



**Saltfleet District High School**

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*Welcome to*  
**SALTFLEET DISTRICT  
HIGH SCHOOL**

**2016—2017**

**Grade 9 Course Calendar / Handbook**

On behalf of Hamilton-Wentworth District School Board (HWDSB), we would like to extend a warm welcome to you and your family. You are about to embark on the next stage of your education and you are currently being asked to make choices about your future. There is a great deal of important information in this booklet that you and your parents need to read carefully, and discuss, as you begin planning for next year. You will be making choices about academics, optional subjects and co-curricular activities.

Although these choices may seem daunting, this booklet will help you, as well as your Grade 8 teachers and Saltfleet District High School Student Services staff. It is most important right now to make selections so that you will be successful in Grade 9. Throughout your secondary career, you will have the opportunity to explore many different areas of study that can lead to exciting new discoveries about yourself and the world we live in. We want you to get involved and try out the many new things in your classes and our co-curricular activities. It is very important to your high school experience to get involved, both in and out of, the classroom. It is these types of choices that will impact on your success in high school.

**MESSAGE FROM PRINCIPAL:**

Dear Grade 8 Students,

I would like to welcome you to Saltfleet District High School. We put our students first, by creating environments that support them to make our school a great school. Each one of our students will be able to work towards their goal, at Saltfleet District High School.

We hope to see you here at Saltfleet District High School again before you begin Grade 9 in September. We look forward to you joining us and bringing your own unique talents and abilities to our school!

Sincerely,

**Kevin Graham**  
Principal

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

There are five levels of ESL Courses offered and four levels of ELD offered to English Language Learners (ELLs).

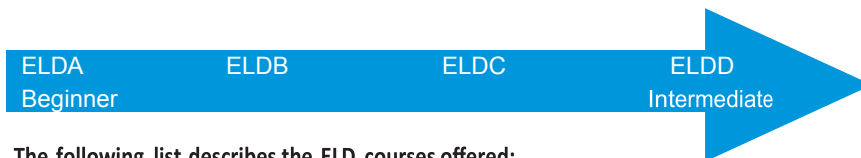
The five ESL courses assist ELLs whose first language is not English to learn the language of instruction. Most have received educational experiences in their own countries that have prepared them for success in the secondary school program. Depending on their previous experience with English, they may be placed in ESL Level 1, 2, 3, 4 or 5



The following list describes the ESL courses offered:

- ESLA01 Level 1, Open
  - Beginning communication in English
- ESLB01 Level 2, Open
  - English in daily life
- ESLC01 Level 3, Open
  - English for school and work
- ESLD01 Level 4, Open
  - Study skills in English
- ESLE01 Level 5, Open
  - Bridge to English

ELD courses provide an accelerated program of literacy development for students who have significant gaps in their education.



The following list describes the ELD courses offered:

- ELDA01 Level 1, Open
  - Beginning Literacy
- ELDB01 Level 2, Open
  - Basic Literacy Skills
- ELDC01 Level 3, Open
  - Literacy in Daily Life
- ELDD01 Level 4, Open
  - Literacy for Schools and Work

Other Notes:

- All ESL and ELD courses count as a required English credit, to a maximum of three credits. All others qualify as elective credits.

# Course Descriptions for Technology Education

## TIJ101 - Exploring Technologies (Open)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment and software commonly used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.



### Examples of Careers in Technological Education

|                                 |                            |                          |
|---------------------------------|----------------------------|--------------------------|
| Architect                       | Hairstyling and Aesthetics | Health Care Professional |
| Automotive Service Technician   | Draftsperson               | Machinist                |
| Cabinet Maker                   | Construction Electrician   | Millwright               |
| Carpenter/Framer/Home Renovator | Industrial Electrician     | Tool and Die             |
| Computer Engineering Technician | Interior Designer          | Plumber                  |
| Computer Programmer             |                            |                          |

