

SEMIAHMOO SECONDARY

GRADE 9

2022-23

COURSE BOOKLET

Our Mission is to educate every student to
meet the challenges of a changing global
society.

"Semiahmoo... We are the future"



Welcome to Semiahmoo Secondary

The courses offered at Semiahmoo Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. Programs consist of a combination of required courses and elective courses. The courses you choose may help you to learn life skills, explore new fields, and discover capabilities and interests of which you may have been unaware.

Selecting elective courses is an important process and should be carried out in consultation with parents and counsellors. Courses with insufficient enrolment to justify a class grouping will not be offered. It is important, therefore, that you make thoughtful and careful decisions. Certain elective combinations will influence future pathways as well. For example, if French is dropped in Grade 10, students are unable to enroll in French class in Grade 11. Student course requests determine what courses will be offered the next school year. It takes several months to build the master timetable and requests for changes are not usually accommodated. Please take care when request your courses for the coming year!

It is recommended that students and parents review the contents of this booklet. If you have any questions or concerns, please speak to a school counsellor.

We wish all our students a rewarding and positive school year. Happy planning!

Administration

| | |
|---------------------|----------------|
| Mr. Baljit Ranu | Principal |
| Ms. Jana White | Vice Principal |
| Mr. Robert Dewinetz | Vice Principal |

Department Heads

| | |
|---------------|-------------------------|
| Ms. Ramirez | International Languages |
| Mr. Clunas | Math |
| Ms. Correia | LST |
| Mr. Cox | Technology Education |
| Mr. Brown | BASES |
| Ms. Gallagher | ELL |
| Mr. Memmott | Visual Arts |
| Ms. Burwash | English |
| Ms. Guezalova | IB |
| Mr. Hoven | Info Tech/Business Ed |
| Mr. McCallum | Social Studies |
| Ms. Wilson | Careers Education |
| Mr. Lowe | Music |
| Ms. McDonough | Learning Commons |

| | |
|---------------------------|--------------------------------|
| Ms. Poelzer & Cross | Physical & Health Education |
| Ms. Nelson | Home Economics |
| Ms. Johnson & Mr. Langton | Culinary Arts |
| Ms. Ross | CLE/CLC |
| Ms. Blackwell | Counselling |
| Mr. Sabarre | Science |
| Ms. Slater | Communicating Student Learning |

Counsellors

| | |
|---------------|------------------|
| Ms. Hamilton | (A – Giffen) |
| Ms. Jamieson | (Gill– Li) |
| Ms. Barclay | (Liang – Sisson) |
| Ms. Blackwell | (Skakun – Z) |

Table of Contents

GRADE 9 Required Courses

- Mathematics
- Math Flow Chart
- English
- Social Studies
- Science
- Physical Education
- Careers

GRADE 9 Elective Courses

- French
- Spanish
- Visual Arts
- Drama
- Concert Band
- Jazz Band
- Foods & Fashion
- Technology Education

Student Support

- Academic Support
- Counselling Department
- Learning Commons
- BASES Program
- ELL Department

Extra-Curricular Activities

GRADE 9 Required Courses

Each Grade 9 student is required to take the following courses:

1. Math 9 or Math 9 Transitions
2. English 9
3. Social Studies 9
4. Science 9
5. PHE 9 or Sport Specific Baseball/Softball 9

MATHEMATICS OVERVIEW

The mathematics program at Semiahmoo Secondary School is designed to provide all students with opportunities to make progress towards achieving their intellectual, social and career goals. As students explore their mathematics course options, they need to keep in mind their career objectives and identify the courses required to fulfill their goals. It is also important that both parents and students maintain regular contact with their mathematics teacher to review appropriate course placements.

The main goals of mathematics education include:

1. Using mathematics confidently to solve problems
2. Using mathematics to better understand the world around us
3. Communicating and reasoning mathematically
4. Appreciating and valuing mathematics
5. Making connections between mathematics and its applications.
6. Becoming mathematically literate and using mathematics to participate in and contribute to society.

