



2026

2027

School

Year

# *Fraser Heights Secondary*

## Grade 9 Course Selection Book

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# Grade 9 Course Planning

The courses at Fraser Heights Secondary follow guidelines set out by the Ministry of Education and the Surrey School Board. The program consists of a combination of core courses and elective courses. The courses you choose may help you to explore new fields and perhaps find capabilities and interests you never knew you had.

Selecting elective courses is an important process and should be carried out in consultation with parents. Because course with insufficient enrolment will not be offered, it is important that students choose alternate electives with care. Certain elective combinations will influence pathways for the student. For example, if a language is not taken in Grade 9 or 10, a student's post-secondary choices may be reduced.

Please study the contents of this booklet carefully. If you have any questions or concerns, please speak to a school counsellor.

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

English 9  
Social Studies 9  
Math 9 **or** Math 9 Transitions  
Science 9  
Physical and Health Education 9  
Career Education 9

## Elective Courses

General	Applied Design, Skills & Technologies (ADST)	Arts Education
French 9 Enhanced French 9 Spanish 9 Beginner's Japanese 11	Computers 9 Textiles 9 Food Studies 9 Drafting 9 Electronics & Robotics 9 Metal 9 Art Metal 9 Woodwork 9 Woodcraft 9 Stained Glass 9	Art Education 9 Concert Band 9 Concert Choir 9 Drama 9 Guitar 9 Jazz Band 9 (E Block)

*Note: Students are encouraged to take a second language (French 9 or Spanish 9) as an elective to keep as many post-secondary choices open (available). Most Universities do not require a second language, but some do.*

# English

## English 9 – MEN—09

*Prerequisite: Humanities 8*

The major goal of English 9 is to provide learning strategies around the three core competencies of thinking, communicating, and personal/social learning. This is done with 4 big ideas that act as course organizers:

1. Language and literature help us find meaning and joy.
2. Exploring a rich diversity of texts deepens our understanding and develops our ability to make connections, express ideas, and think critically.
3. Inquiry, curiosity, and thoughtful reflection in story and text deepen our understanding of self, identity, and humanity.
4. Using artistry and precision in language are powerful tools in communicating for specific audiences and purposes.

Students will be able to develop curricular competencies using oral, written, visual, and digital texts in the areas of:

