



Excellence | Equity | New Evangelization

GRADE 8 TO 9 TRANSITIONS GUIDE

2014 – 2015 Moving On!



Durham Catholic District School Board
Catholic Education: Learning and Living In Faith

Dear Parents and Guardians:

We are delighted to be part of your son or daughter's preparation for high school. It is an exciting time, full of important questions for students about their strengths, interests and goals. It is also a time of tremendous academic, social, emotional and spiritual growth. The Durham Catholic District School Board is committed to integrating the teachings of the Gospel with quality educational programs that guide students in their journeys to meet Catholic Graduate Expectations. We believe in each student's capacity to learn and that each student deserves to learn in an environment where they are valued, cared for and respected.

Parents, teachers, students and administrators—we are all working toward student success. However, we realize that success comes in many forms, and there are many pathways to success. With the help of their teachers, students now develop an annual Individual Pathways Plan which explores these questions:

- Who am I? • What are my opportunities? • Who do I want to become? • What are my plans to achieve my goals?

As students journey through high school, we are confident they will find answers to those questions and ways to develop their God-given talents to reach their full potential. We can help by encouraging young people to talk about their abilities, interests, dreams and plans.

We are very happy to be able to offer many different academic programs to meet the needs of all learners. You will find information about course selections in this guide, along with information about where students can find help when they need it. A special section for parents provides an overview of high school from a parent's point of view as well as tips about literacy and numeracy.

In high school, Grade nine students will also find many opportunities to shine in extracurricular activities and to serve others through volunteer work. As members of a faith community, we hope students will accept Christ's invitation to transform the world by using their gifts to help others. Examples of ways students can get involved can be found in the Transition Guide, but your son or daughter will have additional ideas to share.

As you continue to support your son or daughter in preparing for high school, I am sure you will have questions. You will find plenty of answers inside this document. In addition, please take advantage of information events at your school. Talk to teachers, administrators, student success teachers and guidance counsellors about your child's strengths and needs and the ways all partners can work together for success. Let us know how we can help your child enjoy a wonderful start to high school!

Sincerely,



Anne O'Brien
Director of Education

"You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp, puts it under a bushel basket." (Matthew 5:13-16)

MESSAGE FROM THE DIRECTOR OF EDUCATION



WHAT ARE CATHOLIC GRADUATE EXPECTATIONS?

As you work towards your graduation,
you are expected to embrace our Catholic Graduate Expectations.

This means that you will be:

- A discerning believer formed in our Catholic Faith Community,
 - An effective communicator,
 - A reflective, creative and holistic thinker,
- A self-directed, responsible, lifelong learner,
 - A collaborative contributor,
- A caring family member and responsible citizen.

**Catholic
Education:
Learning &
Living in Faith**

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WHAT DO YOU LIKE? WHAT ARE YOU GOOD AT?

(These are the most important questions that you should be asking yourself.)



You need to identify your areas of strength in academics, in areas of interest and through extra-curricular activities. You need to identify your areas of need in relation to academics and other areas of your life—and then you must not be hampered by your observations but empowered by your knowledge. Set a course, seek help when you need it and make things happen.

Remember:

**"The secret to getting ahead
is getting started."
– Sally Berger**



Advice:

Blake: You need to pay attention when your teachers are explaining a lesson so that you do not get left behind. Ask questions if you are uncertain about a lesson. Make sure that you finish all your homework and hand it in on time. Take notes from lessons so that you can understand it later. Do not give up when a long assignment is given to you.

Francis: Don't think of high school as a big event; it's a change, but you get used to it.

Challenges:

Blake: In Grade 9, I had trouble in English. I struggled on essays and assignments. I had problems handing things in on time.

Francis: I found it hard with so many different teachers and classes.

Think & Write

This is the most important page of the booklet because it is all about you!
Hopes and dreams can be a part of this, too.

How am I smart?

It doesn't matter how smart you are...but it's important to know HOW you are smart!

- Go to the end of this booklet to pages 35–38
- Read about multiple intelligences
- Complete the survey
- Record your top answer here: _____

- ☆ What do I like to do?
- ☆ What am I good at? What are some of my abilities?
- ☆ What are some career options that I would like to explore?
- ☆ My dream job would be...
- ☆ I definitely do not want to do this...
- ☆ My dreams are...
- ☆ A person I see as a hero in my life is...
- ☆ This person is my hero because...
- ☆ The people who support me are...
- ☆ They support me by...

How do I learn?

- Go to page 39. Follow the instructions and find out about your learning style
- Record your answer here: _____

What does my past academic record look like?

- Check your old report cards from grades 6–8
- What was your level of achievement: level 1, 2, 3, 4, R?
- In what subjects did you earn your highest marks? Lowest marks?
- Look at your learning skills: What are your strengths? Your weaknesses?



HOW DO I CHOOSE MY GRADE 9 PROGRAM?

Where to begin? The hardest thing to do is to choose the level of course to take in Grade 9: Academic? Applied? Locally Developed?

Which course level should I start out with in Grade 9?

Remember that you can always change levels between Grade 9 and Grade 10. Only in math must you successfully complete a transfer course to change levels. In all other courses, changes should be made by talking with your guidance counsellor, your subject teacher and your parents.

Advice: Start at the level in which you feel you will be most successful!

The levels of courses are described below. **Where do you see yourself being the most successful?**

Applied Level Courses ("P")

- Students learn the essential concepts of a subject
- Emphasis is on practical and hands-on application of concepts
- Students are more dependent learners, preferring discussions, teacher-directed or teacher-guided learning and real-life applications
- Students who do well in Grade 9 applied have generally performed in the Level 2-3 range

Locally Developed Courses ("L")

- Students learn the most essential concepts of a subject
- Students require teacher direction and instruction to accommodate learning needs and to complete activities
- Students need to improve basic literacy and numeracy skills
- Learning skills need some improvement. They require consistent practice and reinforcement

Academic Level Courses ("D")

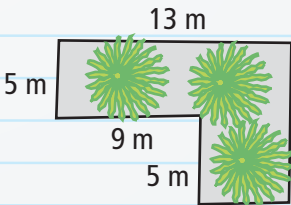

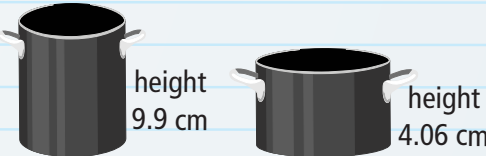
- Students learn the essential concepts of a subject and explore related materials
- Emphasis is on theory and abstract thinking as a basis for future learning
- Students are creative and like to research and problem-solve
- Students are independent learners with good to excellent learning skills
- Students who do well in Grade 9 academic have generally performed in the Level 3-4 range

Open level courses are offered for all students at all levels of academic abilities and learning needs and strengths. Expectations are designed to be appropriate for all students. Generally, optional courses, like art and physical education, are open courses.

Alternative (non-credit) curriculum is designed for students who are unable to meet the requirements of credit courses. The key focus is to develop independent living skills.

HOW ARE THE COURSE LEVELS DIFFERENT? HERE IS A SAMPLING OF WHAT IS EXPECTED IN MATH AND ENGLISH IN EACH LEVEL

For more information about course content and exemplars, visit the Ministry of Education website at:
<http://www.edu.gov.on.ca/eng/document/curricul/curricul.html>
 Click on secondary curriculum; then choose the courses you would like to look at.

