

# Grade 9 Outcomes

## Treaty Education: Understanding Treaties from Around the World

**Treaty Relationships 9<sup>1</sup>:** Investigate the treaty experiences of Indigenous people around the world. Indicators: Apply knowledge of Treaties in Canada to the experiences of Indigenous peoples in other countries. Investigate the Canadian government’s response to the UN Declaration of the Rights for Indigenous Peoples. Analyze the motives and actions of countries whose governments honour and support treaty relationships. Analyze the motives and actions of countries whose governments oppress indigenous peoples.

**Spirit and Intent of Treaties 9<sup>2</sup>:** Apply understanding of treaties and treaty making with world indigenous peoples. Indicators: Research and compare the treaties and treaty making processes within Saskatchewan and various countries (e.g. New Zealand, Ethiopia, Brazil, Japan). Analyze the purpose of symbols used in treaty making from Canada to other countries.

**Historical Context 9<sup>3</sup>:** Analyze how treaty making recognizes peoples’ rights and responsibilities. Indicators: Examine treaties involving Indigenous people from countries other than Canada (e.g., Treaty of Waitangi). Investigate relationships between governments and Indigenous peoples and document the instances of peaceful resolution. Compare the peaceful nature which Canada employed in the treaty making with the processes in other countries. Relate Canada’s treaty making process to their peace keeping role in international affairs.

**Treaty Promises and Provisions 9<sup>4</sup>:** Examine the effectiveness of treaty making in addressing the circumstances of Indigenous peoples. Indicators: Investigate treaties with Indigenous peoples in other countries. Describe the circumstances that have prompted the negotiation of treaties in other countries. Analyze the challenges Indigenous peoples face when negotiating treaties.

