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## Overview

Language is the fundamental base for all thinking learning and communicating. The goal of English 9 is to introduce the study of the English language from a more analytical standpoint. We will explore various genres of literature, media, technical documents and verbal forms of communications from both the past and the present. Through our explorations we will begin to discover the power and beauty of the English language and how to use it as a tool of persuasion and discovery. We will also look at the practical application of language in a variety of different forms.

## Main Units of Study

### Term 1:

- a.) The way writer's create in different voices: an introduction to prose, poetic and expository techniques
- b.) Literature as a Historical Document: Exploring Perspective: a study of the novel *Night*, the graphic novel *Maus* and the film *Life is Beautiful*.

### Term 2:

- a.) Persuasion vs. Argumentation how we use written and oral language to sway.
- b.) Advertising and Visual Rhetoric

### Term 3:

- a.) Dramatic Study: Twelfth Night
- b.) Making Connections: Introduction to the Synthesis Essay



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## **Revision**

It is important that students be revising on a daily basis. The English 9 curriculum is developed from a series of skills that act as building blocks for later skills introduced. Revision will help students become confident in their skills and will lead to greater success in the course. Therefore, students should never claim they have “no English homework” because it is expected that they are revising their notes from the previous class. If at any time during the revision process students are confused, they should not hesitate to contact me at [pamela.mcmartin@spacademy.ca](mailto:pamela.mcmartin@spacademy.ca), or to set up an appointment with me the following day.

## **Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

Reporting will be done at the end of each term. In order to determine a student’s progress in this course, we will evaluate his or her performance on the provincially prescribed learning outcomes for the course. These can be viewed at <http://www.bced.gov.bc.ca/irp/>.



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## Overview

Mathematics is one way of trying to understand, interpret, and describe our world. The aim of Mathematics 9 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics. The main thrust of the program this year is to develop understanding and fluency with algebraic techniques and representations, including graphing of relations in the Cartesian coordinate system. Mathematics 9 curriculum is meant to reinforce the main goals of mathematics education:

- using mathematics confidently to solve problems
- using mathematics to better understand the world around us
- communicating and reasoning mathematically
- appreciating and valuing mathematics
- making connections between mathematics and its applications
- committing themselves to lifelong learning
- becoming mathematically literate and using mathematics to participate in, and contribute to, society.

What students learn this year will be the basis for understanding mathematics in the years to come, as they will develop their ability to reason well, solve problems, and communicate mathematically. We look forward to a happy and successful year.

## Main Units of Study

Rational Numbers  
Polynomials  
Solving Linear Equations  
Solving Word Problems  
Linear Relations  
Powers and Exponents  
Similarity and Transformations  
Measurement  
Circle Geometry  
Probability

## Revision

Revision is important part of learning. Students must be prepared to review the material covered in class on a regular basis, particularly immediately prior to tests and examinations.



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## **Assessment and Reporting**

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**Science 9**  
2010-2011  
Southpointe Academy  
Instructor: Dr. Theresa Kwan



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## Overview

Science 9 will be taught in accordance to the B.C. Ministry of Education Prescribed Learning Outcomes. Students will gain knowledge and understanding of concepts in Life Science, Physical Science, and Earth and Space Science. Students will also acquire the skills to apply and interpret their knowledge and to conduct a scientific inquiry.

## Main Units of Study

**Textbook:** BC Science 9 (McGraw-Hill Ryerson)

- ☐ Life Science: Reproduction – cell division, reproductive technologies, sexual and asexual reproduction.
- ☐ Physical Science: Atoms, Elements, and Compounds – atomic theory, structure of atoms, the periodic table, writing and naming compounds, describe changes in the properties of matter.
- ☐ Physical Science: Characteristics of Electricity – static electricity, current electricity, series and parallel circuits, power consumption.
- ☐ Earth and Space Science: Space Exploration – technologies used to study the universe and the solar systems, components and characteristics of the universe and solar system, historical perspectives, astronomical phenomena, space travel.