- Comprehending and Connecting
- Creating and Communication

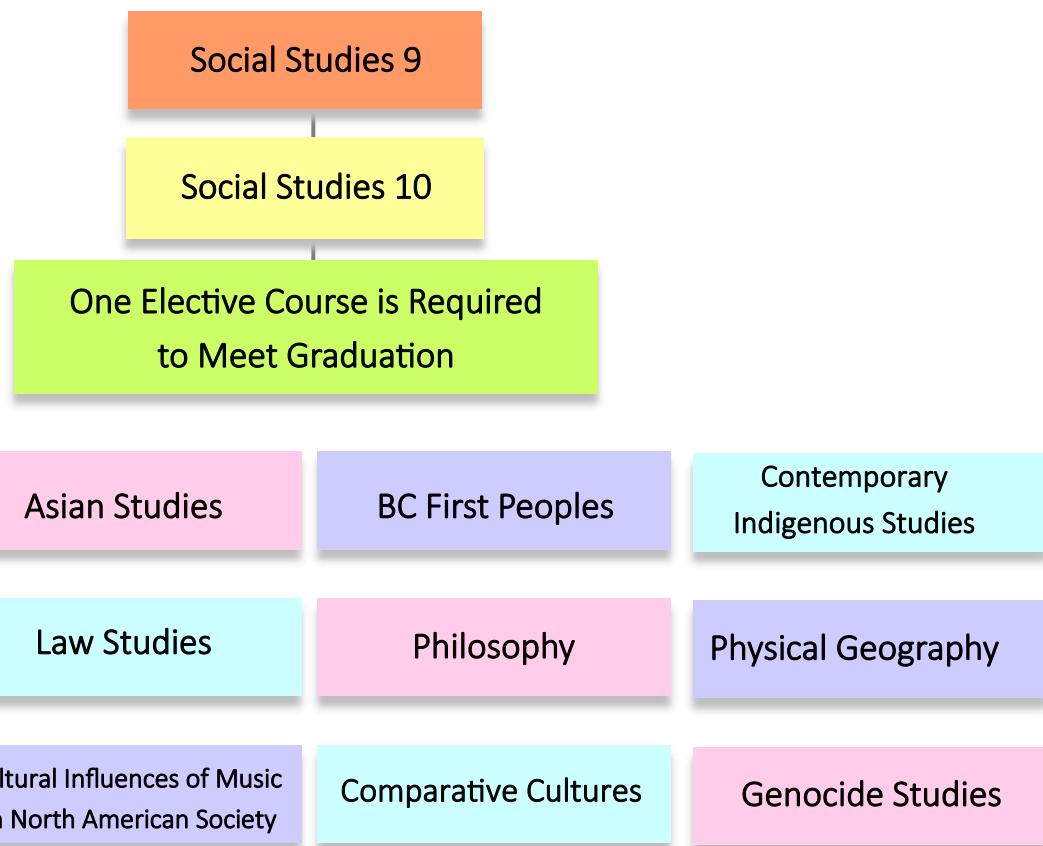


# *Social Studies*

## Social Studies 9 – MSS—09

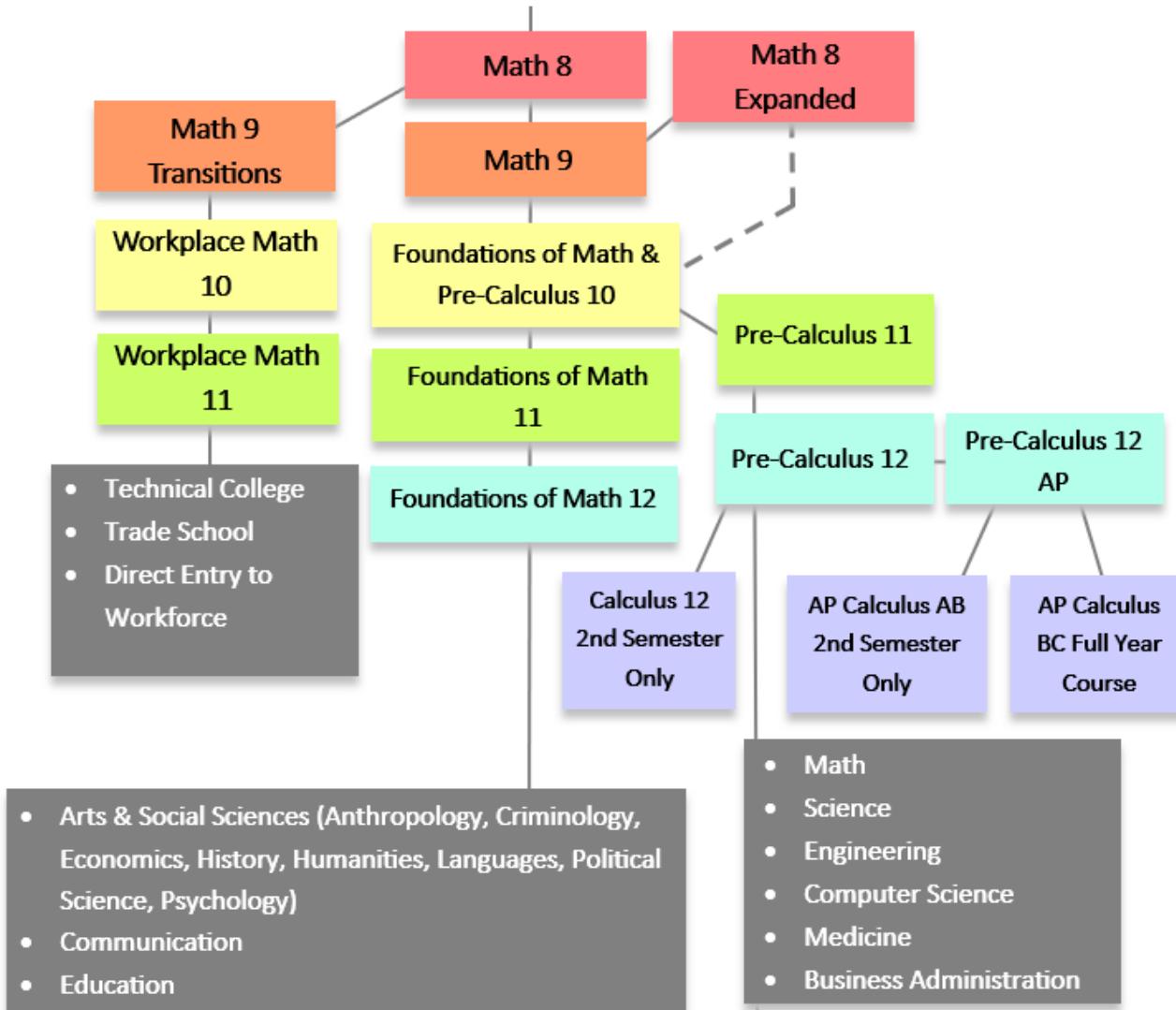
The Social Studies 9 course offers a broad range of learning opportunities in a curriculum that spans the period from 1750 to 1919 and challenges students to examine subjects at the global, national and local levels. The primary focus will be on forces bringing about change in societies including the impact of conflict, technology, imperialism, nationalism, discrimination, demo-graphic shifts, and geography.

Students will be expected to develop competency in areas of critical thinking, the use of Historical Thinking Concepts in the interpretation and analysis of historical evidence, and the communication of information in a variety of formats. Students will explore interesting, open-ended questions through the investigation, debate, and discussion of historical and contemporary issues. They will develop different hypotheses, solutions, and an understanding of the connections among and interpretations of events provided by different academic disciplines.



