2023-2024

CHOOSING my SUCCESS!



Student TRANSITION GUIDE

Planning for Grade 9

DDSB
Ignite Learning

Welcome to Secondary School!

For Students

Preparing for high school is an exciting time in your life as you transition from elementary school to a more independent learning environment. Part of what marks this transition is the variety of opportunities that are available in secondary schools for you as a learner. With those opportunities also comes more responsibility as you navigate important choices as to how to best position yourself to be a successful learner and experience a sense of well-being in your new school.

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.

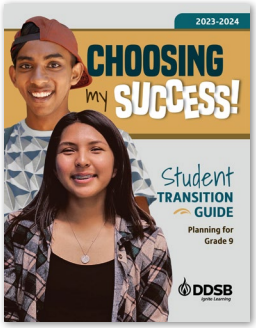
For Parent(s)/Guardian(s)

We want you and your child to feel welcome in the new school. Research shows that learning improves when parent(s)/guardian(s) work together with the school as partners in their child's student achievement and sense of well-being.

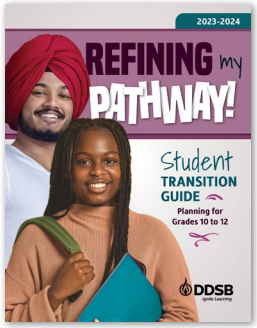
We encourage you to remain involved by attending information sessions, joining the school community council, and most importantly engaging in dialogue with your child on their daily progress at high school. We have a shared responsibility to provide your child with the best possible education in a safe 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 child a successful transition as they begin their secondary school journey.

Camille Williams-Taylor
Director of Education
Durham District School Board



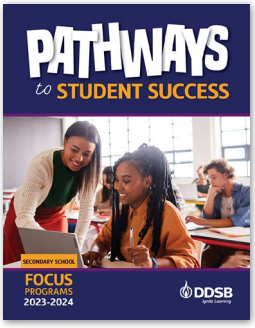
Choosing My Success



Refining My Pathway



Designing My Future



Pathways to Student Success

Indigenous Rights and Human Rights

The DDSB is committed to learning and working environments that centre Indigenous rights, human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

This means that:

- everyone is treated with dignity and respect, and feels safe and included in our classrooms, schools and all learning spaces.
- no one is discriminated against because of ancestry, race, sex, gender, different abilities, neurodiversity, disability, sexual orientation, gender identity, gender expression, creed, religion and all other Human Rights Code protected grounds and socioeconomic states.

To meet this commitment, the DDSB works collaboratively with students, parents/ caregivers and community partners to:

- promote and protect human rights.
- design and provide inclusive educational programs and services.
- identify, prevent and address discriminatory barriers that affect students' educational experiences, opportunities, outcomes and learning environments.
- meet the DDSB's legal duty to accommodate under the Human Rights Code in a manner that recognizes and respects individual identities, strengths, abilities and needs and that maximizes inclusion, integration, participation and independence ("accommodate" means adjusting services, programs and practices to remove barriers and better respond to or address Human Rights Code related needs).
- support all students' learning and success.

If you have an accommodation need or human rights concern, please inform your teacher or principals, or visit the DDSB Human Rights, Anti-Discrimination and Anti-Racism Policy. Here you will find information on the Human Rights Policy and Procedures Practice and the Students' Rights and Responsibilities under the Human Rights Policy and Procedures Information Sheet.

Table of Contents

Secondary School Terms and Definitions 5-6

Ontario Secondary School Diploma Requirements 7

Ontario Secondary School Certificate Requirements and Certificate of Accomplishment Requirements 8

Report Card Learning Skills 9

Numeracy 10

Literacy 11

Success in Secondary School 12

Inclusive Student Services 13

English as a Second Language and English Literacy Development 14-15

Inclusive Academic Grade 9 Program 16

Types of Courses in Grade 9 17

Pathway Steps for All 18

Education and Career-Life Planning Process 19

French Immersion 20

Decoding a Course Code 21

Decoding a Timetable 22

myBlueprint 23

Course Planning Tool 24

Getting Ready for Secondary School 25

Prepare for Opportunities in Secondary School and Beyond 26

Life in Secondary School 27

Secondary School
Terms and Definitions

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.

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.

Compulsory Course

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

Cooperative Education

Cooperative education allows students to gain secondary school credits while completing a work placement in the community This program helps students prepare for apprenticeships, college, university, or the workplace.

