



CHOOSING *my* SUCCESS!

**Student
Success**
GRADES 7-12

*Student
Transition*

GUIDE

Planning for Grade 9



 **DDS**
Ignite Learning



WELCOME TO Secondary School!

FOR STUDENTS

Preparing for high school and your future is a very exciting time. As you move from elementary school to high school, you are encouraged to take more responsibility for your learning and this planning guide was designed with that goal in mind. In this guide, you will find information that will help you choose courses for next year, map out your high school path and begin to consider opportunities after high school. Preparing yourself for the transition to high school will ensure that you are on the path to success.

High schools have much in common with elementary school—caring and supportive teachers, co-instructional activities such as clubs and teams and friendly students in the hallways. Each secondary school offers an extensive orientation program for grade 8 students making the transition to grade 9. Be sure to participate in these programs. Ask questions and remember that the Guidance staff and all teachers are there to assist you with your transition to high school.

FOR PARENT(S)/GUARDIAN(S)

The transition from grade 8 to 9 is also an adjustment for parent(s)/guardian(s). We want you to feel welcome in your teen's new school. Research shows that learning improves when parent(s)/guardian(s) work together with the school as partners in their teen's student achievement.

We encourage you to remain involved by attending information sessions, joining the school community council and most importantly engaging in dialogue with your teen on their daily progress at high school. We have a shared responsibility to provide your teen with the best possible education in a safe and supportive environment. We look forward to working with you in support of student success in the Durham District School Board.

We wish you and your teen a successful transition as they begin their secondary school journey.



Lisa Millar

Director of Education
Durham District School Board



www.ddsb.ca/programs/secondary/documents/choosingmysuccess.pdf



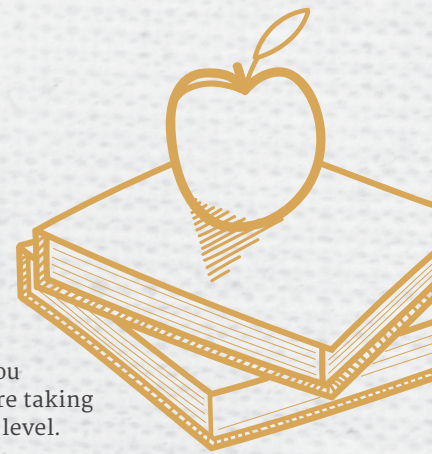
www.ddsb.ca/programs/secondary/documents/refiningmypathway.pdf



www.ddsb.ca/programs/secondary/documents/designingmyfuture.pdf

SECONDARY SCHOOL

Terms and Definitions



COMMUNITY INVOLVEMENT HOURS

Students must complete 40 hours of community involvement activities in order to earn their Ontario Secondary School Diploma (OSSD). Students may begin completing this requirement in the summer going into their grade 9 year. Information can be found on the DDSB website: www.ddsb.ca

COMPULSORY COURSE

Refers to a course that students must take that fulfills part of the OSSD or Ontario Secondary School Certificate (OSSC) requirements.

COURSE CODE

This 6-character code describes the subject, grade level and pathway or destination of a high school course.

CREDIT

A **credit value of 1.0** is granted upon successfully completing a 110-hour course with a minimum of 50%.

A **credit value of 0.5** is granted upon successfully completing a 55-hour course with a minimum of 50%.

EQAO ASSESSMENT OF MATHEMATICS

The Assessment of Mathematics is written in Grade 9 in both the applied and academic pathways. Depending on when you have Math, it is written in either January or June.

EQAO LITERACY TEST

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn their OSSD.

EXAMS

Students may write an exam, which tests their knowledge on the entire course work, at or near the end of the semester.

INDIVIDUAL PATHWAY PLAN

Students use an Individual Pathway Plan (IPP) to track the growth of their career development competencies and plan for their future. Career Cruising is the digital platform that this is created on.

LEARNING GOALS

Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction.

OPTIONAL COURSES

Students will select 12 optional courses that are of specific interest to them and which will count towards the 30 credit OSSD requirement or 7 optional courses required towards the 14 credit OSSC.

PREREQUISITE COURSE

Refers to a specific course that you must complete successfully before taking another course at the next grade level.

SEMESTER

The school year is divided into two semesters. A student will take four courses each semester. Semesters run from September to January and January to June.

STUDENT SUCCESS

High schools have staff and programs in place to support and improve student learning.

SUCCESS CRITERIA

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart that are used to determine to what degree a learning goal has been achieved.