## Revision

- All students are expected to come to class on time and prepared for the lesson and activities.
- Students are to bring their textbook, workbook, binder, writing utensils, and a scientific calculator to every class. The binder is to have page dividers to separate the units and it must be maintained in a neat and organized manner.
- Daily revision, including the completion of review questions and preparatory reading, is expected.
- Homework and assignments are to be done neatly and on time. Late submission without good reason is evidence of poor work habits and will be reflected in the student's evaluation.
- In the case of absences, the student needs to notify the teacher, preferably in writing. It is the student's responsibility to catch up on missed notes and work. Any missed quizzes and tests must be written as soon as the student returns.
- The completion of all work, including assignments, tests, presentations, laboratory activities etc., is mandatory for course completion.
- Academic honesty is expected at all times.
- Science 9 students write internal exams in December and June.



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## **Assessment and Reporting**

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**Social Studies 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



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## Overview

The period between 1500-1815 in Western Civilization is one of great turmoil and profound lasting change. The reliance on blind religious zeal started to wane and the rights and desires of the lower classes started to become a real political force. Rebellion, Revolution, and War were prevalent in most European nations causing a dramatic shake up of the old order, and an ushering in of a new society. In North America the colonies desired equal status and fair treatment from the home countries, the result being rebellion, war, and political emancipation.

The focus of the course will be on the concepts of rebellion and grass-roots political action framed within actual historical events. Students will be expected to stay on top of readings and assignments so that they better understand the complex themes of Social Studies 9. Geography will largely be implemented throughout the course rather than as a singular unit.

## Main Units of Study

### 1. ENGLISH CIVIL WAR AND GLORIOUS REVOLUTION

- The Causes of English Unrest
- Long and Short Parliament
- The Actions of Oliver Cromwell
- The Causes and Effects of the Glorious Revolution

### ☐ THE INDUSTRIAL REVOLUTION

- Why it started in Britain
- The Economic Revolution
- The Effects on Society and Culture

### ☐ THE ENLIGHTENMENT

The Enlightenment was a period of intellectual expansion unprecedented in Western Civilization. The ideas that the enlightened thinkers developed would have a dramatic influence on the lower classes of Europe.

### ☐ THE AMERICAN REVOLUTION

The course will examine:

- The actions of the British that caused the rebellion
- The effects that the Enlightened thinkers had on Americans

**Social Studies 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



- The battles between the English and the Americans
- The formation of the United States and the framing of their constitution

☐ THE FRENCH REVOLUTION

The course will examine in detail:

- Life in Versailles
- The reign(s) of Louis IV-Louis XV
- The effects of the American Revolution and the Enlightenment on the French
- The Revolution and the Great Terror

☐ THE NAPOLEONIC ERA

Major topics include:

- Napoleon's rise to power
- Napoleon's military career
- The downfall of Napoleon
- The trial of Napoleon Bonaparte (mock)

☐ NORTH AMERICA TO 1815

☐ NATIVE PEOPLE OF NORTH AMERICA

☐ GEOGRAPHY & CURRENT EVENTS

**Revision**

All work you do throughout this year and all the comments you make in discussions and how well you participate (constructively of course) all counts towards my final assessment of you as a student in Socials 9. Traditional sources of assessment such as tests and essays have merit and will be used as a major part of the assessment process, but *they do not tell the entire story of the student*. The basic rule? Do your best everyday in everything you do.

**Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an

**Social Studies 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Thomas Lupton



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overall picture of student achievement by including in the assessment everything that the student does within the course.

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## **Overview Communiquête 2 - Oxford**

The Communiquête 2 program will engage the students to work and learn collectively in a group. Each unit, will have quizzes, a unit test, a unit project and several assignments. Students will make a music (unit 6) and sports video (unit 2) for their unit project. The program will offer engaging exercises and strategies to improve listening, reading, writing and more importantly speaking skills in every unit. Throughout the year the students will explore France and the distinctive French-speaking cultures. The students will develop strategies for more accurate communication.