**\* Social Studies Elective Courses will only be offered if there is sufficient enrolment in the course \***

# Math



The BC Mathematics curriculum aims to ensure that our citizens are numerate and embody mathematical habits of mind. This is achieved by developing deep mathematical understanding and fluency, logical reasoning, analytical thought, and creative thinking. At Fraser Heights we believe that the development of these skills requires a complex and comprehensive program that gives students the opportunity to experience and appreciate the elegance and beauty of math. Our classes are designed to be inclusive thinking classrooms where students can take risks, experiment, reflect on their learning and develop a growth mindset. This growth mindset is fundamental in developing perseverance and confidence in all students.

Furthermore, it is our belief that learning of math should not be a race. Research has shown that learning concepts earlier does not guarantee a better math student. Often, we have found that self-accelerated students miss important learning opportunities and develop skills that undermine a growth mind set and good mathematical habits of mind. However, we are also aware that students need to be challenged and enter our school with different degrees of experience and abilities.

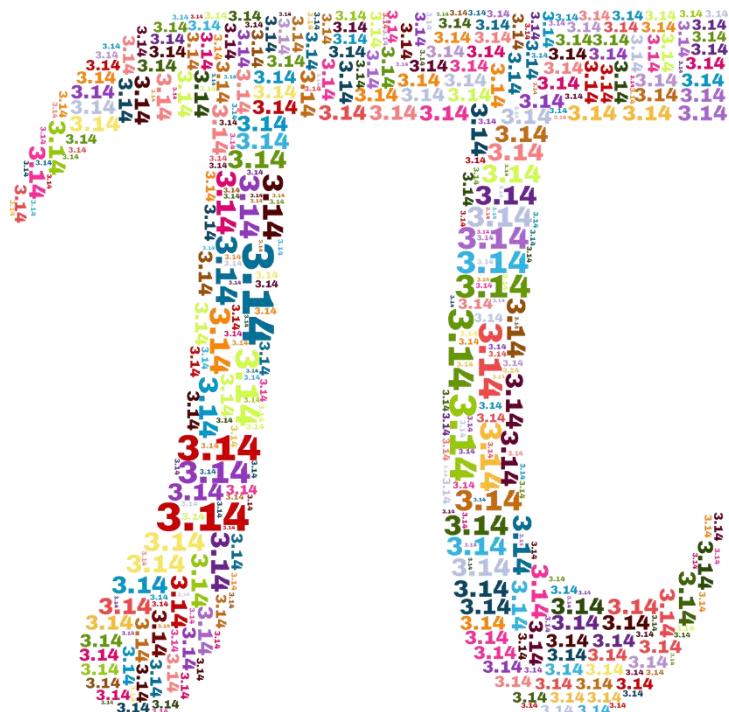
Starting in grade 10, students have a choice in which math course they will select. Depending on post-secondary plans and future career paths, careful considerations should be made to the selected course. For instance, Workplace Math 10 may be of interest to students wishing to pursue a career in the trades but will not satisfy university requirements. Furthermore, the Pre-Calculus courses are designed for students wanting to enter University however many programs will accept the Foundations pathway. Please refer to the Math Flow Chart above and to Post Secondary admissions to help select the right math course. \*You may need to contact your school counselor or admissions counselors for clarification.

## Math 9 – MMA—09

Topics of study include exponents, operations with polynomials, operations with rational numbers, two-variable linear relations, multi-step one-variable linear equations, spatial proportional reasoning, probability and statistics in society, financial literacy.

## Math 9 Transitions– MMA—09—S-TR

Math 9 Transitions is a course for students who are still developing many of the curriculum competencies and would benefit from a slower pace and targeted support. The topics of study include numbers, polynomials, linear relations, personal finance, and statistics.



# *Science*

## **Science 9 – MSC--09**

The Science 9 curriculum provides students the opportunity to continue learning about grade specific big ideas through an inquiry-based learning model. We begin with Chemistry to examine how the arrangement of electrons in an atom impacts the chemical nature of the element, the compounds it forms and naming the compounds. Next, students will explore the role of electrons in creating electricity, we will study circuits, voltage, and resistance. Biology focuses on reproductions, starting with cellular division, mitosis, meiosis, and their roles in human reproduction. The final unit, we examine how the biosphere, geosphere, hydrosphere, and atmosphere interact, the cycling of matter and energy through these different spheres of the earth, and the sustainability of ecosystems based on the interactions of these various factors. Success in Science 9 is ensured by student participation and attendance. Inquiry based projects will enable students to communicate their learning as they design experiments and/or projects centered on the big ideas in each unit.

# *Career Education*

## **Career Education 9 – MCE—09**

Career Education 9 continues to build a foundation of learning for Career Life Education 10 and Career Life Connections 12. Students will continue to develop knowledge, skills, and attitudes which will assist them in making informed decisions as they plan future education and career paths. Career Education 9 course topics are offered as activities and assessment using MyBlueprint account in various classes during a students Grade 9 year.