TIMETABLE

A timetable outlines the course, time, room number, lunch period, teacher and semester in which students will take all of their courses.

ONTARIO SCHOOLS: K TO 12, 2016

This document outlines the requirements to earn the following:

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD, yet having fulfilled all necessary requirements for the OSSC.

Ontario Secondary School Diploma (OSSD)

The OSSD will be granted after a student fulfills all necessary credits, literacy and community involvement hour requirements.

Information can be found on the Ministry of Education website www.edu.gov.on.ca/eng.



OSSSD

ONTARIO SECONDARY SCHOOL DIPLOMA

1 30 CREDITS in total

2 40 hours of COMMUNITY INVOLVEMENT

3 COMPLETION OF THE Literacy Requirement

18 COMPULSORY CREDITS

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

CREDITS	SUBJECT
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Health and Physical Education
1	French as a Second Language
0.5	Career Studies
0.5	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:

CREDITS	SUBJECT
1	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***
1	GROUP 2
	Health and Physical Education
	The Arts
	Business Studies
1	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 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.



REPORT CARD

Learning Skills

Each learning skill is connected to your ability to be a successful student. Take a moment and read through each of the six learning skills below. How will you demonstrate each as a high school student?

Responsibility

THE STUDENT:

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Organization

THE STUDENT:

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.

Collaboration

THE STUDENT:

- accepts various roles and an equitable 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 conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Independent Work

THE STUDENT:

- independently monitors, assesses and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Self-Regulation

THE STUDENT:

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

Initiative

THE STUDENT:

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.



DID YOU KNOW? THESE LEARNING SKILLS WILL BECOME YOUR EMPLOYABILITY SKILLS IN THE FUTURE!



ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements of the Ontario Secondary School Diploma (OSSD). To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as shown.

14 CREDITS in total

7 COMPULSORY CREDITS

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

CREDITS	SUBJECT
2	English
1	Mathematics
1	Science
1	Canadian History or Canadian Geography
1	Health and Physical Education
1	Arts, Computer Studies or Technological Education

7 ADDITIONAL CREDITS

7	7 additional credits selected by the student from available courses
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C of A

CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognising achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students working towards a Certificate of Accomplishment may take K- courses, which are alternative, non-credit courses for students with special education needs. These courses are designed to support the growth of fundamental skills, independence and self-care. For example, Money Management and Personal Banking (KBBAN1) and Transit Training and Community (KCCAN1) are two possible course offerings.

Inclusive STUDENT SERVICES



Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.

Inclusive Student Services programs and services primarily consist of instruction and assessment that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject.

MANY PATHS TO SUCCESS

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, regardless of the type of class into which the student is placed.

If you have questions or concerns about your child, contact the Special Education Resource Teacher at your school.

When an **IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE** (IPRC) identifies a student as an exceptional pupil, the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained. An IEP must be developed with input from the parent(s)/ guardian(s) and from the student if they are sixteen years of age or older. An IEP may also be prepared for students who require accommodations, program modifications, and/or alternative programs, but who have not been identified as exceptional by an IPRC.

WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. The learning program provided for the student is adjusted on the basis of the results obtained through continuous assessment and evaluation.





Decoding a COURSE CODE

Courses use a 6-character course code for identification.

The first 5 characters of the course code are set out by the Ministry of Education. The sixth character is used by school boards to identify a specific characteristic of the course. For example, French Immersion is identified in the DDSB with an "F".



ENG 1D1

These 3 letters identify the subject. The first letter in the course code denotes the course's department area.

A = Arts	B = Businesses
C = Canadian and World Studies	E = English
F = French	G = Guidance and Career Education
H = Humanities and Social Sciences	L = International Languages
M = Mathematics	P = Physical Education
S = Sciences	T = Technology

This number identifies the grade.

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

Schools use this final character to distinguish course delivery

This letter identifies the course type.