### Co-Instructional Activities

#### Sports:

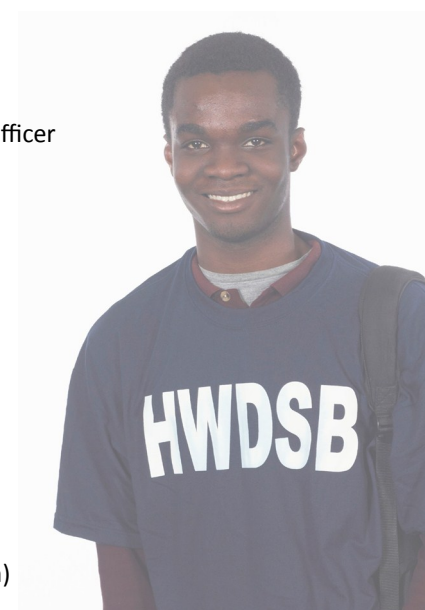
- Badminton
- Baseball
- Basketball
- Cricket
- Cross-Country
- Field Hockey
- Football
- Golf
- Rugby
- Slo-pitch
- Soccer
- Tennis
- Touch Football
- Track & Field
- Volleyball
- Water Polo

#### Clubs:

- Anime
- Ensemble Band
- Breakfast Club
- Variety Show
- Drama
- Eco Schools
- Athletic Council
- Vocals
- Fishing
- Peer Mentorship
- Grad Committee
- Health Action
- Jazz Band
- Student Parliament
- Stage Crew
- Speak-Up Day

### Supports for Students

- Administration
- Alternatives for Youth
- Positive Space (Gay Straight Alliance)
- Guidance Counsellors
- Hamilton-Wentworth Police Liaison Officer
- John Howard Society
- Learning Resource Teacher
- Nutrition Program
- School Nurse
- Settlement Workers in Schools
- Social Worker
- Student Mentors
- Student Success Team
- Storm Link (peer mentorship program)



**My Path. My Way.**

High school is a place for you to find and take ownership of your pathway, and that’s why we say: My Path. My Way.



We take responsibility for each individual students’ learning and believe that all students can achieve their full potential.

We provide a variety of experiences so students can discover and explore their interests and strengths. These include a number of course selections, a range of experiential learning opportunities (job shadowing, job twinning, short-term work experience, cooperative education, etc.), many extra and co-curricular activities, and community involvement. All of our schools are great schools, and provide pathways to all destinations.

We value where you are headed! We honour and value all destinations. We believe and promote that there is equal value in taking a pathway that leads to apprenticeship, college, community assisted living, university, or directly to the workplace.

We commit to helping you discover the skills and abilities that will help you plan your pathway.

**What is your pathway?**

All secondary schools in HWDSB offer a wide range of programs, course types and learning opportunities to prepare you for success in high school and beyond.

Pathways in high school prepare you for your chosen post-secondary destination. Plans and destinations may change as you develop as a person, but planning your path, your way will help you be successful.

No matter what your post-secondary destination is, the opportunity to explore the world of work during high school will help you develop new employability skills, and provide potential networks for community service and job/career opportunities.

The five pathways we refer to are: Apprenticeship, College, Community Living, University and Work

**Course Descriptions for Social Sciences**

**HFN10 - Food and Nutrition**

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources and how to become responsible members of society. Students will learn about how families work and the diversity of families and societies, and will have opportunities to develop interpersonal skills, decision-making skills and practical skills related to family and social issues in daily life.



**Examples of Careers in Social Sciences**

- |                     |                         |                  |
|---------------------|-------------------------|------------------|
| Community Relations | Dietician               | Hotel Management |
| Cook                | Employment Counsellor   | Nurse            |
| Corrections Officer | Geriatric Social Worker | Social Work      |
| Court Worker        | Hospitals               | Teacher          |
| Day Care Operator   |                         |                  |

## Course Descriptions for Sciences

### SNC1D1 - Science (Academic)

This course enables students to understand essential concepts in biology, chemistry, earth and space science and physics, to develop skills in the processes of scientific inquiry and to relate science knowledge to technological, social and environmental knowledge. Students will learn about scientific theories and pursue inquiries related to cell division and reproduction, atomic and molecular structures, properties of elements and compounds, the universe and space exploration and the principles of static and current electricity.

