

A stylized graphic of flames in shades of red and orange, with a central red flame shape that is more prominent and detailed than the surrounding orange flames. The flames are outlined in a darker red color.

**FULTONVALE ELEMENTARY/JUNIOR  
HIGH SCHOOL**

**GRADE 9  
PROGRAM OUTLINE  
2010/2011**

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## FULTONVALE ELEMENTARY JUNIOR HIGH SCHOOL GRADE NINE PROGRAM

This booklet provides the course selection for students who will be entering grade nine during the 2010/2011 school year. The booklet includes information on:

- compulsory courses
- complementary courses
- registration form and procedures for complementary courses
- suggested materials (students will be informed by teachers in September of any special materials)

In September, an information package will be distributed to all students. It will contain a newsletter, student fee sheet and a Student Handbook/Daytimer (Agenda). The Agenda contains information regarding school policies and expectations as well as important dates for examinations, student/parent/teacher conferences and school holidays. Students will also receive information from teachers in their first classes in September that identifies the course content, objectives and assessment procedures.

### The Junior High Timetable

The timetable is organized in a 6-day cycle. There are no morning or afternoon recess breaks for junior high students.

Fultonvale Junior High School emphasizes a regular academic program and offers a choice of several complementary courses. The grade nine program includes the following:

#### **Core Subjects/Compulsory**

- Language Arts  
USSR
- Mathematics
- Science
- Social Studies
- Physical Education
- Health
- CTS (Career and Technology Studies)
- Daily Physical Activity (DPA)

## Complementary Subjects

- French (all year)
- Art (semestered)
- Drama (semestered)
- Outdoor Education (semestered)
- Community Services (semestered)
- Recreation (semestered)
- Media Studies (semestered)
- Publishing (second semester only)
- Handicrafts (semestered)
- Hockey Plus (first semester only - replaces both first semester options)
- Learning Strategies (semestered)

Students can take a total of TWO full year complementary subjects. These subjects offered may change for the coming year depending on student interest and availability of space and resources.

## Career and Technology Studies (CTS)

The CTS format allows students to select areas of study from Communication and Design or Construction and Fabrication. Each module contains practical activities that give students the opportunity to explore various areas of technology. The main purpose of the course is to have students develop basic technical skills as they explore the various technology related career possibilities.

Modules being offered to grade nine include:

- **Construction** - Construction and Fabrication, Metal Fabrication and Machining, Metal Casting, and Ceramics
- **Communication** - Photography and Special Effects Photography, Digital Photography and Imaging, Computer Multi-Media production
- **Foods** - Students build on previous skills and knowledge as well as their interests in the following module:
  - Meal Planning* - Students begin to develop an understanding of eating and meal requirements through the creative planning, preparing and serving of food.
- **Fashion** - Students may build on their previous skills, knowledge and personal interests in:
  - Creating Home or Personal Accessories* - students construct a home or personal accessory. As well, the students will learn about the advantages and uses of the serger and embroidery machines.

## Complementary Course Information

### Art

The junior high art program focuses on three major components of visual learning:

- **Drawings** - which include recording, investigating, communicating, evaluating and discussing aspects through making images
- **Compositions** - which deal with the creation of images (color compositions, painting, sketching, ceramics, clay work and designs)
- **Encounters** - which involve looking at images and observing the transformations through time and impact of such images

All students are encouraged to present completed projects in matted form for display purposes. On occasion, students may be asked to purchase specific materials or supplies for a specialized project (e.g. soapstone). It is expected that students will advance their skills through a studio experience and will learn to work in a variety of different media.

### Drama

The junior high drama program focuses on five major components: Orientation Skills, Movement, Improvisation, Speech and Theatre Studies.

In grade nine emphasis is placed on building concentration, confidence and working co-operatively with others. Students work individually, in pairs, and in groups. Drama is expected to be a fun and productive environment that fosters respect and cooperation.

Possible units for exploration include:

- **Orientation** - introduction to basic skills, concepts and attitudes, theatre games and trust exercises.
- **Movement** - Mime Unit, Tableau Unit, Non-Pedestrian movement.
- **Speech** - the exploration of speech to meet the demands of communication (reader's theatre, poetry, monologues).
- **Improvisation** - spontaneous or planned.
- **Theatre Studies** - an appreciation of the historical and cultural art form.

### French

This program is designed to develop communication skills, cultural understanding and second language learning strategies in French. The aim is to enable students to express themselves in a variety of school, travel, leisure, and job related contexts. The objectives are to develop vocabulary and sensitize students to French grammar specific to the language.

The main themes covered in grade nine are:

- Vacations
- Trades and Professions
- Activities
- Medias and Arts
- Food and Health

### **Hockey Plus**

Hockey Plus is an on-ice option that will appeal to students interested in either hockey or ringette. Hockey Plus will be taught during first term only from September until the end of January, and will take the place of both first term options choices for students. The option takes place primarily at the Strathcona Olympiette Centre arena (across the parking lot). It includes on-ice instruction by a qualified professional hockey coach under the guidance of a teacher, and focuses on improving students' individual skills and abilities. It also includes dry-land training and expectations surrounding sportsmanship and fair play.

Students may be grouped for on-ice instruction according to ability as needed. For example, recreational or beginning players may be grouped for instruction, while more experienced or elite players may be grouped separately. This will facilitate the development of all students' skills, and will also provide a safe and positive learning environment.

A skilled, professional hockey coach experienced with school-based hockey instruction will provide the on-ice instruction under the guidance of a certificated teacher. The teacher will assist with instruction as needed, as well as provide assistance in the areas of organization, management, and discipline.

Students who enrol in the option must have full hockey/ringette equipment, including CSA approved hockey helmets.

