**Homelinks Kaslo Grade 9 Progress Report**

The following checklist of learning outcomes is used to describe student progress.

**Personal and Social Awareness and Responsibility (Core Competencies)**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Describe different aspects of their identity, have pride in who they are |  |  |  |
| Accept responsibility for their actions |  |  |  |
| Focus and regulate energy level appropriate to the activity  |  |  |  |
| Recognize their value and advocate for their rights.  |  |  |  |
| Take responsibility for their choices, actions, and achievements |  |  |  |
| Set priorities; implement, monitor, and adjust a plan; and assess the results |  |  |  |
| Take responsibility for their learning, seeking help as they need it. |  |  |  |
| Use strategies for dealing with emotional challenges, for finding peace in stressful times |  |  |  |
| Find the social support they need  |  |  |  |
| Take purposeful action to support others and the environment |  |  |  |
| Identify how their actions and the actions of others affect their community and the natural environment and can work to make positive change |  |  |  |
| Respect differences, and demonstrate respectful/inclusive behaviour, including online |  |  |  |
| Advocate for others |  |  |  |
| Show awareness of how others may feel and take steps to help them feel included.  |  |  |  |
| Maintain relationships with people from different generations |  |  |  |

**Language Arts**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicate by writing, using letters and words and applying basic conventions of Canadian spelling, grammar, and punctuation |  |  |  |
| Use writing and design processes to plan, develop, and create fiction and non-fiction texts for a variety of purposes and audiences |  |  |  |
| Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message |  |  |  |
| Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability |  |  |  |
| Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts |  |  |  |
| Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts |  |  |  |
| Recognize how language constructs personal, social, and cultural identity |  |  |  |
| Respond to text in personal, creative, and critical ways |  |  |  |
| Understand how literary elements, techniques, and devices enhance and shape meaning |  |  |  |
| Develop an awareness of the diversity within and across First Peoples’ societies represented in texts |  |  |  |
| Content (Student knows…) | **Term 1** | **Term 2** | **Term 3** |
| Literary elements: Characterization -character types (e.g., flat, round, dynamic, static), story structures (e.g. Linear, cyclical, iterative), setting |  |  |  |
| Literary devices: Metaphor, allusion, irony |  |  |  |
| Elements of non-fiction texts: Facts and data in informational articles; chronology in memoirs, biographies, etc.; headings and subheadings in textbooks; analogies and real-life examples; use of third person; diagrams, maps, tables and charts, captions, labels, and web links |  |  |  |
| Elements of visual/graphic texts: Layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, and colour, as well as illustration styles (e.g., realism, cartoon, sketch, outline) |  |  |  |
| Rhetorical devices: Figurative language, parallelism, repetition irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion |  |  |  |
| Connotations and denotation |  |  |  |
| Language change over time |  |  |  |
| Elements of style: Diction, figurative language, tone, inclusive language, and degree of formality |  |  |  |
| Syntax and sentence fluency: Mix of simple, compound, and complex sentences, use of transitional words, awareness of run-on sentences and sentence fragments |  |  |  |
| Demonstrate presentation techniques that: Reflect an appropriate choice of medium for the purpose and the audience and demonstrate thought and care in organization |  |  |  |

**Math**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Inductively and deductively reason and use logic to explore, make connections, predict, analyze, generalize, and make conclusions   |  |  |  |
| Develop and apply mental math strategies and estimate amounts and outcomes |  |  |  |
| Implement multiple strategies to solve problems in both abstract and real-life situations using different cultural perspectives  |  |  |  |
| Develop, construct, and apply mathematical understanding through play, inquiry, and problem solving |  |  |  |
| Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community |  |  |  |
| Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Numerical and spatial reasoning, logic, and patterns to solve puzzles and games  |  |  |  |
| Exponents  |  |  |  |
| Operations with polynomials, of degree less than or equal to two  |  |  |  |
| Types of income (e.g., wages, salary, piece work, commission)  |  |  |  |
| Operations with rational numbers (addition, subtraction, multiplication, division, and order of operations)  |  |  |  |
| Rational numbers and order of operations  |  |  |  |
| Two-variable linear relations, using graphing, interpolation, and extrapolation  |  |  |  |
| Multi-step one-variable linear equations, including distribution and rational coefficients, constants, and solutions  |  |  |  |
| Spatial proportional reasoning (e.g., scale diagrams, similar triangles, linear unit conversions )  |  |  |  |
| Probability and statistics in society (e.g., sampling techniques, misleading stats)       |  |  |  |
| Financial literacy - simple budgets and transactions (e.g., banking, interest, saving, planned purchases)  |  |  |  |

**Social Studies** – 1750-1919

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |
| Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) |  |  |  |
| Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) |  |  |  |
| Compare and contrast continuities and changes for different groups during this time period (continuity and change) |  |  |  |
| Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, and developments (cause and consequence) |  |  |  |
| Explain different perspectives on past or present people, places, issues, and events by considering prevailing norms, values, worldviews, and beliefs (perspective) |  |  |  |
| Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgments) |  |  |  |
| Make reasoned ethical judgments about controversial actions in the past and present, and whether we have a responsibility to respond (ethical judgment) |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Political, social, economic, and technological revolutions  |  |  |  |
| The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world  |  |  |  |
| Global demographic shifts, including patterns of migration and population growth  |  |  |  |
| Nationalism and the development of modern nation-states, including Canada  |  |  |  |
| Local, regional, and global conflicts  |  |  |  |
| Discriminatory policies, attitudes, and historical wrongs  |  |  |  |
| Physiographic features of Canada and geological processes |  |  |  |
| Political, social, economic, and technological revolutions  |  |  |  |