MATHEMATICS 9

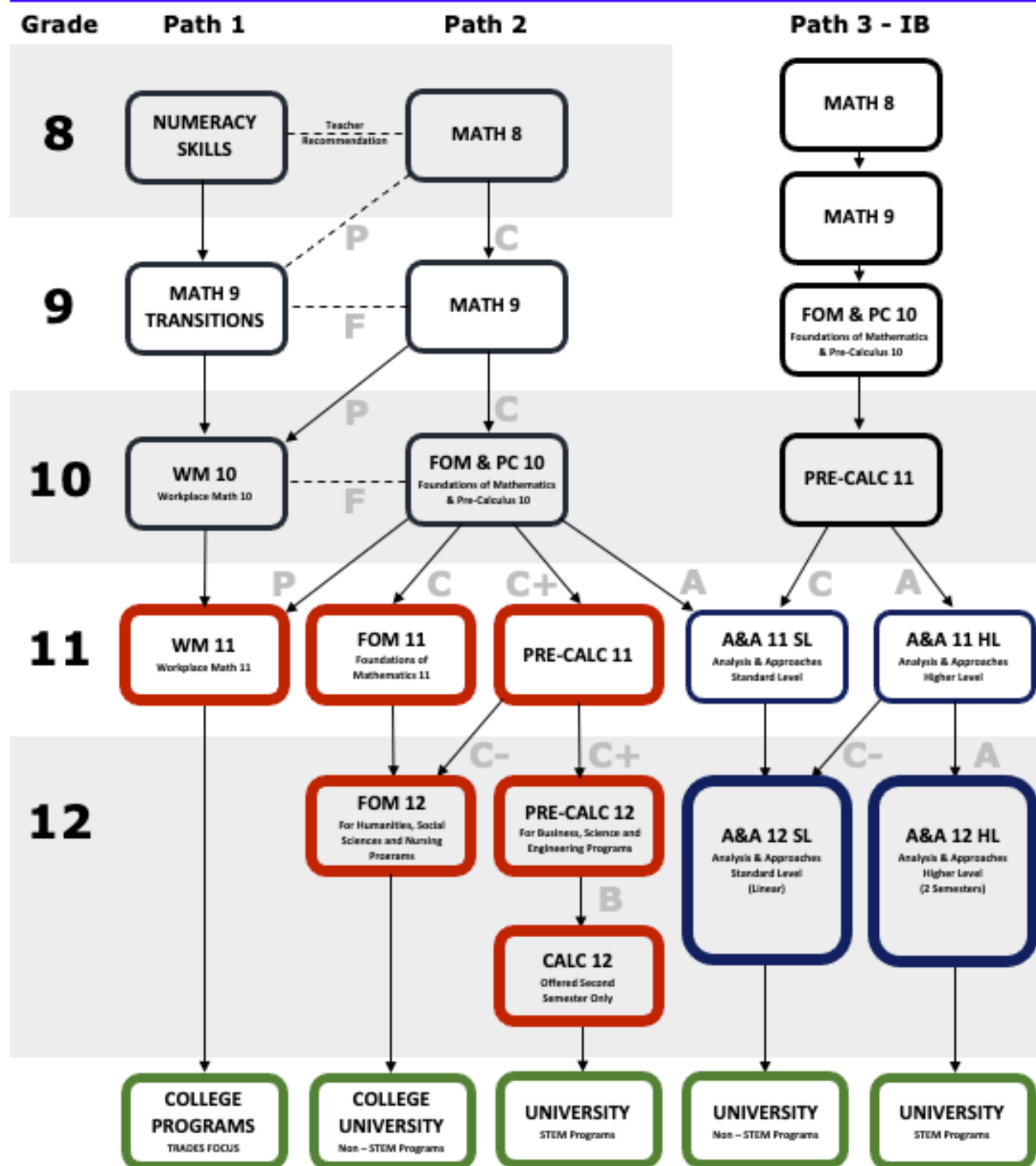
The Mathematics 9 curriculum is designed to encourage a deeper understanding of the following key concepts through concept-based learning.