### SNC1P1 - Science (Applied)

This course enables students to understand essential concepts in biology, chemistry, earth and space science and physics to develop practical skills in scientific investigation and to apply their knowledge of science to everyday situations. Students will design and conduct investigations into practical problems and issues related to cell division and reproduction, the structure and properties of elements and compounds, astronomy and space exploration and static and current electricity.

### SNC1L1 - Science (Locally Developed)

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society and the environment to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical science activities.

#### Examples of Careers in Sciences

|             |                  |              |
|-------------|------------------|--------------|
| Agriculture | Environmentalist | Nurse        |
| Architect   | Forestry         | Teacher      |
| Biochemist  | Geologist        | Veterinarian |
| Doctor      | Lab Technician   | Zoologist    |

## Grade 9 Secondary School Program

### 1. Grade 9 programs are based on the Ontario Ministry of Education curriculum, which include:

- Credit courses (Compulsory & Optional)
- Course types (Applied, Academic, Locally Developed and Open)
- Student Success Initiatives
- Pathways Programming (Apprenticeship, College, Community Assisted Living, University and Workplace)

### 2. Curriculum at the Secondary School Level

Students will choose courses in Grade 9 from one or more types: Academic, Applied, Locally Developed Compulsory Credit and Open. They will make their choices primarily based on their goals, interests, learning preferences, needs and achievement.

**Academic Courses:** These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

**Applied Courses:** These courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

**Locally Developed Courses:** These courses focus on literacy, mathematical literacy, essential job skills and essential concepts. Students may be placed in these specially designed courses to continue their learning and bring their achievement closer to grade level.

**Open Courses:** Courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

The organization of courses by type is intended to enable students to choose one type of course in a Grade 9 subject while allowing the possibility of choosing a different type for another Grade 9 course.

Levels in future grades can be adjusted based on academic success and interest. In Grades 10, 11 and 12, students will choose courses that prepare them for apprenticeship, college, community assisted living, university or the workplace.

English, Math and Science are offered at the academic, applied and locally developed level. As well, English and Math will be offered as enriched courses. Geography is offered at the academic and applied level, while French is offered at the academic, applied or open level. The remainder of the Grade 9 courses are offered at the open level. To assist our English Language Learners (ELL), a variety of courses are offered as English as a Second Language (ESL).

Students will acquire the fundamental knowledge and skills of particular subjects and, wherever appropriate, links will be made among subjects to allow learners to see the connections within and among them.

### 3. Grade 9 Course Overview

The following six compulsory subjects, offered as various types, are recommended for Grade 9 students:

| Course                      | Academic | Applied | Open | Locally Developed | ESL* | Enriched | FI** |
|-----------------------------|----------|---------|------|-------------------|------|----------|------|
| English                     | x        | x       |      | x                 | x    | x        |      |
| French                      | x        | x       | x    |                   |      |          | x    |
| Geography                   | x        | x       |      |                   |      |          | x    |
| Health & Physical Education | x        |         |      |                   |      |          |      |
| Mathematics                 | x        | x       |      | x                 |      | x        | x    |
| Science                     | x        | x       |      | x                 |      |          | x    |
| Dramatic Arts               |          |         |      |                   |      |          | x    |

\*ESL is offered at Glendale, Nora Frances Henderson and Sir John A Macdonald

\*\*French Immersion is offered at Sherwood and Westdale

Students will also select two optional Grade 9 courses from the following subject areas:

| Subject Areas           | Course(s)  |
|-------------------------|--|
| The Arts                | Dramatic Arts, Music, Visual Arts, Dance, Integrated Arts                  |
| Business Studies        | Information Technology (Computer Applications), Business                   |
| Social Sciences         | Exploring Family Studies, Food and Nutrition                               |
| Technological Education | Communication Technology, Exploring Technologies, Manufacturing Technology |

