

## PRINCIPAL'S WELCOME

### Welcome to LCHS!

We are excited to welcome Grade 9 students to Lloydminster Comprehensive High School and to have you enrolled as a Baron at our great school! The Lloydminster Comprehensive High School will provide you with many learning opportunities, both curricular and extra curricular, that will tweak your interest and provide you with a great foundation to seek out a career of your choice after receiving your high school diploma.

Student success is a primary focus at LCHS. We want students to feel connected to our school and their learning. We have structured programming so students are not overwhelmed by the physical space of our large collegiate and by the numbers of adults and students. Through passionate, caring, and knowledgeable staff, and the supportive structures that we offer our students on a daily basis, we will do our best to support students in their journey towards achieving personal and academic excellence.

Please read over the course descriptions carefully to ensure you are selecting elective and compulsory options that are of interest to you. If you have any questions regarding the courses offered at LCHS, please contact our Student Services Department.

We wish you a successful and rewarding 2025-2026 school year!

Dwayne Marciniw  
Principal



## WHAT WILL YOUR DAY LOOK LIKE?

BELL SCHEDULE - REGULAR DAY		
BLOCK	START TIME	END TIME
EARLY BIRD	7:45 am	8:42 am
BLOCK 2	8:45 am	9:48 am
BLOCK 3	9:52 am	10:55 am
BREAK	10:55 am	11:02 am
BLOCK 4	11:05 am	12:09 pm
LUNCH (BLOCK 5)	12:09 pm	1:02 pm
BLOCK 6	1:05 pm	2:09 pm
BLOCK 7	2:13 pm	3:17 pm

BELL SCHEDULE - EARLY DISMISSAL DAY		
BLOCK	START TIME	END TIME
EARLY BIRD	7:45 am	8:42 am
BLOCK 2	8:45 am	9:37 am
BLOCK 3	9:40 am	10:32 am
BREAK	10:32 am	10:40 am
BLOCK 4	10:43 am	11:35 pm
LUNCH (BLOCK 5)	11:35 am	12:26 pm
BLOCK 6	12:29 pm	1:20 pm
BLOCK 7	1:23 pm	2:14 pm

Early Dismissal Day  
Every **second** Wednesday of the month at 2:14 pm

## WHO WILL HELP YOU MAKE YOUR DECISION.....

### **Student Services**

The Student Services Program aims to support and encourage students to develop their potential in school, career and life. These programs are available to all students at all grade levels and include the following services:

#### **Counselling**

- Personal, social, academic, career
- Information and support to parents

#### **Group Guidance Programs**

Student Services uses an on-line career guidance program which is accessible to students on the following website: [www.myblueprint.ca](http://www.myblueprint.ca) (see a Student Services counsellor for password information)

#### **Career Guidance**

- Online career interest inventory and seminar ([www.myblueprint.ca](http://www.myblueprint.ca))
- Registration for next academic year
- Drug and alcohol information seminar
- Planning for a future career

#### **Educational Support**

- Placement in appropriate program level
- Study skills seminars or individual sessions
- Exam assistance and support

# PROGRAMMING

## Grade 9

### Compulsory Subjects:

- English Language Arts A9
- English Language Arts B9
- Science 9
- Math 9A
- Math 9B
- Social Studies 9
- Physed
- Health/Guidance

### Optional Subjects:

In addition, the compulsory subjects listed above, students can select from the following options. Students compulsory and optional subjects must add up to a total of 2 semesters worth of courses.

- Cree Language & Culture
- French
- STEM
- Music
- Advance Art
- Industrial Art/Home Ec.
- Band **or** Performing Arts

# ENGLISH LANGUAGE ARTS

## English Language Arts 9

As students make their transition into Grade 9, they will continue to exercise their abilities in listening, speaking, reading, writing, viewing and representing. Assessment will be based on student ability to compose and create, comprehend and respond, and assess and reflect. Students will examine a variety of literary forms including poetry, short stories, novels, plays, articles, and videos.