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 mark of 50%.

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

Dual Credit Courses

Dual credit courses allow high school students to take a college or apprenticeship course that counts towards their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship.

Elective Courses

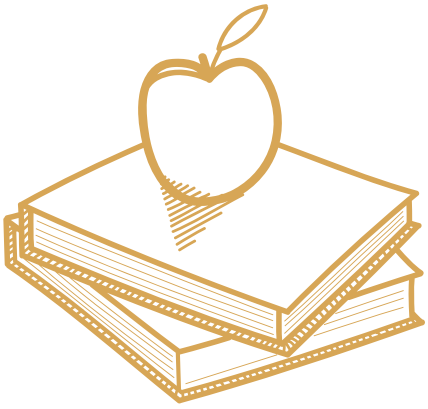
Students will select 11 elective courses that are of specific interest to them and which will count towards the 30 credit diploma requirement (OSSD) or 7 elective courses required towards the 14 credit certificate (OSSC).

EQAO Assessment of Mathematics

The Assessment of Mathematics is written in-person in Grade 9. Depending on when you have Math, it is written in either January or June.

Individual Pathways Plan (IPP)

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



Secondary School
Terms and Definitions

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.

Ontario Schools: K to 12, 2016

This document outlines the requirements to earn the following:

Online Learning Credits

Students who entered Grade 9 on or after September 1, 2020 are required to complete two online learning credits as part of the 30 credits required for the Ontario Secondary School Diploma.

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, online learning and community involvement hour requirements.

Ontario Secondary School Literacy Test (OSSLT)

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

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 February 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.

Summer School

Durham Continuing Education offers credit and non-credit programs during the summer. Programs and courses will be available to review and register in myBlueprint. Connect with your CMS Pathway Counsellor or grade 8 teacher to learn more.

Timetable

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

Information can be found on the Ministry of Education website

ontario.ca/page/ministry-education

OSSD *Ontario Secondary School Diploma*

What do you need to earn an OSSD?

19 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
1	Technological Education (Grade 9 or 10)
0.5	Career Studies
0.5	Civics

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***
	First Nations, Métis, and Inuit Studies
	American Sign Language as a second language
1	**Group 2**
	Health and Physical Education
	The Arts
	Business Studies
	French as a Second Language**
	Cooperative Education***
	American Sign Language as a second language
1	**Group 3**
	Science (Grade 11 or 12)
	Technological Education (Grade 11 or 12)
	French as a Second Language**
	Computer Studies
	Cooperative Education***
	American Sign Language as a second language



1. **30 credits in total**
2. **40 hours of Community Involvement**
3. **Completion of the Literacy Requirement**
4. **Earn at least 2 Online Learning Credits**

New Technology Education Compulsory Credit

The Ontario government is implementing a new high school graduation requirement to help better prepare students across our province for the jobs of tomorrow. Starting with students entering grade 9 in September 2024, all students will now be required to earn a **Grade 9 or 10 Technological Education credit** as part of their Ontario Secondary School Diploma. Please continue to visit ddsb.ca for the latest information on how the new technology credit will be implemented.

In addition, students must complete:

✓	11 elective credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

**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 11 elective credits may include up to 4 credits earned through approved dual credit courses.

*** For the up-to-date information on OSSD requirements please visit ddsb.ca.**

OSSC *Ontario Secondary School Certificate*

Students working towards an Ontario Secondary School Certificate must have earned a minimum of 14 credits, distributed as shown.

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

Credits	Subject
7	7 additional credits selected by the student from available courses

*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.

14 credits in total



Certificate of Accomplishment

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 (KBBANP) and Transit Training and Community (KCCANV) are two possible course offerings.

*Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. It is a useful means of recognizing achievement for students who plan to take certain kinds of training or who plan to find employment directly after leaving school. It is accompanied by the student's Ontario Student Transcript and their Individual Education Plan (IEP), where applicable.

Report Card *Learning Skills*

Each learning skill supports your success as a 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 to the ideas, opinions, values, and traditions of others with dignity and respect;
- 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.

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.

Self-Regulation

The Student

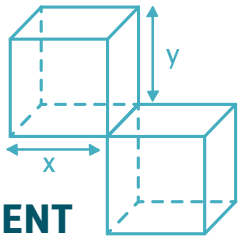
- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;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



Did you know?