Goals for Career Education 9:

- Self-assessment and reflection of strength, preferences and skills related to career goals
- Recognition of the importance of public identity in communities and the world of work
- Use of research skills in the exploration of career clusters
- Goal setting in relation to curricular choices and extra-curricular activities
- Demonstration of safety skills and recognition of the importance of workplace safety

# Physical and Health Education

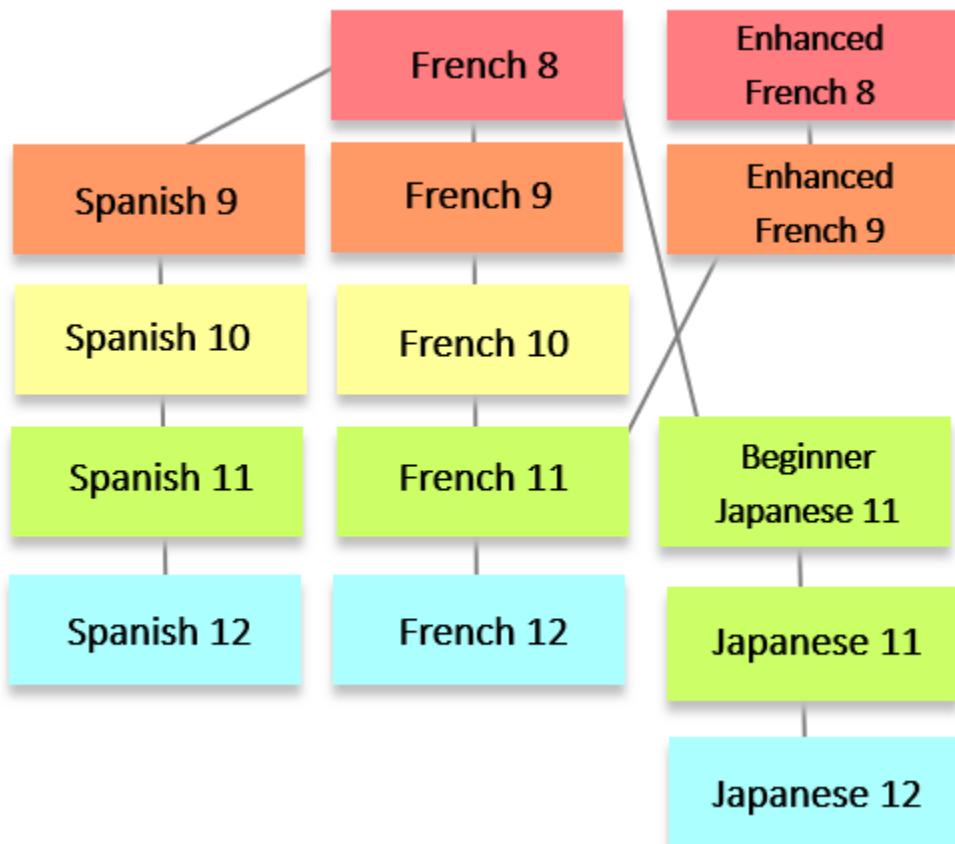
## Physical and Health Education 9 – MPHE—09

The Physical and Health Education 9 curriculum builds on the skills, knowledge, and attitude developed in the PE 8 course. PE 9 focuses on the development of physical literacy through participation in individual and team sports, dance, and individual fitness activities. The health education component of PE 9 focuses on the development of knowledge, skills, and attitudes related to health literacy and encompasses health and safety topics including nutrition, healthy sexual decision making, social, and emotional health, and mental well-being.

An underlying principle of the PE 9 curriculum is that students must be active in creating, assessing and applying what they learn to their daily lives. **Daily active participation**, to the best of one's ability, is a mandatory component of the PE 9 curriculum.

# International Languages

The principle goal of our language program is to develop communications skills so that students will have the desire and ability to express themselves in real-life situations. Students should be aware that a grade 11 language course is a prerequisite for some universities. A few universities may allow a Beginner Language 11 or require a Grade 12 language course. Most college programs do not require a second language.



## **French 9 – MFR-09**

Students will further develop the four skills of listening, speaking, reading, and writing. Grammar points continue to be introduced as a tool to help students communicate in an effective manner. Students will continue to explore Francophone cultures, as well as identify similarities and differences between those cultures and their own. In this course students will also learn about the First people's cultures and traditions as well as their connection to the francophone world.

## **Enhanced French 9 – MINFR09**

*Prerequisite – Enhanced French 8*

Enhanced French 9 is a follow-up of Enhanced French 8. Students will continue to learn French through an enriched curriculum that supports the more advanced speaking, reading, and writing skills that the students have already acquired. The course will have interesting, authentic, and motivating themes, which may include some integration with other subject areas. Oral interaction will continue to be emphasized. In this course students will also explore the First people's cultures and traditions as well as their connection to the francophone world. This course is conducted exclusively in French.

## **Spanish 9 – MSP—09**

*Prerequisite: It is strongly recommended that students wishing to take Spanish 9 have attained a grade of C or higher in French 8.*

This is an introductory course focusing on the four areas of language acquisitions: reading, writing, listening, and speaking. The topics of exploration are activities, personality/physical characteristics, food, school, family, and clothing. Grammar points are introduced as a tool to help students communicate in an effective manner. The course also introduces students to the culture and traditions of Hispanic and First Nations people. In addition, social responsibility is explored through the context of culture, as well as through the language itself.

