



# HWDSB

*my*PATH.*my*WAY.

# 7-10

## TRANSITION GUIDE GRADES 7 - 10

FOR STUDENTS & PARENTS/GUARDIANS

curiosity • creativity • possibility

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## LAND ACKNOWLEDGEMENT

Hamilton-Wentworth District School Board (HWDSB) acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationship with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

## SHE:KON, SGE:NO, AANII, WELCOME!

A fundamental teaching rooted in Indigenous ways of knowing, being, and doing, is the need for young people to “know who they are and where they come from in order to know where they are going” (Sylvia Maracle, Tyendinaga Mohawk, wolf clan).

HWDSB recognizes the multifaceted nature of Indigenous learners. We are committed to respecting the distinct and diverse heritages and cultures of Indigenous peoples and recognize that meeting the needs of students requires a deep understanding of all cultural, social, political, historical, and contemporary contexts and lived experiences. Learners who possess a deep understanding of who they are, and cultivate the skills, knowledges, values, attitudes, behaviours and beliefs that drive their learning and career goals are enabled to achieve success and well-being in education and in life.

In recognizing each individual learner’s autonomy and self-determination, we endeavour to provide ways in which learners can take control and ownership of their own self-directed pathway plan along their educational journey. We want every school to support and value the whole learner and make spaces and places for them to exude confidence in their pathway of choice after graduation – apprenticeship, college, community, university and work. We want all students to find what they need in every one of our schools. Our commitment to this student-centred approach is what we will continue to demonstrate as we work together to support all learners’ transitions through education.

Canada’s historical and present-day actions and inactions have resulted in unique barriers to accessing and retaining a safe and sound educational experience for Indigenous learners. In the spirit of Truth and Reconciliation, we are committed to delivering safe and inclusive programs and services that support achievement, engagement and equity by addressing the heritages, cultures and perspectives of Indigenous peoples. The primary approach to living into this commitment is through HWDSB’s Commitment to Indigenous Education and working with Indigenous learners, families, and communities.

## LET YOUR VOICE BE HEARD

Voluntary, Confidential First Nations, Metis & Inuit Self-Identification: Information for families and learners’ parents, caregivers, guardians, and learners ages 18 and older, who are of First Nations (status and non-status), Métis, or Inuit ancestry, are invited to participate in HWDSB’s Self-Identification Strategy.

HWDSB respects the right to self-determination and encourages the participation of voluntary self-identification. By voluntarily and confidentially self-identifying, you are actively participating in change-making process that could enable HWDSB to implement relevant programming, policies, and practices that contribute to cultivating Indigenous student success and well-being. Self-identification is confidential and will not require you to produce any documentation.

**For more information:** [www.hwdsb.on.ca/elementary/supports/aboriginal-education](http://www.hwdsb.on.ca/elementary/supports/aboriginal-education)



**WE TAKE RESPONSIBILITY** for each student's 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, co-operative 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 living, university, or directly to the workplace.



**WE COMMIT** to helping you discover the skills and abilities that will help you plan your pathway.

## WELCOME TO HIGH SCHOOL

Moving from elementary school to high school is a very exciting time in a young person's life. You will have the opportunity to participate in new activities, meet new friends, and grow into a successful young adult. This can also be a little stressful because you do not always know what to expect when you enter high school. Being prepared and informed will help make this change as smooth as possible for you and your parents or guardians.

The purpose of this publication is to provide you with some useful information as you begin to prepare for high school. We believe in setting you up for success and helping you plan your pathway. The many programs available in our high schools are designed to assist you with this journey. We encourage you to review the information in this booklet and work with your parents/guardians and teachers, to help choose a high school program that will set you up for success.

Success in high school can be achieved in many ways. One thing we know is that once in school, you need to focus on your studies. You should set yourself up for success by selecting courses that build on your interests and strengths. Participating in clubs, teams or other extracurricular activities will also help you to be successful. We encourage you to make wise choices and access the various courses and programs that can lead to apprenticeship, college, community living, university, or the workplace.

