/irp_math.htm)
- BC Association of Math Teachers: [www.bcamt.ca](http://www.bcamt.ca)

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## SOCIAL STUDIES 9

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Spectrum is pleased to offer a more comprehensive, interactive, & relevant way of learning about Social Studies. Enrolling in the **Institute** in either Grade 9 or 10, students would engage in several different topics & activities, while learning about Canada's role in the world & International affairs. The basic outline of the Institute would look like:

1. Grade 9 Social Studies (WW1, Revolutions, Discrimination)
2. Grade 10 Social Studies (WW2, Peacekeeping, Immigration)
3. Two (2) Senior Electives (Grades 11/12)
4. Capstone Project
5. European Trip (**Optional** -Grade 11/12)

Upon completion in Grade 12, students would receive an Institute Certificate/Diploma (good for post-secondary options). Some examples of elective that could be offered would be: *20th Century History, Comparative Civilizations, Religious Studies, Geocide, History Through Sport, Social Justice, Globalization, Terrorism, etc.* A student could expect to engage in these types of activities while enrolled in the **Institute**:

- Career Exploration
- Connections (post-secondary)
- Current Events
- Field Trips
- Guest speakers
- Project-Based Learning (choices)
- Debates/Discussions
- **How to enroll:**
- Contact Mr. Thatcher at [gtthatcher@sd61.bc.ca](mailto:gtthatcher@sd61.bc.ca) for application process.
- Enroll in either Social Studies 9 or 10 Honours (does not mean that you have to enroll in the **Institute**)

### SOCIAL STUDIES 9 OR SOCIAL STUDIES 9 HONOURS

SOCIAL STUDIES 9

**MSS--09**

SOCIAL STUDIES 9 HONOURS

**(by application)**

Social Studies is the study of people and society. In grade 9, students are introduced to a Canadian strand. Topics are integrated so that the details of each region's geography and history are studied concurrently.

#### The Curriculum

The curriculum at the Grade 9 level is divided into four areas of study: society and culture, politics and law, economy and technology, and environment. While developing the core curriculum, students will be encouraged to apply critical thought and analysis by increasing their background knowledge, developing criteria for judgment, developing language, thought, organizational processes and embracing the attitudes and values of a careful and conscientious thinker. The Honours Program covers the required curriculum and involves a variety of enriched activities that are more challenging to students. Acceptance into the SS9

Honours course is based on student application and teacher recommendation.

#### Organization & Evaluation

All students are taught Social Studies in accordance with individual needs and abilities. Every student must successfully complete the basic core of the course with further opportunities in the Honours Program for expansion and enrichment appropriate to each student's skills and abilities. Units are built around themes, issues, inquiry, problems, and projects. Students will be expected to identify a problem or an issue and then gather, interpret, analyze, and present information. Opportunities will be present to practice active citizenship.

#### Social Studies 9 & 9 Honours

Europe and North America 1500—1815

Society and culture: daily life and relationships between, and the development of, individual and group identity in aboriginal communities, French and British colonies.

**Politics and Law**—Colonialism, imperialism, and nationalism; revolutions in England, France, and America; Canada's political and legal roots.

**Economy and Technology**—The industrial revolution; exploration, trade, settlement and the growth of economic systems

**Environment**—The impact of physiographic regions on exploration, trade routes and settlements; Aboriginal people's relationship with the environment.

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## SCIENCE 9

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### SCIENCE 9

**MSC--09**

This required course is designed to expose students to a variety of topics in the areas of Physical Science, Life Science and Earth and Space Science. The Scientific Method is incorporated as students develop an understanding of the role of science in their surroundings. These topics include elements, the Periodic Table, compounds, chemical formulas, static electricity, current, electric circuits, cell reproduction, reproduction in living organisms and interactions within ecosystems.

### SCIENCE 9 HONOURS

**(by application)**

The Science 9 Honours class will be offered to students with high interest, creativity, and task commitment as well as above average achievement in this subject area; students must apply for Honours' classes. The purpose of the Honours class is to provide enrichment within and beyond the regular curriculum. Enrichment may include guest speakers, field trips, demonstrations, audiovisual materials, as well as other in and out of school experiences that may help expand the course materials for students. Honours students will be required to do more advanced and in-depth studies on certain topics. These might include: (a) written report or presentation on current events in science, (b) research paper, (c) an original experimental research project, (d) presentation

of an original experimental research project, (e) construction of a model or device.