Grade 9 Subjects	Locally Developed Course	Applied Course	Academic Course
Math	<p>What is the area of this garden?</p> 	<p>The soccer ball shown has a diameter of 25 cm</p> <p>a) Find the volume of the soccer ball. b) Find the volume of the box. c) If the soccer ball was placed in the box, how much empty space would be left in the box?</p> 	<p>Each of the containers below holds approximately the same amount of liquid. How much can each hold and which one requires the least amount of material to make?</p> 
English	<p>Listening and Speaking Skills:</p> <ul style="list-style-type: none"> You will: identify the characteristics of active listening (e.g., body language, facial expressions, tone of voice, asking the right questions, paraphrasing and clarifying) <p>Reading:</p> <ul style="list-style-type: none"> You will: identify and explain how you apply your reading and viewing skills in school, in everyday life and in the workplace (e.g., read a household bill, study a driver's manual, read a warranty card) <p>Writing:</p> <ul style="list-style-type: none"> You will: convey meaning in your writing using graphic and visual elements (e.g., create a storyboard to explain your journal entry) 	<p>Listening and Speaking Skills:</p> <ul style="list-style-type: none"> You will: identify the purpose of a few different listening tasks (e.g., listen to a song to detect gender or other forms of bias) <p>Reading:</p> <ul style="list-style-type: none"> You will: use simple oral and complex texts to make connections between personal knowledge and other texts and the world around you (e.g., role-play to explore emotions expressed by a character in a story) <p>Writing:</p> <ul style="list-style-type: none"> You will: write for different purposes and audiences using a few different formats (e.g., make up a dialogue to dramatize two sides of an issue for the class) 	<p>Listening and Speaking Skills:</p> <ul style="list-style-type: none"> You will: identify the purpose of several different listening tasks and set goals for specific projects (e.g., identify the purpose of the rhythm and sounds in a read-aloud of a poem) <p>Reading:</p> <ul style="list-style-type: none"> You will: extend your understanding of simple and complex texts by making connections between the ideas in them and personal insights, other texts and society (e.g., describe an opinion that characters in a historical novel might have on present-day issues) <p>Writing:</p> <ul style="list-style-type: none"> You will: write for different purposes and audiences using several different formats (e.g., compose a supported opinion essay about a controversial issue in your community)

De-Coding Your Course Code

Every course in secondary school has a unique course code as mandated by the Ministry of Education

SNC

These 3 letters identify the subject

The first letter in the course code identifies the curriculum area as follows:

- A = Arts
- B = Business
- C = Canadian & World Studies
- E = English
- F = French
- G = Guidance
- H = Humanities & Social Sciences
- K = Alternative, Non-Credit Courses
- L = International Languages
- M = Mathematics
- N = Native Studies
- P = Physical Education
- S = Sciences
- T = Technological Education

1P

This number identifies the grade as follows:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

This letter identifies the stream/destination

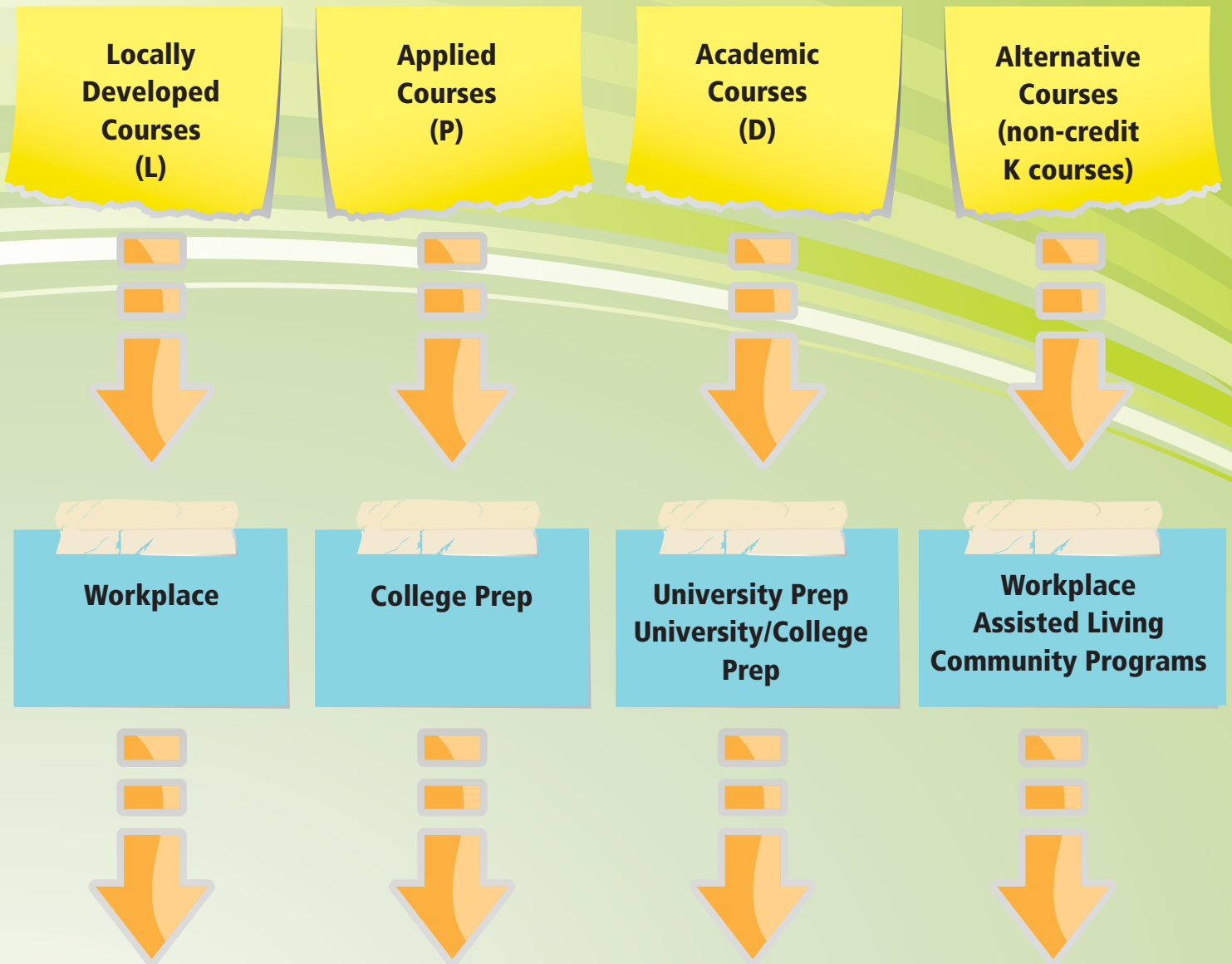
Grade 9-10

- D = Academic
- P = Applied
- L = Locally Developed
- O = Open

Grade 11-12

- E = Essential
- U = University
- C = College
- M = University/College
- O = Open

General Pathways



Remember that all courses and pathways lead to the same destination for everyone:

the workplace!

What Do You Need to Graduate?

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits [†]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

- English or French as a second language**
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language**
- computer studies
- cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

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reach every student

YOUR FIRST HIGH SCHOOL QUIZ!

Matching
1-I
9-B
10-M
11-C
12-D
13-F
14-H
15-G
16-J
2-E
3-N
4-P
5-A
6-L
7-K
8-O

True or False
7-T
8-T
9-T
10-T
3-F
4-F
5-F
6-F

TRUE OR FALSE?

- Open courses are available and appropriate for all students.
- A student does not have to take the same level in all courses.
- Applied courses are generally best suited for Level 1+ students.
- Locally Developed courses focus on the most essential concepts.
- Grade 9 English is offered as an open course.
- A student cannot change course levels from Grades 9 to 10.
- Applied courses present practical and hands-on activities.
- Your teacher can help you select an appropriate course level.
- Academic courses present more abstract concepts.
- Grade 9 optional courses are offered as open courses.

T F
T F
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T F

Matching

Write the letter in the space provided that best matches the numbered statement:

#	Term	
1	# of compulsory credits	_____
2	PPL 10F	_____
3	Physical Education requirement	_____
4	ADA 201	_____
5	EQAO literacy test	_____
6	Cooperative Education	_____
7	CHC 2P1	_____
8	Civics/Careers	_____
9	FSF 1D1	_____
10	Science requirement	_____
11	English requirement	_____
12	ENG 4U1	_____
13	Four Religion courses	_____
14	GLC 201	_____
15	Geography	_____
16	Community service requirement	_____

Letter	Details
A	written in Grade 10
B	Grade 9 French
C	four compulsory credits
D	Grade 12 English
E	Grade 9 Physical Education
F	DCDSB requirement
G	Grade 9 compulsory course
H	Grade 10 Careers
I	eighteen
J	40 hours
K	Grade 10 History
L	can earn up to 12 credits
M	two compulsory credits
N	one compulsory credit
O	0.5 credit value each
P	Grade 9 Drama

ADVICE COLUMN

- I like the fact that we have a lot of things to do—like Take Your Kid To Work Day. That was fun. I moved to Whitby from Scarborough, and I thought it would be hard to meet people in such a big school. I was surprised! Because this is a big school, there are a lot of people, and there is bound to be someone just like you. So it is not hard to make new friends.
- The thing about Grade 9 that I like the least is homework! Compared to Grade 8, there is a lot more. Also, I knew there would be peer pressure in high school, and there is. You have to know what is right and if your heart tells you something is right, you should follow it. You have to be strong.
- My advice to a Grade 8 student? “You turn in your homework—you get good grades. And, listen to your heart!”