These learning skills will become your employability skills in the future!

Numeracy



Do you have questions about math?

Students are encouraged to visit and register at tvomathify.com/students. Tutors are available to support grade 4- 12 students online Monday to Friday from 9 am to 9 pm and Saturdays and Sundays from 3 pm to 9 pm.

GRADE 9 EQAO ASSESSMENT OF MATHEMATICS

Depending on the semester in which Grade 9 students take Mathematics, students must participate in the in-person 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.

In addition, parts of this assessment may counts toward a portion of the student's final grade.



Literacy

GRADE 10 ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Completion of the literacy requirement is an OSSD graduation requirement. All students write the Ontario Secondary School Literacy Test (OSSLT) in grade 10. This test is based on the literacy expectations up until the end of Grade 9. Students must achieve the provincial standard (Level 3) to be successful.

If a student is unsuccessful on the OSSLT, they may retake the test in the following year or enroll in the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLC meets the literacy requirement for graduation.

Students who are not working towards an OSSD may be granted an exemption, and in certain circumstances, students may be deferred until a later administration of the test. Accommodations for each student with special needs will be consistent with assessment accommodations on their IEP.

WHAT CAN I DO TO PREPARE?

Students are encouraged to use the EQAO website at eqao.com to access more information about the test and view practice assessments.

Many schools host activities such as after-school sessions to assist students in preparing for the OSSLT. Students are encouraged to attend these enrichment sessions to learn more about the OSSLT, participate in engaging activities, and receive important information about the test.

OSSD GRADUATION REQUIREMENT



Multilingual Language Learners are encouraged to speak with their MLL teacher about accommodations for the OSSLT.

Students who have an IEP are encouraged to speak with their Special Education Resource Teacher about accommodations for the OSSLT.

SUCCESS *in Secondary School*

Below are important skills that support student success.

- Treat everyone with dignity and respect.
- Understand your rights and responsibilities.
- Attend school regularly.
- Be on time to class and bring all of the supplies you need.
- Stay organized and track homework and due dates.
- Complete your homework and assignments when they are assigned.
- Connect with your teacher, guidance counselor, special education resource teacher, ELS teacher, or Vice Principal when you have questions or are looking for assistance.
- Use your locker for your books, school supplies, backpack and lunch. Keep your valuable items at home.



All students can be SUCCESSFUL.
SUCCESS comes in many forms.
There are many paths to SUCCESS.

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 education strengths and 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 their 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 education strengths and 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.

English as a Second Language (ESL) *and* English Literacy Development (ELD)

The Durham District School Board offers **English as a Second Language (ESL)** and **English Literacy Development (ELD)** programs for our Multilingual Language Learners (MLL) whose home language(s) is a language other than English or is a variety of English that is significantly different from the English used in Ontario schools. They may be Canadian-born or newcomers from other countries. Multilingual Language Learners have diverse identities, backgrounds, and school experiences and have a wide variety of skills, strengths, and needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment may be needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places students on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming.

Vision of the Multilingual Language Learner

Multilingual Language Learners (MLL) come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- have access to support for mainstream classes;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.