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## PHYSICAL EDUCATION 9

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### PHYSICAL EDUCATION 9 & 10

**GR. 9 GIRLS**

**MPHE--09G**

**GR. 9 BOYS**

**MPHE--09B**

We encourage all students:

- to have fun
- to be physically active every day in class
- to develop skills in individual and team sports as well
- as recreational activities
- to be involved in outdoor and indoor activities
- to be exposed to a variety of fitness training

Physical Education at this level is a required course for graduation unless medically excused.

It is expected that all students participate to the best of their ability in order to develop social and physical skills, a level of fitness and a healthy approach to active living.

#### BASIC REQUIREMENTS

Shorts or track pants, a T-shirt with sleeves and proper running shoes are needed. Students should also be prepared to go outside.

Regular participation is a basic requirement. When a student is unable to take part in a class because of illness or injury, a parental note explaining the health issue must be given to the teacher on that day for the student to be excused. The note should indicate how long the student is unable to participate in PE classes. If a note is unable to be provided, the student must still participate in class activities.

#### OBJECTIVES

The goal of the department is that the students are given the opportunity to enjoy physical activities at a competitive and recreational level. They will learn rules, strategies, techniques and movement principals as they relate to various games and activities. Through the class activities the students will improve various social skills, i.e. co-operation, teamwork, good sportsmanship, leadership, respect for individual differences, interpersonal relationships. The student will develop an understanding of the terms fitness and health and will know how to apply this knowledge to everyday living.

#### EVALUATION

Evaluation is based on the following areas:

- Participation
- Skill Development
- Fitness
- Knowledge

### ATHLETIC LEADERSHIP 9

*(by application)*

Students must apply to be accepted into this course which is designed to allow like-minded students the opportunity to explore interests in a range of athletic pursuits. Students will be allowed the opportunity to help referee and give instruction to elementary and middle school students. The course runs together with Physical Education and students

will be given the opportunity to learn and demonstrate leadership skills in many situations from the playing fields and gymnasium setting for Physical Education, to organizing and managing tournaments from scorekeeping to refereeing, and many different lifetime activities offered away from the school setting, such as: sailing, kayaking, disc golfing, golfing, bowling, skating, skiing or snowboarding, all of which will emphasize working together as a team to achieve goals. Students will be instructed in first aid and with a minimum of 70% will achieve certification through St. John Ambulance. Those grade 8 students with a strong interest in athletics, who are self-motivated, would like to develop their leadership skills, and are willing to volunteer their time are invited to apply for Athletic Leadership 9. Transportation costs are required.

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## ELECTIVES

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### BUSINESS

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#### ENTREPRENEURSHIP & MARKETING: BUSINESS

**GRADE 9**

**MADEM09**

Did you know that the people who make the most money in the world are entrepreneurs and marketers? Everything that you see around you was once an idea and then it was turned into a product. From there it is sold and the world of commerce keeps turning. Learn about coming up with a product, starting a business, selling, and becoming successful.

#### ENTREPRENEURSHIP & MARKETING: COMPUTER APPLICATIONS

**GRADE 9**

**XLDCF09BC**

Your success in life will be greatly enhanced with the knowledge you will gain in these classes. It is a fun, fast paced program that gives you mastery of typing, Microsoft Word, Microsoft PowerPoint, Excel, Publisher, InDesign and Personal Finance. These classes are open to ALL students.

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### DIGITAL MEDIA & VIDEO GAME DESIGN

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#### INFORMATION AND COMMUNICATION TECHNOLOGIES 9: DIGITAL MEDIA AND GAME DESIGN

**GRADE 9**

**MADIT09**

This is the perfect place to start learning and practicing the skills to survive and thrive in our digital world. From the start to the finish of each class, students are busy using their computer workstations to complete assigned tutorials and self-directed projects in popular and creative topic areas.