– Lydia Ndayizigiye



LYDIA NDAYIZIGIYE



KAMDEN JOHNSON-HOLDER

Biggest Grade 9 Challenge

Balancing extra-curricular activities and school work was the most difficult to adjust to.

What would you advise Grade 8 students?

Use your agendas and calendars to stay organized and prioritize.

Don't procrastinate!

What's a good way to get to know new students?

School sports and clubs are definitely the best way to make new friends. It also helps you to get out of your comfort zone and open up to others.

– Kamden Johnson-Holder

- What do I like about high school? I like how the teachers help you. They help you understand individually, not just as a group. Also, at the beginning of the year, I had a problem with my timetable, but my guidance counsellor helped me fix it.
- I was expecting the workload to be really heavy. A lot of Grade 7 and 8s are really scared or nervous about the workload. But if you keep up with the teacher, it's a lot easier.
- Also, I did not expect to meet new people, but it is so easy to meet new friends. I go to band, so I met people there. It's fun! There are a lot of activities here—something for everyone. I also thought I would get lost at school. But after the first morning, I was okay, and there was always someone to help.
- If I could give a Grade 8 student advice about high school, I would say “Don't be nervous. Prepare yourself just like you do in Grades 7 and 8 for each new year. It's not bad once you get here!”

– Rebecca Clarke-Eldridge



REBECCA CLARKE-ELDRIDGE



- High school is good because you only have four subjects, and you can focus on them more easily instead of a whole bunch of subjects.
- It's not as bad as what I thought—not as hard. It's different than you think it will be—really just like a grade higher. But it took me a while to figure out that I would do better if I did my homework and worked on my assignments ahead of time!
- I went to the Head Start Program. It was a good review in math and I learned how to open a Dudley lock. Also, I found out about the school and where things are.
- I would tell a Grade 8 student not to worry about high school. It's not that bad!

– **Quintin Ermes**



The Biggest Challenge?

Compared to elementary school, the workload is heavier because you have four different teachers.

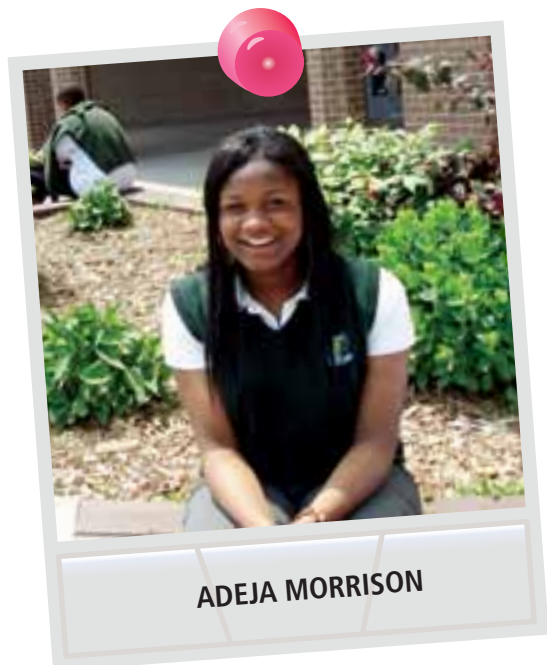
Advice

Stay organized, stay on top of your homework, and don't procrastinate.

Tips for Staying Organized?

My agenda definitely comes in handy. Writing down all my upcoming assignments or presentations helps me to plan to get everything done.

– **Meryl Christie**



Advice for Grade 8 Students:

I would tell students to focus and work hard from the get-go because, to be honest, the work does get harder. I would also encourage them to be confident and more important to be themselves.

What are some good ways of getting to know people outside of your elementary school?

Be open, friendly, easy going and genuine to your personality. Remember that the other kids are just like you and are probably dealing with the same things you are. Joining sports, clubs and after-school programs are also a great way to move and make new friends.

Any tips for staying organized?

Have a separate binder for each class and use dividers for each section you are working on. Put the dates on everything, and highlight and organize things. Use your agenda to write homework, projects, assignments, etc.—it will really help you in the future.

– **Adeja Morrison**

tips

- A timetable is an outline of the time, room number, lunch period, teacher and semester in which students will take all of their courses.
- Your student I.D. card has all your personal information on it. Keep it safe and secure.
- An agenda is an invaluable tool to keep track of assignments, expectations and school codes of conduct.
- Homework: Just do it!
- Write things down in your agenda. It is easier to remember due dates that way.
- Make friends in each class so that you have someone to talk to if you need something or you do not understand work from the lesson. Exchange notes if one of you is absent from class.

Kamille—Grade 9 Student

Challenge: Going into Grade 9 was hard for me because I didn't know anyone as I had just moved into the area. It was hard because everyone else already had their friends. Over time, I got over it and made new friends.

- Self-advocacy—be there for yourself and make the effort to understand so that you do not become lost or confused.
- Get involved. The more people you meet, the more things that you do, the better your experience. Join school teams and clubs!
- Talk to someone. Share your day with your parents, your siblings or your friends. People care how you are doing and want what is best for you. Talk about your day.
- Don't let things slide. Stay on top of things so that you do not become overwhelmed. Get your work done so that you can have a break later without being worried about what you have to accomplish.
- Search out your strengths and talents. Capitalize on your abilities. Tap into people who can help.
- Save yourself the hassle. Wear your uniform proudly and appropriately.
- Start your Christian community service graduation requirement. You may begin to earn these 40 hours of service in the summer after completing grade 8.



GET INVOLVED!



Be a part of it!



How do I get the most out of

The following are after-school activities that I would like to be involved in:

- Announcements
- Art Club
- Badminton
- Band
- Basketball
- Breakfast Club
- Chaplaincy
- Chess Club
- Choir
- Cross Country
- Curling
- Dance
- Debating
- Diversity
- Drama
- Eco-teams
- Fitness Club
- Football
- Golf
- Grad Committee
- Hockey
- Improv
- Lacrosse
- Language Club
- Library Club
- Liturgical Celebrations
- Math Club





my high school experience???

Talk to a teacher or a guidance counsellor to see which activities are offered in your high school...

- | | | |
|---|---|--|
| <input type="checkbox"/> Multicultural Club | <input type="checkbox"/> School Reach | <input type="checkbox"/> Talent Show |
| <input type="checkbox"/> OSAID | <input type="checkbox"/> School Newspaper | <input type="checkbox"/> Tech Team |
| <input type="checkbox"/> Peer Ministry | <input type="checkbox"/> School Trips | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Peer Tutoring | <input type="checkbox"/> School Website | <input type="checkbox"/> Track & Field |
| <input type="checkbox"/> Photography Club | <input type="checkbox"/> Ski Team | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Prom Committee | <input type="checkbox"/> Soccer | <input type="checkbox"/> Weight-lifting |
| <input type="checkbox"/> Reach Team | <input type="checkbox"/> Social Justice | <input type="checkbox"/> White Pine Team |
| <input type="checkbox"/> Rugby | <input type="checkbox"/> Student Council | <input type="checkbox"/> Yearbook |
| <input type="checkbox"/> School Ambassador | <input type="checkbox"/> Swimming | <input type="checkbox"/> Yoga |

...If you are interested in starting a new club...speak with a teacher or guidance counsellor.





about your first week of school

"Do or do not. There is no 'try.'"
(Yoda, *The Empire Strikes Back*)



1

First things first: When do I eat?

You will have lunch as one of the periods of the day. Most schools have more than one lunch period. They usually run for about 40 minutes. Check your schedule to see which lunch you have.

2

What if I get to school, and I don't have a timetable? Or, it's wrong? Or, if all my harder courses are in one semester?

The guidance department is responsible for all timetable issues. Before or after school, or on your lunch time, go and speak with a guidance counsellor about your concerns. If you want to make any timetable changes, you may have to wait a couple of days. You will need your parent's permission to make changes.

3

What if my uniform isn't ready for the first day of school?

Bring a note signed by your parent/guardian explaining why you are not in uniform. Wear something appropriate. Try to wear clothes that match the uniform as closely as possible: dress pants, a collared shirt and dress shoes.

4

What's to eat in the cafeteria?

