



Shas Ti Kelly Road Secondary

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Mathematics 9 Course Syllabus

Spring Semester – January 2026 to June 2026

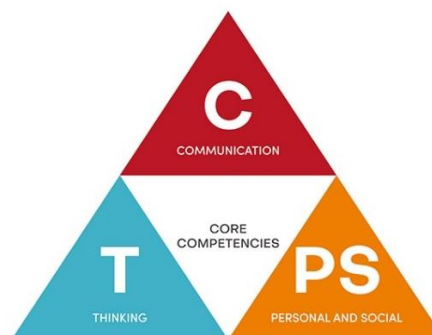
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Course Moodle: <https://krstmoodle.sd57.bc.ca/course/view.php?id=221>

Course and Curricular Description: This course will be taught in accordance with the current [BC's curriculum](#) which is modeled using three primary elements: **Know** (the *content* which students are expected to know), **Do** (the *curricular competencies*, of which students are expected to do), and **Understand** (the *big ideas*, or generalizations and principles, of which students are expected to understand).



Central to the redesigned curriculum in BC are *Core Competencies*, which are sets of intellectual, personal, and social and emotional proficiencies that practiced and developed ongoingly throughout K-12. These *Core Competencies* categorically include *thinking (creative and critical)*, *Communication*, and *Personal and Social (Positive Personal/Cultural Identity, Personal Awareness and Responsibility, Social Awareness and Responsibility)*. Finally, the curriculum is rooted in [First Peoples Principles of Learning](#) which act to guide and provide access to all learners throughout their education.

In Mathematics 9, students will become practiced in essential skills that are fundamental for success in subsequent math courses and which hold utility in scientific analysis, modeling, and more. This course concentrates on the principles and process of algebraic operations, computational fluency, linear relationships, proportional measurement and comparison, and analysis of data. Upon successful completion, Math 9 will provide students choice from Foundations of Mathematics and Precalculus 10 or Apprenticeship and Workplace Mathematics 10 (see flow chart on last page).

This syllabus may be subject to change over the course of the semester.



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Course Outline

Unit 1 – Review: Integers & Rationals

(No Calculator Unit)

- 1.0 Integer Operations
- 1.1 Integers: Order of Operations
- 1.2 Rationals: Equivalents, Reducing, Forms
- 1.3 Rationals: +/-
- 1.4 Rationals: $\times/\div$
- 1.5 Rationals: Mixed Operations

Unit 2 – Working with Rational Numbers

- 2.1 Comparing & Ordering Rationals
- 2.2 Problem Solving in Decimal Form
- 2.3 Problem Solving in Fraction Form
- 2.4 Square Roots of Rationals

Unit 3 – Powers & Exponents

- 3.1 Using Exponents to Describe #'s
- 3.2 Exponent Laws I
- 3.3 Exponent Laws II
- 3.4 Order of Operations w/ Exponents
- 3.5 Problem Solving w/ Exponents

Unit 4 – Scale Factors & Similarity

- 4.1 Enlargements & Reductions
- 4.2 Ratio & Proportion *
- 4.3 Scale Diagrams
- 4.4 Similar Triangles
- 4.5 Similar Polygons

Unit 5 – Intro to Polynomials

- 5.1 The Language of Algebra
- 5.2 Substitution & English to Algebra *
- 5.3 Like Terms
- 5.4 Whole Number Distribution *
- 5.5 +/- Polynomials

Unit 6 - $\times/\div$ Polynomials

- 6.0 $\times/\div$ Using Algebra Tiles
- 6.1 $\times/\div$ Monomials
- 6.2 Monomial Distribution
- 6.3 Dividing Polynomials by Monomials

Unit 7 – Linear Relations

- 7.0 Warm-Up *
- 7.1 Representing Patterns
- 7.2 Interpreting Graphs
- 7.3 Graphing Linear Relationships
- 7.4 Equations of Linear Relations

Unit 8 – Solving Equations & Inequalities

- 8.0 Integer Equation Solving *
- 8.1 One-step Equations
- 8.2 Two-step Equations
- 8.3 Distribution Equations
- 8.4 Equations w/ The Variable on Both Sides
- 8.5 Representing Inequalities
- 8.6 Solving Single-Step Inequalities
- 8.7 Solving Multi-Step Inequalities

Curricular Competencies being Assessed:

- ❖ Reasoning and analyzing
 - Logic & patterns
 - Estimation, application, modelling
- ❖ Understanding and solving
 - Visualization, solving with multiple strategies, experiential
- ❖ Communicating and representing
 - Explanation and justification, communicating mathematical thinking
 - Representation (pictorial, symbolic, concrete)
- ❖ Connecting and reflecting
 - Reflecting and connecting to other areas, mathematical arguments.