Pathways to English

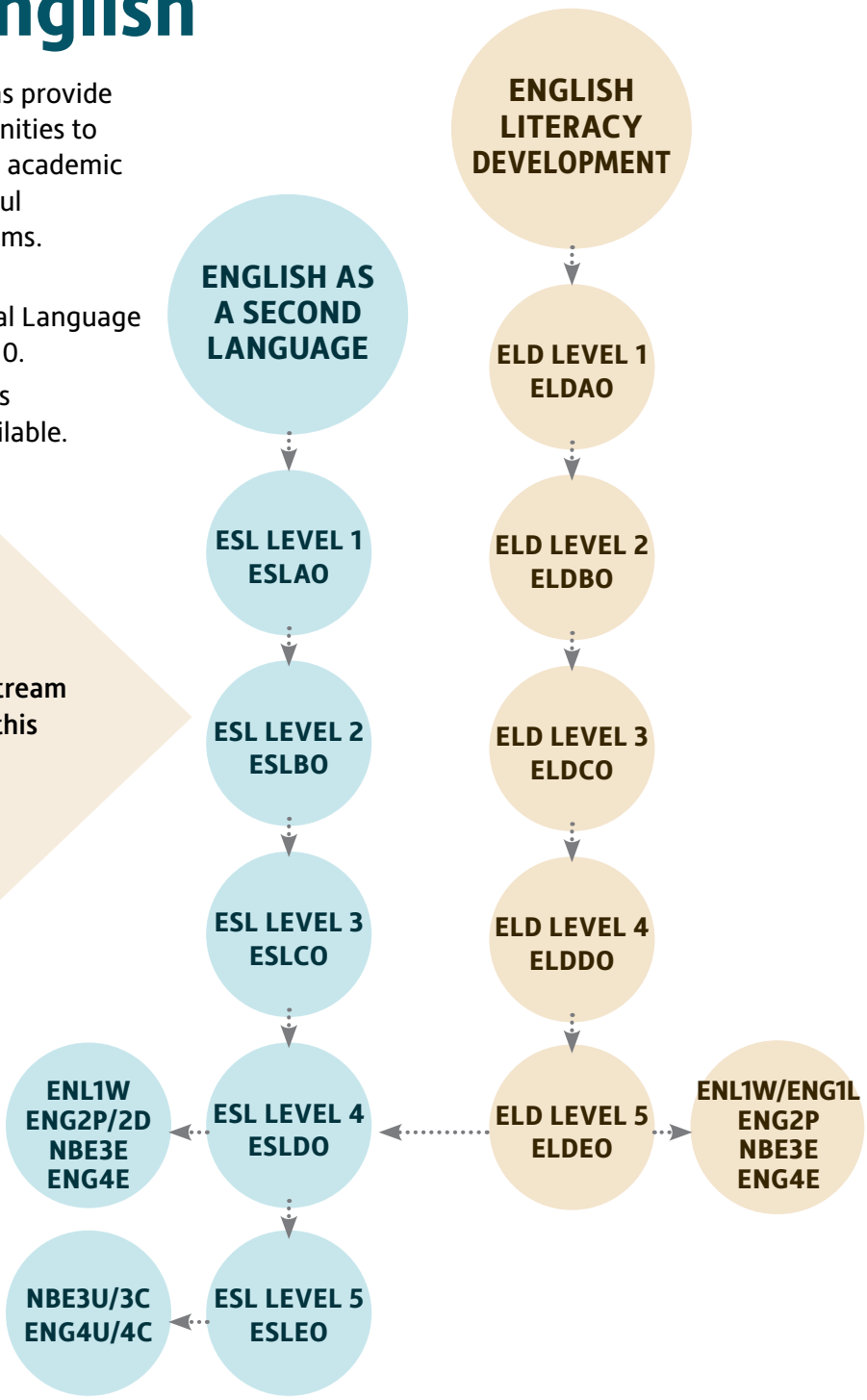
The ESL and ELD curriculum expectations provide Multilingual Language Learners opportunities to develop language skills in both daily and academic English so they may experience successful integration in mainstream school programs.

Additional sheltered courses specifically tailored to meet the needs of Multilingual Language Learners include EPS30, ELS30, and GLS10.

Check with your guidance department as additional sheltered courses may be available.

The chart shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.





Additional Support

Settlement Workers In Schools (SWIS) help connect newcomer students and families to community services and resources. SWIS offer group sessions, assist school staff, and respond to settlement issues that some newcomers may experience.

Contact the Guidance Department, MLL Facilitator, or MLL Coach for further information

Inclusive *Grade 9 Program*

Many Paths to Success:

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

INCLUSIVE MINISTRY DE-STREAMED MATH,SCIENCE, ENGLISH and GEOGRAPHY COURSES

• MTH1W • SNC1W • ENL1W • CGC1W

"With the introduction of this curriculum, **all high school students will take the math, science, and English** course in Grade 9 which will allow for the same eventual opportunities for all and an improved ability to pursue the pathway of their choice after their K-12 education." (Ontario Ministry of Education, 2021)

INCLUSIVE GRADE 9 LOCALLY DEVELOPED COURSE OPTIONS

• MAT1L • ENG1L • SNC1L

Knowing that not every student will be ready for all of the Grade 9 courses right away, we have locally developed curriculum to support students and prepare them to meet the expectations of the Grade 9 courses and support their credit accumulation.

Students working towards a Certificate of Accomplishment may take K-level courses, which are alternative, non-credit courses for students with special educational needs. These courses are designed to support the growth of fundamental skills, independence, and self-care.

INCLUSIVE GRADE 9 ACADEMIC COURSES

Inclusive Academic French: FSF1D1

See * for French Immersion information.