**Science**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Identify questions to answer or problems to solve through scientific inquiry |  |  |  |
| Formulate multiple hypotheses and predict multiple outcomes |  |  |  |
| Make predictions about the findings of their inquiry |  |  |  |
| Collaboratively and personally plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative) |  |  |  |
| Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies |  |  |  |
| Ensure that safety and ethical guidelines are followed in their investigations |  |  |  |
| Analyze cause-and-effect relationships |  |  |  |
| Evaluate the investigation |  |  |  |
| Transfer and apply learning to new situations |  |  |  |
| Communicate scientific ideas, information, and perhaps a suggested course of action for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations |  |  |  |
| Consider social, ethical, and environmental implications of the findings from their own and others’ investigations |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Asexual reproduction: mitosis, different forms |  |  |  |
| Sexual reproduction: meiosis, human sexual reproduction |  |  |  |
| Element properties as organized in the periodic table  |  |  |  |
| Circuits — must be complete for electrons to flow  |  |  |  |
| Voltage, current, and resistance  |  |  |  |
| Effects of solar radiation on the cycling of matter and energy  |  |  |  |
| Matter cycles within biotic and abiotic components of ecosystems  |  |  |  |
| Sustainability of systems and First Peoples’ principles of interconnectedness |  |  |  |

**Physical Health and Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Participate daily in variety of physical activities at moderate to vigorous intensity levels |  |  |  |
| Demonstrate proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills |  |  |  |
| Develop and demonstrate safety, fair play, and leadership in physical activities |  |  |  |
| Identify ways to monitor and adjust physical exertion levels (e.g. checking pulse, etc.) |  |  |  |
| Identify/employ training principles to enhance personal fitness levels  |  |  |  |
| Create and evaluate strategies for managing physical, emotional, and social changes during puberty and adolescence |  |  |  |
| Identify, apply, and reflect on strategies used to pursue personal healthy-living goals |  |  |  |
| Describe and apply strategies for developing and maintaining healthy relationships |  |  |  |
| Describe and assess strategies for managing problems related to mental well-being and substance use |  |  |  |
| Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| Effects of different types of physical activity on the body  |  |  |  |
| Healthy sexual decision making  |  |  |  |
| Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines   |  |  |  |
| Sources of health information  |  |  |  |
| Basic principles for responding to emergencies  |  |  |  |
| Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings  |  |  |  |
| Consequences of bullying, stereotyping, and discrimination  |  |  |  |
| Media and social influences related to psychoactive substance use and potentially addictive behaviours  |  |  |  |
| Signs and symptoms of stress, anxiety, and depression  |  |  |  |

**Arts Education**

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|  | **Term 1** | **Term 2** | **Term 3** |
| **Visual Arts:**  |  |  |  |
| **Dance:**  |  |  |  |
| **Drama:**  |  |  |  |
| **Music:**  |  |  |  |

**Career Education**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices |  |  |  |
| Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices |  |  |  |
| Recognize the impact of personal public identity in the world of work |  |  |  |
| Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world |  |  |  |
| Demonstrate respect, collaboration, and inclusivity in working with others to solve problems |  |  |  |
| Demonstrate leadership skills through collaborative activities in the school and community |  |  |  |
| Recognize the influence of curriculum choices and co-curricular activities on career paths |  |  |  |
| Set and achieve realistic learning goals with perseverance and resilience |  |  |  |
| Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters |  |  |  |
| Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations |  |  |  |
| Explore volunteer and other new learning experiences that stimulate entrepreneurial and innovative thinking |  |  |  |
| **Content (Student knows…)** | **Term 1** | **Term 2** | **Term 3** |
| **Personal Development:** Goal-setting strategies, self-assessment for career research, project management, leadership, problem-solving and decision-making strategies |  |  |  |
| **Connections to Community:** Local and global needs and opportunities, cultural and social awareness, career value of volunteering, factors affecting types of jobs in the community |  |  |  |
| **Life and Career Plan:** Graduation requirements, influence of technology in learning and working, workplace safety (hazard evaluation and control, rights and responsibilities of the worker, emergency procedures) |  |  |  |

**Second Language**

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| **Competencies (Student is able to…)** | **Term 1** | **Term 2** | **Term 3** |
| Communicates personal information orally in brief and simple messages |  |  |  |
| Asks and responds to simple questions |  |  |  |
| Identifies and uses common expressions and greetings |  |  |  |
| Communicates likes, dislikes, wants, and needs |  |  |  |
| Expresses acquired information in oral and visual forms |  |  |  |

**Applied Design, Skills and Technologies**

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| **Student is able to engage in the steps of the design process:**  | **Term 1** | **Term 2** | **Term 3** |
| Identify a design issue |  |  |  |
| Do research to understand the background of the design issue |  |  |  |
| Gather information about or from potential users |  |  |  |
| Identify key features or potential users and their requirements |  |  |  |
| Identify criteria for success and any constraints |  |  |  |
| Generate ideas and choose an idea to pursue |  |  |  |
| Create a plan and a test, gather feedback, and improve a prototype |  |  |  |
| Construct, share, and evaluate the final product |  |  |  |