Please Note: A fee will be charged to each participant in the course. This will be used to offset the costs of coaching, arena ice time, transportation, storage, and equipment. A 50% deposit will be required in May and will be applied toward the course fee.

### **Community Services**

The Community Services option has two objectives:

- To help students assess their current skills, attitudes and knowledge in relation to those life skill necessary for increasing independence and service to other people.
- To provide opportunities for students to develop their life skills by providing supervised service opportunities at our school and in the larger community.

During the option, students will study job application skills, write a resume, apply for a job at school, secure a minimum of 20 hours of voluntary service outside the classroom, work at an in-school job 4 times every 6 day cycle and do a class presentation on entry level jobs.

## **Recreation Skills**

Students will participate in a number of sports and activities not covered in the Phys Ed curriculum, in addition to periodic fitness training. Costs - \$15.00 per student to cover the consumable expenses of the course.

## **Outdoor Education**

The Outdoor Education program is presented so that students can make sense of the world in a personal way, establishing a sense of self through personal challenges, and establishing new understandings of the environment. There are three themes that are to be developed throughout the course: outdoor recreation, environmental appreciation, and personal development.

It is apparent that all environments are subject to the actions of man, and these actions have various outcomes. Students will come to understand the consequences of human actions on environments. The Outdoor Ed program borrows from the Alberta Hunter Education program and other sources. The foundation of the Outdoor Ed course should provide an opportunity for life-long learning.

Note: Hunter Ed certification will be provided for those students who pass the exams.

## **Handicrafts**

Handicrafts is an option course for students interested in art and design. Because of technology, some traditional hands-on skills are being lost. This course introduces some of those lost skills in new and creative ways. The ultimate goal is for the student to find success at some handicrafts and hobbies that are becoming forgotten.

Three possible units include: Paper Arts, Fibre Arts, and Practical Arts, but other projects may be taught as well, depending on student interest.

Paper Arts: Possible projects may include origami, card making, scrapbooking and paper tole.

Fibre Arts: Possible projects may include hemp jewelry, non-sew or latch-hook, knitting, crochet or cross-stitch, or non-sew home décor.

Practical Arts: May include tole painting, drama props, papier mache, and/or models.

This course would appeal to the community at large by bringing in parents and experts in the fields i.e. knitting or crochet to help students and instruction in those areas.

## **Publishing 8/9**

A school yearbook benefits the entire school community by documenting the many events and accomplishments of the student body. Students who are a part of the Publishing 8/9 course become part of the process of developing the school yearbook. They influence the choice of theme, cover design and page design.

Students who participate in the course learn valuable skills in the areas of communication, creativity, organization, photography and computers, as well as responsibility to the larger student population. They will use an online authoring program and develop their skills in digital photography, project management and workflow, page layout and design, advertising and sales. In the end, the yearbook becomes a published product FOR the students; created BY the students.

### **General Learner Expectations**

- Photography
- Computer Skills
- Page Design
- Planning and Organization
- Collecting, Categorizing and Processing Information
- Self-Evaluation
- Critical Skills

### **Learning Strategies**

This option is designed to provide students with the skills necessary for greater independence and success in all classes. It is a course to teach students to be more active learners and discover their best learning, thinking and working styles. It is an opportunity to learn how to prepare for exams, apply what you learn, and to be an advocate for yourself. Students are also given some time in class to complete homework with the support of the teacher.

Areas of study in Learning Strategies include:

1. Learning about how you learn best
2. Organizational Skills
3. Time Management Skills
4. Active Listening Skills
5. Note-Taking Skills
6. Test-Taking Skills
7. Reading Textbook Skills
8. Goal Setting
9. Developing Positive Learning Habits

## Suggested Materials

10 HB pencils (presharpened)	1 metric & inch ruler
10 red pens	1 zippered pencil case
10 blue pens	1 mechanical pencil w/leads
1 - 24 pk pencil crayons (presharpened)	1 scientific calculator (T1 30XA or T130X11B)
1 pencil sharpener	1 French /English Dictionary (French only)
2 highlighters	2 white erasers
1 Thesaurus	1 pair scissors
2 glue sticks (20g)	1 English Dictionary
4 pks lined looseleaf (200)	1 Geometry Set
1 pk plain looseleaf (200)	1 coiled graph notebook
8 duotangs	1 $\frac{1}{2}$ " zipper binder
2 sets of dividers	*1" binder
1 pk reinforcements	*1 $\frac{1}{2}$ " binder
1 correction tape	*2" binder
1 pair CTS safety glasses	1 Jump Drive USB 2.0 1 GB
Fine tipped markers for mapping	

\*All junior high students require binders. Please choose the number and type based on individuals needs.

## Student Assessment

Fultonvale teachers will collect and use ongoing assessment information throughout the year to help students learn, and to plan and reflect on their own learning and thinking strategies. This will also help the teachers adjust their teaching as needed to improve students' learning (assessment *for* learning). Teachers will also collect and use information to make professional judgments about students' achievement (assessment *of* learning). A variety of assessment tools will be used, for example: unit tests, midterm and final exams, daily work, assignments, observation, performance-based assessments, anecdotal records, student self-assessments, projects, oral/multimedia presentations and homework. Achievement will continue to be reported to parents and students three times during the year using percentage marks and comments on the report card.

## Junior High Fees

**Fee sheets will be given to all students at the beginning of the school year and monies owing are due by September 30, 2010.**

Attached:

Registration form for complementary courses for grade nine. This form should be completed and returned to the office by **Monday, April 12, 2010.**

Should you have any questions, please ask the teachers on the orientation evening or contact the school at 922-3058. We look forward to working with you.