There are hot meals and sandwiches and a variety of healthy foods to eat. If you don't want to buy your lunch, you can bring one from home and eat in the cafeteria.

5

What if I lose or forget my locker combination?

Don't panic. See your homeroom teacher or ask at the main office.

6

How do I join teams?

Listen to the morning announcements, and keep an eye out for advertisements or posters announcing times and locations. For team sports, there are junior and senior divisions. If it's a club you want to join, find out the location of the try-out sign-up sheet, and enter your name.

7

What if I can't find my classroom?

Ask someone for help. Teachers will understand the first couple of days!

8

What if I am having trouble in my classes? Where do I go for extra help?

Your teachers are available to assist you before and after school. Ask your teacher. Most high schools offer an extra help after-school program where teachers and peer tutors are available to help you.

9

Who do I go to if I am being bullied?

Everyone deserves to feel safe in high school. If you are being bullied or threatened or you feel unsafe in any way, it is important to speak with an adult. Any of your classroom teachers, your guidance counsellor, the school chaplain, your vice-principal, the school secretary, an educational assistant or any adult will take your concerns seriously and direct you to the person best able to help you. Tell your parent/guardian; they can help you speak with the school about your concerns. Don't be afraid to speak up. You deserve to be safe!



10

Can I use personal electronic devices in the school?

Most schools have a policy about the use of personal electronic devices. These kinds of rules will likely be explained to you on the first day of school or at a general assembly and then reviewed in your homeroom class. Remember, school is like a professional business environment!

11

What do I do if I am absent?

If you know you are going to be away (appointment, field trip, tournament...), let your teachers know so that you can have the work in advance. If the absence is unexpected (illness, emergency...), speak with your teachers upon your return to get the missed work. In all cases, absences need to be called in and approved by your parent/guardian. Your student agenda will explain in detail what to do in case of absence.

12

Can I bring my own laptop to school?

You will need to check with your school about their policy regarding laptop use.



13

I have an IEP. How does that work in high school?

All students with an Individual Education Plan have a program support teacher who helps you advocate your strengths and needs with your subject teachers. The program support teacher will likely contact you in the first few weeks of school so together you can figure out how to make your IEP work best for you.

14

Do I have to buy a student agenda?

No, the agenda is provided for you as part of your student fees. It contains a lot of information about your school. Learning to use it well will help to keep you organized.

15

What happens if I am late for class?

Each of your subject teachers will have some rules (and consequences) for being late. If you are late because you were speaking with another adult in the building, ask that adult for a note to explain why you were late for class.

16

Is there recess?

Nope...sorry!! You're a big kid now!!

help ● v. 1 make
 ➤ improve (a situ
 (someone) t

Who can you go to for help?

What kind of help can they offer?

Administrator (Principal or Vice-Principal)

- help and advice in relation to school policies and school-related problems

Chaplain

- support and guidance in relation to school issues and personal problems
- mentorship, advocacy and spiritual guidance

Classroom Teacher

- extra help with lessons, timelines and assessment and evaluation expectations
- tips for success in relation to the subject taught
- advice about extra help in the class or within the department

Custodians

- help if you can't find your class or locker or need help moving school equipment

Educational Assistants (EA)

- one-to-one support and academic assistance in the classroom and school community

English Language Learner Teacher (ELL)

- support, advice and guidance for newcomers to Canada
- assistance to Canadian-born students who have been raised in a community in which languages other than English are spoken

Friends

- friendship!
- support by helping to take notes, collecting handouts or assignments when you are absent

Guidance Counsellor

- help and advice in relation to course and pathway selection, school problems, personal issues, or needs that arise from difficulties in relation to learning or study habits

Homeroom Teacher

- information on school activities and routines, directions to classrooms, programs and after-school activities

Program Support

- help with lessons and programming to best serve your needs
- assistance with academic concerns and issues of classroom support in relation to your IEP

Secretarial Staff

- assistance in making an appointment to speak with the principal, vice-principal or guidance counsellor
- help with school procedures

Social Worker/Child/Youth Counsellor

- assistance with personal issues that require professional care and healthy living supports to help you navigate difficult situations

Student Council

- organization of school events and promotion of school spirit

Student Success Teacher

- advocacy when you experience difficulties in your academic or personal life

Some programs that can help you!



Head Start

The Head Start Program is an opportunity provided for Grade 8 students transitioning to Grade 9. It is a program that allows them to prepare for the beginning of the school year. Usually, this program runs during the third week of August for four mornings, Monday to Thursday. Information is sent out to elementary schools by the end of June.



After-School Homework Club

All schools offer after-school programs for students taking Grades 9 and 10 courses to get extra help. Qualified teachers and peer tutors are available for extra support with homework, preparation for exams, research and other academic-related activities. Many schools call this program "S3" (Students Striving for Success), but check with your teacher!



Breakfast Club

For a variety of reasons, many high school students leave home in the morning without a nutritious breakfast. Since a healthy start to the day actually improves student learning through better concentration and behaviour, many of our schools run a Breakfast Club before the school day begins. All students are welcome!



Spectrum

The loss of a loved one can be extremely difficult—especially for teens. Spectrum is a group that meets regularly throughout the school year to provide friendship and support for students who have experienced such a loss. Ask your guidance counsellor if this program is available in your school.



Credit Recovery Program

Our Credit Recovery Program is designed to help students "recover" previously failed course materials. The school team must recommend a student for entry into this program.



On-line Math Help

The Durham Catholic District School Board has partnered with the Ministry of Education to provide Free Online Math Tutoring to Grades 7 to 10 students. Students can access the website www.homeworkhelp.ilc.org Sunday to Thursday evenings from 5:30 to 9:30 p.m. to receive math help from an Ontario teacher. Students will be registered by their math teachers. Please contact HomeworkHelp@dcdsb.ca if you have any questions.

**Remember: if you need HELP of any kind
(e.g., personal or family issues, financial difficulties,
academic troubles, etc.)
...there's always someone who can help.**



Pathways Planning: Education and Career Choices

Look back to your answers on page 5 to help you figure out these questions!

“Whoever remains in me as I remain in them will bear much fruit” (John 15:5).

What is a pathway?

A pathway includes the courses, supports, experiences and programs that each student will choose, which will help lead to a successful transition to a specific destination (i.e., apprenticeship, college, university, workplace).



Something to think about...

- What do I like to do?
- What subjects do I enjoy?
- What are my God-given strengths, gifts, talents and abilities?
- What skills will I need to develop?
- How do I apply knowledge of my personal interests, strengths and abilities to make informed decisions about career and education planning?

How do you plan your pathway toward an educational destination?

Planning with a post-secondary destination in mind begins with self-assessment. Consider your interests, your learning style, your aptitudes, your knowledge and skills. Explore career options and education programs, and then relate your interests, skills and aptitudes to your educational and career goals.

What are your interests? What are your skills?

These are important questions that each student should ask themselves. Students should be able to identify personal interests and areas of strength in subject areas. They need to identify areas of need in relation to academics and other areas of their life—and then they must not be hampered by their observations but empowered by their knowledge.



Planning Pathways for Life-long Learning

Students, parents and teachers are life-long learners. The idea of planning a pathway toward an educational goal should be focused, yet flexible. Educational goals can change over time. The ultimate goal of a student is to find and enjoy meaningful work. There are many ways to journey toward work. The journey involves the transition from grade-to-grade and to life after high school to one of the post-secondary destinations of: college, apprenticeship, university or the workplace.



Suzi Hoogkamer
Cooperative Education: Hairstyling

Apprenticeship

Apprenticeship is a post-secondary education opportunity in the skilled trades. A master tradesperson teaches a trainee “on the job.” The employer follows the training standards provided by the Ministry of Training, Colleges and Universities (MTCU) to ensure that an apprentice becomes skilled in the trade. Ninety percent of the apprenticeship training is completed in the workplace. All regular apprentices also attend “in-school” sessions, usually offered at community colleges or union training centres. The MTCU pays the tuition while the apprentice pays a minimal classroom fee to attend the “trade school” sessions. Once both the “in-school” and “on-the-job” hours have been completed and the competencies signed off, the apprentice receives the Certificate of Apprenticeship. The apprentice must then pass an examination in order to receive the Certificate of Qualification (license). The Certificate of Qualification and Journeyman status is widely recognized and accepted.

A typical apprenticeship takes about the same time as other post-secondary options, depending on the trade and the progress of the individual.