Grades 9-10	Grades 11-12
D = Academic	U = University
P = Applied	M = College/University
L = Locally Developed	E = Workplace
O = Open	C = College
	O = Open

SCH 4C1



DECODING A Timetable

BELL TIMES WILL VARY BY SCHOOL

Semester 1

SEPTEMBER TO JANUARY

MONDAY 10/01/2018
ENG 1D1-01-English, Academic King, Stephen E. 203 9:05 to 10:25
MPM 1D1-02-Mathematics, Academic Einstein, Albert 105 10:30 to 11:45
Lunch
PPL 104-03-Physical Education Williams, Serena Gym 12:30 to 1:45
CGC 1P1-04-Issues in Canada Geography Suzuki, David T. 213 1:50 to 3:05

Course Credit: Students take 4 credits in each semester

Course Code and Section: Course and specific class information

Teacher's Name

Room Number



Semester 2

FEBRUARY TO JUNE

WEDNESDAY 03/06/2019
FSF 1P1-05-French Sauvé, Jeanne 221 9:05 to 10:25
TIJ 101-06-Integrated Technology Jobs, Steven P. 127 10:30 to 11:45
Lunch
PPL 104-07-Music Grande, Ariana 156 12:30 to 1:45
SNC 1D1-08-Science, Academic Nye, William 222 1:50 to 3:05

Homeroom: Period 1 is usually 5-10 minutes longer to allow for homeroom activities and announcements

Class Time: 75 minutes per class with travel time in between each period



CHOOSING *my* SUCCESS!

ACADEMIC, APPLIED OR LOCALLY DEVELOPED

ACADEMIC

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

APPLIED

Applied courses focus on the essential concepts of the discipline. Applied courses develop student's knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

OPEN

An open level course has one set of expectations for that subject at the grade 9 and 10 levels. Open courses are appropriate for all students and are not linked to any specific post-secondary destination.

LOCALLY DEVELOPED

Locally developed courses are intended for students who require flexibility and support in order to meet credit requirements. These courses review and reinforce the elementary curriculum expectations to provide the skills necessary for further study at the secondary level.

Q&A

Your Guidance Department is an excellent source of information on pathway choices.

Can a student change course types?

YES! Students can change course types. Speak to a Guidance Counsellor if this is something you are considering.

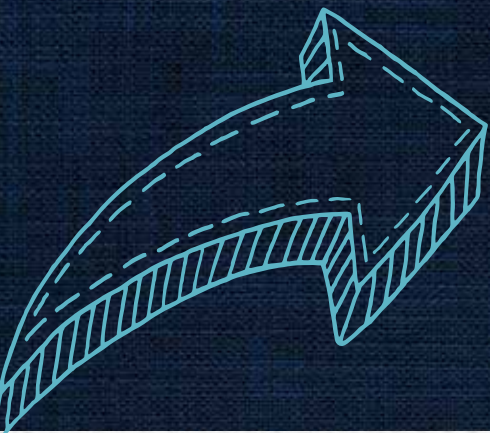
Do all of the courses that a student selects have to be the same type (i.e. all at the academic pathway?)

NO! Students are encouraged to take the type of course that best suits their interests, pathway plan and learning style. Students may select a variety of course types.

Is there somewhere I can go for help if I have questions about course selection?

YES! Grade 8 teachers are available to assist with selecting courses for grade 9. All high schools offer information evenings to assist with the planning for the transition from grade 8 to 9. Please contact the high school for details about this evening. High School Guidance Counsellors are also available to help with any questions.