Arts Ed	ELA	Health/Career Ed	Math	Phys Ed	Science	Social Studies
<p><b>CP9.1</b> Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.</p> <p><b>CP9.2</b> Investigate and use choreographic processes (e.g., individual and collaborative choreography).</p> <p><b>CP9.3</b> Choreograph duo or small group work.</p> <p><b>CP9.4</b> Demonstrate how roles may be developed and how dramatic characters communicate meaning to an audience.</p> <p><b>CP9.5</b> Manipulate drama strategies and theatrical elements (e.g., story, character, design, space) to achieve dramatic purpose.</p> <p><b>CP9.6</b> Express perspectives and raise awareness about a topic of concern to youth in a collective creation.</p> <p><b>CP9.7</b> Use voice, instruments, and technologies to express musical ideas.</p> <p><b>CP9.8</b> Combine the elements of music and principles of composition to express unified musical ideas.</p> <p><b>CP9.9</b> Compose and perform sound compositions to express perspectives and raise awareness about a topic of concern to youth.</p> <p><b>CP9.10</b> Create visual art works to express perspectives and raise awareness about a topic of concern to youth.</p> <p><b>CP9.11</b> Select and use appropriate forms, technologies, images, and art-making processes to convey ideas about a topic of concern to youth.</p> <p><b>CP9.12</b> Solve visual art problems in new and unfamiliar ways.</p> <p><b>CR9.1</b> Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions.</p> <p><b>CR9.2</b> Investigate and identify ways that today’s arts expressions can inspire change.</p> <p><b>CR9.3</b> Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs.</p> <p><b>CH9.1</b> Investigate and discuss the role of artists in raising awareness or taking action on topics of concern.</p> <p><b>CH9.2</b> Use the arts to raise awareness on topics of concern to Indigenous artists in dance, drama, music, and visual arts.</p> <p><b>CH9.3</b> Investigate diversity of artistic ideas, styles, and media in contemporary arts expressions.</p> <p><b>CH9.4</b> Create interdisciplinary arts expressions individually or through collaboration with peers, and examine the work of artists who create interdisciplinary expressions (e.g., sound and poetry, performance art, audio visual installations).</p>	<p><b>CR9.1</b> View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</p> <p><b>CR9.2</b> Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</p> <p><b>CR9.3</b> Use pragmatic, textual, syntactic, semantic/ lexical/ morphological, graphophonic, and other cues to construct and to confirm meaning.</p> <p><b>CR9.4</b> View and demonstrate comprehension and evaluation of visual and multimedia texts to glean ideas suitable for identified audience and purpose.</p> <p><b>CR9.5</b> Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.</p> <p><b>CR9.6</b> Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to develop an insightful interpretation and response.</p> <p><b>CR9.7</b> Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles, and scientific writing.</p> <p><b>CR9.8</b> Read Grade 9 appropriate texts to increase fluency and expression.</p> <p><b>CC9.1</b> Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</p> <p><b>CC9.2</b> Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.</p> <p><b>Use inquiry</b> to explore understanding of a particular topic, question, or issue related to the themes being studied.</p> <p><b>CC9.3</b> Select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</p> <p><b>CC9.4</b> Use pragmatic, textual, syntactic, semantic/ lexical/ morphological, graphophonic, and other cues to construct and to communicate meaning.</p> <p><b>CC9.5</b> Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.</p> <p><b>CC9.6</b> Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions.</p> <p><b>CC9.7</b> Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments of opposing viewpoints.</p> <p><b>CC9.8</b> Write to describe (a profile of a character), to narrate (a narrative essay), to explain and inform (a researched report), and to persuade (a review).</p> <p><b>CC9.9</b> Experiment with a variety of text forms and techniques.</p> <p><b>AR9.1</b> Assess personal strengths and needs as a viewer, listener, reader, representor, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them.</p> <p><b>AR9.2</b> Assess own and others’ work for clarity, correctness, and impact.</p>	<p><b>USC9.1</b> Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.</p> <p><b>USC9.2</b> Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.</p> <p><b>USC9.3</b> Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.</p> <p><b>USC9.4</b> Analyze the norms and expectations (e.g., community, cultural) associated with romantic relationships as a means to effectively plan for related health promotion.</p> <p><b>USC9.5</b> Evaluate a variety of healthy food policies and plan to participate in the development, revision, and/or implementation of a healthy food policy (e.g., fundraising, feasts, canteen sales, extra-curricular events) in the community (e.g., home, school, arena, youth center).</p> <p><b>USC9.6</b> Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.</p> <p><b>USC9.7</b> Analyze tragic death and suicide as distressing community issues and appraise what supports and health promotions exist in the community to address these issues.