## Course Descriptions for Mathematics

### MPM1D1 - Principles of Mathematics (Academic)

This course enables students to consolidate their understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### MF1P1 - Foundations of Mathematics (Applied)

This course enables students to consolidate their understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

### MPM1D1E - Mathematics (Academic, Enriched)

This course will cover the same curriculum expectations as MPM1D1 Grade 9 Mathematics, Academic. The assessments and evaluations are comparable to those in MPM1D1. Class material is presented such that students will also explore and investigate extensions to the Mathematics curriculum content covered in class. This course may be well suited for students who have a passion for Mathematics, who are identified with the "gifted" exceptional, students who are interested in pursuing the IB or AP stream in Grades 11 and 12 and/or students who enjoy inquiry-based learning to develop a deeper understanding of big ideas. Credit granted on the final student transcript is MPM1D1.

### MAT1L1 - Mathematics (Locally Developed)

This course enables students to further develop mathematical knowledge and skills to prepare for success in their everyday lives. The course is organized by three strands related to money sense, measurement and proportional reasoning. Students will build numeracy skills with whole numbers, decimals, and fractions; learn to use a calculator efficiently; solve problems involving per cents, ratios and rates; solve problems associated with earning money, paying taxes, and making purchases; estimate and calculate linear and capacity measurements using both metric and imperial units. Students will consolidate their mathematical skills as they solve problems and communicate their mathematical thinking.

Find your path to success!

## Course Descriptions for Health & Physical Education

**PPL1O1F (Female) - Healthy Active Living Education (Open)**  
**PPL1O1M (Male) - Healthy Active Living Education (Open)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication and social skills.

4. Students entering high school will work towards one of the following:

A. Ontario Secondary School Diploma (O.S.S.D.):

- 30 credits
  - 18 of these credits are compulsory
  - 12 of these credits are optional
- 40-hours of community involvement (to begin July 1st in the summer entering Grade 9)
- Successful completion of the Grade 10 Literacy Test (OSSLT).

OR

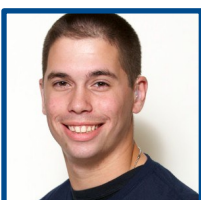
B. Ontario Secondary School Certificate (O.S.S.C.):

Students must earn a minimum of 14 credits including:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Canadian Geography
- 1 credit in the Arts or Technological Education
- 1 credit in Health and Physical Education
- *plus* a total of 7 optional courses

### Examples of Careers in Health & Physical Education

|                 |                       |                     |
|-----------------|-----------------------|---------------------|
| Athlete         | Laboratory Technician | Recreational Leader |
| Athletic Coach  | Osteopath             | Sports Writer       |
| Chiropractor    | Physical Therapist    | Teacher             |
| Fitness Trainer | Practical Nurse       |                     |



Your future starts at HWDSB!



## Supporting Student Choice

### **Student Services:**

Secondary school students make a wide range of decisions related to both academic and personal issues. From transitioning to Grade 9 to finding a career path, your school's guidance counsellors will help students cope with a variety of situations.

A pathways plan is a useful way to determine the courses to take after the introductory Grade 9 program. Such a plan will take into account the student's career plans including post-secondary education, while ensuring that the requirements for the graduation diploma/certificate (OSSD/OSSC) are met. Students and parents should consult with a guidance counsellor early in their secondary school experience if they would like help in the creation and/or revision of a personalized pathways plan.

### **Identified Students:**

Secondary school students who have been identified as "Exceptional" by an Identification Placement and Review Committee or who are experiencing learning problems are provided with appropriate programs and services. Individual Education Programs (IEPs) are jointly developed, implemented and evaluated by class teachers and Learning Resource teachers.