In grade 9 English Language Arts, students work to understand and appreciate language and to use it confidently and competently in a variety of situations. Students will examine a variety of literary forms including poetry, short stories, novels, plays, articles, and videos.

# MATHEMATICS

## Mathematics 9

Math 9 will be taught throughout the year as a part of the academic integration. The Math 9 curriculum uses an inquiry-based approach to learning Mathematics. The curriculum will include the following units:

### Number Sense

- Add, subtract, multiply and divide rational numbers
- Evaluate and simplify expressions involving powers
- Simplify an expression using order of operations
- Determine and estimate the value of the square root of a rational number

### Patterns and Relations

- Simplify, add and subtract polynomial expressions
- Multiply and divide polynomial expressions
- Graph linear relations and inequalities
- Interpolate and extrapolate a value from the graph or table of a linear relation
- Solve problems using linear relations or inequalities

### Shape and Space

- Determine the surface area of a composite object that includes rectangular prisms, triangular prisms, and cylinders.
- Solve problems using principles of similarity and symmetry
- Solve problems using properties of circles

# SCIENCE

## Science 9

This course is an introduction to a vast range of scientific topics:

### **Physical Science: Atoms and Elements:**

- Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications
- Analyze historical explanations of the structure of matter up to and including:
  - Dalton model
  - Thomson model
  - Rutherford model
  - Bohr model of the atom
- Demonstrate an understanding of the classification of pure substances (elements and compounds), including the development and nature of the Periodic Table

### **Physical Science: Characteristics of Electricity:**

- Demonstrate and analyze characteristics of static electric charge and current electricity, including historical and cultural understanding
- Analyze the relationships that exist among voltage, current, and resistance in series and parallel circuits
- Assess operating principles, costs, and efficiencies of devices that produce or use electrical energy
- Critique impacts of past, current, and possible future methods of small and large scale electrical energy production and distribution in Saskatchewan

### **Life Science: Reproduction and Human Development:**

- Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present
- Observe and describe the significance of cellular reproductive processes, including mitosis and meiosis
- Describe the processes and implications of sexual and asexual reproduction in plants and animals
- Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies.

## **Earth and Space Science: Exploring our Universe**

- Inquire into the motion and characteristics of astronomical bodies in our solar system and the universe
- Analyze scientific explanations of the formation and evolution of our solar system and the universe
- Examine how various cultures, past and present, including First Nations and Metis, understand and represent an astronomical phenomenon
- Analyze human capabilities for exploring and understanding the universe, including technologies and programs that support such exploration

## **SOCIAL STUDIES**

### **Social Studies 9**

In this course you will explore worldviews of past societies and connections between the past and the present. You will consider how worldviews are shaped and how they are expressed by people living in particular times and places. You will examine issues related to contact between societies with differing worldviews. Through this inquiry into past societies, you will reflect upon your own worldview, assess the influences of the past on the present, and further develop your historical consciousness. Students will explore at least one indigenous society of North America, as well as Mesopotamia or Ancient Egypt; Ancient Greece or Rome; Aztec, Incan, or Mayan civilizations; Medieval Europe or Renaissance Europe; Ancient China or Japan.

## **PHYSICAL EDUCATION & HEALTH**

### **Physical Education 9**

The aim of Physical Education curriculum is to support students in becoming physically educated individuals who have the understanding and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle. The Physical Education portion is a continuation of team sports, with sportsmanship and teamwork being the focus. The emphasis is to build upon skills they have acquired in Grade 8. The goals of the class center on active living, skillful movement, and relationships.

### **Health 9**

Health is based on understanding Health and its role in society through promotion of health, wellness, and safety in the community. Through exploration and investigation, we will discuss healthy living for all, understanding community health issues and analyzing norms, expectations, and personal insight in relationships. Topics to be covered: Human Anatomy

and Physiology, Leadership Skills, Determinants of Health, Nutrition, Assertive Communication, Sexual Health, Community Safety, Non-Curable Infections/Illnesses, Chronic and Acute Illness, Addictions & Tragic Death and Suicide.