1. Rational numbers and number operations are powerful tools for understanding and exploring the world around us.
2. Proportional reasoning using similar figures helps to reveal the essential relationship between their attributes so that we can exploit their properties to fuel innovation.
3. Recognizing and extending patterns allows us to make generalizations and accurate predictions. Continuous linear relations can be represented in many connected ways.
4. Representing complex relationships using algebraic expressions and equations can help us solve problems with greater accuracy and speed.
5. Understanding the use of probability and statistics in society empowers us to interpret data critically and make informed decisions.

MATHEMATICS 9 TRANSITIONS

This course is for students who have completed **Mathematics 8 Transitions** and who intend to meet their mathematics graduation requirements with **Workplace Mathematics 10** and **Workplace Mathematics 11** and who plan to enter the workforce upon graduation.

Math Paths at Semiahmoo Secondary School



- The purpose of the above chart is to provide general guidelines. There will always be exceptions.
- Grades represent recommended minimum marks for successful transition to the next course.
- The bold boxes indicate "terminal" courses where no further study is required, except for the purpose of entering a college or university program.

ENGLISH 9

English Language Arts 9 equips students with language and literacy skills. Through exploring texts and stories students will understand themselves and make connections to others. Students will develop an understanding of how language works and the skills to use language purposefully.

SOCIAL STUDIES 9

(1759-1919) Focuses on ideas and ideologies such as colonialism, imperialism, nationalism; as well as the social, economic, and political influences of the physical environment. Students will make personal, local, global, and interdisciplinary connections between past, present and future while being introduced to the complexity of Revolutions and disparities in power, technological change, Nationalism, the Geography and Resources of Canada, Canadian Confederation, Canadian Cultural Identity and Human Rights.

SCIENCE 9

Science 9 builds upon the basic foundations and skills honed in Science 8. In biology, students expand on their knowledge of cells by learning about cell division, mitosis, meiosis, and their roles in reproduction. In Chemistry, students will further their understanding of the atom by exploring how the arrangement of electrons impact the atom's chemical nature. In Physics, students will dive into the world of electricity and study circuits, voltage, and resistance. Lastly, in Cycles, students will learn the importance of nutrient cycling and its significance in sustainability of ecosystems. Inquiry based projects and laboratory work will allow students to communicate their learning of the big ideas in each unit.

PHYSICAL HEALTH & EDUCATION (Choose one of the 2 options)

PHYSICAL EDUCATION 9

The goal of our physical education program is to instill an appreciation for and an understanding of the benefits of an active, healthy lifestyle. The program will provide students with the opportunity to fulfill the following objectives: 1. To participate and enjoy a variety of performance and leisure-oriented activities. 2. To develop positive attitudes towards physical activities. 3. To be able to work cooperatively in group activities. 4. To acquire skills and knowledge necessary to develop an active and healthy lifestyle and set personal fitness goals.

SPORT SPECIFIC PHE 8-10 - Baseball/Softball

This course will provide high level, baseball/softball specific training, to suit the needs of aspiring baseball/softball players who want to improve upon and elevate their overall skills of the game. Sport specific baseball/softball will run in the first semester to provide training each day for student athletes. Training twice a week, will be led by a combination of the Semiahmoo PHE teaching staff and local elite level community coaches from the Tritons and Renegades. Course content will include: on and off field training, baseball/softball IQ development, sport psychology seminars, SAT prep, recruiting video prep and college recruitment process, NCCP coaching certification, visualization training, Umpire certification and MED training (making ethical decisions course). In addition, student athletes will take part in an elite athletics seminar series that includes the following topics: Hydration, Sleep Hygiene, time management, concussion management, performing enhancing drugs and nutrition and healthy lifestyle choices. Students considering this course must be highly self-motivated and prepared to work to their maximum potential in each class. Students applying for this course should have some experience competing at the elite baseball/softball level. Students also need to be prepared to train outside most days of the week between the months of September to January.

Please note: there will be a fee attached to this course.

CAREERS 9

It is a BC Curriculum requirement to complete some training in Career Education 9. Semiahmoo students will complete this course through participation in a variety of presentations and Take Our Kids to Work Day. These opportunities are meant to empower students to see the value they hold in making decisions about their future. All assignments and reflections for this course will be completed online in teams and assessed at the end of the school year.