## **Beginners Japanese 11 – MBJA-11**

This is an intensive beginner's course that provides the essential skills covered in the Japanese 9 & 10 programs. Students will learn the Hiragana and Katakana writing systems and basic grammar while developing their reading, writing, listening, and speaking skills through communicative experiential units. In addition, they will learn to appreciate the Japanese, Japanese-Canadian and First People's cultures through various activities. It is important to verify whether this course meets the language requirements for entrance to the university that the student wishes to attend.

# *Home Economics - Applied Skills*

## **Foods 9 – MADFS09**

Students will add to their culinary repertoire and further develop their knowledge of food using the design process. This course will focus on the needs and concerns of individuals and society when it comes to food. Students will be asked to identify issues as they relate to such issues. Students will be asked to consider various global views, values, and beliefs in the development of culinary techniques will serve to enhance student's understanding and give them the opportunity to create meaningful food products.

## **Textiles 9 – MADT-09**

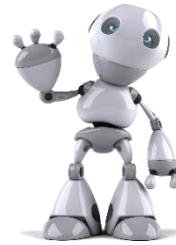
If you like to make things to use or wear, then this course is for you! This course encourages students to interact with the design process through the creation of various sewing, dying, and craft/home décor items. Whether you are a beginner or experienced sewer, develop your sewing skills while making a garment that is uniquely yours. You will finish this course with skills that will last you a lifetime. Students will be asked to identify and consider important issues surrounding the apparel industry, and use various global views in the design, development, and creation of projects, including Aboriginal perspectives. Students will also be encouraged to identify and build on the relationships found between the subject areas.



# *Industrial Technology Education - Applied Skills*

## **Drafting 9 – MADD-09**

Students will be introduced to the exciting world of 2D and 3D graphic communication using a design-oriented approach. This course covers basic drafting principles and techniques, including orthographic projections, isometric drawings, pictorial drawings, and dimensioning, plus 3D modelling. These skills will allow students to communicate ideas and designs and solve real-world problems. Assignments may be completed using technical sketching techniques, AutoCAD & Inventor programs, and 3D printing.



## **Electronics and Robotics 9 – MADER09**

This course is designed as a rotation, where one term focus is electronics, and the other term focus is robotics. The electronics component is an introductory course that will teach a range of different electronic control systems, including Microbit and Arduino coding, and teach students how to interface these devices with simple electronics. Students will learn about inputs, processes and outputs and will design and develop their own increasingly complex control circuits. These are all important skills that transfer over to the robotics component, where students will have the opportunity to design, build and program competition robots.

## **Metal 9 – MADM-09**

Metal 9 is designed to provide students with an introduction to the theory and associated skills related to the various components of metal fabrication, welding, machining, casting, and project design. Students will learn to use various components of metal fabrication, welding, machining, casting, and project design. Students will learn to use various metal working machines and hand tools, to develop their skills. A variety of fun and useful projects will be built to help develop the student's general knowledge base and understanding of metal work.

## **Art Metal 9 – XMW—09**

Art metal 9 is designed to teach students a wide variety of skills and is presented in a way that blends theory and practice. Students will develop their skills manufacturing metal sculpture project provided by the instructor, or of their own design.

## **Woodwork 9 – MADW-09**

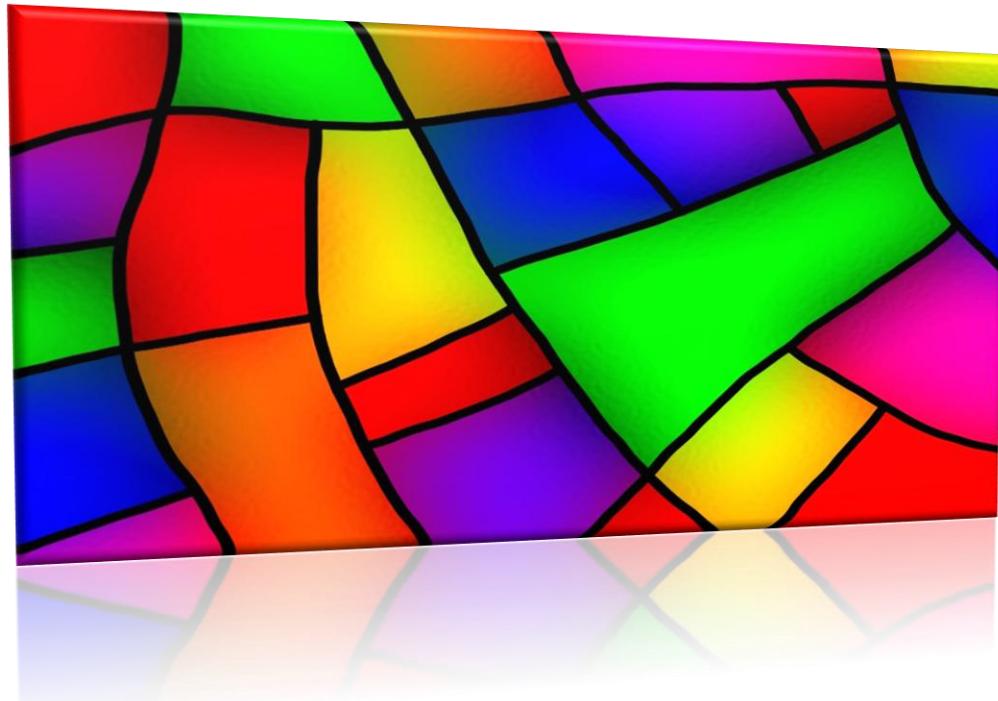
This course is a hands-on introduction to woodworking processes with an emphasis on the development of practical skills, design work and problem-solving ability. Students will read and interpret plans, calculate costs, follow written instructions, and fabricate projects using wood and wood composite materials and become familiar with the safe use of tools & machines. Teacher-directed projects have been designed to encourage the learning development of students, but many aspects of design are left up to the individual.