**Parents/guardians and students who wish more information on services available at your secondary school should contact either the Learning Resource teachers, the Head of Student Services or the Principal.**

**In order to address individual student needs, your guidance counsellors, Learning Resource teachers and Student Success teachers appreciate hearing from parents/guardians regarding issues that could affect a student's success (e.g., physical, medical, emotional).**



## Course Descriptions for Language

### **FSF1D1 - Core French (Academic)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

*Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent.*

### **FSF1P1 - Core French (Applied)**

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

*Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent.*

### **FSF1O1 - Core French (Open)**

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental communications skills through discussing situations and issues that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

*Prerequisite: None*

### **Examples of Career in Languages**

|                   |                       |              |
|-------------------|-----------------------|--------------|
| Civil Servant     | Flight Attendant      | Interpreter  |
| Correspondent     | Foreign Correspondent | Missionary   |
| Customs Officer   | Immigration Officer   | Travel Agent |
| Diplomat          |                       | Teacher      |
| Exporter/Importer |                       | Translator   |



## Course Descriptions for English

### ENG1D1 - English (Academic)

This course is designed to develop the oral communication, reading, writing and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication.

### ENG1P1 - English (Applied)

This course is designed to develop the key oral communication, reading, writing and media literacy skills that students need for success in secondary school and in their daily lives. Students will read, and create a variety of informational, literary and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively.

### ENG1L1 – English (Locally Developed)

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 English Locally Developed Compulsory Credit course. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing and thinking, and reflect regularly on their growth in these areas.

### ENG1D1E—English (Academic/ Enriched)

This course covers the same curriculum expectations as ENG1D1, Grade 9 English, Academic. The assessments and evaluations are comparable to those in ENG1D1. Class material is presented such that students can also explore and investigate extensions to the English curriculum content. This course may be well-suited for students who have a passion for English, who are identified with the “gifted” exceptionality, students who are interested in pursuing the IB stream in grades 11 and 12 and/or students who enjoy inquiry-based learning to develop a deeper understanding of big ideas. Credit granted on the final student transcript is ENG1D1.

#### Examples of Careers in English

|               |            |              |
|---------------|------------|--------------|
| Actor/Actress | Journalist | News Analyst |
| Author        | Lawyer     | Paralegal    |
| Broadcaster   | Librarian  | Publisher    |
| Film Director | Linguist   | Teacher      |

## Course Descriptions for the Arts

### ADA1O1 - Dramatic Arts (Open)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss and analyze drama and then reflect on the experiences to develop an understanding of themselves, the art form and the world around them.

### AMU1O1 - Music (Open)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance and a wide range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life.

### AMVU1O1E -Experienced

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

### AVI1O1 - Visual Arts (Open)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary and historical context.

#### Examples of Careers in the Arts

|           |          |                           |
|-----------|----------|---------------------------|
| Animator  | Critic   | Music Teacher             |
| Architect | Designer | Recreational<br>Therapist |
| Arranger  | Director | Set Designer              |

## Course Descriptions for Business Studies

### BTT1O1 - Information and Communication Technology (Open)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills and current issues related to the impact of information and communication technology.

#### Examples of Careers in Business

|                          |                   |                 |
|--------------------------|-------------------|-----------------|
| Accountant               | Entrepreneur      | Publisher       |
| Administrative Assistant | Journalist        | Salesperson     |
| Court Reporter           | Manager           | Systems Analyst |
| Economist                | Marketing Analyst | Treasurer       |

## Course Descriptions for Canadian and World Studies

### CGC1D1 – Issues in Canadian Geography (Academic)

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic and social geographic issues relating to topics such as transportation options, energy choices and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

### CGC1P1 – Issue in Canadian Geography (Applied)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

#### Examples of Careers in Geography

|                         |                          |                       |
|-------------------------|--------------------------|-----------------------|
| Cartographer (Mapmaker) | Human Development Worker | Surveyor              |
| Census Data Analyst     | Immigration Officer      | Teacher               |
| Climatologist           | Landscaper               | Travel Agent          |
| Environmentalist        | Oceanographer            | Travel Writer         |
| Forester                | Park Ranger              | Urban Planner         |
| Game Warden             | Pilot                    | Water Quality Analyst |
| Geologist               |                          | Weather Forecaster    |