</p> <p><b>USC9.8</b> Assess the ways self, family, and community facilitate healthy living for people with chronic illness</p> <p><b>USC9.9</b> Develop and demonstrate the personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid health-compromising sexual attitudes and behaviours.</p> <p><b>DM9.1</b> Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/ diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p><b>DM9.2</b> Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/ diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p><b>AP9.1</b> Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.</p> <p><b>CG9.1</b> Plan for, demonstrate and document improvements of one’s own capacity for building a positive self-image.</p> <p><b>CG9.2</b> Appraise one’s own ability to respond positively to change and growth.</p> <p><b>CC9.1</b> Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning.</p> <p><b>CC9.2</b> Analyze and express one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work.</p> <p><b>LW9.1</b> Assess one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life.</p> <p><b>LW9.2</b> Use acquired knowledge to create a plan for life and work based on one’s preferred future.</p>	<p><b>N9.1 D</b>emonstrate (concretely, pictorially, and symbolically) understanding of powers with integral bases (excluding base 0) and whole number exponents including: representing using powers, evaluating powers, powers with an exponent of zero, solving situational questions</p> <p><b>N9.2 D</b>emonstrate understanding of rational numbers including: comparing and ordering, relating to other types of numbers, solving situational questions.</p> <p><b>N9.3 E</b>xtend understanding of square roots to include the square root of positive rational numbers.</p> <p><b>P9.1 D</b>emonstrate understanding of linear relations including: graphing, analyzing, interpolating and extrapolating, solving situational questions.</p> <p><b>P9.2 M</b>odel and solve situational questions using linear equations of the form: <math>ax = b</math>, <math>x/a = b</math>, <math>a \neq 0</math>, <math>ax + b = c</math>, <math>x/a + b = c</math>, <math>a \neq 0</math>, <math>ax = b + cx</math>, <math>a(x + b) = c</math>, <math>ax + b = cx + d</math>, <math>a(bx + c) = d(ex + f)</math>, <math>a/x = b</math>, <math>x \neq 0</math>, where a, b, c, d, e, and f are rational numbers.</p> <p><b>P9.3 D</b>emonstrate understanding of single variable linear inequalities with rational coefficients including: solving inequalities, verifying, comparing, graphing.</p> <p><b>P9.4 D</b>emonstrate understanding of polynomials (limited to polynomials of degree less than or equal to 2) including: modeling, generalizing strategies for addition, subtraction, multiplication, and division, analyzing, relating to context, comparing for equivalency.</p> <p><b>SS9.1</b> Demonstrate understanding of circle properties including: perpendicular line segments from the centre of a circle to a chord bisect the chord, inscribed angles subtended by the same arc have the same measure, the measure of a central angle is twice the measure of an inscribed angle subtending the same arc, tangents to a circle are perpendicular to the radius ending at the point of tangency.</p> <p><b>SS9.2</b> Extend understanding of area to surface area of right rectangular prisms, right cylinders, right triangular prisms, to composite 3-D objects.</p> <p><b>SS9.3</b> Demonstrate understanding of similarity of 2-D shapes.</p> <p><b>SS9.4</b> Demonstrate understanding of line and rotation symmetry.</p> <p><b>SP9.1</b> Demonstrate understanding of the effect of: bias, use of language, ethics, cost, time and timing, privacy, cultural sensitivity and, population or sample on data collection.</p> <p><b>SP9.2</b> Demonstrate an understanding of the collection, display, and analysis of data through a project.</p> <p><b>SP9.3</b> Demonstrate an understanding of the role of probability in society.</p> <p><b>SP9.4</b> Research and present how First Nations and Métis peoples, past and present, envision, represent, and make use of probability and statistics.</p>	<p><b>PE9.1</b> Examine and apply the principles of training to personal action plans that incorporate daily moderate to vigorous movement activity and focus on the improvement and/or maintenance of self-selected components of health-related fitness.</p> <p><b>PE9.2</b> Determine safe and credible publicly promoted options for managing body composition and weight and analyze the influence of mass media on body image.</p> <p><b>PE9.3</b> Investigate and apply safe and effective strategies for developing the strength of core muscles and joint muscles.</p> <p><b>PE9.4</b> Implement personal plans for improvement of a self-selected skill-related component of fitness as it applies to complex movement skills used in a sport or activity of interest.</p> <p><b>PE9.5</b> Build skills towards proficiency in four self-selected complex movement skills including one from four of the following: categories:</p> <ul style="list-style-type: none"> <li>target games</li> <li>striking/fielding games</li> <li>net/wall games</li> <li>invasion/territorial games</li> <li>alternate environment activities</li> <li>body management activities.</li> </ul> <p><b>PE9.6</b> Design and implement, collaboratively, plans to use effective tactics and strategies (while considering rules and skills when participating in a variety of movement activity situations) to enhance performance and enjoyment of self and others in each of the following:</p> <ul style="list-style-type: none"> <li>target games</li> <li>striking/fielding games</li> <li>net/wall games</li> <li>invasion/territorial games</li> <li>low-organizational, inventive, and cooperative games.