INCLUSIVE GRADE 9 OPEN SUBJECT AREAS

- **The Arts**
- **Business Studies**
- **Health and Physical Education**
- **Social Sciences and Humanities**
- **Technological Education**

See * for French Immersion information.

INCLUSIVE GRADE 9 OPEN CORE FRENCH COURSE: FSF1O

When available, this introductory course provides students who have little or no knowledge of French the opportunity to earn the compulsory French credit required for graduation.

* GRADE 9 FRENCH IMMERSION COURSES

Grade 9 French Immersion courses, similar to subjects taught in English, will be available as Inclusive Academic courses for some subjects and Inclusive Open courses for other subjects.

Types of Courses in Grade 9

De-streamed

There are four De-streamed courses in grade 9: MTH1W, SNC1W, ENG1W and CGC1W. All diploma bound students will take the same math, science, English and geography courses which will prepare them to pursue the pathway of their choice.

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.

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.

IS THERE SOMEWHERE I CAN GO FOR HELP IF I HAVE QUESTIONS ABOUT COURSE SELECTION?

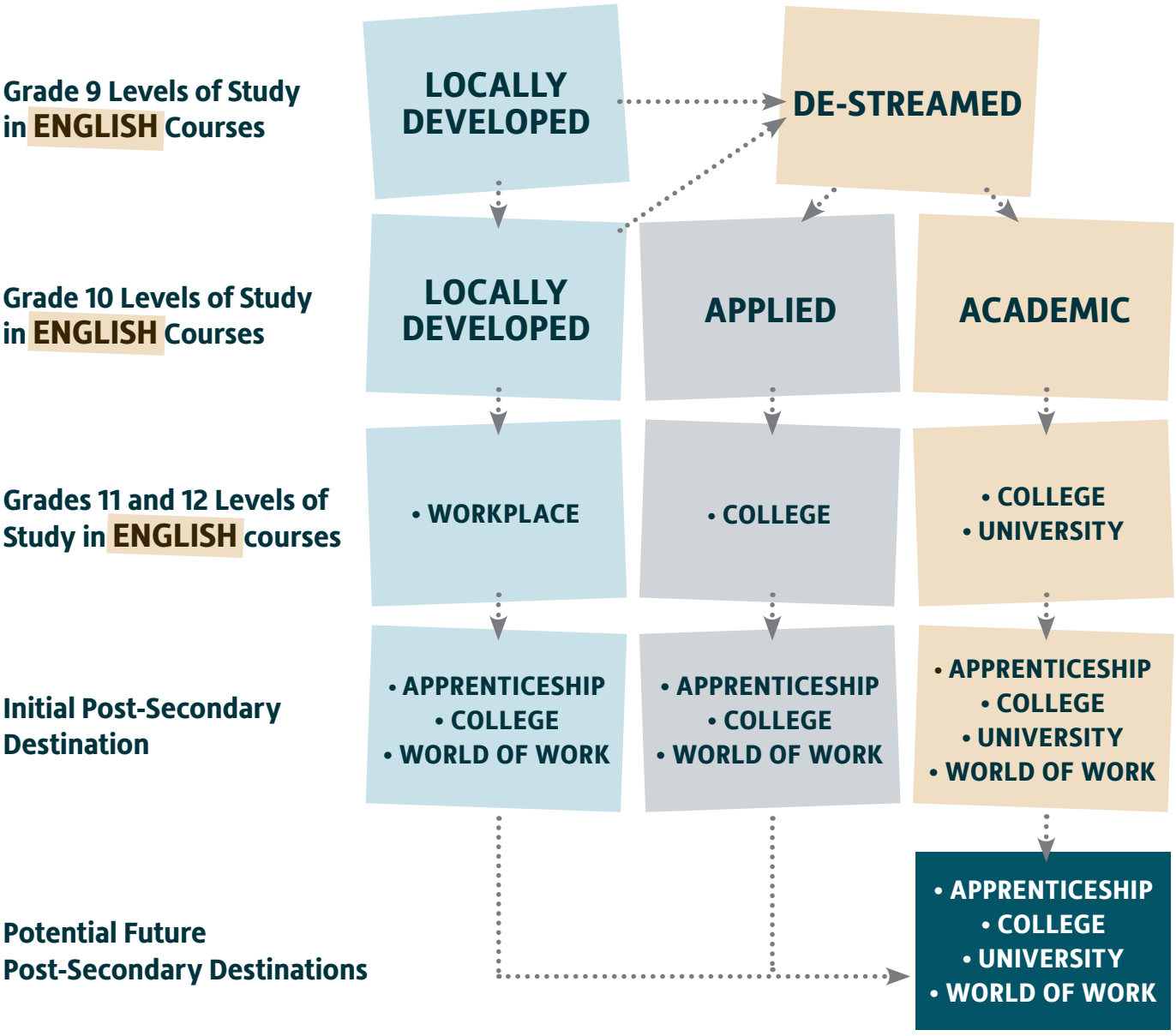
Yes! Grade 8 teachers, SERTs, and Pathway Counsellors are available to assist with selecting courses for grade 9. All high schools offer information evenings to assist with the planning for the transition from grade 8 to 9. High school guidance counsellors are also available to help with questions.