Keep your Individual Pathway Plan in Career Cruising up to date, and use this information to help you choose courses, clubs, activities, teams and volunteer opportunities. Be sure to ask your teachers, guidance counsellors, student success teacher(s) and parents/guardian for help.

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.*



# INDIVIDUAL PATHWAY PLAN

Students are required to put together an Individual Pathway Plan (IPP). Students will document and learn about career/life planning using Career Cruising. Career Cruising is an Internet-based career exploration and planning tool used to explore career and post-secondary options that will help you develop a career plan. All grades 7 to 12 students will use this tool to develop an Individual Pathway Plan by exploring the following topics:

☒ **WHO AM I?**

☒ **WHAT ARE MY OPPORTUNITIES?**

☒ **WHO DO I WANT TO BECOME?**

☒ **WHAT IS MY PLAN FOR ACHIEVING MY GOALS?**

Individual Pathway Plans can be used at school, at home, or wherever you have access to the Internet, on your computer, smart phone or tablet. Features of the program include:

## ■ ASSESSMENTS

Assessment tools to help you identify career interests, skills and learning preferences.

## ■ CAREER PROFILES

Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college and university programs.

## ■ MULTIMEDIA INTERVIEWS

Interviews with real people in each occupation, which add depth and realism to career profiles.

## ■ APPRENTICESHIP, COLLEGE, AND UNIVERSITY INFORMATION

Detailed information on post-secondary education and training options.

## ■ EMPLOYMENT GUIDE

Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews and adjusting to a new job.

## ■ MY PLAN

An online portfolio where you can develop and reflect on your academic, personal, and career exploration activities, and make plans for the future.

## ■ RESUMÉ BUILDER

Integrated with the My Plan tool to help you create, format and print professional-looking resumés quickly and easily.

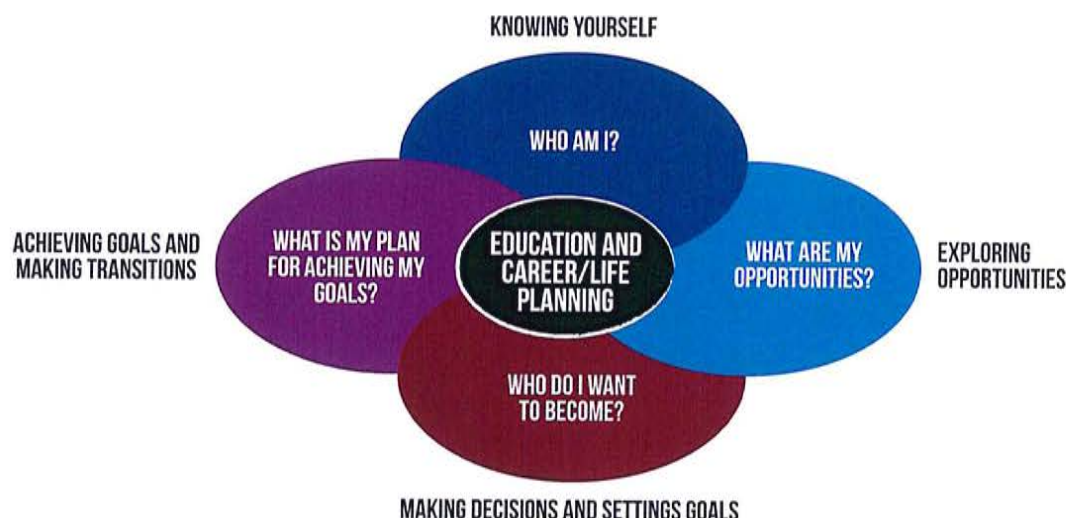
## ACCESSING A STUDENT CAREER CRUISING ACCOUNT

[www.careercruising.com](http://www.careercruising.com) | Username: Your student IPP Username

Password: Your student IPP Password

\*See your guidance counsellor if you need help with your username or password.