</li> </ul> <p><b>PE9.7</b> Design and implement, collaboratively, plans to use effective tactics and strategies to enhance performance and enjoyment of self and others, while showing respect for the environment, when participating in a variety of alternate environment activities.</p> <p><b>PE9.8</b> Express insights on the experience of participating in body management activities, including dance and gymnastics, as well as others as a means to support participation in recreational and leisure time activities for physical, emotional, mental, and spiritual well-being.</p> <p><b>PE9.9</b> Plan, participate in, and lead, with others, a movement activity event to engage others in movement activity.</p> <p><b>PE9.10</b> Analyze the influences of mass media, advertising strategies, and other sources to determine their impact on promoting active living.</p> <p><b>PE9.11</b> Apply an understanding of how to prevent and care for a variety of movement activity-related injuries.</p> <p><b>PE9.12</b> Demonstrate an understanding of and incorporate positive social behaviours into all aspects of personal involvement in movement activities, in the context of both a participant and a spectator, after examining the positive and negative influences of organized sports, movement competitions (e.g., dance competition), and mass media on the social behaviour of self and others.</p> <p><b>PE9.13</b> Identify and analyze personal perspectives on how to manage the contemporary opportunities and challenges that influence one’s ability to develop as a skillful mover, to live a balanced, active lifestyle, and to develop and maintain safe and respectful relationships.</p>	<p><b>RE9.1</b> Examine the process of and influences on the transfer of genetic information and the impact of that understanding on society past and present.</p> <p><b>RE9.2</b> Observe and describe the significance of cellular reproductive processes, including mitosis and meiosis.</p> <p><b>RE9.3</b> Describe the processes and implications of sexual and asexual reproduction in plants and animals.</p> <p><b>RE9.4</b> Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies</p> <p><b>AE9.1</b> Distinguish between physical and chemical properties of common substances, including those found in household, commercial, industrial, and agricultural applications.</p> <p><b>AE9.2</b> Analyze historical explanations of the structure of matter up to and including:</p> <ul style="list-style-type: none"> <li>Dalton model</li> <li>Thomson model</li> <li>Rutherford model</li> <li>Bohr model of the atom.</li> </ul> <p><b>AE9.3</b> Demonstrate an understanding of the classification of pure substances (elements and compounds), including the development and nature of the Periodic Table.</p> <p><b>CE9.1</b> Demonstrate and analyze characteristics of static electric charge and current electricity, including historical and cultural understanding.</p> <p><b>CE9.2</b> Analyze the relationships that exist among voltage, current, and resistance in series and parallel circuits</p> <p><b>CE9.3</b> Assess operating principles, costs, and efficiencies of devices that produce or use electrical energy.</p> <p><b>CE9.4</b> Critique impacts of past, current, and possible future methods of small and large scale electrical energy production and distribution in Saskatchewan.</p> <p><b>EU9.1</b> Inquire into the motion and characteristics of astronomical bodies in our solar system and the universe.</p> <p><b>EU9.2</b> Analyze scientific explanations of the formation and evolution of our solar system and the universe.</p> <p><b>EU9.3</b> Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon.</p> <p><b>EU9.4</b> Analyze human capabilities for exploring and understanding the universe, including technologies and programs that support such exploration.</p>	<p><b>IN9.1</b> Explain what constitutes a society.</p> <p><b>IN9.2</b> Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.</p> <p><b>IN9.3</b> Analyze the ways a worldview is expressed in the daily life of a society.</p> <p><b>IN9.4</b> Determine the influence of worldview on the choices, decisions, and interactions in a society.</p> <p><b>DR9.1</b> Examine the challenges involved in obtaining information about societies of the past.</p> <p><b>DR9.2</b> Synthesize the significance of key historical events in societies studied.</p> <p><b>DR9.3</b> Assess the relationship of the natural environment in the development of a society.</p> <p><b>DR9.4</b> Determine the influence of societies of the past on contemporary life in Canada.</p> <p><b>DR9.4</b> Determine the influence of societies of the past on contemporary life in Canada.</p> <p><b>PA9.1</b> Examine concepts of power and authority in the governance of the societies studied.</p> <p><b>PA9.2</b> Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.</p> <p><b>PA9.3</b> Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.</p> <p><b>RW9.1</b> Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.</p> <p><b>RW9.2</b> Appraise the significance of trade and transportation in the development of the societies studied.</p> <p><b>RW9.3</b> Determine the influence of technologies of past societies studied on contemporary society.</p>