Check <http://www.tradeability.ca> or <http://www.oyap.com> for more information about apprenticeship opportunities.

College

There are 25 colleges in Ontario. Colleges offer a variety of diploma, certificate and applied degree programs. The basic admission requirement for post-secondary programs in the Ontario College system is one of the following:

- Ontario Secondary School Diploma (OSSD) or equivalent
- Any lesser minimum admission requirement as established by a college on a program-specific basis

Ontario colleges offer more than 2,400 program choices in almost 600 subject areas. Programs are career-oriented and geared toward marketable skills. Find out about programs, arrange a campus tour or talk to a college representative who can answer your questions.

Check <http://www.ontariocolleges.ca> for more information and college specific requirements.



Jordan Pisani
Cooperative Education:
Parks and Recreation

Planning Pathways for Life-long Learning



Akil Goodridge

Cooperative Education: Horticulture & Landscaping

Workplace

The goal of all students is to find employment that is fulfilling and of service to society. There are many ways to get to the world of work, and one of the ways is through an entry-level job. Students will find information regarding the availability of entry-level jobs in their guidance department at high school. A number of organizations exist in Durham Region that help assist students to find employment after high school.

An important organization is Employment Ontario. Check out their website:
www.employmentontario.ca/

University

The admission requirements for Ontario university programs are varied. In general, students must have their O.S.S.D., and 6 of their grade 12 courses must be at the university or university/college level. There are 18 universities in Ontario offering professional programs in a variety of fields. Universities offer three and four-year undergraduate degrees. Professional programs such as Dentistry, Medicine, Engineering and Education are offered at several Ontario universities.

For specific information about programs, please check: <http://www.electronicinfo.ca/>



Victoria Mastracci

Cooperative Education: Nursing

Student Links and Career Exploration

It is important that students make informed choices about their future and that they develop the skills and knowledge needed to navigate their post-secondary destinations, which will eventually lead to the world of work. Whether it is college, apprenticeship, university or the workplace, each destination is valuable and should be available for students to pursue. The following websites contain information that lead students on their future pathways.

Career Cruising:	www.careercruising.com
Career/Academic Counselling:	www.studentcounsellor.com
Durham Catholic District School Board:	www.dcdsb.ca
Ontario Job Futures:	http://www.tcu.gov.on.ca/eng/labourmarket/ojf/index.html
College Information:	www.ontariocolleges.ca
Mazemaster:	www.mazemaster.on.ca
Ministry of Education:	www.edu.gov.on.ca
Ontario School Counsellors Association:	www.osca.ca
Ontario Youth Apprenticeship Program (OYAP):	www.oyap.com
University Course Information:	www.ouac.on.ca



Specialized Programs and Options

Advanced Placement

The Advanced Placement program (AP) provides students with enriched learning in academic and university-level courses and gives them the opportunity to demonstrate mastery of the advanced material by taking AP exams in their senior year. Each AP course has a corresponding exam that is administered in May by participating schools world-wide. The majority of universities in North America have an AP policy granting incoming students credit or placement or both on the basis of their AP exam grade. Many of these institutions grant up to a full credit for courses offered by the university.

Students who should consider application to the AP program:

- meet or exceed a high level of academic achievement (Level 4 or 80%) in a broad array of subjects
- are independent, self-directed learners
- process information quickly
- display intellectual curiosity
- assume responsibility for their own learning

(Check with your guidance counsellor to see if your high school offers this program.)

Specialist High Skills Major (SHSM)

Apprenticeship

College

Community Living

University

Workplace



What is a Specialist High Skills Major?

Student Success is about meeting the individual learning needs of each and every student. Schools are providing students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options. One of those options is the Specialist High Skills Major (SHSM).

A SHSM is a Ministry of Education-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.

Pursuing a SHSM enables students to:

- customize their secondary school education to suit their interests and talents
- develop specialized knowledge and skills
- earn credits that post secondary educational institutions and the sector recognize
- gain sector-recognized certification and career-relevant training
- develop Essential Skills and Work Habits documented through the Ontario Skills Passport
- identify, explore and refine career goals and make informed decisions about their future
- remain flexible, with the option to shift between pathways, should their goals and plans change

Components of a SHSM program include the following:

- A defined bundle of 8-10 Grade 11 and 12 courses related to a specific industry sector
- Compulsory sector-recognized certifications and training such as CPR, Standard First Aid and WHMIS
- Experiential learning and career exploration activities
- 2 cooperative education credits
- Reach ahead opportunities that focus on sector-related post-secondary school destinations
- Essential Skills and work habits

Students who successfully complete a SHSM receive:

- Ontario Secondary School Diplomas with an embossed red seal
- formal recognition on their Ontario Student Transcripts
- a SHSM Record documenting their achievements
- an awesome resume!

Locations of individual high school SHSM programs can be found on the DCDSB website.



Dual Credits

Dual Credit courses and programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. Students enrol in a first year college course and upon successful completion earn both a college credit and a high school credit.

The primary focus of dual credits is to assist those students who are facing challenges in completing their graduation requirements. Dual Credit programs and courses are also funded for students in Specialist High Skills Major Programs (SHSM) and Ontario Youth Apprenticeship Programs (OYAP).

The Centre for Success is a dual credit program located on the campus of Durham College. This program offers selected students the opportunity to complete their high school graduation requirements while also taking a college course.

Dual credit opportunities vary from year to year so students are encouraged to speak with a member of the guidance department to explore these options.

E-Learning and Blended Learning

There are different options for students to take courses instead of face-to-face classes. These include e-Learning and blended learning courses.

E-Learning courses are conducted totally online using learning management software called Desire to Learn, which is administered by the Ministry of Education. Students interact with their teacher, receive instruction and complete their assignments totally online using this software. E-Learning students will be working collaboratively in an online class with students from the other high schools in the Board. E-Learning courses can be accessed anywhere and anytime that the student has an internet connection.

Blended learning is an option that may be used by teachers who teach a face-to-face course. The teacher directs the students how to use the same learning management software, Desire to Learn, used by the e-Learning courses. Students may be asked by their course teacher to access material, submit their assignments or contribute to discussions online.

Students are encouraged to see a guidance counsellor to review these options.



Cooperative Education & Other Forms of Experiential Learning

Cooperative Education is just one type of experiential learning that involves building partnerships between education and business, industry, agriculture, labour or community organizations. These partnerships include students, teachers, parents/guardians, employers and placement supervisors. Students are provided with a systematic introduction to career exploration, experiential learning and career planning—while earning credits towards their OSSD. Co-op is timetabled during a semester for either a half or full-day placement. Other forms of experiential learning and related programs include Job Shadowing, Job Twinning, Work Experience, Virtual Work Experience, School-to-Work Transition Programs and the Ontario Youth Apprenticeship Program (OYAP).



Shaun Englefield, Co-op Student

What I like about my co-op placement:

- I get to meet a lot of great people
- The job is very artistic (but it is science, too)
- It's a more mature atmosphere than school
- I've learned more here
- They offered me a job!

My co-op duties at the salon:

- washing hair
- doing toners
- cleaning
- greeting customers
- serving refreshments
- looking after stock

What I am learning at my co-op placement:

- How to do colours to become a colour technician
- Once you get to know your clients, you don't forget them!

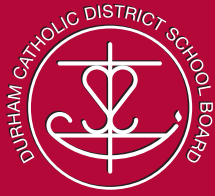
My goal:

- Open my own salon and be an artist and an entrepreneur!

Experiential Learning =

Opportunities





ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)



Think now about your future with OYAP. The possibilities are endless!



What is Apprenticeship?

Apprenticeship is an education and training program for people who enjoy learning by doing and who want to work in the skilled trades. Training is 90% hands-on and 10% classroom instruction, which usually takes place at a college or training centre. It takes from 2 to 5 years to complete an apprenticeship, depending on the trade.

An apprenticeship is finished when the apprentice completes 100% of education and training both in class and on the job and passes an examination. The apprentice then receives a Certificate of Qualification or Certificate of Apprenticeship, depending on the trade.



The 3 Possible Apprenticeship Routes Available to High School Students in Ontario

1. The Traditional Apprenticeship Route:

The person seeking an apprenticeship is responsible for finding an employer who will sponsor him or her. The employer and apprentice register with the Ontario Ministry of Training, Colleges and Universities Apprenticeship Office, sign a Contract of Apprenticeship, and the apprenticeship training period officially begins. The Traditional Apprenticeship begins when a student finishes high school.

