
DR. CHARLES BEST SECONDARY

Grade 9 Course Planning Guide 2018-2019



At Dr. Charles Best Secondary we shall provide a positive, caring environment for learning where students strive to achieve their potential for excellence.

A FULL COURSE PLANNING BOOKLET CAN BE VIEWED AT THE CHARLES BEST COMMUNITY PORTAL:
WWW.SD43.BC.CA/SECONDARY/CHARLESBEST/PAGES

COUNSELLING SERVICES

The School Counselling Team is comprised of three full-time counsellors, a career facilitator and a school youth worker. A student will have the same counsellor for the four years they are attending Dr. Charles Best. Students are assigned to a counsellor according to their legal last name.

A to G	Ms. Rachel John	rjohn@sd43.bc.ca
H to O	Mr. Warren Chang	wchang@sd43.bc.ca
P to Z	Mr. Jerry Areshenko	jareshenko@sd43.bc.ca

The career facilitator is available to all students and their families to assist with career and post-secondary explorations. As well, the school youth worker is available to all students.

Course selection and timetable concerns are handled by your school counsellor. When students want to discuss personal issues, they can choose to contact their counsellor or the school youth worker. When working with a student and his or her family, school counsellors and the youth worker are required to abide by the legal limits of confidentiality.

We encourage all students and parents to contact their assigned school counsellor via email at any time to address any questions or concerns they may have.

GRADE 9 PROGRAM

Grade 9 students take eight courses over the year, and are enrolled in four classes every day. Most courses are semestered. However, some music courses are taken all year, on alternating days.

Required Courses: *English Program*

English 9
Math 9
Social Studies 9
Science 9
Physical Education 9
3 Electives

Required Courses: *French Immersion Program*

English 9
Français 9
Sciences Humaines 9
Education Physique et Sante 9
Math 9
Science 9
Communication 9
1 Elective

TOTAL: a minimum of 8 courses + Band, Choir and/or Math Bridge as optional additional courses.

In addition, the grade 9 curriculum will include areas of study that are integrated into students' existing course load: Digital Literacy, Career Education, and Fine and Performing Arts and ADST (Applied Design, Skills and Technology).

- Digital Literacy includes areas such as research and information literacy, creativity and innovation with technology, technology operations and concepts, and digital collaboration and citizenship. Course work will be delivered through students' existing English 9 and Science 9 courses. The course will align with the Ministry of Education's redesigned curriculum and all students will receive a grade 10 credit for completion of this graduation requirement. To support this component of their program, all grade 9 students are encouraged to bring their own device, either a laptop or tablet.
- Career Education, Fine and Performing Arts and ADST learning outcomes will be embedded in each of the elective courses to ensure that students fully meet the requirements throughout the year. The marks for these competencies will be contained within the elective course mark and a general comment on the final report card will indicate that the requirements have been met.

GRADE 9 COURSE DESCRIPTIONS

APPLIED DESIGN, SKILLS AND TECHNOLOGY (ADST)

BUSINESS EDUCATION 9

This course introduces students to the fundamental components involved in the business community. Students will understand the role of the marketing mix and how it can appeal to different segments of the population. The class will engage and prepare students who wish to take future courses in this subject area by increasing their understanding of business-related concepts.



INFORMATION AND COMMUNICATION TECHNOLOGIES 9

If you enjoyed computer explorations in middle school, Computer Studies 9 is the course for you. It is designed to improve the computer skills you already have, and to help you see where computer technology can take you. The course is divided into 4 sections: multimedia development (Photoshop, Flash animation, Digital Video), web site design and creation (Dreamweaver), business software (Microsoft Office), and computer programming (through robotics). The course provides skills needed to take higher level courses in Information and Communications Technology (ICT), Business Education, Media Arts and Photography, Computer Programming, and Digital Media Development.

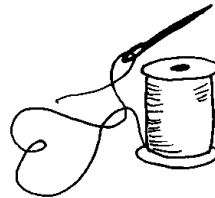
FOOD STUDIES 9

Enhance your culinary skills with professional techniques to create food that looks and tastes great. Discover how good nutrition plays a key role in a healthy lifestyle. Develop life skills to share with family and friends. Students prepare a wide variety of foods including sweet and savoury quick breads, soups, pasta, breakfasts, main course entrees, vegetables and salads, as well as desserts.



