



HANTS EAST RURAL HIGH SCHOOL

<http://herh.ccrsb.ca>

**GRADE 9**

**COURSE INFORMATION GUIDE**

2007 - 2008

**PRINCIPAL**

C.F. SCOTLAND-MOXON

**VICE-PRINCIPALS:**

C.D. CLARK      P.E. RANSOME

**STUDENT SERVICES:**

N.P. ROSE

J.W. SMITH

Parents who wish to discuss matters relating to Grade 9 studies are asked to make an individual appointment with Student Services, one of the Vice-Principals, or the Principal, before May 18<sup>th</sup>.

*Please retain this guide for future reference.*



*Hants East*  
Office of the Principal

Hants East Rural High School  
2331, #2 Highway  
Milford, N.S. B0N 1Y0  
Office: (902) 758-4620  
Fax: (902) 758-4626

Welcome to Hants East Rural High School. We are confident that over the next four years, you will be able to finish secondary schooling with maximum opportunity to experience the widest possible range of courses as presented in the *Public Schools Program*. Our planning in developing a structure for your learning is such that Grade 9 will be a transition year from Middle School practices to those of the Senior High School. Our objectives are that learning experiences will serve life-long needs.

This year, all students must complete compulsory subjects as defined in the *Public Schools Program*. Hants East is pleased to be able to offer French Immersion studies. Scheduling will provide for a redistribution of students consistent with the learning choices for your course selection. Our schedule will provide for a choice of one elective course within certain parameters.

While in a high school setting, students in grade 9 are expected to take increased responsibility for their own learning. Registration for some High School courses may require minimum performance standards. Our planning will provide for maximum choice *within the context of our school resources*.

Students will find more diverse and increasing sophistication in courses in the final secondary years. A wide range of extended learning opportunities is available to complement regular academic studies. In recent years, with a greater emphasis on academic achievement, our graduates have been rewarded on their success and many Hants East students earn scholarships to post-secondary institutions.

We have provided an overview of curriculum content for Grade 9 studies. We look forward to your arrival.

C.F. Scotland-Moxon  
Principal

P.E. Ransome  
Vice-Principal

### **English Language Arts** (Full Year)

The English Language Arts program provides a broad-based foundation for the acquisition and application of communication and literacy skills. Topics covered in this course include formal and informal public speaking opportunities, novel studies, mythology, informational text, visual and critical literacy, small and large group discussions, stages of the writing process, and computer-assisted research.

### **Mathematics** (Full Year)

The Mathematics program is an introductory course to study and develop algebra and geometry skills. This course is designed for students who have a sound working knowledge of the fundamentals of arithmetic and geometry. It emphasizes skills that are necessary for success in high school Mathematics. Such skills include: *problem-solving abilities, using Mathematics to describe and analyze real life situations, development of reasoning processes and logical thinking skills*. Students will be expected to use their previous experiences and "intuition" in group settings in order to develop confidence in their ability to use Mathematics in the ever increasingly technical world.

### **Science** (One semester)

Science 9 is divided into four sections: Space Exploration, Atoms and Elements, Reproduction, and Characteristics of Electricity. The emphasis throughout the course will be developing scientific literacy through diverse learning experiences which provide opportunities to explore, analyze, evaluate, synthesize, appreciate, and understand the interrelationships among science, technology, society, and the environment that will affect their personal lives, their careers, and their future.

### **Atlantic Canada Studies** (One semester)

This Social Studies course gives students an opportunity to study Atlantic Canada in a global context. Students reflect on the major issues that affect them as individuals, Atlantic Canadians, and global citizens. The course begins with an examination of the physical landscape of the Atlantic region and focuses on the human landscape of Atlantic Canada and its global connections. Through a multidisciplinary approach; (elements of geography, history, political science, sociology, anthropology, folklore, economics, and technology), students will begin to understand the concept of interdependence and Atlantic Canada's role in the global community.