## **Woodcraft 9 – XWW—09**

In this course, success is achieved through the emphasis on small craft-type projects. Students learn the safe and appropriate use of common woodworking hand and power tools and gain an appreciation for wood, one of our foremost natural resources. Some areas which may be covered include free form, relief, and Native carving, wood sculpting, wood burning, inlay, and Intarsia. CNC engraving might also be incorporated into student projects.

## **Stained Glass 9 – MADM—09—S-GWS**

This is a locally developed introductory course for students interested in the methods and techniques of working with glass. Students will learn image development, design, and the use of colour as they make various projects. The course introduces terms and tools for glasswork as students create artworks using mosaic, etching, and foiling techniques. Some of the projects may include stained glass sun-catchers, sand-blasted designs and more.



# *Information and Communications Technologies - Applied Skills*

## Information and Communications Technologies 9 – MADIT09

- Desktop publishing and graphics design
- Creating your own digital storyboard
- An introduction to HTML web design
- Creating a video documentary
- Creating a simple animation
- Game designing / Interactive art
- Use internet software tools
- Experiment with coding devices (Robots)
- Use Microsoft Office effectively
- Introduction to marketing (product design)
- Marketing concepts (strategies of promotion)
- Introduction to electronic audio music production
- Develop your own INTERACTIVE DIGITAL PORTFOLIO

## *Art - Fine Arts*

### Visual Arts 9 – MAE—09

Do you like to draw? Or paint? Would you like to learn? Would you like to make a clay pot? This course will give you instruction on how to draw and paint and explores the graphic arts and sculpture. You can meet new friends and work with other students on group projects. You will study classical and modern artists and display your work. This course gives you the basics to continue learning about Visual Art and enjoying it in the future.



# Performing Arts Music - Fine Arts

## Vocal Ensemble 9 (“FireVox”) – MCMJV (4 Arts Education/ADST Credits) (E Block, outside timetable)

Looking for a “Glee”full experience? Explore the world of the contemporary vocal ensemble, from Jazz to pop, from Gospel to Rock with a few musical show tunes thrown in for good measure. FireVox students will learn about vocal production, microphone technique and performance skills. Do you have what it takes?

(Vocal Ensemble is a yearlong, E Block course that occurs on Tuesday, Thursday, and every second Friday)

## Concert Band 9 – MMU—09CBY

*Prerequisite: Successful completion of Band 8 or director’s permission*

Students will continue to develop elements of instrumental music such as Technique, Tone, and Musical Style. Repertoire will consist of many music styles including Classical, Rock, Popular, Jazz and First Nations Folk. Students will be expected to participate in local and/or regional concerts and festivals including all school performances. Touring is a possibility.

## Jazz Band 9 – MMUS—09JBY (E Block, outside timetable)

*You must be enrolled in Concert Band 9 to take Jazz Band 9 (E Block)*

This course undertakes the study of modern music in a Jazz Ensemble setting. Students will have the opportunity to perform Jazz, Rock, Hip Hop, Funk and Big Band music. Instruments included are Flute, Saxophone, Trumpet, Trombone, Piano, Guitar, Electric Bass and Drums. Students will be expected to participate in local and/or regional concerts and festivals including all school performances.

## Guitar 8 – MMU—09GUS

Instrumental Guitar is a comprehensive course which includes method, technique and creativity to develop an individual voice on the instrument. This course is open to all ranges and abilities and offers development options both individually and in group settings. We cover a range of genres and techniques that will help you develop your journey on the instrument for personal growth. If you are interested in learning to play guitar or wishing to take your playing to the next level, this is the course for you.

# Drama - Fine Arts

## Drama 9 – MDR—09

- Warm-up games and improv
- Music scenes
- Comedy scenes
- Bring pre-written scripts to life on stage
- Social issues scenes and other dramatic challenges
- Performance for elementary school students
- Theatre tech: learn how to use lighting board and stage lights
- Scriptwriting, stage design and costuming
- Creative collaboration and teamwork
- Gain important presentations skills

## Theatre Company 9 – MDR—09 (E BLOCK)

Theatre Company is a theatre production course. Students learn the process of acting and technical theatre through participation in various school productions. Students are introduced to a variety of set and theatre styles.

## Theatre Management 9 – MDR—09 (E BLOCK)

*Prerequisite: One previous Drama/Theatre course*

Theatre management is an intensive technical theatre course. Students will act as School Technical Directors. They will learn technical and management skills by designing and running various school and community events.