Grade 9 Elective Courses

FRENCH 9

As students gain proficiency in French, they will learn to communicate clearly and effectively in the target language. Students will be able to narrate stories orally and in writing, they will engage in short conversations and will be able to express themselves with growing fluency.

Due to the cooperative nature of this course, regular attendance is very important.

SPANISH 9

This course is an introductory Spanish course for those students that have little or no background in Spanish. Students will learn Spanish through Comprehensible Input methodologies, like storytelling, story-asking, Movie Talk, Picture Talk, among others. Students will be immersed in the language right from the beginning, in a communicative environment, that resembles the way we learn our first language: a relaxed, fun and caring environment that focuses on acquiring the language not on learning about it.

STUDIO ARTS 9 2D

Course is designed for grade 9 students wishing to focus on 2-dimensional art production. Students can will gain a strong foundation in drawing and painting in this course. Composition, the visual elements and principles of design, and the basic techniques and concepts of both drawing and painting will be covered. The end goals are to increase artistic self-confidence and develop understanding of the basics of drawing /painting and to produce successful explorative works. Students will investigate mark making, abstraction and realism. Learn to develop your skills of seeing and perception while using a variety of materials (acrylic, water colour, oil pastel, chalk, graphite, ink, pencil crayon).

STUDIO ARTS 9 3D

Course is designed for grade 9 students wishing to focus on 3-dimensional art production. If you are interested in, and enjoy making things three dimensionally, this course is for you. Bring your imagination and creativity and we will explore the world of 3D Art. Students will learn to manipulate space using materials and processes such as, paper-mache, cardboard construction, wire sculpture, fabric, found objects and clay works while learning the elements and principles of 3D design. If you are a 3D thinker who loves to manipulate materials. Students in this course will continue to address skill development and the use of a variety of materials while exploring the impact of context, manipulation of design elements and principles as related to ceramics and sculpture.

DRAMA 9

Drama 9 requires sincere commitment and dedication to memorization of lines as there are several scripted scene assignments, at least one major monologue, and a one-act play assigned during the year. Performances for groups outside of the class are a part of this course. Students entering Drama 9 should be enthusiastic and willing to work, both in class and out of regular class time.

CONCERT BAND 9

Prerequisite: Minimum two years' experience on primary instrument or permission of director.

Concert Band 9 is offered as a linear course alternating with PE9. All elements of instrumental music, technique, style, tone, etc. are offered in an ensemble setting. Normally students in grade 9 go on their first music program band trip in the spring.

JAZZ BAND 9

Prerequisite: Minimum two years' experience on primary instrument or permission of director.

Student must be registered in Concert Band 9 to participate. Jazz Band 9 is offered as a linear course alternating with English 9. The Jazz Band 9 course undertakes the study of jazz style in a big band setting. Instruments included are saxophone, trombone, trumpet, drum set, bass, guitar and piano. Normally students in this course were active members of Jazz Band 8 the previous year

COMPUTERS 9 (Information & Communications Technologies 9)

This is a digital media course. We will explore the different mediums that we experience technology. We will become experts on how computers: Run/Operate, Affect our lives, **and** Interact with each other. Expect a variety of the following topics: Building Websites (with WordPress), Image editing (Adobe Photoshop), Video editing (Adobe Premiere Pro), Podcasting (Audacity), Building a Computer, Animation, Graphical coding (Scratch + mBot robots), and Networking (WiFi Routers / Cables).