- learn digital graphics using Photoshop; create posters and web graphics
- learn web design using HTML and CSS; create a complete online web site
- learn digital animation using Flash; create game graphics and a splash page animation

- learn video game development with Gamemaker; create an epic video game

This introductory course is open to all students at all grade levels. It's all hands on, all the time. This course covers a lot of material and keeps you busy, but there are no tests or lectures. The course is designed to help build time management skills and self-discipline while providing a fun work environment.

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## HOME ECONOMICS

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### FOODS STUDIES 9: THE BASICS

**MADFS09**

This course is an introduction to cooking fundamentals and techniques. As well as learning kitchen basics, students will be able to prepare food for breakfast, lunch, dinner and, of course, dessert. All major food groups will be covered...including chocolate!

### TEXTILES 9: SEWING LEVEL 1

**MADT-09**

This course introduces students to the use of commercial patterns. Students will make several projects at varied skill levels. Three main projects are created as well as many smaller fun crafts.

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## MODERN LANGUAGES

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### FRENCH 9

**MFR--09**

**Suggested Prerequisite:** *French 8*

Students practice meaningful communication, both orally and written, about subjects relevant to the lives of young people. Themes include: food, music, leisure activities and movies. Students demonstrate knowledge of each theme by asking and answering questions, expressing opinions, and creating dialogues. Students expand their knowledge of the present and near future tenses; past tense is introduced. Grammar, vocabulary, oral, aural, and reading exercises will be integrated. Cultural elements are an integral part of the course.

### SPANISH 9

**MSP--09**

This is an introductory course requiring no previous knowledge of the language. Emphasis is on vocabulary building, pronunciation, and developing interpersonal communication skills. Through a variety of activities, the learner will gain an appreciation of the Spanish culture, music and literature. Students will be evaluated throughout the course on oral presentations, tests, projects, written assignments and a final exam.

## INTRODUCTORY SPANISH 11

**MBSP-11**

This course is intended for students who are undertaking the study of Spanish for the first time in grade 10, 11 or 12. Grade 9 students wishing to take this accelerated course should be academically inclined and motivated to learn the language.

This is an introductory course to Spanish that covers material from Spanish 9 and 10, in order to prepare students for Spanish 11. Skills in listening, speaking, reading and writing will be practiced and students will gain an appreciation for the Spanish culture. Students will be evaluated throughout the course on oral presentations, tests, projects, portfolios, written assignments, and comprehensive exams. Assessment will take place in a variety of ways including, peer, self, teacher and portfolio assessment.

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## TECHNOLOGY EDUCATION

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Technology Education programs offer many diverse opportunities to students including apprenticeships (see the CRC Coordinator). It is strongly recommended that Tech courses be taken consecutively by grade. Safe practices and procedures will be emphasized in all Trades and Technology courses.

### GENERAL EXPLORATIONS 9

**MADGE09**

This introductory Grade 9 course covers the areas of woodwork, metalwork, power mechanics and drafting. These will be divided equally over the course of one semester. Each unit will emphasize safe practice in its venue and give a student a sample which may provide the basis for selecting further offerings in the one or more areas.

### METALWORK 9

**MADM-09**

This course explores the development of ideas with an emphasis on innovation and creativity. The process of developing ideas into metal products is the major theme. Areas explored will be metal forming, machining, and welding. The learning of safe shop practices and procedures forms the backbone of this course.

### WOODWORK 9

**MADW-09-**

Woodwork 9 covers project planning, designing, and making of projects in wood using the latest equipment and techniques. Introduction to hand and power tools with an emphasis on safety will be the focus of the course.

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## VISUAL AND PERFORMING ARTS

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### DANCE 9: PERFORMANCE

**GRADE 9**

**MDNC-09P**

**Prerequisite:** none

Dance 9 Performance is open to all grade 9 students, male or female, with or without previous dance training. The course exposes students to many different dance styles and aims to enable each student to develop his or her dance technique, muscular strength, flexibility, fitness level, and performance skills. Students will be required to present learned choreography at several performances during the school year.

## **DANCE 9: CHOREOGRAPHY**

**GRADE 9**

**MDNC-09**

**Suggested prerequisite(s):** Dance 9: Performance

Students will be integrated with DNP 9 students, and can have the opportunity to set small and/or large group choreography to receive credits. *Note:* There are other possibilities available to receive credit; please discuss with the instructor.