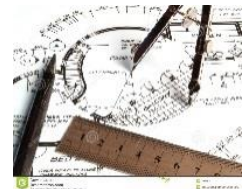
TEXTILES 9

Build your sewing skills, practicing basic sewing machine and serger techniques. Major projects include garments (such as a skirt, shorts, or pants), and “upcycling” – taking a ready-made item and turning it into something new. Students will also explore fabric construction and garment care in order to become more responsible and knowledgeable consumers. Projects/patterns will be selected according to the experience and desire of the students.



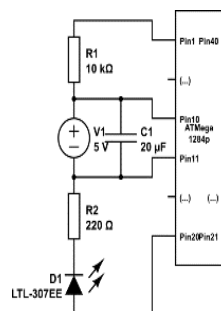
DRAFTING 9

This course introduces various design and drafting processes as well as graphic communication techniques. The use of a 3D printer is covered and students will design and print using this state of the art equipment. Other areas covered will include animation, CAD, computer graphics, drawing, engineering and interior design, using both instruments and available software. Students will acquire skills that can be used in many real world applications.



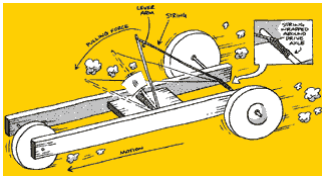
ELECTRONICS AND ROBOTICS 9

This is an introductory course where students will learn about different electronic components and the many circuits that they are found in. Students will have the opportunity to produce various projects starting with computer design and progressing through all construction stages to the finished project contained and mounted in an enclosure. Some theory work will also be done covering such topics as circuit analysis, Ohm’s Law and how to troubleshoot faulty circuits.



GENERAL EXPLORATIONS 9

This is a fun course that provides an excellent introduction to designing, building and testing inventions. A variety of hand tools, machines and materials will be used to construct various projects. Examples of some projects include CO2 race cars, mousetrap vehicles, rockets, and guns. A popular unit on computer games is also included.



WOODWORKING 9

Students will build a number of projects starting with simple hand tool projects and progressing to projects built mainly using power tools. In the process, students will learn correct and safe use of both hand and power tools and basic principles of design.



ARTS EDUCATION

CERAMICS 9

This introductory course explores 3-D art. The focus is on clay hand building techniques (coil building, pinch pot and clay slab). Finishing techniques such as glazing, under-glazing, slip trailing and staining will be explored. Students will make functional ware (mugs, bowls and so on) as well as non-functional ware.

GRAPHICS 9

In this introductory course, students will learn basic principles of graphic design that they will apply to a variety of graphic processes including: hand and computer generated graphics, laser-cut printing blocks, silk-screening and more. Students should be interested in developing new and imaginative ways to express ideas in graphic media, both digital and traditional.

VISUAL ARTS 9

This is an introductory course for students entering High School. Students will be introduced to a variety of media including, but not limited to,

Drawing, Painting, Printmaking, Sculpture, Mixed Media and Ceramics. They will be expected to begin *reflecting* how their artwork relates to their personal experiences and how they will express themselves. Students will begin to understand how Visual Art functions as *communication*. They will also learn to *think* clearly about how they create art and what its function and purpose is. Students will begin to understand how visual art refers to them *personally* and how it reflects and refers to the world *socially*.

DRAMA 9

This introductory course in the dramatic arts develops individual confidence in a safe and accepting environment. Students will learn



appropriate ways to respond to and communicate the thoughts, feelings and beliefs of others, both individually and in diverse groups. Through collaboration and participation, students will explore active listening, creative script analysis and critical thinking by using movement, voice, and concentration. The course means to teach students a different way of being. Developing a lasting love/appreciation for the theatre arts is a core objective.

CONCERT CHOIR 9 (LINEAR – ALL YEAR)

Choir is open to anyone who enjoys singing. No previous experience is necessary. Repertoire for Choir will include contemporary and pop music, as well as classics. Students learn the basics of vocal production, breathing, music reading and part-singing. This is a performance-based course and students are required to attend all rehearsals and performances.

VOCAL JAZZ 9 (LINEAR – ALL YEAR)

Students enrolling in Vocal jazz must also be enrolled in a Concert Choir course. Vocal Jazz courses are an extension of the Concert Choir Program and feature the opportunity for students to sing in the jazz and popular styles. Some rhythm section players will be needed and Band students who play drums, bass or piano are welcome to audition for Vocal Jazz ensembles.