2. The Ontario Youth Apprenticeship Program Route:

Young people, with the help of their OYAP Coordinator, register as apprentices while still in secondary school. These students complete a cooperative education placement in a skilled trade. They receive credit for the skills they develop and demonstrate to their employer during the apprenticeship. Some OYAP students can even earn credits for their Level 1 in-school training. A successful OYAP placement can lead to paid employment and continuation of an apprenticeship after graduation. Employers may be eligible for both wage subsidies and tax credits. They should contact a local Employment Ontario office for further information about the subsidy.

3. The Accelerated OYAP Route:

Accelerated Programs (also called Regional OYAP) are offered through partnerships with colleges, training boards and the local school board. A student must be in Grade 12 in order to apply to participate in these Accelerated Programs.

“Gain work experience and get a 'head start' in apprenticeship training”

Requirements for Admission into the Ontario Youth Apprenticeship Program

Applicants must:

- be at least 16 years of age
- be in Grade 11 or 12
- have completed 16 credits
- demonstrate an interest and aptitude in a skilled trade
- have some related course background in their trade of interest
- have acceptable attendance records and teacher references

CareerCruising

Career Cruising has been designed to help students plan their future. With assessment tools (learning styles, skills and career matchmaker), detailed occupation profiles, and comprehensive post-secondary education information, students can explore careers and post-secondary destinations. Students can save all information in their on-line portfolios as they plan their secondary courses and their pathways destinations including apprenticeship, college, community living, university and the workplace.

Students can access Career Cruising through the secondary school website or by typing: www.careercruising.com/DCD (enter the Portfolio Login username and password)

The screenshot shows the 'Portfolio Login' page for Durham Catholic District School Board. It includes a login form with fields for 'Username' (prefixed with 'DCD-') and 'Password', and a 'Login' button. A 'Special note' box provides instructions on how to format the username and password. Below the login form is a 'Student Course Guide' dropdown menu. The page also features a 'Course Planner Demo' logo and several images of students working in a classroom setting.

For more information about Career Cruising, check with your Guidance Counsellor.

What is the Ontario Skills Passport (OSP)?

The Ontario Skills Passport (OSP) is a free, web-based resource that gives you clear descriptions of the Essential Skills and Work Habits that are important in work, learning and life. The OSP provides many tools to help you understand, assess and build your skills so that you can transfer them to further education and training, employment and everyday life.

Learn more about your Essential Skills and Work Habits at: <http://skills.edu.gov.on.ca>.





FOR PARENTS' EYES ONLY! YOUR GUIDE TO HIGH SCHOOL!

The End of Learned Helplessness: How Parents Can Promote Active, Lifelong Learning

Human Resources and Skills Development Canada has conducted research to identify nine generic skills that prepare a student for success. By developing these nine Essential Skills in both classroom-based and home-based learning, we can help students become better learners and better prepared for the post-secondary choices they make. (Please refer to the Ontario Skills Passport website: <http://skills.edu.gov.on.ca>.)

The Essential Skills that have been identified as most important to success in schools, workplaces and communities include:

- ◆ **Reading text.** This skill involves reading material that is longer than a paragraph. Students need practice in reading a variety of informational, narrative and graphic texts.
- ◆ **Document use.** Documents include written material characterized by a distinctive visual or spatial arrangement. Students who understand how to read documents such as graphs, blueprints, signs and maps and how this type of reading differs from traditional text are better prepared to read and interpret all types of selections.
- ◆ **Writing.** Students need to practice both informal (wish lists, grocery lists, messages) and formal writing (opinion pieces, essays) so that they become skilled in writing a variety of text formats.
- ◆ **Numeracy.** Numeracy refers to the ability to use numbers and communicate mathematically. Students should practice reading texts that deal with money math and budgeting information. Look for opportunities to incorporate mathematical activities into the day like banking, baking, billiards, carpentry, sports statistics...
- ◆ **Working with others.** This is a skill that allows students to work collaboratively within a partnership or small group to solve problems and complete tasks.
- ◆ **Continuous learning.** This skill refers to an ability to recognize areas where students need additional knowledge and to find the means to acquire that knowledge. Current research suggests that students will be required to continually upgrade their skills in order to function in a constantly changing work environment.
- ◆ **Thinking skills.** Students need to be able to find and evaluate information, problem-solve and make appropriate, informed decisions.
- ◆ **Oral communication.** Listening and speaking skills allow students to share information with others, both in the classroom and in the workplace. These skills relate directly to thinking skills and to continuous learning skills. Students need to be able to communicate their needs and concerns in order to be proactive about having their learning needs addressed.
- ◆ **Computer use.** Given our society's focus on the use of technology to support learning, working and everyday life, it is vital that students develop skills to use technology for finding and conveying information. Students can use computers to research, both at the pre-reading and the pre-writing stages, and to enhance their written work. The use of computers is particularly helpful to struggling students because it gives them an avenue to communicate more clearly in order to have their needs addressed.

**Q. What do you get when you mix together an active learner,
a critical thinker, a risk-taker and a problem-solver?**

A. A successful student

Some Things To Know About High School

Student Agenda: In the first week of school, your child will receive a student agenda, which contains a great deal of information regarding individual school policies and procedures. Please review the agenda carefully with your son/daughter.

Course Overviews: Students will be provided with a course overview in each of their classes that will outline the course expectations, assessment and evaluation policy and teacher contact information.

Attendance: Attendance is the key to success. Students need to attend school each and every day. They need to arrive on time for each class so that they do not miss any vital information or instructions. If they are absent, it is their responsibility to catch up on missed work (notes, assignments, tests...). If a student is stressed about assignments, missing more school to complete the assignment is not the answer. This just adds to the student's feeling of being overwhelmed. Help your child stay focused and organized. Plot out assignments and communicate regularly with the school in relation to attendance. Assist your child in making up missed work. Advocate for your children, but let them take responsibility for their actions.

Homework and Assignments: Remind your child that all assignments should be submitted and completed. Help your child to complete work on time. If you do not see your child doing homework on a regular basis, you should be concerned. Discuss home and class work routines with the subject teacher. Students should be engaged in homework for a set time each day. Help them to create positive work habits.

Time Management and Organization: Make sure that your child has the tools for success in advance. Your child needs pens, pencils and paper every day. Encourage your child to use the agenda provided by the school to manage his/her work and study time. If the student says the homework is complete, encourage your child to organize notes and review material. Assist your child with reminders, setting times for studying and assisting in the creation of a quiet and positive time for study. Speak to the classroom teacher or your child's guidance counsellor or student success teacher if you feel that there are any problems. Be proactive—not reactive.

Students with Special Needs: The Durham Catholic District School Board (DCDSB) is committed to providing educational programs and services for students with a variety of learning

needs and abilities at the secondary level. DCDSB embraces a philosophy of inclusion, which is based on the belief that all teachers are "special educators" who differ only in the extent of their training and expertise. Information and knowledge about the student's exceptionality are transferred by the School Team to new staff through a collaborative process. Knowledge is exchanged regarding the types of program supports currently in place.

Beginning in Grade 9, students may select from a variety of courses that include Academic, Alternate, Applied and Locally Developed. Recognizing the need to accommodate individual student differences, an Individual Education Plan (IEP) is provided. The subject teachers may access resource staff within the school or draw upon the wider resources of the system as the need arises. Students are assigned a program support teacher (PST) at the secondary level who assists students not only with the transition into Grade 9 but throughout their secondary school career.

Team Meetings: Team meetings can be initiated for a number of different reasons. They can be used to review a child's IEP or can be requested to develop a plan of action for a student who is having some type of difficulty in school (e.g., poor attendance, academic or behaviour problems). These meetings are typically attended by a program support teacher, a guidance counsellor, a vice-principal, the child and youth worker or social worker, the student success teacher and parents/ guardians. Parents should provide any recent medical or legal documentation that could assist in the most appropriate plan of action for their child.

The Guidance Office: The guidance counsellors are available to help you with questions about your child's course selections and timetable concerns. Get to know who your child's counsellor is. Make an appointment through the guidance secretary for a visit.

Chaplaincy: Students can visit the school chaplain for spiritual support. In addition, there is a chapel in all of our Catholic schools to allow for prayer and reflection.