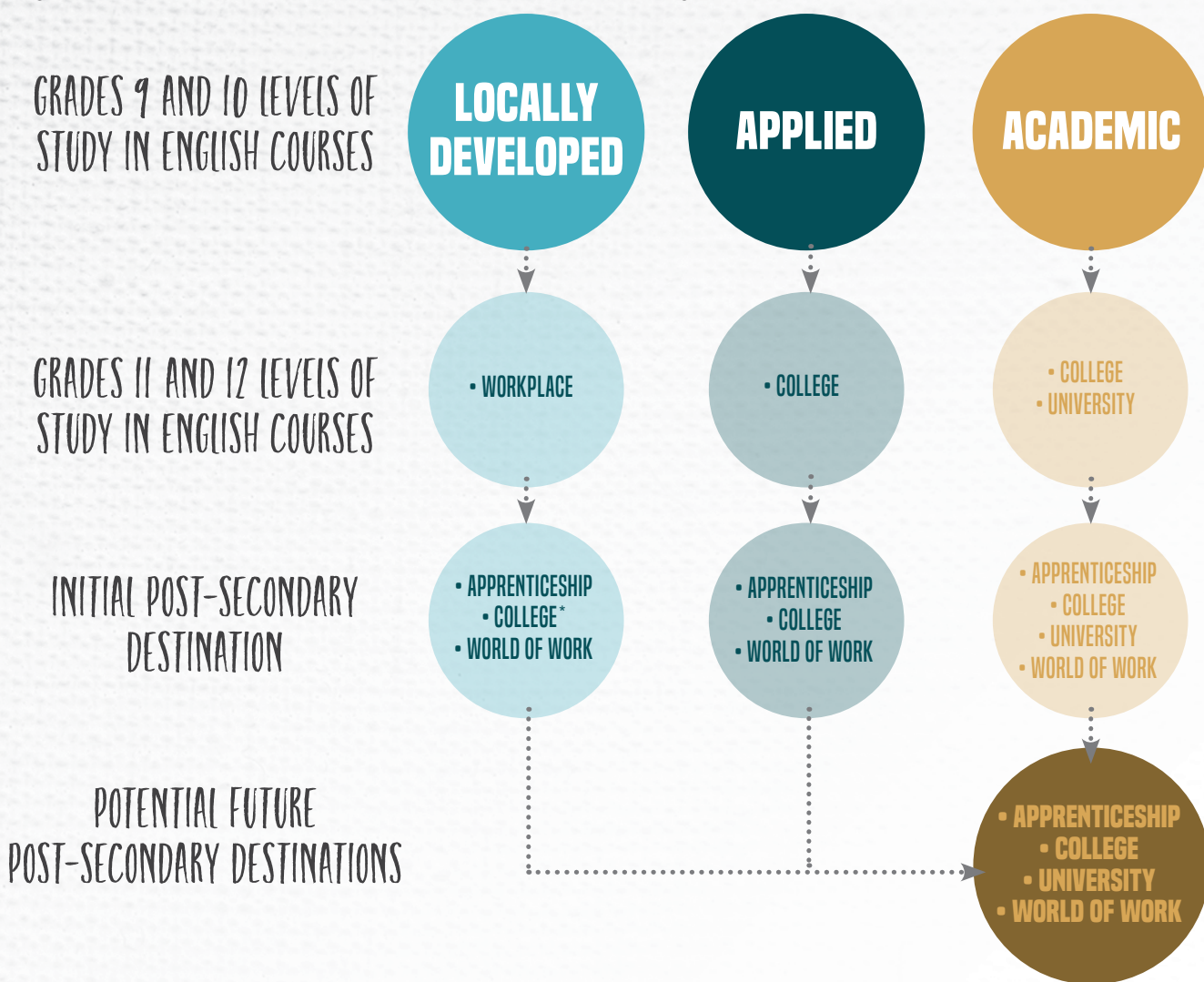
MAKE AN APPOINTMENT WITH YOUR GUIDANCE COUNSELLOR TODAY!



PATHWAY Steps for All

YOUR EDUCATION IS ONLY THE BEGINNING OF A JOURNEY AND DOES NOT DETERMINE YOUR DESTINATION. PATHWAYS CAN CHANGE. FOCUS ON THE JOURNEY.

High School and Beyond: Apprenticeship, College, University and the World of Work

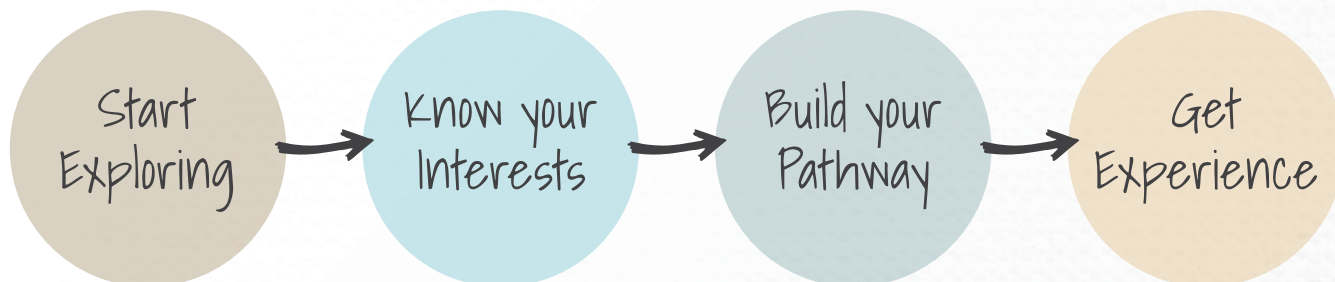


The Ontario Ministry of Education's *Creating Pathways to Success* document grounds our belief that: **all students can be successful**, success comes in many forms and **there are many pathways to success**.

*Ask your Guidance Counsellor about potential options.

CAREER CRUISING

Career Cruising is web-based career exploration and planning tool that can be used to explore career and education options and develop a career plan.



