# Grade 9

## Course Descriptions

### *Elements of Language*

This 9 grade course offers more opportunities for practical application of language skills where students improve their writing skills through creating word-pictures, investigating a research question, and reviewing television in addition to expressing thoughts, exploring similarities and differences as well as causes and effects, and supporting an opinion. Writing effective sentences and understanding paragraph structure continues to be a focal point in students' development. The extensive Parts of Speech and Parts of a Sentence overview, the detailed discussion on phrases and clauses, agreement and correct usage of verbs, pronouns, and modifiers as well as a deeper look on punctuation make the grammar study even more beneficial to students' understanding of language and its practical usage.

Resource – *Elements of Language, Holt, 2009*

### *Literature*

This is the next beautifully designed course in the Theory of Literature which students started exploring in Grade 6. In the text analysis workshops they will find out that the plot thickens, and conflict and characterization become more complicated. They are asked to compare texts as to these elements. Mood and imagery, style and voice continue to be the focus of exploration and interpretation in the works of Emily Dickinson, Edna St. Vincent Millay, E.E. Cummings, Pablo Neruda, Martin Luther King, Truman Capote, Stephen King, Ray Bradbury, and many others. At the end of the course students read, analyze, discuss, watch, and interpret the timeless Shakespeare's drama "The Tragedy of Romeo and Juliet" and compare it to Ovid's classic "Pyramus and Thisbe".

The writing workshops include practice on delivering an informal speech, writing a personal narrative, business letters, a persuasive essay, creating a podcast, and evaluating a critical review.

Resource – *Literature, Holt McDougal, 2010*

### *Geometry*

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed.

Resource**:** *Geometry, 3rd Edition by John H. Saxon*

### *Geography*

This course introduces students to the tools of Geography, our planet Earth, climates and ecosystems, human-environment Interaction, Economics and Geography, population and movement, culture and Geography, government and citizenship.

It explores the following regions the United States, Canada, Mexico, Central America and the Caribbean, Caribbean South America, the Andes and the Pampas, Brazil, Northwestern Europe, West Central Europe, Southern Europe, Eastern Europe, Russia, West and Central Africa, Southern and Eastern Africa, North Africa, Arabia and Iraq, Israel and its neighbors, Iran, Turkey, and Cyprus, Central Asia and the Caucasus, South Asia, China and its neighbors, Japan and the Koreas, Southeast Asia, Australia and the Pacific, Antarctica.

It develops the following geographical thinking skills: Analyzing geographical sources and evidence and Making geographical connections - comparison and contextualization.

The course offers experience, interactive approach using technology, student books, and classroom activities that will make learning geography fun and exciting. The course includes diverse primary sources including images as well as maps and quantitative data (charts, graphs, tables). Students are provided opportunities to explain different causes and effects of geographical events or processes, and to evaluate their relative significance. The course includes presentations, discussions, videos, maps, and variety of interactive methods of teaching.

Resource - *Pearson Education – My World History – 2012 edition*

### *Environmental Science*

This is a science course designed to investigate the role of humans in their environment. Students develop a knowledge base about their biological and physical environment. Emphasis is placed on sustaining resources and making informed choices concerning environmental issues. The highlights in the main chapters are: ecology and population, water, air and land, mineral and energy resources and health. The course also provides practical exercises, that gives every student some experimental skills. Each student conducts a science fair project in order to develop scientific research skills. The course provides the foundation for further studies in high school science.Throughout the course, students construct an understanding of science concepts and learn to appreciate and save the nature in all its forms.

Resource – *Environmental Science, Holt, 2012*

### *Digital Design (ICT)*

Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. Various forms of technologies will be used to expose students to resources, software, and applications of media. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Digital Design is the second course in the Web and Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Fundamentals.

### *Spanish (Elective)*

The course introduces students to the effective learning of a new foreign language. The organization, sequencing and distribution of contents follow the policy established by the European Language Framework and the Curriculum Plan of Institute Cervantes. Both documents represent the core of the concept and are applied to the School´s context, and to the cognitive development and motivation of the students.

By the end of the course students are expected to develop skills corresponding to A2+ level, i.e. they will be able to understand oral and written texts in the past and talk about past events. Also the students be able to use the future and imperative for orders, instructions and suggestions. The methodology aims to develop the communicative competence of the learners and fosters their four language skills. It supposes a lot of active participation, sometimes it combines with cross-curricular techniques.

### *Physical Education (Elective)*

The purpose of this course is to provide students with the knowledge, skills and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill related components of fitness which are critical for students' success.

The main goal of this course is to also develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting in both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

### *Art (Elective)*

This course offers students an introduction to Visual Arts. Students will explore the creative process through studio projects (drawing, painting, composition, sculpture, fiber, graffiti, decoupage, collage, written work, art appreciation and art history). The elements and principles of art will be emphasized as they apply to each artist's style. Some art projects will be self- directed, fueled by the students' own interests with research in art history, cultures, modern and contemporary art.

Corse objectives: The students will identify and create artwork based on the elements of art and principles of design, demonstrate through their artwork how to use the elements of art to show movement and express feelings, recognize, compare and use different media to create their artwork, develop a respect and appreciation for the artwork of artists, including classmates' art, recognize and compare differences in several art mediums, create representational and abstract art, learn to create depth in 2-dimensional artwork using one point perspective, communicate thoughts, feelings and experiences to others through art, develop creative problem solving and higher-level thinking skills, learn about modern and contemporary art, develop critical thinking and imagination, understand terms that are basic to art media, procedures and techniques, as well as appreciation, maintain a sketchbook for a variety of drawings assignments to perfect their hand-eye ability and drawing skills.

Course topics: Fundamentals of Drawing and Composition, Elements of Art, Principles of Design, Art History and Art Criticism, Drawing, Color theory, Sculpture, Painting, Fibers, Graffiti, Decoupage, Collage.

Resource: *"The Visual Arts: A History", by Hugh Honour and John Fleming; "The Art Teacher's Survival Guide for Elementary and Middle School", by Helen D. Hume; "Children and their Art", by Michael Day and Al Hurwitz.*