# *Dance - Fine Arts*

## **Dance Techniques and Performance 9 (E BLOCK) – MDNC-09INY**

This dance program is designed for students with dance experience who are interested in being a part of the existing FH dance family – now offered as a year-long elective in the regular course calendar. Dancers will have an opportunity to work in an exciting team environment, developing street style (hip hop) choreography, improving fundamental movement skills, refining technique, and then performing routines in local competitions. In addition to developing hip hop routines, dancers will also explore a variety of traditional and contemporary dance styles to broaden their skills and knowledge. Interested participants will select Dance Techniques and Performance (E Block) during course selection. Shortlisted candidates will then be notified to audition in the spring. This program is all about participation. Consistent attendance and full commitment are a must.



# *School Based Services*

There are several specialty programs offered in the Surrey School District. Descriptions of some of the specialty programs available in the Surrey School District are listed below. To find out more about the program options, including admissions requirements, contact the counselling department or administration at the school.

## **Counselling**

Counselling services are a personal resource for students and a resource for teachers and families. Counsellors act as advocates for students and their families. Seeing a counsellor is a simple matter facilitated by an appointment system within the school. 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, students concerns regarding courses and study skills.

### **Career Counselling**

- Exploration of values, interests, abilities, needs
- Establishing career goals and exploration of related occupations

### **Referrals**

- After consultation, counsellors may provide appropriate referrals to other school system services or non-school agencies

## **Learning Support Team**

The Learning Support Team (LST) located in Room 210 supports the diverse learners at Fraser Heights Secondary. Students who would benefit from the additional support of LST are determined through consultation with elementary school teachers, LST teachers, counsellors, and administration. The LST department offers many levels of support for you throughout your educational career at Fraser Heights.

The types of support available include:

**Peer Tutors:** Peer Tutors are typically students in Grade 11 or 12 who want to help students in the younger grades find success. Peer Tutors are trained by the LST department and then placed in classes to work with any students who are struggling. This course offers students a chance to give back to the Fraser Heights community and step beyond their usual role as students to take on more responsibility as mentors in the classroom.

**In Class Support:** Teachers and Education Assistants provide in-class support for students in academic classes. In classes where these kinds of support exist teachers and EAs are available to help any students in the class who

are struggling. The LST department members are also a great resource for test taking strategies, organizational skills, and adapter materials.

**Pull Out Support:** Students who are needing additional support or one on one help can come to the LST room for pull out support. This can be done in small groups or one on one. All that is needed is permission from your classroom teacher.

**Support Blocks:** Support blocks are available to students who need extra help and support to be successful. Students needing this level of support need to speak to the LST staff to have their support block put in place.

**Homework Club:** Homework club is run by a group of Fraser Heights Students who are eager to help students in various subjects. This club is great for students who'd like extra help on assignments from a knowledgeable peer in a welcoming and warm environment.

## Library Learning Commons

The Fraser Heights Library Learning Commons is open to students from 8:00 am – 3:15 pm most days. Flextime or lunch is a great time to come in and work on assignments. Our collection of non-fiction and reference books supports and enriches the curriculum and provides a wide reading level. We also have a great collection of fiction books, and we subscribe to many magazines.



## School Resource Officers (SRO)

The school resource group is comprised of seven RCMP members. These officers aid in giving lectures to the elementary grades and problem solving for the secondary students.

## B.A.S.E.S. Program

B.A.S.E.S. stand for Basic Academic, Social, and Employment Skills Program. Students are placed in the B.A.S.E.S. program by the school district. Students in the B.A.S.E.S. program are generally on a modified school program and will receive a School Completion Certificate rather than a Dogwood High School Diploma upon graduation.

## Aboriginal Program

At Fraser Heights we have an enthusiastic and committed Aboriginal Team working for the success of all Aboriginal Youth. Aboriginal Youth includes First Nations (Status and Non-Status), Metis, and Inuit. All staff work to support the vision and goals of the Surrey Aboriginal Education Enhancement Agreement (2013-2018):