Foods and Fashion 9

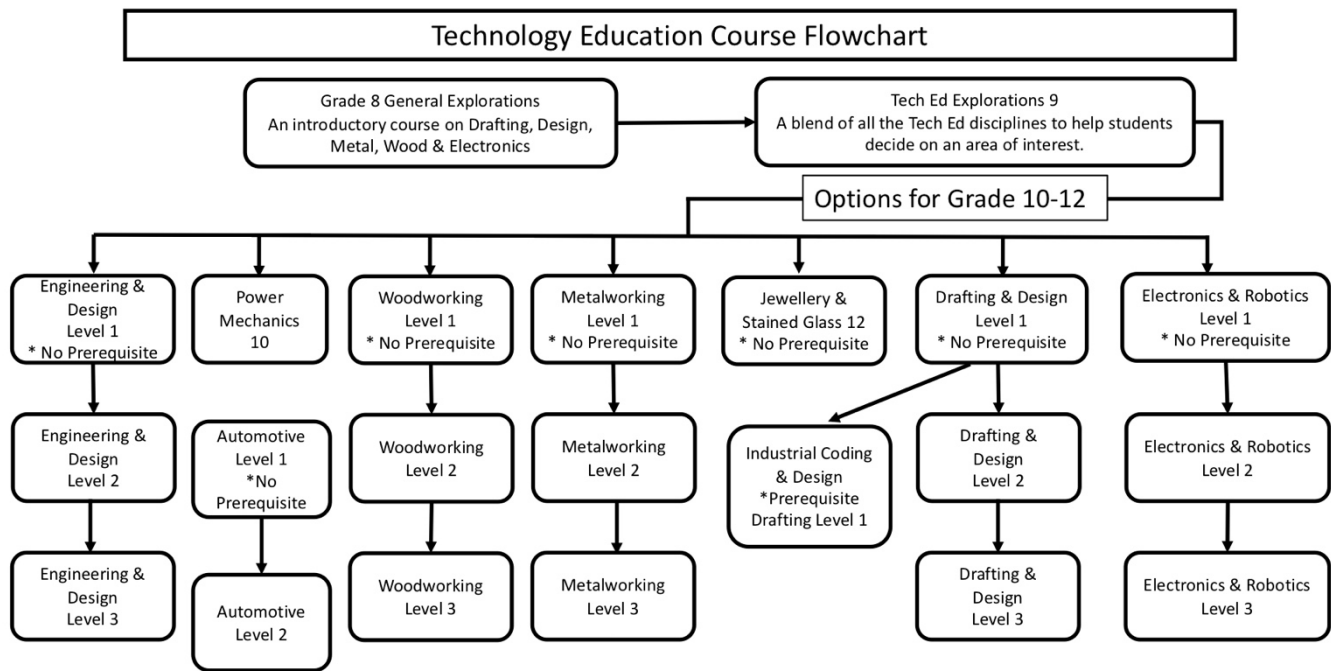
For Foods and Fashion 9 you will be spending half your time in Foods and half in Textiles.

In the Foods portion of the course students will focus on the meal preparation of breakfast, lunches, dinners, and snacks while developing their safety and sanitation skills. This is a great course for those new to Foods and for those who have already taken Foods 8.

In the Textiles portion of this course we will be creating a shirt or a hoodie as well as several small projects, based on time and student interests. We will learn all about using commercial patterns and how to purchase fabric. This is a great course for beginners!

Yearbook 9

Students interested in photography, journalism, design, business, marketing, and leadership can practice all these skills in Yearbook. We create the school yearbook in an environment set up like a real business. We design pages, run marketing campaigns, run social media accounts, photograph school events, and publish a hardcover book. Students must be able to commit to significant afterschool time in addition to attending classes. No prerequisite course or experience is necessary; cameras and training are provided in class. Spots are limited. Application forms must be approved by Ms. Ross before students can be officially registered in the course.



Technology Education - Design & Build 9

This is for students who enjoyed making projects the shops during the ADST Explorations course last year. Students will have an opportunity to design and build projects from various materials. We will explore the world of engineering and learn about the foundations in electronics and robotics. Students will have an opportunity to work in a shop environment on individual projects and also work in teams to execute design challenges. Students will use this experience to help decide future courses in the area of Technology Education

Student Support

ACADEMIC SUPPORT (LST)

The purpose of academic support is to promote success in academic subjects through tutorial instruction, assist students' efforts to develop organization and study skills and provide skill-building strategies/support for areas of learning difficulty. Classrooms equipped with technology and resources serve as tutorial centers where students receive subject support, participate in one-on-one and group tutorials, and work on skill-building activities. In addition to the academic support room, learner support team staff members may also support students in the subject classrooms. LST teachers communicate students' academic needs to classroom teachers and advocate and design relevant accommodations that will promote success.