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 Grade 8 teacher, Pathway Counsellor, SERT, or guidance counsellor about potential options.*

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 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?



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

**Remember to actively use myBlueprint to explore and map your journey.*

French Instruction

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. 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:

delf-dalf.ambafrance-ca.org

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.



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".

ENL 1W1

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

- **A** = Arts
- **B** = Business
- **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
- **2** = Grade 10
- **3** = Grade 11
- **4** = Grade 12

This letter identifies the course type.

Grades 9-10

- **D** = Academic
- **L** = Locally Developed
- **O** = Open
- **P** = Applied *(only available in grade 10)*
- **W** = De-streamed

Grades 11-12

- **C** = College
- **E** = Workplace
- **M** = College/University
- **O** = Open
- **U** = University

Schools use this final character to distinguish course delivery



Decoding a Timetable

Bell Times will vary by School
Check your school's website.

Semester 1
September to January

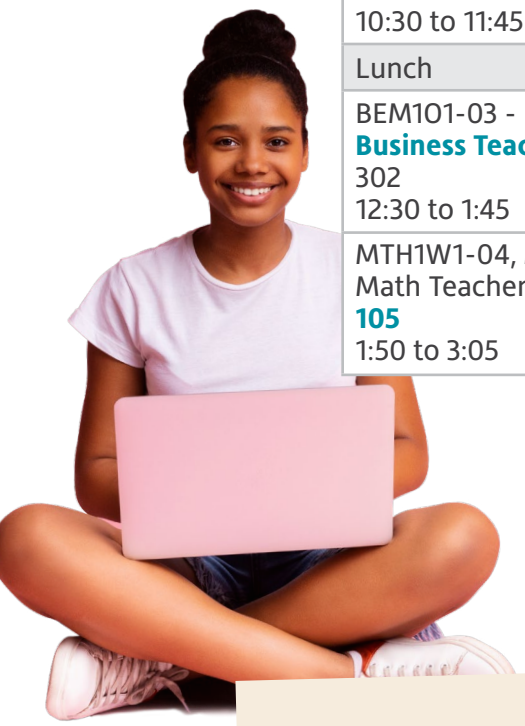
Tuesday 09/03/24
ENL1W1-01-**English De-streamed** English Teacher 203 9:05 to 10:25
CGC1W1-02-Geography De-Streamed Geography Teacher 213 10:30 to 11:45
Lunch
BEM1O1-03 - Business **Business Teacher** 302 12:30 to 1:45
MTH1W1-04, Math De-streamed Math Teacher **105** 1:50 to 3:05

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

Monday 03/02/24
FSF1D1-05-French French Teacher 221 **9:05 to 10:25**
TAS1O1 -06-Technology and the Skilled Trades Technology Teacher 127 10:30 to 11:45
Lunch
PPL1O4-07-Physical Education Physical Education Teacher 156 12:30 to **1:45**
SNC1W1-08-Science, De-streamed Science Teacher 222 **1:50** to 3:05