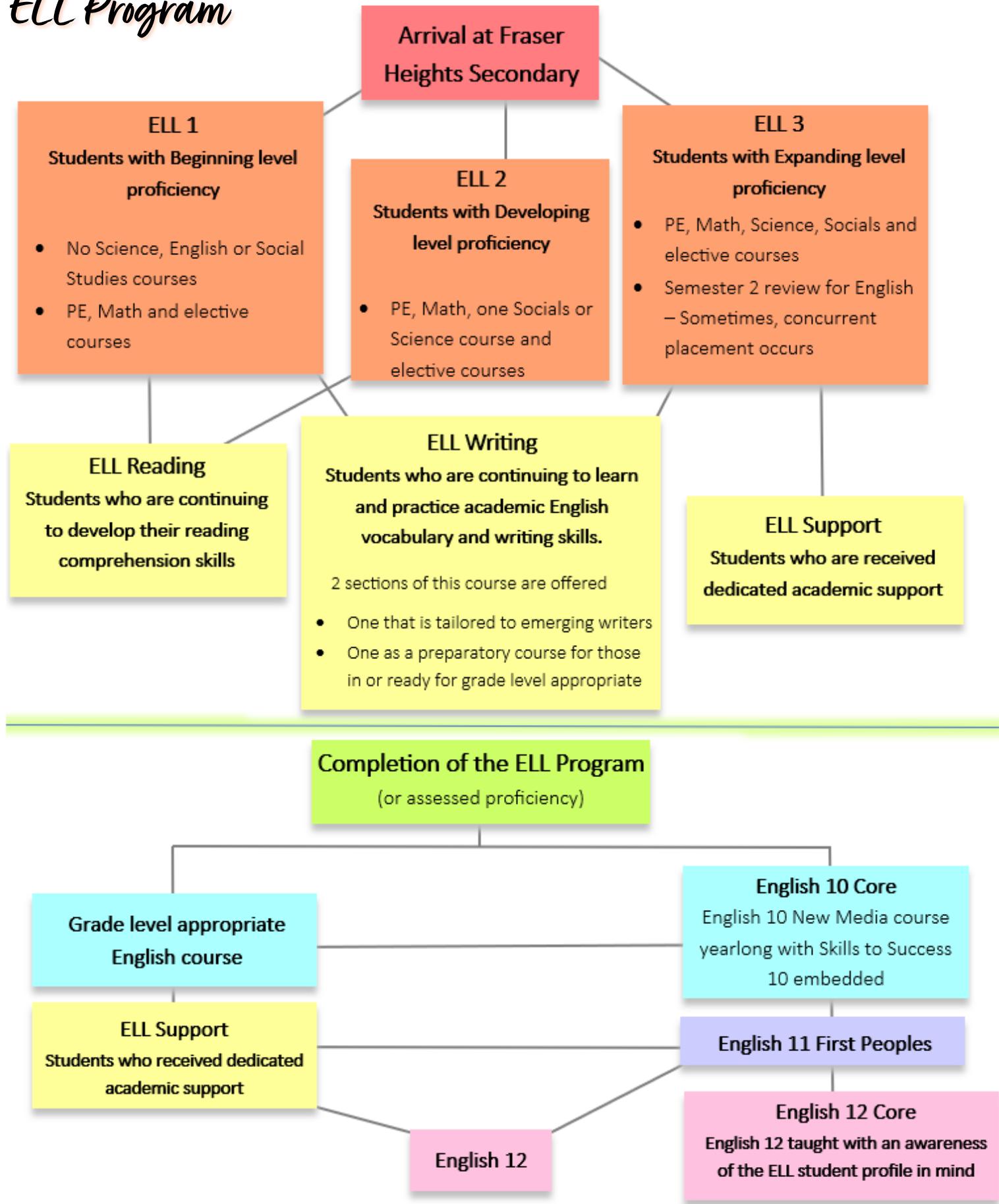
**To have every Aboriginal learner graduate with dignity, purpose, and options.**

- Increase positive, identity and sense of belonging for all Aboriginal learners;
- Increase knowledge and understanding of Aboriginal History, traditions, and cultures for all learners; and
- Increase achievement for Aboriginal Learners.

At Fraser Heights we have special events, luncheons, in class support, as well as flextime and after school support. The District Aboriginal Department sponsors events such as the District Aboriginal Grad Ceremony. Throughout the year we receive email notices about scholarships, special programs and job opportunities. To be a part of our Aboriginal program here at Fraser Heights, contract your counselor.



# ELL Program



# *District Based Services*

## Youth Care Workers: Itinerant and School Based

Youth Care Workers provide for students in connection programs. As well, Itinerant Youth Care Workers are a district resource used to provide short term strategic intervention for students in regular classroom settings who require behavioural support. They may also provide support for students referred to, or transitions from, connection programs.

## District Resource Counsellors

- Counsel students/families as requested.
- Consult with counsellors, administrators, and School Based Teams regarding high-risk students.
- Consultation, negotiation and coordination with students/parents, district/school personnel for placement of students who are suspended over five days.
- Participate in or represent our school district on specific community committees.
- Act as an advocate for students and families.
- Act as a resource for school-based Crisis Response Teams.
- Assign and supervise itinerant childcare worker placements.
- Liaison for Ministry programs.

## Hospital Homebound

This service provides direct instruction to students who are unable to attend school due to a non-contagious medical situation. The Hospital Homebound Service can be accessed via the school counsellors.

## Integration Support Teachers

This is a School and/or District based service supporting low incidence students and their classroom teachers.

## School Psychologists

Provide district based, educational assessment services designed to support students, school personnel, and parents in enhancing academic, adaptive, and social skills for students.

## Speech/Language Pathologists

Provide support to those students whose educational and/or social progress is adversely affected by communication difficulties.

## **Visiting Teacher Program**

Teachers are assigned to teach students at home or at Student Services who are unable, for a period of given time, to fit into an appropriate classroom facility in our district. The students who may be on waiting lists for rehabilitative and behavior disorder classes have school phobias or other problems.

**Other special support services that are available include:**

- Multicultural Workers
- Career Preparation, Work Experience, and Secondary School Apprenticeship
- Educational Evaluation
- Adolescent Day Treatment Program
- First Nations Education
- Hearing and Vision Services