BY LOGGING INTO THE UNIQUE DURHAM DISTRICT SCHOOL BOARD PAGE AT
WWW.CAREERCRUISING.COM/LOGIN/DDSB

students can access exceptional assessment tools, occupational profiles and comprehensive post-secondary education information. You can view secondary school course calendars on the homepage.



Career
Cruising
homepage



THE CAREER CRUISING INDIVIDUAL PATHWAYS PLAN is a tool designed to help students translate their career and education exploration into concrete plans for success. It is to be reviewed at least twice a year. From grades 7 to 12, students document what they learn in the Education and Career/Life Planning Program in a web-based Individual Pathways Plan. DDSB students complete the requirements of their Individual Pathway Plan using Career Cruising. Students complete different Career Cruising activities in each grade to satisfy the Individual Pathway Plan requirements.

THE COURSE PLANNER MODULE of Career Cruising is used at all DDSB high schools. This planner allows students and families to select high school courses together online, track graduation requirements and plan for the future.

EDUCATION AND CAREER-LIFE Planning Process

Creating your **PATHWAY** to success

A pathway is your individual journey that includes opportunities and experiences in your school, at your home and in your community. The four step inquiry process is ongoing and cyclical. It helps you to establish your own personal goals and individualized pathway for your future. As you navigate your pathway, you will regularly return to the four questions, equipped with a greater knowledge of yourself and your opportunities and a growing understanding of how they can successfully shape your future.

Who am I?

- What are my strengths and accomplishments?
- What is my learning style?
- What factors shape me?

What are my opportunities?

- What opportunities are available to develop my skills at home, school and in the community?

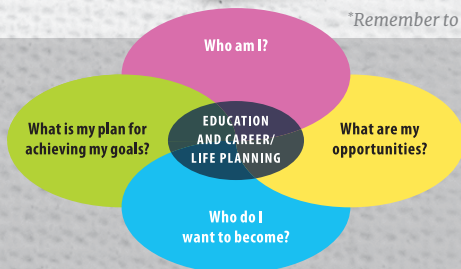
What is my plan for achieving my goals?

- What is my plan?
- What are the resources I need to implement my plan?

Who do I want to become?

- Reflect on opportunities explored.
- What are my career/life goals?

*Remember to actively use Career Cruising to explore and map your journey.



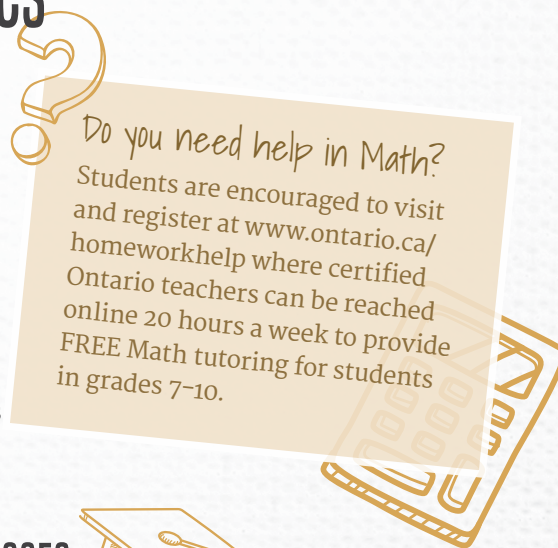
Creating Pathways for Success puts students at the centre of their own learning, viewing them as the architects of their own lives.

(Creating Pathways to Success, page 7)

LITERACY & NUMERACY

GRADE 9 EQAO ASSESSMENT OF MATHEMATICS

Depending on the semester in which Grade 9 students take Mathematics, students in Applied and Academic Math courses must participate in the province-wide Grade 9 Assessment of Mathematics in either January or June. Students with an IEP may write this assessment with accommodations provided. Those accommodations are contained in their IEP. The assessment is usually administered over a total of two hours during two consecutive Math periods. The purpose of the EQAO assessment is to strengthen accountability by informing students, parent(s)/guardian(s), educators and the general public about students' achievement and promote improvement by providing information that educators and parent(s)/guardian(s) can use to help students learn more effectively. In addition, parts of this assessment are usually marked by the individual Math teachers and account for 5% of the students' final grade. Results of the assessments are available in the fall of the following year.