## **DRAMA 9**

**MDR--09**

Drama 9 promotes and strengthens participation and personal development skills at their various levels of maturity. Through exercises and a final performance, students will become familiar with primary aspects of staging and performance development as it applies in the theatre and also in life skill areas such as the job interview. Students will participate in reader's theatre, improvisation, and theatre skill exercises in conflict, relationships and characterization. This course also provides instruction in acting, movement, staging, and character analysis based on students' experiences. Emphasis will be on a major performance and the acquisition of specific theatre skills.

## **MUSICAL THEATRE**

**GRADE 9**

**XLDCB09MT**

Students in Musical Theatre 9/10 classes will work with a teaching team of three specialists in the areas of voice, dance, and drama. The course is designed to offer opportunities to hone skills in the musical theatre disciplines (singing, dancing, acting), engage in the rehearsal process, and provide performance opportunities for the classes. Other topics include preparation of an audition piece, creation of a performance resume, theatre etiquette and terminology, character development, musical theory, theatre history, fitness & conditioning, and team building. Interested students must be responsible & self-disciplined and commit to the all class performance dates, which include the semester end Fine Arts Showcase in January. Grade 9 and 10 students enrolled in this course may also audition to be part of the ensemble for the Mainstage Musical Theatre production which runs outside the timetable.

## **MUSICAL THEATRE MAIN STAGE PRODUCTION**

**Grade 9**

**See Below**

Through instruction, rehearsal, and the mounting of a full scale musical theatre production (to be announced each fall) students will learn and practice the skills of the musical theatre genre (acting, singing, dancing and also

backstage/technical work for those interested). This course runs outside of the timetable and requires dedication and commitment from all involved. Auditions will be announced in the first few weeks of school and rehearsals will begin in October (Monday, Wednesday and Thursday after school). In the Spring, seven performances will be staged with ticket sales open to both the school and general public. Students must be prepared to commit to the rehearsal and performance schedules and expect to put in extra time as the performance dates approach. Those who have a passion for singing, acting or dancing will enjoy the rehearsal and performance aspects of this course. Grade 9 students wishing to participate in the production are welcome and should sign up for an audition in the fall. *Note: It is expected that students in the Main Stage Production are enrolled in the Musical Theatre 9 course (exceptions only by permission of Mr. Barss).*

## **VISUAL ARTS 9**

**Grade 9**

**MVA--09--**

This art course is designed to build self-confidence and basic skills in a variety of mediums. Topics covered will draw from the following:

- **Design**-explore the elements of art and the principles of design and image development strategies
- **Drawing**-learn to draw by seeing light, shadow and shape, blind contour, contour drawing, gesture drawing, rendering three-dimensional objects in a two-dimensional space
- **Modeling**-examine objects in the environment to see how light sources create gradation of value. Study hatching, cross-hatching and stippling techniques
- **Painting**-an introduction to colour theory and an exploration of colour glazes, paint, watercolours, pastels and other painting media through various styles and techniques
- **Printmaking**-an introduction through mono and block prints
- **Sculpture**-explore three-dimensional art with an introduction to clay, glazes, pinch, coil and slab construction. Enjoy working with mixed media such as cardboard, wire, wood and plaster.

## **SPECTRUM'S BAND AND STRINGS PROGRAM**

All band courses offered at Spectrum Community School are courses that run for the full year every other day or on special schedules. Parental involvement is an essential component of a high school music program. Parents are encouraged to contact the band director to learn more about the following courses.

### **MUSIC 9 CONCERT BAND**

**GRADE 9**

**XBA--09--L**

**Suggested prerequisite:** Middle school band or equivalent or permission of the Band Director.

Band courses are a continuation of the acquisition of performance skills on woodwind, brass and percussion instruments. Also included is a study of the basic elements of music and its history and literature, through performance and discussion. Regular home practice is required. This is a FULL YEAR course offered within the timetable. Students will take PE 9 opposite band.