Student Success: A student success teacher is assigned to every high school. This teacher assists students who are at risk of not graduating with their peers. They advocate for a student's needs and liaise with parents, subject teachers, support personnel and administration. The Student Success teacher supports the transition for students from elementary to high school.

Assessment, Evaluation and Reporting

“Help Your Child Create Positive Work Habits”

Reporting Periods: There are two formal reports issued per semester. Parents are welcome to contact their child’s subject teachers for information about his/her progress at any time in the school year.

In addition to indicating the level of achievement in each course (as a number grade), the following six learning skills and work habits are addressed in the report:

PLANTING the SEEDS and SUPPORTING the GROWTH

Responsibility

- Fulfills responsibilities and commitments;
- Completes and submits work and assignments;
- Takes responsibility for and manages own behaviour.

Parent Tip: Give your child responsibilities, such as household chores. Allow your child to make mistakes and learn to accept their consequences.

Organization

- Devises and follows a plan for completing tasks;
- Manages time to complete tasks and achieve goals;
- Gathers, evaluates and uses technology and resources to complete tasks.

Parent Tip: Children who are organized find it much easier to succeed in school. One of the best ways to teach organizational skills is through example. Find out how your child keeps track of homework and how s/he organizes notebooks. Then, work together to help your child develop an organizational system that will be useful.

Independent Work

- Independently monitors, assesses and revises plans to complete tasks and meet goals;
- Uses class time appropriately;
- Follows instructions with minimal supervision.

Parent Tip: Provide opportunities for your child to complete tasks independently within reasonable timelines.

Collaboration

- Accepts various roles and a fair share of work in a group;
- Responds positively to the ideas, opinions, values, and traditions of others;
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- Works with others to resolve conflict and build consensus to achieve the group’s goals;
- Shares information, resources, and expertise. Promotes critical thinking to solve problems and make decisions.

Parent Tip: When parents encourage a tolerant attitude in their child, talk about their values and model the behaviour they would like to see by treating others well, the child will follow in their footsteps. Acknowledge and respect differences within your own family. Demonstrate acceptance of your child’s differing abilities, interests, and styles. Value the uniqueness of each member of your family.



As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for post-secondary education and the world of work.

Initiative

- Looks for and acts on new ideas and opportunities for learning;
- Is innovative and takes risks;
- Is curious and interested in learning;
- Has a positive attitude towards new tasks;
- Speaks up appropriately for the rights of self and others.

Parent Tip: Encourage your child to try something new and to take appropriate risks.

Self-Regulation

- Sets and monitors individual goals;
- Asks for clarification or assistance when needed;
- Assesses and reflects critically on own strengths, needs, and interests;
- Identifies strategies to meet personal needs and achieve goals;
- Perseveres and makes an effort when challenged.

Parent Tip: Help raise your child’s self-esteem by setting reachable goals and praising your child’s efforts, not just results.

Based on Growing Success—Assessment, Evaluation and Reporting in Ontario Schools, 2010

Literacy and Numeracy



The main purpose of the secondary school experience is to promote and support students' learning while giving them the opportunity to choose programs that suit their unique interests, skills and talents. Having strong literacy and numeracy skills will help them to succeed in their life beyond school.

Students have control over how much they learn in high school. First, they have to believe that there is a direct relationship between how much effort they put into their studies and how successful they will be. Everyone is here to support and guide students through the learning process. Literacy, mathematical literacy and investigation skills are very important to students' success in all subjects of the curriculum and in all areas of their life. In secondary school, many of the activities and tasks involve verbal, written, visual and technical communication.

Literacy Skills in Secondary School...It's About More Than Reading and Writing!

Literacy skills are developed and taught in all secondary subjects. It is our goal to develop the knowledge and skills on which literacy is based, including skills in the areas of listening and speaking, reading, writing, and viewing and representing the world in which students live.

Learning to use language is more than just expressing feelings and opinions with effective arguments and evidence. It also includes:

- ◆ Reading, comparing, deciphering and interpreting graphs, tables, maps, diagrams, instruction manuals, formulae and statistical databases
- ◆ Interpreting symbols, graphics, lyrics, sheet music and scores, codes, cartoons and paintings
- ◆ Viewing, deconstructing and evaluating advertisements, film and television

As students read and reflect on a variety of literary, technical, informational and media texts, they will develop a deeper understanding of themselves and of the world around them. Overall, students will come to understand that strong literacy skills are necessary for realizing and expressing ideas, beliefs, information, statistics, world views and artistic vision.

Critical Numeracy

Our wish is that by the time students leave high school they will have gained some skills in "critical numeracy," which is not only understanding the kind of math that they are used to, but having the ability to make decisions about everyday things using mathematical concepts. Critical numeracy also involves working together with other students to solve problems and investigate the world around them.

Critical Numeracy = Understanding + Thinking Critically + Community + Creativity

GRADE 9 MATH EQAO/GRADE 10 OSSLT

Students may remember writing the math and literacy EQAO in Grades 3 and 6. They will write their last math EQAO in Grade 9 at the end of the semester in which they take math. It is written over two days and the results do count towards a portion of their Grade 9 math mark.

The Ontario Secondary School Literacy Test (OSSLT) takes place in Grade 10. Unlike the Grade 9 math EQAO, the results do not count towards their Grade 10 marks; however, students will need to pass the OSSLT as a requirement for their Ontario Secondary School Diploma.

For more information, please go to www.eqao.com

Here are some programs that we offer to help students with their literacy and numeracy skills:

- ◆ Head Start Program
- ◆ After-School Homework Program
- ◆ Math EQAO and OSSLT Tutorials
- ◆ On-line Math Homework Help
- ◆ Peer Tutoring

WHO doesn't go to post-secondary education?

Findings:

- The number of courses failed in Grades 9 and 10 was directly related to OSSD completion within five years. For example, one failed course in Grade 9 reduced the graduation rate by over 20 percent.
- Grade 9 marks were a strong predictor of OSSD completion. Students with marks between 50% and 59% were less than half as likely to graduate as those with marks over 75%.
- The lower the average secondary school marks the less likely that students enrolled in post-secondary education.
- More females than males registered in university directly from secondary school. More males than females did not complete an OSSD within five years.
- ESL (English Second Language) students were less likely than non-ESL students to complete an OSSD (62.6% compared to 75.7%) and to enroll in university and college.
- In general, students from Catholic District School Boards were more likely than students from Public District School Boards to attend university and college directly from secondary school.
- Eligible students who did not enroll in college directly from secondary school cited the following factors that influenced their decision: uncertainty about career direction; concern about financing a college education; and dissatisfaction with their secondary school experience.

Who Doesn't Go to Post-Secondary Education?

This report, published in October 2009, explored the reasons why young people do not apply for post-secondary studies immediately after high school.

Approximately 750,000 secondary school students were surveyed over a period of six years.

Below, please find brief excerpts from the study that are relevant to Grade 9 programming choices.

**Clearly, success in Grade 9 is crucial!
Students need to choose their
courses carefully, keeping in mind
their career aspirations.
They need to start at a level
in which they will experience
the most success.**



EDUCATION

**Do not hesitate to contact the school as soon as possible
if you know or sense that your child is struggling.**

"HOW"
are you
intelligent?



(not how intelligent
you are!)

What is
the theory of
multiple
intelligences
(M.I.)?

STUDY *star!*

Howard Gardner, a psychologist at the Harvard University Graduate School of Education, defines an intelligence as an ability to solve real-life problems, to generate new problems, and to create something meaningful or to offer a service that is valued within a person's culture or local community. He has identified at least eight distinct and separate areas of the brain for each of the intelligences.

Here is a very brief description of the eight intelligences:

- 1. Verbal-Linguistic:** tell stories, write essays, participate in interviews, converse easily with peers
- 2. Logical-Mathematical:** solve problems, balance check books, make and keep schedules, budgeting money
- 3. Visual-Spatial:** paint, draw, develop web pages, decorate rooms, make cards, create scrapbooks
- 4. Bodily-Kinesthetic:** engage in sports, enjoy moving body to music, enjoy walking tours, use body language
- 5. Musical:** attend concerts, play instruments, hum melodies, sing with others, enjoy rhythm and rhyme
- 6. Intrapersonal:** keep a personal journal, enjoy reading alone, study to answer personal questions about life
- 7. Interpersonal:** join a web discussion, engage in various projects, enjoy debates
- 8. Naturalistic:** collect wildflower specimens, enjoy hunting expeditions, follow an animal's footprints

Some General Occupations Profiting from a Multiple Intelligences Perspective by Clifford Morris
http://www.igs.net/~cmorris/smo_comments.html

**"We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us."
(1 Thessalonians 2:8)**



Multiple Intelligences Inventory Checklist

Using the scale below, give each statement a number that best represents your response. **1**–Not at all like me **2**–A little like me **3**–Somewhat like me **4**–A lot like me **5**–Definitely me
Add the total for each category and then identify your top five intelligences.