CONCERT BAND 9 (LINEAR – ALL YEAR)

Concert Band 9 is the first in a series of band courses. Students taking band will develop sight-reading, performance and ensemble skills. Through varied repertoire, students will develop skills in musicianship. The course will also cover theory and performance technique as it relates to the music being studied. This is a performance-based course, so attendance is required at all rehearsals and scheduled performances.

GUITAR 9

This course is designed for grade 9 students with little or no previous experience on guitar. It is a non-performance, one-semester course designed to teach students basic reading and playing skills. In addition to learning many songs, students will learn strumming, picking and classical techniques. The school will supply the guitars and music.



JAZZ BAND 9 (LINEAR – ALL YEAR)

Jazz Band is for students who already play an instrument and are especially interested in performing Jazz and popular music. Students enrolled in Jazz Band must also be enrolled in Concert Band. Students in this course learn the basics of improvising, blues and simple chord progressions. Jazz Band is an extension of the regular Band class and some of the instrumental skills needed to succeed in the course are only taught in the regular band class. This is a performance-based course, and all students are required to attend all rehearsals and scheduled performances.



INDEPENDENT DIRECTED STUDIES

SOCIAL RESPONSIBILITY – INQUIRY AND ACTION 1 (BUTTERFLY EFFECT)

This is an independent study course where students investigate topics of their own personal interest and collaborate online with students in other parts of Canada, the USA and Kenya. The emphasis of the social responsibility will be to provide education and learning opportunities to students in these countries. The two main course goals are as follows:

1. Students move beyond the school curriculum to discover and research areas of their own passion. Check out butterflyeffect.hoop.la for example projects and ideas.
2. Students expand their understanding of social responsibility from their own projects and through collaborative actions performed by the class.

The skills and attitudes learned in this course, such as research, critical thinking and perseverance are extremely valuable for anyone considering post-secondary learning. Students will receive 4 credits for this independent study course, which will run **outside the timetable** and is a full year, linear course

ENGLISH

ENGLISH 9

Students will further the skills learned in Grade 8 and refine their appreciation of literature. The skills developed will include writing, editing, reading, critical thinking, viewing, speaking, listening and studying. There will be a focus on written work, including sentence structure, paragraph writing and essay writing. In addition, students will begin to learn the vocabulary of literary analysis to enable them to discuss literature more precisely. Assignments will require that students write in a variety of formats for a variety of audiences and purposes.



FRENCH IMMERSION COURSES

FRANÇAIS 9

In this mandatory course, students will be challenged to develop their communication, critical and creative thinking competencies, in addition to developing their reading and writing comprehension. In studying a variety of texts, students will develop an understanding that literature reflects the society in which we live and can broaden our perspectives. Culture, identity, and the development of critical thinking skills will be some of the semester-long themes addressed in the course, in addition to a variety of grammar topics, with the overall objective of increasing fluency in the French language. Students are expected to participate in and complete all activities (oral, written, listening, reading) in the French language for the duration of the semester.



SCIENCES HUMAINES 9

This is a required course for French Immersion students. Students will use inquiry processes and skills to ask questions, gather, interpret, and analyze ideas, and communicate findings. The



course focuses on the development of Canada as a nation from 1750 to 1900. Topics of study include: the impact of the Indian Act and residential schools on the various First Nations communities across Canada

as well as the impact of these policies on Nation building and how they impact current Canadian issues; the attainment of responsible government; industrialization and building of the CPR; and changing cultural relationships resulting from immigration and settlement of Canada.

EDUCATION PHYSIQUE ET SANTE 9

This course, taught entirely in French, parallels the PHE 9 curriculum and is required course for French Immersion students.

COMMUNICATION 9

This mandatory course provides the opportunity for an extensive use of the French language. It allows students to express themselves in French through small and large group presentations.



Students will look at topics such as advertising, news stories, improvisation and public speaking.

LANGUAGES

FRENCH 9

This course builds on what students have learned in French 8, and is centered on five big ideas: Listening and viewing with intent strengthens our understanding and acquisition of French; engaging in meaningful conversations about things that are important to us; understanding that stories give us unique ways to interpret and share knowledge, thoughts, and feelings; learning that francophone creative works are an expression of francophone culture; and acquiring opportunities to explore our own cultural identity from a new perspective. In addition, the French 9 curriculum includes: an increasing range of commonly used vocabulary and sentence structures for conveying meaning; deriving meaning from a variety of texts; using a growing variety of strategies to increase understanding; exchanging ideas and information using complete sentences, orally and in writing; and engaging with Francophone communities, people, or experiences.