# EDUCATION AND CAREER/LIFE PLANNING FRAMEWORK: A FOUR-STEP INQUIRY PROCESS



## STRUCTURE OF THE EDUCATION AND CAREER/LIFE PLANNING PROGRAM:

WHAT IS LEARNED	WHERE IS IT LEARNED	HOW THE LEARNING IS DOCUMENTED AND DEMONSTRATED
<p><b>The Framework: Areas of Learning and Inquiry Questions</b></p> <ul style="list-style-type: none"> <li>Knowing Yourself</li> <li>Exploring Opportunities</li> <li>Making Decisions and Setting Goals</li> <li>Achieving Goals and Making Transitions</li> </ul>	<p><b>Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>Curriculum-related, in and outside of the classroom</li> <li>School-wide</li> <li>In the community</li> </ul>	<p><b>Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>'All About Me' Portfolio, Kindergarten to Grade 6</li> <li>Individual Pathway Plan, Grades 7 - 12</li> </ul>
<p><b>Encourage students to ask themselves:</b></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>What are my opportunities?</li> <li>Who do I want to become?</li> <li>What is my plan for achieving my goals?</li> </ul>	<p><i>Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills</i></p>	<p><b>Encourage students to reflect on the following:</b></p> <ul style="list-style-type: none"> <li>What insights did I gain? Through which experiences?</li> <li>What evidence can I gather to show what I've learned?</li> </ul>

Creating Pathways to Success, Ontario: 2013

# WHAT DO YOU NEED TO GRADUATE?

## ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) COMPULSORY CREDITS (TOTAL OF 18)

**OSSD = 30 CREDITS**  
18 COMPULSORY + 12 OPTIONAL

### 4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of three credits in English as a Second Language (ESL) or English Literacy Development (ELD); the fourth credit must be a Grade 12 compulsory English course.

### 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)

### 2 credits in Science

### 1 credit in The Arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in The Arts.

### 1 credit in Canadian Geography (Grade 9)

### 1 credit in Canadian History (Grade 10)

### 1 credit in French as a Second Language

- Students who have taken Native Languages in place of French as a Second Language in elementary school may use a Level 1 or 2 Native Language course to meet the compulsory credit requirement for French as a Second Language.

### 1 credit in Health and Physical Education

### 0.5 credit in Career Studies

### 0.5 credit in Civics

### 3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a Second Language, Classical Languages, International Languages, Native Languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Guidance and Career Education, Co-operative Education

**Group 2:** French as a Second Language, The Arts, Business Studies, Health and Physical Education, Co-operative Education

**Group 3:** French as a Second Language, Science (Grade 11 or 12), Computer Studies, Technological Education, Co-operative Education

#### Note: The following conditions apply to selections from the above three groups:

- A maximum of two credits in French as a Second Language may count as additional compulsory credits, one credit from Group 1, and one credit from either Group 2 or Group 3.
- A maximum of two credits in Co-operative Education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Ontario Literacy Requirement – Students must pass the Ontario Secondary School Literacy Test (which is taken in Grade 10) or successfully complete the Ontario Secondary School Literacy Course.

## ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

Students may be granted, on request, an Ontario Secondary School Certificate.

### 7 Compulsory Credits:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Geography
- 1 credit in The Arts, Computer Studies or Technological Education
- 1 credit in Health and Physical Education
- + Plus seven optional credits

## THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to find employment or enrol in alternative education programs after leaving school.

## COMMUNITY INVOLVEMENT HOURS

Community Involvement Hours are important learning opportunities for students to explore career options, develop their skills and interests, and promote community values. Choosing the opportunities that are right for you and that document your contributions has never been easier, with the introduction of Hour Republic, a web-based resource directly accessible to students, parents/guardians, and community partners.