### **Physical Education** (One-half semester)

The Grade 9 Physical Education program provides the student with an opportunity to participate in a wide range of physical activities. Through these, each student has an opportunity to develop communication skills through partner and small group activities. As well, leadership and fair play are qualities fostered in a variety of selected activities. It is intended that each student will develop an appreciation for a physically active lifestyle that will endure throughout one's entire lifetime. At the conclusion of this course a student will be able to demonstrate: 1) a positive attitude toward physical activity, 2) an improved level of physical fitness, 3) an improved level of cooperation through fair play, 4) an improved level of self esteem and self confidence, and 5) an improvement in physical and social skills. Proper Physical Education attire is mandatory and must be brought every day.

### **Personal Development and Relationships** (Full Year)

This course is designed to allow students to explore issues that affect students as they grow through adolescence and experience the high school years. Students will investigate issues such as self awareness, relationships, violence, drug use, entrepreneurship, career exploration and sexuality. The design of this course is such that students are challenged to question human behaviors and how they affect themselves, family life and society. This course will attempt to focus study on issues that relate directly to students at a Grade 9 level.

### **French, Second Language** (One semester)

Students will use the Communi-Qué program. It uses an integrative approach to second language teaching. All learning activities will have a communicative purpose to develop skills that prepare students to interact by drawing on their experiences and knowledge.

### **Integrated French** (One semester)

The Integrated French program is suited to students who are highly motivated and interested in learning French as a second language. The program will offer an accelerated French course and a Social Studies course taught entirely in French. All teaching is in French and students are expected to speak French at all times in the classroom. The French program follows the Communi-Qué program and Études Atlantiques is taught in Social Studies.

**Late French Immersion** (One semester)

The aim of the French immersion program is to enable the students to become functionally bilingual. Students will receive 70-75% of their instruction in the French language. The subjects taught in French will be French Language Arts, Social Studies, Mathematics, and Science. In addition to English Language Arts, students will select electives from Instrumental Music, Technology Education, or Family Studies.

**L'Immersion Tardive (9ième Année)** (One semester)

Les matières obligatoires qui seront enseignées en français sont: le français, les études atlantiques, les sciences, les mathématiques, l'éducation physique et le développement et les relations personnelles. Les élèves prendront les autres cours en anglais: l'anglais, la musique instrumentale, ou études familiales/ l'art industriel.

**Technology Education** (*Elective*) (One-half semester)

Technology Education at this level is designed as a series of activities through which the student can plan, solve problems and develop manipulative skills. It is also the way to understand craftsmanship, industry and what actually goes into the making of something. Through a series of introductory and exploratory activities, hands-on experience assists the student to develop the vocabulary used to describe the project and the measuring and mathematical skills to construct it. The practical component in this course is designed as a motivational experience. Various technology resources, as available, will be employed to assure that learning outcomes appropriate to curriculum objectives are realized by all students.

**Family Studies** (*Elective*) (One-half semester)

Students will cover 3 units: families, Families and work, and Families and Leisure. In unit 1, students will explore the role of families, trends that affect families, and the changing nature of Canadian families. Students will learn more about their own family history by creating a Family Tree. In Unit 2, students will look at some of the key issues which affect families such as careers and work. Using the "Be Real" Game, students will select and explore sample occupations and practice developing realistic household budgets based on their income and expenses. Throughout the term, students will be learning and practicing skills which develop creativity, patience and fine motor skills. All students will have an opportunity to complete a project of their choosing using traditional handcrafts, such as sewing, knitting and crochet, and needlework in their "Heritage Crafts" unit.

**Instrumental Music** (*Elective*) (One-half semester)

Instrumental music is a course intended to provide a musical experience, through the use of band instruments, that will foster a greater understanding and appreciation of music. The course emphasis will be to experience playing an instrument common to the modern concert band. Other topics will include: practical music theory, basic music history/appreciation, basic ear training and sight singing, as well as participation in one of the school's performing ensembles. Attendance at performances will be a portion of the mark received for the course. No previous band knowledge is required; however, it is an asset to have some background in piano or other music experience such as school band or private music lessons.