## **BAND/ARTS EDUCATION**

All Grade 9 students are required to register for Band **or** Arts Education

### **Band 9**

The course provides development of instrumental technique and music theory. Students will perform in full band and small ensembles. Performances may include a Fall, Winter and Spring concert. Students in this class are expected to participate in all rehearsals, performances, and special projects of the band.

### **Arts Education 9**

In Arts 9, students discover that the arts can be an effective means of developing self-knowledge, understanding others, and building community. This course is a learning opportunity for students to gain a broad introduction to the various Fine Arts disciplines, including music, dance, drama, and visual art. The conceptual focus for this level is “Taking Action,” and through inquiry and self-expression students will explore how the arts can be used as a means of raising awareness about topics of importance to youth. The goal is for students to complete the course with a greater personal appreciation for the arts and a meaningful understanding of the impact that the arts make on the world.

\*Additional course fees will apply.

### **Advanced Art**

Advanced Art 9 is focused on visual art and is intended for students who are independent learners and have demonstrated a mastery of visual art concepts taught in previous arts education classes and also for those who have completed previous arts academy classes, other advanced art classes, and additional art training through the community; this advanced course is provided to meet the needs of more experienced artists with a passion for visual art and are interested in taking on additional artistic learning opportunities and accepting the challenge to create more complex artworks involving a wider variety of media and art forms. This program also serves to prepare students who have an interest in taking Visual Arts 10/20/30 or Pre-AP and AP Visual Arts classes.

\*Additional course fees will apply.

## **GRADE 9 OPTIONS**

**In addition to the Core classes, students have to select one of the following Grade 9 options courses**

### **Practical and Applied Arts 9 Possible Rotations:**

#### **Foods**

- This course covers kitchen topics and meals that introduces students to home cooking. Kitchen basics like how to measure, knife skills, food guide recommendations, safety in the kitchen and of course, preparing and tasting simple meals and snacks are covered. Students will cook and sample recipes including cookies, muffins, taco salad, omelets and pasta. This course is fun and can give you some basic life skills.

#### **Woodworking**

- The students will focus on shop safety, proper and safe use of basic hand tools, proper and safe use of power tools, measurement, and proper wood finishing techniques while building a project to take home.

#### **Cree 9**

Cree 9 is designed for students with no previous knowledge of the Cree language. The course introduces students to the Plains Cree (y dialect) grammar and vocabulary. Participation with language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of the traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Plains Cree language. This course uses a land-based experiential approach to learning that encompasses the mental (how we learn and think) physical (how are bodies grow), emotional (how we experience and deal with our emotions/feelings), and spiritual (our connection to our beliefs) connections to the land, language, and culture. Throughout the course, students will participate in a variety of land-based learnings to improve their knowledge and understanding of the Cree language and culture.

#### **STEM**

STEM is a hands-on, project-based course that builds on the concepts learned in Math and Science. Students deepen their understanding of Science, Technology, Engineering, and Math

through a challenging curriculum designed to develop critical thinking and problem-solving skills.

The course is structured into several key units: Coding, Energy, Sustainability, Problem-Solving, and Computer Literacy. Each unit includes a mix of independent and group work, interactive lessons, and engaging activities—all designed to challenge students' thinking and enhance their skills.

## **French 9**

Theme of the course is movies/films. In French 9, we do a lot of writing and spending time expanding our French grammar to set you up for high school. We do incorporate French reading, as well as speaking and listening. Students spend time learning pronunciation and speaking with our classmates in French. The goals of this course can be divided into three parts:

### **Attitudinal Goals**

The Core French program will enable students to develop a positive attitude towards the French language and Francophone peoples throughout the world, and more particularly, throughout Canada.

### **Linguistic Goals**

The Core French program will enable students to increase their ability to communicate effectively in French and, consequently, to take advantage of vocational and leisure opportunities. Students will also gain a better understanding of language and language learning in general.

### **Cultural Goals**

The Core French program will enable students to develop an understanding and an appreciation of the French Canadian language and culture within the multicultural context in Canada.