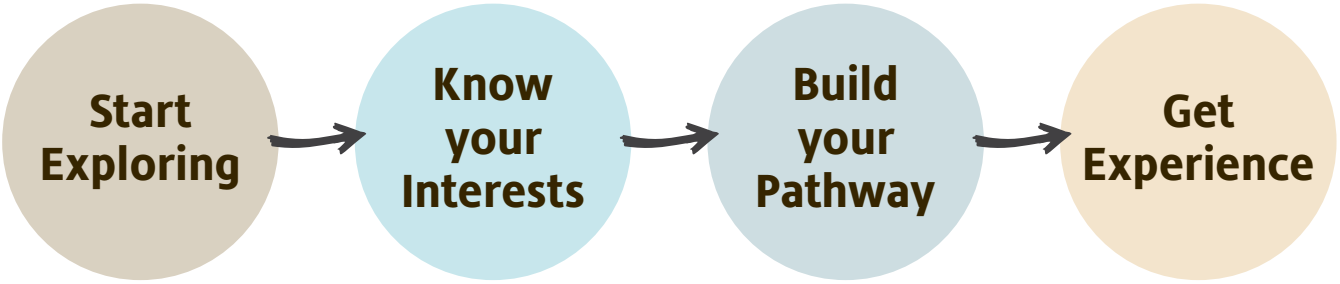
Homeroom: Period 1 may be longer to allow for homeroom activities and announcements

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

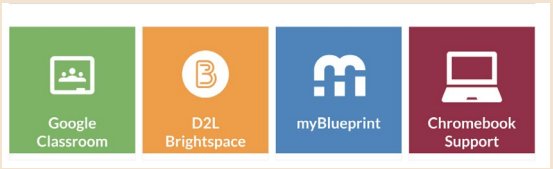
* Grade 9 students take English, Math, Science, Geography and usually French. They select 3 additional courses which may include Physical Education, Drama, Art, Music, Technology, Business or Social Science. Offerings vary by school.

*my*Blueprint

Students use myBlueprint to complete their Individual Pathways Plan, select their high school courses, explore SHSM opportunities at their school, track graduation requirements, and plan for their future.



By accessing the link on the Student Mobile Campus website student.ddsb.ca students can access exceptional assessment tools, occupational profiles and comprehensive post-secondary education information. You can view secondary school course calendars on the homepage.



Grade 9 Next Year	Grade 10 Plan Ahead	Grade 11 Plan Ahead	Grade 12 Plan Ahead
English	English	English	English
Mathematics	Mathematics	Mathematics	Course
Science	Science	Course	Course
Geography	History	Course	Course
French as a Second Lan...	Career Studies/Civics	Course	Course
Course	Course	Course	Course
Course	Course	Course	Course
Course	Course	Course	Course

Students use **myBlueprint** to complete their Individual Pathways Plan, select their high school courses, explore SHSM opportunities at their school, track graduation requirements, and plan for their future.

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 predictors of future student success; they are not however 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 2023-2024

STUDENT NAME:		**ELEMENTARY SCHOOL:**	
STUDENT #:			

EQAO	Reading	Writing	Numeracy
Grade 3 EQAO Level			
Grade 6 EQAO Level			

GRADE 7 JUNE REPORT CARD % MARK

Language Reading	Language Writing	Language Oral Comm.	Language Media Literacy	Science & Technology	History	Music	Dance	Physical Education
French Listening	French Speaking	French Reading	French Writing	Mathematics	Geography	Visual Arts	Drama	Health

Language Strand Modifications as per IEP *(where applicable)*	Mathematics Strand Modifications as per IEP *(where applicable)*
Modified at Grade Level (Y/NA):	**Modified at Grade Level (Y/NA):**
Modified Below Grade Level (Y/NA):	**Modified Below Grade Level (Y/NA):**

ATTENDANCE

Grade 8 Attendance to Date (Jan 8,2024)

Days Absent:	
Lates:	

GRADE 8 PROGRESS REPORT LEARNING SKILLS

Legend: **E** – Excellent **G** – Good **S** – Satisfactory **N** – Needs Improvement

Responsibility:	Organization:	Independent Work:	
Collaboration:	Initiative:	Self-Regulation:	
IEP Identification:	**French Immersion:**	**MLL:**	

IMPORTANT REMINDERS

Please remember that you:

- should consider your skills, interests, and pathway plan when selecting your courses.
- should consider your goals for the future while selecting courses for high school.
- should discuss your course selections with your family.
- can reach out to your grade 8 teacher, SERT, and Pathway Counsellor for assistance.

REFLECTION QUESTIONS

- How can my family, teacher, and/or Pathway Counsellor help me select courses?
- How do my learning skills highlight my strengths and areas for growth?
- How do my course selections build upon my skills and interests?
- What initial post-secondary pathway do I want to pursue?
- Have I chosen courses that align with my post-secondary pathway plan?