This program will integrate technology for engaging, real-world instruction. The video and audio program presents and practices vocabulary and grammar in authentic cultural contexts. It's important that the students speak **only** French in class and to be immersed in as much of a French setting as possible. Many students might not have the opportunity to speak French outside the classroom and therefore it's important that every student works hard in class and at home to maximize their learning and individual improvement. Lastly, I hope I can further stimulate the student's interest in French and the culture of the French-speaking world so that they will be eager to continue beyond this level. –Learning and succeeding in French, as any other language, is a powerful skill to know and it will open many doors for future jobs.

### **Main Units of Study (Units may be subject to change)**

- Unit 1: En route vers la Francophonie ( create and play a board game)
- Unit 2: À l'action (create a sports video of your choice)
- Unit 4: Rétro-Monde (make a presentation on popular culture)
- Unit 5: Faisons une difference (make a volunteer project)
- Unit 6: Ça brasse (Compose a song and film your video clip)

### **Revision**

- DR MRS VANDERTRAMP verbs
- Passé compose:, Imparfait,,: Être, avoir, **aller**, **faire**, **venir**, connaître, savoir
- Regular and irregular adjectives

### **Assessment and Reporting**

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**Course Français 9**  
2010 – 2011  
Southpointe Academy  
Instructor: Monsieur Lum



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overall picture of student achievement by including in the assessment everything that the student does within the course.

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**Spanish 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Joan Clarke



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### **Overview**

Spanish 9 builds on language skills and knowledge developed in previous years. Using the *Realidades* program students will progress in their Spanish language skills by expanding their grammar and vocabulary base and practicing communicative tasks. Such tasks include songs, games, role-play, videos and presentations. Students will be able to ask for assistance and precise information about events and locations, process information from Spanish language resources to complete tasks, and exchange opinions and preferences related to a variety of personal interests. Students will continue to explore cultures and traditions of Spanish speaking people. As they gain more confidence in their abilities to communicate in Spanish, students will be able to engage more fully in language learning activities.

### **Main Units of Study**

#### *Repaso*

Review of greetings, alphabet, numbers, telling time, weather, calendar, body parts, classroom vocabulary and instructions, regular present tense verbs, question words, descriptive adjectives, food, leisure activities

#### *Mis Amigos y yo*

Talk about activities you like and don't like  
Understand cultural perspectives on favorite activities  
Talk about personality traits, descriptive adjectives  
Understand cultural perspectives on friendship

#### *La Escuela*

Talk about school schedules, subjects and activities  
Compare your school with that of students in a Spanish speaking country

#### *La Comida*

Talk about foods and beverages, meals, likes and dislikes, recipes and how to prepare foods from Spanish speaking countries

#### *Los Pasatiempos*

Talk about locations in your community, leisure activities  
Talk about "going out", accepting /declining invitations, asking questions  
Understand cultural perspectives on leisure activities

#### *Fiesta en Familia*

Describe families, family members and friends  
Express possession  
Order a meal in a restaurant

**Spanish 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Joan Clarke



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Talk about celebrations and parties  
Understand cultural perspectives on family and celebrations

*La Casa*

Identify rooms in a house, furniture and appliances  
Discuss household chores  
Tell where you live and describe your home  
Make comparisons  
Understand cultural perspectives on homes

*De Compras*

Talk about clothes, shopping, and prices  
Talk about buying gifts  
Describe your plans  
Talk about what you want and what you prefer  
Tell about what happened in the past  
Understand cultural perspectives on shopping and gift giving

**Revision**

Regular review of class work and vocabulary is essential for success in this course. Students will have the opportunity for extensive practice in class using their new language in a wide variety of communicative tasks. Students will also review and work with new vocabulary and language structures in daily homework tasks.

**Assessment and Reporting**

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

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## Overview

The aim of Physical Education 9 is to provide opportunities for all students to develop knowledge, movement skills, and positive attitudes and behaviors that contribute to a healthy, active lifestyle. The program is guided by the principles of learning. These are:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rate.
- Learning is both an individual and a group process.