Keys to Success IN SECONDARY SCHOOL MATH CLASSES



POSITIVE ATTITUDE AND EFFORT INCLUDING A GROWTH MINDSET

COMPLETING AND SUBMITTING ALL HOMEWORK AND ASSIGNED TASKS

SEEKING HELP AND CLARIFICATION FROM YOUR TEACHER

REGULARLY ATTENDING AND BEING AN ACTIVE PARTICIPANT IN CLASS

EXCELLENT STUDY AND TIME MANAGEMENT SKILLS

ACCESSING ADDITIONAL SUPPORT(S) AS REQUIRED SUCH AS EXTRA HELP SESSIONS OR TUTORING

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

What can I do to prepare?

Students are encouraged to use the EQAO website at www.eqao.com to access more information about the test and view practice lessons and participate in the various preparation activities made available at your school.

All students are required to successfully complete the OSSLT requirement to earn an OSSD. This test will be based on the literacy expectations up until the end of Grade 9. Students must achieve the provincial standard (Level 3) to be successful. The test is administered in the second semester of the student's Grade 10 year.

Students who are unsuccessful on the test will have the opportunity to either retake the test in the following year, or enroll in the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLC satisfies the student's OSSLT requirement for graduation.

Exemptions may be granted to students NOT working towards an OSSD. In certain circumstances, students may be deferred until a later administration of the test. Students with an IEP may write this assessment with accommodations provided those accommodations are contained in their IEP.



FRENCH Immersion



Certificate of Immersion Studies:

In order to obtain a Certificate of Immersion Studies, students must complete four French credits with a FIF course code from grades 9 through 12. In addition to the four credits in language courses, students complete a minimum of six other courses conducted in French. There is a wide variety of courses to choose from and these courses are equivalent to the ones that other students study in English in other departments such as History, Geography, Civics, Careers, Information Technology, Physical Education, Psychology/Anthropology/Sociology and World Issues. Students are encouraged to contact the Guidance Department at their individual schools in order to find out exactly which courses are offered in French.



International Languages Certificate:

Students in Core French who take French credits with a FSF code from grades 9 through 12, will receive an International Languages Certificate. Students studying Spanish in grades 10 through 12 with a Spanish (LWS) course code will also receive an International Languages Certificate.



LINKS:

www.delf-dalf.ambafrance-ca.org

edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf



DELF:

The Diplôme d'études en langue française (DELF) is an internationally recognized test of French proficiency. It is based on the Common European Framework of Reference (CEFR), which defines language fluency along six global levels: A1, A2, B1, B2, C1 and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. Students in both Core French and French Immersion who have or are taking their grade 12 French course have the opportunity to write the DELF exam in their grade 12 year. Successful candidates will receive a diploma that is valid for life from the French Ministry of National Education.

For Students and Parent(s)/Guardian(s)

SUCCESS IN SECONDARY SCHOOL

Below are important skills necessary for student success. For each skill, recommendations, warning signs and strategies for improvement are indicated.

ATTENDANCE

✓ RECOMMENDATION

Students attend school every day and arrive to class on time.

! WARNING SIGNS

Your child is missing school. Your child's report card shows more absences than expected.

☁ STRATEGIES

Discuss your child's attendance record with the Vice-Principal. If your child is absent, ensure missed work is brought home.

HOMework

✓ RECOMMENDATION

Grade 9 and 10 students may spend 30 to 90 minutes per day on homework. All assignments need to be completed and submitted.

! WARNING SIGNS

Your child is not doing homework regularly or says, "I don't have any homework" on a regular basis.

☁ STRATEGIES

Call the subject teacher and get more informed about upcoming assignments as well as the amount of homework being assigned.

ORGANIZATION AND TIME MANAGEMENT

✓ RECOMMENDATION

Take accurate notes and keep binders organized. Manage study time to prepare well in advance for tests.

! WARNING SIGNS

You child does not use an agenda to record assignments. Your child's notebook is disorganized or appears incomplete.

☁ STRATEGIES

Obtain an agenda for your child. Talk to your child about time management and the use of an agenda and notebooks.



HELPFUL HINTS

Being Prepared for Class

Getting your school supplies together in the summer before classes start is a great idea. On the first day of class, individual teachers will let you know of any specific materials needed for a course.

TIP On the first day of class, exchange contact info with members of your class; this will make it easier to get missing info or find a little extra help for the course.

Being a Successful Student

Many academic difficulties can be solved with small behavioural changes.

TIP Attend your classes every day and go prepared with all of the supplies you think you will need, including paper, pens, pencils and a binder. Use an agenda to keep yourself organized and track homework and due dates.

Getting to School

Whether you take a bus or walk, have a plan well thought out ahead of time. Make sure you know the route you will take or where your nearest bus stop is BEFORE September.