### Through Hour Republic, you can:

- Explore opportunities for community involvement
- Determine which opportunities are right for you
- Have your hours counted and recorded towards your 40 hour requirement for graduation
- Obtain a summary of your community hours
- Transfer information about your community hours to your Individual Pathway Plan

Check out Hour Republic by logging in through HWDSB The HUB. Or visit our webpage for more information on Community Involvement Hours:

**[www.hwdsb.on.ca/cih](http://www.hwdsb.on.ca/cih)**



## CREATING MY PATHWAY

- WHERE DO YOU WANT TO GO?
- WHAT'S YOUR PATHWAY?
- WHAT ARE YOUR OPPORTUNITIES?

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

## THERE ARE 5 DESTINATIONS:

### APPRENTICESHIP

Apprenticeship is a practical way of learning, and includes a combination of on-the-job training and classroom instruction. Apprentices are paid while gaining work experience, and wages increase with skill levels.

Apprenticeship leads to a career and a Certificate of Qualification in one of over 150 'apprenticeable' occupations in Ontario. Many of these occupations are called 'Red Seal' trades, which are recognized across Canada. Apprenticeships are organized into the four sectors:

- Construction (*electricians, general carpenter, plumber, etc.*)
- Industrial (*welder, general machinist, tool and die, etc.*)
- Motive Power (*auto service, autobody, truck and coach, etc.*)
- Service (*hairstylist, cook, child and youth worker*)

#### How long does an apprenticeship take?

To become a certified tradesperson, an apprenticeship usually lasts two to five years, depending on the occupation. Apprentices work for the majority of this time, and attend in-school training, usually at a local community college. Apprentices pay a nominal fee to attend the in-school portion of their training.

#### Consider Apprenticeship if you possess some of these qualities:

- enjoy learning by doing
- have good mechanical and spatial abilities
- enjoy fixing things, assembling and disassembling things
- have ability to solve problems
- enjoy determining why something does not work, or how it can be done better

### COLLEGE

College programs provide an effective combination of real life applied skills and quality theoretical education.

College leads to careers such as journalist, police officer, dental hygienist, engineering technologist, paralegals and many others. Community colleges offer programs in Applied Arts, Business, Health & Human Services and Technology.

#### How long does college take?

Colleges have certificate, diploma, graduate certificate, applied degree and some joint college/university programs. Programs usually take one to three years to complete.

#### Consider college if you:

- enjoy and are successful with 'hands-on' applied curriculum
- enjoy smaller classes and a personal approach to instruction
- have specific career goals that require college education
- are interested in developing technical and occupational skills required for your chosen career area

### COMMUNITY COLLEGE

The Community College pathway is for students with specific interests, primarily accessing a Certificate of Apprenticeship. Community College students may be awarded a Certificate of Apprenticeship after completing Secondary School. The pathway requires 14 credits to access specialized programs (Community Integrated Education).

The pathway to a meaningful life involves multiple components: volunteerism, leisure, and life skills (this might include such as life skills, supported to experience community).



## UNIVERSITY

## WORKPLACE/EMPLOYMENT

thway has been identified for al education needs, who are non-credit courses leading to omplishment. In some cases, rking toward an Ontario ertificate (OSSC), which ourses. A few students may ollege programs such as CICE ation through Co-operative

nmunity leads to having the community that may nponents like employment, e, and/or further education less 'formal' training in areas fety, etc.) Young people are ence a variety of roles in their

Universities offer degree programs that are more theoretical, in areas such as General Arts, Sciences and Business.

University leads to careers such as teacher, engineer, doctor, accountant and lawyer.

### How long does university take?

Students in university obtain bachelor degrees, master's degrees and doctorate degrees, ranging from three to ten years of study. Universities also offer continuing education and certificate programs for specific occupations.