## Goals

- Students will participate daily in physical activity.
- Students will develop appropriate knowledge and skills for participating actively, effectively, safely, and responsibly in a wide range of individual and dual activities, games, and rhythmic movement activities.
- Students will develop the knowledge, skills, and attitudes that enable them to value, attain, and maintain a healthy, active lifestyle.

## Main Units of Study

There is an increasing awareness of the importance of providing children and youth with meaningful and enjoyable physical activity experiences. Movement and play are focal points of young people's lives, critical to all aspects of their growth and development. A physical education program provides opportunities for all students to be physically active regularly and to develop an appreciation for and enjoyment of movement in a variety of activities from the following three categories:

- Individual and dual activities (Fitness, Track and Field)
- Games (Net Games, Invasive Games, Striking Games, Target Games, Minor Games)
- Rhythmic movement (dance and gymnastic activities)
- Alternate environment activities (e.g. swimming, hiking, skating)

**Physical Education 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Jason Levitt and Ms. Andrea Locke



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**Southpointe Academy P.E. Uniform:**

Indoor: grey t-shirt, navy blue shorts (no stripes), white socks, running shoes (non-marking soles), deodorant, small towel, and a water bottle.

Outdoor: grey t-shirt, school track pants or sweat pants, school sweat shirt and/or track jacket, rain jacket (waterproof or gortex), white socks, running shoes, water bottle and extra underwear and socks.

- Proper running shoes are runner classified for the purpose of running or cross training, not Sketchers or skate shoes, etc.

**Assessment and Reporting**

Assessment is continuous. Students are evaluated in the following areas:

- Daily participation (P.A.C.E.) marks are based on student Participation, Attitude, Cooperation and Effort (1-5 scale). The context of their involvement: how they interact, include, generate ideas and function as a team/individual.
- Written quizzes and assignments (knowledge of rules, techniques / tactics/strategies / fitness and active living concepts)
- Motor skills and Game skills assessment – development and achievement (their technical/tactical development – understanding assess through games, drills, tournaments and activities)
- Fitness (muscular endurance/strength, cardiovascular endurance, speed, agility, flexibility)
- Athletic Service Hours – 3 hours of contributing service to the community of the school ( scorekeeping, linesman, running an intramural program)

**Drama 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Greg Kean



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## Overview

The utilization of a drama curriculum in a university preparatory secondary school offers an exciting opportunity for students to maximize their sphere of influence by increasing their ability to communicate succinctly and effectively. In Drama 9 we focus on self-expression. By using exercises and games developed to release inhibition and tap into the true depths of their innate creative selves, students are encouraged to move beyond the ordinary and strive for the extraordinary. Our greatest leaders are active listeners, effective collaborators, and are powerful and inspirational orators. These same skills and attributes are what the drama program at Southpointe Academy strives to instill in our students. In this one semester curriculum, we will use improvisation, dance, mime, song and scripted material to maximize students' abilities to express themselves successfully.

Drama teaches us to free our creative mind, to focus our intelligence, to utilize our emotional capacity, and to broaden our world view from the small communities where we have nurtured our strengths, to the much broader world stage where we will affect our impact and ultimately achieve our dreams. Perhaps most importantly it gives us the chance to endeavor, in a controlled and loving environment, where both successes and failures are tools to advance our self confidence and raise our self esteem.