Verbal/Linguistic

- I like puns and other wordplay.
- I feel comfortable and get positive reinforcement when dealing with language and words.
- I enjoy completing crosswords and other word games.
- I remember things exactly as they are said to me.
- I like to take part in debates and/or discussions.
- I prefer writing long- and short-answer responses rather than multiple choice responses.
- I enjoy keeping a written journal, and/or writing stories and articles.
- I like to read a lot.

My Verbal/Linguistic Total

Logical/Mathematical

- I work best in an organized work area.
- I enjoy math and/or science.
- I keep a “things to do” list.
- I enjoy playing brainteasers and games that involve logical thinking.
- I like to ask “why” questions and seek clarification of issues and concerns.
- I work best when I have a day planner or timetable.
- I quickly grasp cause-and-effect relationships.
- I am good at estimating.

My Logical/Mathematical Total

Visual/Spatial

- I understand colour combinations and what colours work well together.
- I enjoy solving jigsaw, maze, and/or other visual puzzles.
- I read charts and maps easily.
- I have a good sense of direction.
- I like to watch the scenes and activities in movies.
- I have vivid dreams when sleeping.
- I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).
- I remember things best by seeing them.

My Visual/Spatial Total

Multiple Intelligences Inventory Checklist (continued)

Interpersonal

- I work best through interaction with people.
- I enjoy team sports rather than individual sports.
- Being around people energizes me.
- I prefer group activities rather than ones I do alone.
- I enjoy learning about different cultures.
- I usually talk over my personal problems with a friend.
- I enjoy sharing my ideas and feelings with others.
- I work best in cooperative groups where I can discuss issues with others.

My Interpersonal Total

Intrapersonal

- I am a private person, and I like my private inner world.
- I have a few close friends.
- I have strong opinions about controversial issues.
- I work best when activity is self-paced.
- I am not easily influenced by other people.
- I have a good understanding of my feelings and how I will react to situations.
- I often raise questions concerning values and beliefs.
- I understand that I am responsible for my own behaviour.

My Intrapersonal Total

Body/Kinesthetic

- I like to move, tap or fidget when sitting.
- I participate in extreme sports (i.e., sea kayaking, snowboarding, mountain biking).
- I am curious as to how things feel, and I tend to touch objects to examine the texture.
- I am well-coordinated.
- I like working with my hands.
- I prefer to be physically involved rather than sitting and watching.
- I understand best by doing (touching, moving and interacting).
- I enjoy creating things with my hands.

My Body/Kinesthetic Total

Musical

- I play music in my head.
- I make up a rhyme to remember something.
- It is easy for me to follow the beat of music.
- I like setting songs and poems to music.
- I keep time when music is playing.
- I can hear an off-key note.
- I find it easy to engage in musical activities.
- I feel proud of my musical accomplishments.

My Musical Total

Naturalistic

- I have a collection (i.e., shells, mugs, rocks, hockey cards).
- I notice similarities and differences in trees, flowers and other things in nature.
- I am actively involved in protecting the environment.
- I enjoy digging for and discovering artifacts and unusual items.
- I prefer to be outdoors rather than indoors.
- I like planting and caring for a garden.
- I enjoy fishing and tracking.
- I learn best when I can go on field trips to explore and observe nature exhibits, museums or the outdoors.

My Naturalistic Total

My Top Five Multiple Intelligences

1. _____
2. _____
3. _____
4. _____
5. _____

(Record your top answer on page 5)

CAREER CHART

Careers Based in These Intelligences



Verbal-Linguistic

- attorney
- comedian
- communications specialist
- curator
- editor in publishing
- historian
- journalist
- language translator
- lawyer
- librarian
- marketing consultant
- newscaster
- poet
- politician
- speech-pathologist
- talk-show host
- teacher
- writer

Logical-Mathematical

- accountant
- auditor
- bookkeeper
- computer analyst
- computer technician
- computer programmer
- database designer
- detective
- economist
- engineer
- lawyer
- mathematician
- network analyst
- physician
- physicist
- researcher
- scientist
- statistician

Visual/Spatial

- 3D modeling & simulation
- architect
- artist
- computer programmer
- engineer
- film animator
- graphic artist
- interior decorator
- mechanic
- navigator
- outdoor guide
- pilot
- photographer
- sculptor
- strategic planner
- surveyor
- urban planner
- webmaster

Bodily/Kinesthetic

- actor
- athlete
- carpenter
- computer games designer
- craftsperson
- dancer
- doctor of sports
- firefighter
- forest ranger
- jeweller
- mechanic
- personal trainer
- phys ed teacher
- physical therapist
- recreation specialist
- surgeon
- yoga instructor

Musical

- audiologist
- choir director
- conductor
- disc jockey
- music camp counsellor
- music comedy actor
- music critic
- music lawyer
- music librarian
- music publisher
- music retailer
- music teacher
- music therapist
- musician
- piano tuner
- recording engineer
- singer
- songwriter
- sound editor
- speech pathologist
- voice actor

Naturalist

- air quality specialist
- animal health technician
- anthropologist
- astronomer
- botanist
- dog trainer
- environmental lawyer
- farmer
- forest ranger
- gardener
- geologist
- landscaper
- meteorologist
- nature photographer
- park naturalist
- veterinarian assistant
- water conservationist
- wetlands ecologist
- wilderness doctor
- wilderness guide
- wildlife illustrator

Interpersonal

- actor
- administrator
- communications manager
- conflict resolution specialist
- cruise director
- customer service rep
- dental hygienist
- group mediator
- human resources manager
- marketing specialist
- nurse
- politician
- psychologist
- religious leader
- social director
- social worker
- teacher
- trainer facilitator
- travel counsellor

Intrapersonal

- actor
- artist
- career counsellor
- consultant
- criminologist
- energy healer
- entrepreneur
- futurist or trend predictor
- intelligence officer
- personal counsellor
- philosopher
- program planner
- psychic
- psychologist
- researcher
- small business owner
- spiritual counsellor
- theologian
- therapist
- writer

Learning Styles Survey

Please read each statement and then highlight the one choice for each statement that best describes you...

Statement	Visual	Auditory	Kinesthetic
When learning something new, I prefer to...	read the instructions	listen to an explanation	try it out and learn by "trial and error"
I remember things best if I...	write them down	repeat them	physically do something with them
Most of my free time is spent...	watching TV or reading	talking to friends	doing physical activities or making things
To teach someone else how to do something, I...	write instructions	explain in words	demonstrate and let them try it out
When I learn a new skill, I like to...	watch what the teacher is doing	talk through with the teacher exactly what I am supposed to do	give it a try and work it out as I go along by doing it
I remember things best by...	writing notes or keeping printed details in my head	saying them aloud or repeating key words and key points	doing and practicing the activity or imagining it being done
When I spell, I...	try to see the word in my mind	sound out the word	write the word down to find out if it feels right
I am mostly easily distracted by...	untidiness or movement	sounds or noises	activity around me
When shopping, I like to...	look and decide	discuss with the staff in the store or with my friends	try on, handle or test the items
When listening to a band, I...	sing along to the lyrics (in my head or aloud)	listen to the lyrics and the beat	move in time to the music
I first notice how people...	look and dress	sound and speak	stand and move
When concentrating, I...	focus on the words or pictures	discuss the possible solutions with someone	move around a lot, fidget and touch things
When I'm worried, I...	picture the worst-case scenario	talk about what worries me	can't sit still, fidget and move around constantly
I find it easiest to remember...	faces	names	things I have done
When making a presentation, I prefer to...	write a report	present an oral report	present a physical model
I prefer it when the teacher uses...	charts, diagrams, overheads	discussion, guest speaker	models, hands-on activities

Count up the times you highlighted your answer under each column. What kind of learner are you? Record your answer on page 5.



Mission Statement

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

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