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Classroom Expectations

Lates

- ❖ Be on time and ready to work each day. This includes having necessary materials that allow you to participate in class (binder, writing materials, paper, etc.) and being physically and mentally prepared to learn. If you are late, be discrete and do not disrupt the class. Frequent tardiness may result in office referrals.

Absences, Re-Writes and missed work

- ❖ If you are absent, your parent/guardian must excuse you by contacting the office.
- ❖ If you have been absent, it is **your responsibility** to find out what you have missed and obtain missing notes and homework. Each day, lesson notes and applicable work will be uploaded to Moodle.
- ❖ Missed work should be completed and submitted as soon as possible following absences as you are required to complete all course work.
- ❖ Quizzes will be given occasionally to promote readiness for tests and may be announced or given spontaneously.
- ❖ If the unit test percentage is higher than the quiz percentages for a give unit, then the quiz marks will be replaced with the higher test percentage.
- ❖ **No re-writes** are permitted on Unit Tests; however, re-assessments of specific skills (curricular competencies) may.
- ❖ Students who are absent on the day of a test/quiz must write the test/quiz at lunch within 1 week of returning to school or a zero will be assessed.

Cell phones

- ❖ Use of cell phones, or any other electronic device capable of texting, gaming, etc., are **not permitted** during instructional time unless specifically indicated by the teacher. Cell phones may not be easily accessible during instructional time (locker, closed backpack recommended).
- ❖ Use of cell phones during inappropriate instructional time will result in their confiscation for the period. Repeated offenses will result in further consequences as detailed by our school policy and SD No.57 Policy 5131 Student Code of Conduct Section 7.9.

General

- ❖ Bring a scientific calculator (The calculator will have the trig functions SIN, TAN and COS). Smart phone or tablet calculators will **not** be permitted in any test or quiz.
- ❖ **Washroom/Leave Policy:** One out at a time. Limited to one, maximum 5-minute leave in a class. Do not make a daily habit of leaving. A penalty of 1 day without leaving the classroom is applied to those out longer than 5 minutes, with an additional day added for every 5-minute interval out past time. Repeated abuse of this policy will result in lunch hour referrals.



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Notebook Format:

Your notebook should be organized as follows:

- ❖ Use a three-ring binder.
- ❖ Syllabus
- ❖ Separate each unit/chapter with a divider (approximately 8)
- ❖ Put work in chronological order (e.g., the last thing in each chapter should be a chapter test).
- ❖ Blank, lined paper. Graph Paper.

Assignments:

- ❖ Includes a title (identifier), name, date, and period/block.
- ❖ Use a ruler for necessary underlining.
- ❖ Assignments should be neat and legible.
- ❖ Use proper units with all measurement data.
- ❖ Avoid pronouns like "it" and use the noun instead. Explain answers in such a way that there is no mistaking what you are trying to convey. Not all assignments are collected for summative "marks." Practice problems will be provided from each lesson as practice and will be the basis for student learning habits.

Assessment and Evaluation

Students from K-9 will be assessed and reported on their learning standards (see page 2).

Learning habits will be based on active participation in the learning, including completion of practice assignment, study habits and preparedness, and engagement during in-class activities and work. Assessments of curricular competencies and learning habits will be illustrated by descriptive feedback in the comment section of each report card, as per the Ministry of Education's directive.

Proficiency Scale for Assessment of learning:

- 0** - INSUFFICIENT EVIDENCE: not enough evidence yet/waiting for more evidence
- 1** – EMERGING: initial or just beginning to show understanding of standard
- 2** – DEVELOPING: partial understanding of standard
- 3** – PROFICIENT: solid understanding of standard
- 4** – EXTENDING: sophisticated, applicable understanding of competency



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