TIP Plan on arriving early and have alternate plans if you fall behind in the morning.

Using a Locker

Students are assigned a locker at the beginning of the school year. You will need to use your own Dudley combination lock. Often, you can purchase a lock from the main office for a nominal fee.

TIP Keep valuable items at home! Keep your books, schools supplies, backpack/bag, and lunch in your locker. Only take what you need for each half-day. Do not share your locker combination with others! The school is not responsible for lost or stolen personal belongings.

Planning and getting ready for SECONDARY SCHOOL

THINGS YOU CAN DO IN THE SUMMER BEFORE YOUR GRADE 9 YEAR TO GET READY FOR SECONDARY SCHOOL:

1 Register for the Getting Ready for High School Program It is a four-day program offered in August at selected secondary schools through Durham Continuing Education to assist grade 8 students in making the transition to secondary school. Students, teachers, parent(s)/guardian(s) and administrators have wholeheartedly endorsed this popular twenty-hour summer program which provides an introduction to grade 9 Mathematics, English, study and homework skills, and time management. Additional information specific to home school initiatives is also added within the allotted timeframe to cover topics such as co-curricular activities, bullying prevention and equity programs.

VISIT WWW.DCE.CA FOR MORE INFORMATION

Did you know?
There are many credit and non-credit reach ahead options for grade 8 graduates going into grade 9, including but not limited to Literacy, Numeracy, Geography, Math and French.

2 Community Involvement Hours—www.ddsb.ca/students/4ohours The summer leading up to grade 9 is an excellent time to start accumulating hours towards the 40 you must have to graduate high school. Here are some guidelines to get you started:

PLAN AN ACTIVITY
(in consultation with your parent(s)/guardian(s))
THAT FALLS WITHIN THE GUIDING PRINCIPLES THE DDSB HAS ESTABLISHED AS ELIGIBLE ACTIVITIES.

CONFIRM THE DETAILS OF THE ACTIVITY WITH THE ORGANIZER

COMPLETE THE PLANNED ACTIVITY

COMPLETE THE COMMUNITY INVOLVEMENT ACTIVITIES FORM
(with details of the activity, organizer's information and signature, parent(s)/guardian(s) signature, student signature...)

SUBMIT THE COMPLETED FORM TO YOUR SECONDARY SCHOOL GUIDANCE DEPARTMENT



3 Career Cruising Spend additional time exploring pathway opportunities and initial post-secondary destinations on Career Cruising.

4 Health and Well-being Review “Teens Can Be Resilient... in High School!” document. Visit www.durham.ca ⇒ health ⇒ health and well-being.

Check out the DDSB publication “Pathways to Student Success” that is available in every school and at www.ddsb.ca/Programs/Secondary/Pathways.

This comprehensive resource provides students and parent(s)/guardian(s) with information on a range of opportunities for individualized pathways to enhance student success. Information about the Regional Accelerated Ontario Youth Apprenticeship Program, Specialist High Skills Major Programs, Dual Credit Programs and focus programs are included in this guide.



BEGIN EXPLORING INITIAL POST-SECONDARY DESTINATIONS:

Apprenticeship
www.earnwhileyoulearn.ca
www.oypap.ca
www.collegeoftrades.ca

College
www.ontariocolleges.ca
www.ontransfer.ca

university
www.electronicinfo.ca
www.ontransfer.ca

World of Work
www.jobconnectionontario.org
www.vpi-inc.com
www.ymcagta.org

EQAO is an external accountability measure of achievement linked to the curriculum. The provincial standard is level 3 or 70%.

Report Card data reflects classroom achievement as demonstrated by students and linked to the curriculum. The provincial standard is level 3 or 70%.

Learning Skills are the assessment of demonstrated competencies of effective learners.

- All 3 types of reporting data are known predictors of future student success; they are not determinants of future student success.
- It is important to remember that all students can be successful, success comes in many forms and there are many pathways to success.