**Participation in the performing Junior Concert Band is part of the course (see below).**

**Note:** *With permission of the instructor, students with no previous experience are welcome to enter the program at any junior grade level. Private lessons and/or summer band are recommended to ease the transition. Please contact the Band Instructor for details.*

### **MUSIC 9 JAZZ BAND (JUNIOR JAZZ BAND)**

**GRADE 9**

**XBA--09J-L**

**Suggested prerequisite:** Middle school band or equivalent. Must be enrolled in Concert Band 9 (exception by special permission of the instructor).

Jazz Band is offered as a supplement to the regular Concert Band course. Students will be introduced to various styles of music associated with jazz in a big band setting at the beginning and intermediate levels. Preferred instruments include trumpet, trombone, saxophone, piano, guitar, bass and drums. *This is a FULL YEAR course offered outside the timetable.*

### **PERFORMING CONCERT BANDS**

These ensembles are important extensions of band courses. All students in band classes are expected to participate in co-curricular bands **and will receive credits and grades for their participation.**

- **Junior Concert Band** – this ensemble further develops practical music skills and introduces students to high school music performance practices. Band 9 and 10 class members participate in the Junior Concert Band and will be registered in this course for credit.

### **Travel**

Spectrum Bands, with the support of an outstanding Band Parents' Committee, are quickly developing a tradition of travel. Travel destinations in years past have included: Vancouver, Vancouver Island, Alberta, Hawaii, Washington,

San Jose, San Francisco, California, Disneyland and other areas of the United States and Canada. All members in good standing are eligible to participate. Travel is an optional part of this program. Student/Band fundraising helps to support Band Travel.

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## **OTHER**

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### **HOCKEY SKILLS ACADEMY**

**(by application)**

This is a program open to students from the lower Vancouver Island region who are presently enrolled in a Minor Hockey Association. Academy students receive academic support combined with hockey skills development including: classes instructed by nationally trained staff; leadership and character development opportunities; instruction in fitness, nutrition, sport psychology, and physiology in relation to hockey; and high school credit for on-ice instruction. Hockey Academy students are on ice on Monday, Wednesday and Friday, throughout the year, while Tuesday and Thursday students are in the gymnasium or classroom. These two courses run all year and count as credit towards PE and toward the hockey elective. Students who demonstrate a strong commitment to the sport, combined with academic demands, will be considered. Applications can be found on the website at [www.spectrumhockey.com](http://www.spectrumhockey.com)

### **ATHLETIC LEADERSHIP 9**

Students must apply to be accepted into this course which is designed to allow like-minded students the opportunity to explore interests in a range of athletic pursuits. Students will be allowed the opportunity to help referee and give instruction to elementary and middle school students. The course runs together with Physical Education and students will be given the opportunity to learn and demonstrate leadership skills in many situations from the playing fields and gymnasium setting for Physical Education, to organizing and managing tournaments from scorekeeping to refereeing, and many different lifetime activities offered away from the school setting, such as: sailing, kayaking, disc golfing, golfing, bowling, skating, skiing or snowboarding, all of which will emphasize working together as a team to achieve goals. Students will be instructed in first aid and with a minimum of 70% will achieve certification through St. John Ambulance. Those grade 8 students with a strong interest in athletics, who are self-motivated, would like to develop their leadership skills, and are willing to volunteer their time are invited to apply for Athletic Leadership 9. Transportation costs are required.

### **LEARNING STRATEGIES / RESOURCE ROOM**

If you are having difficulties with your courses, you may REQUEST a block of assistance for learning. The assistance may also be recommended by a teacher, parent or counsellor. Students will be given help with course content and supported in core subjects with remediation in basic skills, study skills, exam preparation, etc. Students who have

an Individualized Educational Plan (IEP) will be given priority placement in Resource Room programs, in the event of over subscription.

Assistive technologies, such as Kurzweil, are available to students who would benefit from these programs in the Resource Room or in a self-paced setting. See a counsellor or the Resource Room teacher if you need a support block or extra help with your classes.

## **LEADERSHIP**

### ***XLEAD09--L***

Leadership 9, 10, 11 and 12 is held outside the regular schedule. Students are responsible for organizing a variety of school projects including: dances, guest speakers and school and community events. Students will also receive many aspects of leadership and communication training.