Access to support through the LST program is based on academic needs and the availability of space. Students who are having academic difficulties should see their school counsellor to explore options.

COUNSELLING

Counselling services are a personal, educational, and career service for students and a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is facilitated by a simple appointment system within the school. In particular the counsellors provide the following services:

- Personal Counselling - confidential discussion of personal concerns.
- Educational Counselling - selection of courses, program planning, graduation requirements, post-secondary entrance requirements, and reference materials.
- Career Counselling - exploration of values, interests, abilities, needs, establishing career goals, and exploration of related occupations.
- Referrals - after consultation, counsellors will provide appropriate referrals to other school services or community resources.

LEARNING COMMONS

Semiahmoo's library boasts over 17,000 titles, over 15 magazines, and one daily newspaper subscription. Access to the internet and the school network are also available. The teacher-librarian will help students locate materials, use computers, write bibliographies, and take and/or organize research notes.

BUILDING ACADEMIC, SOCIAL, AND EMPLOYMENT SKILLS (BASES) PROGRAM

The program provides school-based categorical services for students with high and low incidence special needs, including severe learning disabilities and mild to moderate intellectual disabilities. Placement of students is by district referral based on Ministry of Education criteria. For further information on programs and services, please contact the BASES Program teachers directly.

ENGLISH LANGUAGE LEARNERS (ELL)

The purpose of this program is to enable students whose first language is not English to learn oral and written English so that they can more fully participate in the regular school program and to help students adapt to and function more successfully in the culture of the school and the community. Selection into the program is based on assessment results and/or teacher reports indicating which placement would be appropriate. After being assessed, students who will benefit from direct English language support are assigned to ELL classes or to an Academic English Writing class. These students are enrolled in both ELL classes and regular classes, depending on their English proficiency. Students who do not require direct English language support in an ELL class are enrolled in a regular academic program and monitored indirectly.

ELL Level 1 is for students with very little English. This program teaches the basic skills of reading, writing, listening, and, in particular, speaking.

ELL Level 2 is for students with some proficiency in English. This program teaches the basic skills of reading, writing, speaking, and listening.

ELL Level 3 is designed to improve upon the reading, writing, listening, and speaking skills previously developed. *Students should now have a basic level of conversational English and are now better prepared to broaden their skills in some more academic structures.*

ELL Level 4 adds further improvements in reading and writing skills to prepare students for mainstream English classes. The students at this level have oral language skills that allow them to communicate on an everyday basis.

Introduction to Academic English (10) is for students at the developing level of English who need focused practice and instruction in sentence structure and academic composition. Students will work with a wide range of materials designed to help them prepare for the demands of the English 9 and 10 curriculums. This is a 4-credit course.

Academic English 10 is for students at the developing level of English acquisition who have had previous instruction in sentence structure and academic composition. This course will help students expand their academic writing skills and prepare them for the demands of the English 10 and 11 curricula. This is a 4-credit course.

Students at the **Expanding and Bridging** levels of English acquisition will not be in direct ELL classes, but they will be monitored and have access to specialized support from the ELL teachers.

Extra-Curricular Activities

SPORTS

Grade 9 students have an opportunity to participate in many extra-curricular sports at Semiahmoo Secondary. Here is a list of all the sports offered at the school:

Fall: Soccer (Boys), Volleyball, Cross Country, Swimming, Weight Lifting

Winter: Basketball, Table Tennis

Spring: Badminton, Rugby, Tennis, Ultimate, Track & Field, Golf, Soccer (Girls)

For more information visit: <http://www.semiahmooathletics.ca>

CLUBS

Our school community boasts over 35 student led clubs from a variety of different interests. Students can join clubs such as the Globalizers, Toastmasters, Model United Nations, MedHopeful, Sew Let's Share, etc.

Our goal is to provide an array of clubs to meet the needs of our students and to provide an opportunity for students to collaborate to meet their club's mandate.

All clubs have a teacher sponsor overseeing the club and providing guidance and mentorship to students. Clubs meet regularly, often weekly, and maintain high expectations of their members. More information on our clubs can be found at this link:

<https://www.surreyschools.ca/schools/semi/Extra-curricular/Clubs/Pages/default.aspx>