## Main Units of Study

- Theatrical Context
  - Historical Evolution of Theatre
  - Theatrical Terminology, etiquette
  - Theatrical Design
- Expression and Trust
  - Creating a Safe Environment
  - Improvisation Skills
  - Listening
  - Identifying "Action"
- Critical Analysis
  - Character Choices
  - Problem Solving Within Contextual Circumstances
  - Group and Self Assessment of Projects
- Drama Skills
  - Make Transformative Choices Physically and Vocally
  - Support Choices
  - Explore Emotional Accessibility
  - Learn Safe Emotional Technique
  - Identify Objectives, Stakes, Obstacles

**Drama 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Greg Kean



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**Assessment and Reporting**

Assessment of student progress is an ongoing process that will take into account participation, effort, collaboration, attitude, and willingness to introspect and express feelings and opinions about their aesthetic and emotional responses to class work. This class requires the participants to be able to articulate their thoughts about their own class work as well as giving evaluations of the work of others. Additionally students will be asked to keep a journal to reflect their reactions and feelings about their in-class experiences. They will be required to record honest emotional self assessment in relation to collaborative exploration.

A written final examination will be administered covering all lecture materials. The final will also include a short performance component.

**Information Technology 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Mr. Steven Hilton



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## **Overview**

Information Technology 9 is a survey course in which the students will be exposed to many aspects of computers and technology and how they are used in the modern world. It will build on learning and skills that the students acquired in IT 8. The students will increase their understanding of how technology works and how to use it effectively in school and home. We will look at the ethical use of technology and information, especially in the school setting. Students will also explore potential careers in technology.

## **Main Units of Study**

- Review of the history of computers and how they work
- Keyboarding skills
- Programming: using Scratch visual programming environment, HTML (web page design).
- Microsoft Office: Word (word processing), Excel (spreadsheets), PowerPoint (presentation software)
- Graphics Software: Photoshop (image processing), InDesign (page layout)
- Multimedia Software: Garage Band (sound editing, music creation), iMovie (video editing)

## **Revision**

As the bulk of the course will involve the use of school computers and the software on them, students will be required to complete most of the course work in class. Students who are unable to complete the required work at school due to absences or lack of effort, or those who wish to spend extra time on assignments, will be given access to the computers after school and at lunch hour.

Throughout the year there will be times when students will have tests on such things as the history of technology, how technology works or technological vocabulary. Students will be expected to spend time at home preparing for these tests.

Developing competent and correct keyboarding skills will also be part of the curriculum, and students who are weak in this area will be expected to practice at home on a regular basis.



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## **Assessment and Reporting**

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# Health and Career Education 9

2010 - 2011

Southpointe Academy

Instructor: Bruce Griffioen



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## Overview

The aim of Health and Career Education 9 (HCE 9) is to provide students with the knowledge, skills, and attitudes that will assist them in making informed decisions related to their health, their education, and their future careers. HCE 9 builds on HCE K to 8 and provides a foundation of learning for Planning 10, the required Graduation Program course. Health and Career Education from Kindergarten to Grade 10 represents a continuum of learning, developing and building on key concepts and abilities from year to year that enable students to become informed decision makers and active participants in planning and taking responsibility for their own lives.

## Main Units of Study

The outcomes for HCE 9 will be covered in an integrated manner through several educational contexts. For a complete breakdown of how the specific outcomes are covered, please refer to the course overview. In their homeroom classes, students will receive daily mentoring. Students will attend a weekly block and they will also meet many of the outcomes during their week at Project Discover. Health education will be taught in conjunction with PE classes and the school nurse. The academic counselor will focus on many of the outcomes referring to the Graduation requirements.

Unit 1 – Learning how to Learn

Unit 2 – Healthy Living

Unit 3 – Graduation Requirements

## Revision

Many of the skills and concepts taught in HCE 9 can be utilized on a daily basis to assist in achieving success in all classes. Students will be assigned weekly tasks to complete.

## Assessment and Reporting

Assessment is continuous. As such, we will constantly be observing classroom participation, the quality of questioning and answering, the quality of assignments, the degree of effort being shown, and so on. Students will be given many and varied opportunities to demonstrate performance, and there will not be an over-reliance on any particular measure of assessment, such as tests, essays or projects. We will achieve an overall picture of student achievement by including in the assessment everything that the student does within the course.

**Health and Career Education 9**  
2010 - 2011  
Southpointe Academy  
Instructor: Bruce Griffioen



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