Getting ready *for Secondary School*

Things you can do in the summer before your Grade 9 year to get ready for Secondary School

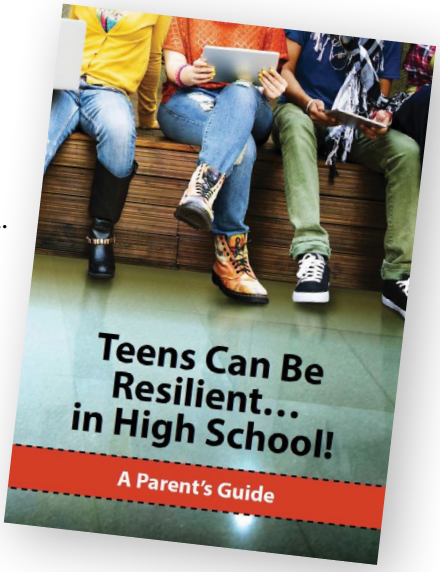
1. **Register for the Getting Ready for High School Program**
   It is a three-day program offered in August at selected secondary schools through Durham Continuing Education to assist grade 8 students in making the transition to secondary school. This popular twenty-hour summer program provides an introduction 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 dce.ca for more information

2. **Start Your Community Involvement Hours**
   ddsb.ca/en/programs-and-learning/community-involvement-hours.aspx
   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. **Explore Pathway Opportunities**
   Spend additional time exploring pathway opportunities and initial post-secondary destinations in myBlueprint.

4. **Learn about Being Resilient**
   Review "Teens Can Be Resilient… in High School!" document.

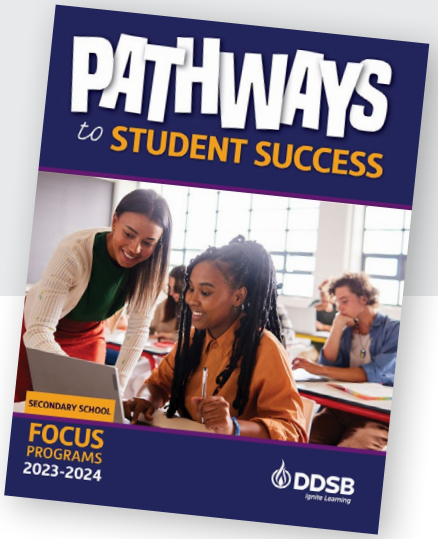




Prepare for Opportunities in
Secondary School and Beyond

Check out the DDSB publication "Pathways to Student Success" that is available in every school and online.

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.



Apprenticeship

Apprenticeship is a combination of in-school training and on the job training delivered by a training delivery agent such as a college or trade school.

College

College prepares students for success in the cutting-edge careers of tomorrow in the areas of technology, innovation, and workforce development. Explore the over 5000 programs at the 26 publicly funded colleges in Ontario to see which ones suit your strengths, interests, and future goals.

University

Ontario has 21 publicly funded universities with which offer programs in many areas. Explore the ones which suit your strengths, interests, and future goals.

World of Work

The world of work can be a rewarding path. Connect with your Guidance Counsellor and/or Cooperative Education teacher for further information.

myBlueprint

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

Begin exploring initial post-secondary destinations:

Apprenticeship
ontario.ca/page/start-apprenticeship

College
ontariocolleges.ca
ontransfer.ca

University
ontariouniversitiesinfo.ca
ontransfer.ca

World of Work
ontario.ca/page/jobs-and-employment
vpi-inc.com
ymcagta.org

Life in *Secondary School*

Make an appointment with your guidance counsellor today!

Things to consider...

Anti-Oppression - 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.

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.

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.

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.

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.

Positive School Climates - 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.

Programming to look forward to...

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.

eLearning - The DDSB offers a variety of eLearning courses for our grade 11 and 12 students.

ESL/ELL - ESL/ELD: The DDSB is committed to supporting our students and families as they transition to the education system in Ontario. ESL/ELD programming provides students with opportunities to develop language skills in both daily and academic English. Settlement Workers in Schools (SWIS) help connect students and families to community services and resources.

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.

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.

All students can be **SUCCESSFUL.**

SUCCESS comes in many forms.

There are many paths to **SUCCESS.**

DDSB

Ignite Learning

ddsb.ca

DURHAM DISTRICT SCHOOL BOARD