**GRADE 9 COURSE SELECTION - 2007 - 2008**

STUDENT NAME: \_\_\_\_\_ PHONE # \_\_\_\_\_

CIVIC ADDRESS: \_\_\_\_\_ Community: \_\_\_\_\_

Postal Code: \_\_\_\_\_ e-mail address (if applicable): \_\_\_\_\_

Students are enrolled in all **Compulsory** courses as required at the Grade 9 level for September 2006. Please read the Course Selection Guide carefully before completing this form.

**COMPULSORY COURSES:**

**Language Arts**  
**Mathematics**  
**Science**

**Atlantic Canada Studies**  
**Physical Education** (1/2 semester)  
**Personal Development and Relationships (PDR)**

**FRENCH SECOND LANGUAGE:**

**Students will continue their commitment to the French program in which they are currently enrolled.**

**French Second Language**

**Integrated French**

*- Students who select Integrated French will automatically be registered in Études Atlantiques.*

**French Immersion -**

*Les élèves qui s'inscrivent dans le programme d'immersion vont être mis automatiquement dans les cours équivalents. (The students who are currently enrolled in the Immersion Program will automatically be placed in required courses.) (see Late French Immersion).*

**ELECTIVES:**

**Please choose from the following electives, ranking your choices in order of priority: #1, #2, and #3. Every attempt will be made to schedule student's first choice of an elective; however, we may not be able to timetable all first choice selections.**

\_\_\_\_\_ **Family Studies**                      \_\_\_\_\_ **Technology Education**                      \_\_\_\_\_ **Instrumental Music**

**I have reviewed the Course Selection Guide and approve these choices.**

**Parent/Guardian Signature:** \_\_\_\_\_

**Please return this form, along with the Registration Form (see reverse) by May 18, 2007**



## Grade 9 Student Registration Form 2007-2008

Name: \_\_\_\_\_  
(Last Name) (First Name) Middle Name(s)

Date of Birth: \_\_\_\_\_ Age (as of September 30, 2007): \_\_\_\_\_  
(day) (Month) (Year)

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_ Telephone: \_\_\_\_\_ (Unlisted? Yes \_\_\_\_\_ No \_\_\_\_\_)

**OPTIONAL:** Do you wish to be classified as a member of a visible minority? **Self-identification of minority:**

**First Nation** \_\_\_\_\_ **African/Nova Scotian** \_\_\_\_\_ **Other** \_\_\_\_\_

Address: (civic): \_\_\_\_\_

Postal Code: \_\_\_\_\_ Mailing Address (if different from Civic): \_\_\_\_\_

I reside with: Mother **only** \_\_\_\_\_ Father **only** \_\_\_\_\_ **Both Parents** \_\_\_\_\_

Name of Bus Driver: \_\_\_\_\_

I reside in: Hants County \_\_\_\_\_ Colchester County \_\_\_\_\_ Indian Brook \_\_\_\_\_ Halifax County \_\_\_\_\_

<b>Father/Guardian Name:</b> _____ (Last Name) (First Name) Address: _____ Home Telephone #: _____ Work Telephone#: _____ e-mail address: _____ Emergency Day Phone #: _____	<b>Mother/Guardian Name:</b> _____ (Last Name) (First Name) Address: _____ Home Telephone #: _____ Work Telephone#: _____ e-mail address: _____ Emergency Day Phone #: _____
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Family Doctor: \_\_\_\_\_ Location: \_\_\_\_\_

Health Card #: \_\_\_\_\_

Any illnesses, operations or health concerns of which the school should be aware: \_\_\_\_\_  
\_\_\_\_\_

If you carry an **Epi Pen**, check here: \_\_\_\_\_ For what condition?: \_\_\_\_\_

In case of accident/illness, contact: \_\_\_\_\_ Phone #: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_