COURSE PLANNING TOOL						
GRADE 8 STUDENT NAME	ELEMENTARY SCHOOL NAME					
EQAO	READING	WRITING		NUMERACY		
Grade 3 EQAO Level						
Grade 6 EQAO Level						
GRADE 7 JUNE REPORT CARD % MARK						
Reading	Writing	Measurement	Number Sense	Patterning and Algebra	Geometry	Data Management and Probability
*Grade 8 Homeroom teachers: please only complete for students with an IEP on a modified program. This strand's material was modified...						
<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level	<input type="checkbox"/> At Grade Level <input type="checkbox"/> Below Grade Level
GRADE 8 PROGRESS REPORT LEARNING SKILLS						
Legend E - Excellent G - Good S - Satisfactory N - Needs Improvement	Responsibility		Organization		Independent Work	
	Collaboration		Initiative		Self-Regulation	
<input type="checkbox"/> GIFTED <input type="checkbox"/> FRENCH IMMERSION (FI)						
GRADE 9 COURSE SELECTION LEVEL OF STUDY—1 PER SUBJECT						
GRADE 9 ENGLISH LEVEL OF STUDY	GRADE 9 MATH LEVEL OF STUDY	GRADE 9 SCIENCE LEVEL OF STUDY	GRADE 9 GEOGRAPHY LEVEL OF STUDY	GRADE 9 FRENCH LEVEL OF STUDY		
<input type="checkbox"/> Academic <input type="checkbox"/> Applied <input type="checkbox"/> Locally Developed	<input type="checkbox"/> Academic <input type="checkbox"/> Applied <input type="checkbox"/> Locally Developed	<input type="checkbox"/> Academic <input type="checkbox"/> Applied <input type="checkbox"/> Locally Developed	<input type="checkbox"/> Academic <input type="checkbox"/> Applied	<input type="checkbox"/> Academic <input type="checkbox"/> Applied		
Why did I make this choice?	Why did I make this choice?	Why did I make this choice?	Why did I make this choice?	Why did I make this choice?		
Comments/Notes						

Student Signature

Parent(s)/Guardian(s) Signature

Teacher Signature

Life in **SECONDARY SCHOOL**

THINGS TO CONSIDER...



FIRST NATION, MÉTIS AND INUIT EDUCATION

The Durham District School Board (DDSB) is committed to student success and providing a safe and welcoming learning environment for all students, including First Nation, Métis, and Inuit students.



EQUITY AND DIVERSITY

The DDSB values and respects all members of our school community and has a commitment to embracing diverse social realities; while maintaining positive, safe and inclusive environments for all students and staff.



MENTAL HEALTH AND WELL-BEING

Do you feel like you or someone you know needs help but you don't know where to turn? Adolescents are encouraged to take that first step and speak to an adult they trust (parent(s)/guardian(s), teacher, guidance counsellor, etc.) Remember—it is okay to talk. Help is available for when you are feeling anxious, stressed or overwhelmed.



SAFE SCHOOLS

The DDSB is committed to maintaining a positive school climate in schools in which students have the opportunity to develop in a safe and respectful learning environment.



INNOVATIVE EDUCATION

The DDSB is reimagining learning and teaching spaces through digital technologies and have resources available to support student success. Access to technology and digital resources such as research databases, overdrive, and collaborative software, as well as Inclusive Technology applications, such as Read and Write support student learning and innovate teaching.

PROGRAMMING TO LOOK FORWARD TO...



E-LEARNING

The DDSB offers a variety of online eLearning courses for our students. Students who are in grade 11 and 12 have an opportunity to enroll in two online courses per year (one per semester). For more information about eLearning opportunities, please contact your Guidance Department.



ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

OYAP allows a co-op student to begin to learn a skilled trade while completing the requirements for a high school diploma.

COOPERATIVE EDUCATION

Cooperative Education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school.



DUAL CREDIT

Students are able to earn both a high school credit and a college credit. The credits count towards their high school diploma as well as a postsecondary certificate, diploma, degree or apprenticeship certification.



SHSM SPECIALIST HIGH SKILLS MAJOR (SHSM)

Students focus on a career path that matches their skills and interests while meeting the requirements of the OSSD. They receive a SHSM seal on their diploma when they complete a specific bundle of courses, earn valuable industry certifications and gain important skills on the job with employers.



TAKE OUR KIDS TO WORK

Students step into their future for a day and get a glimpse into the working world. The day involves students in grade 9 spending the day in the workplace of a parent, relative, friend or volunteer host, where they experience and learn about the world of work.

MAKE AN APPOINTMENT WITH YOUR GUIDANCE COUNSELLOR TODAY!

Ignite Learning

STRATEGIC PRIORITIES AND OPERATIONAL GOALS



Set high expectations and provide support to ensure all students and staff reach their full potential every year.

Success



Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.

well-being



Identify future leaders, actively develop new leaders and responsibly support current leaders.

leadership



Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.

equity



Engage students, parents and community members to improve student outcomes and build public confidence.

engagement



Reimagine learning and teaching spaces through digital technologies and innovative resources.

innovation