SPANISH 9

Spanish 9 is an introductory course that focuses on effective communication. Through a variety of activities, speaking, listening, reading and writing skills will be developed. Cultural activities will examine life in countries of the Spanish-speaking world. **Note:** This course is not intended for native speakers of Spanish.

NOTE: While a language is not required for secondary school graduation or to attend college, it may be required for university entrance. Please check university websites for the most current language pre-requisites.

MATHEMATICS

MATHEMATICS 9

This course is designed to consolidate and extend topics introduced in the middle school



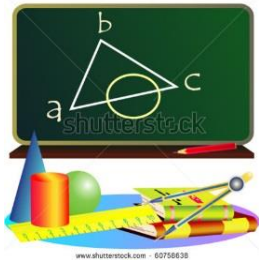
years. Topics include operations with rational numbers, square roots, polynomials and algebra, linear relations, and statistics. At the end of this course, students will be prepared for

Foundations of Mathematics and Pre-Calculus 10 or Workplace Mathematics 10.

MATHEMATICS 9 BRIDGE

(★Teacher Recommended Elective★)

This course is designed as a skill building course to assist students who struggle with computation



skills and multiple math concepts such as fractions, place value, rational numbers as well as concepts that will prepare them to take Mathematics 9 (in the second semester). This course runs for 35 minutes

during the student's lunch block.

PHYSICAL EDUCATION

PHYSICAL AND HEALTH EDUCATION 9

This is a comprehensive course in which students will develop an understanding of physical literacy and an appreciation of lifelong participation in physical activity by engaging in individual, dual, and team physical activities. Students will also explore factors that contribute to healthy relationships and to physical, emotional, and mental well-being.



SCIENCE

SCIENCE 9

Science 9 has been designed around four big ideas: 1. Cells are derived from cells. 2. The electron arrangement of atoms impacts their chemical nature. 3. Electricity is the flow of electrons. 4. The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them. The course will use a variety of learning strategies such as laboratory work, projects and innovative uses of technology.



SOCIAL STUDIES

SOCIAL STUDIES 9

This course focuses on the development of Canada from 1750 to 1900. Students will examine how Canada went from being a colony to a nation, studying the impact of the immigration of many people to Canada and the settlement of the west, industrialization and the building of the CPR.

These changes will be considered from the perspective of impact on Aboriginal peoples and communities. In Social Studies courses, students learn about history, geography, political science and economics. They will consider topics from multiple perspectives, and learn to question the justification and evidence for the interpretations of events and issues. The primary goal of Social Studies education is to give students the knowledge, skills, and competencies to be active, informed citizens who can think critically, understand and explain the perspectives of others, make judgments, and communicate ideas effectively.



ATHLETIC TEAMS

Dr. Charles Best offers a wide variety of competitive sports, most of them sanctioned by BC School Sports. Best is fortunate enough to have a group of dedicated staff and community coaches. We celebrate each athletic year with a Spring Banquet.

The following sports are offered at Dr. Charles Best:

Aquatics / Cross Country / Volleyball / Soccer / Girls Field Hockey / Basketball / Field Lacrosse / Gymnastics / Wrestling / Badminton / Golf / Rugby / Tennis / Track and Field

SCHOOL CLUBS

The teaching staff at Dr. Charles Best has traditionally sponsored a variety of clubs and organizations that have allowed for student involvement. The broad spectrum of clubs available at Dr. Charles Best Secondary is based on student interest and staff sponsorship. Students are encouraged to become involved in their school. Participation in extra-curricular activities makes students' experiences more enjoyable and rewarding. We have a clubs day early in October of each school year.

Some of the clubs that may be offered during the school year are:

Best Buddies / Ski and Snowboarding / Student Government / Me 2 We / SPIIN (Global Awareness) / Multicultural / Improv / Debate / Dare to Care / Environment / SAGA / Pi of the Tiger / Model United Nations / Music Council / Project HELLO to name a few.

LEARNING RESOURCE CENTRE

The Learning Resource Centre (LRC) is a support program provided to students who have identified learning needs in one or more skill areas. In assisting students with course assignments, the LRC team at Dr. Charles Best Secondary incorporates instruction in learning strategies to help students develop an understanding of their learning style and to promote their independence as learners. Students are referred to the LRC through the School-Based Team.