### Consider university if you:

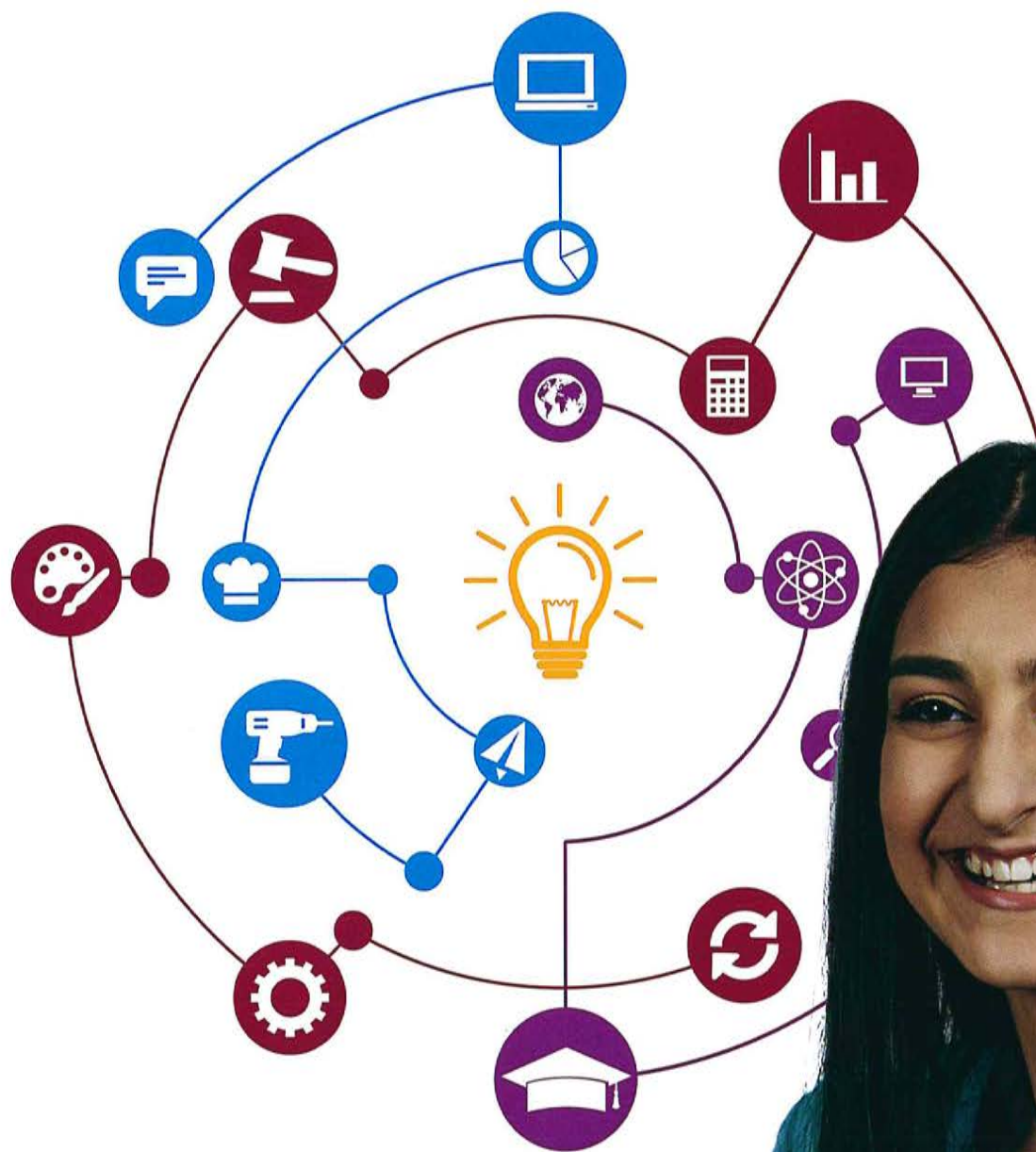
- enjoy abstract concepts associated with course material
- enjoy academic and theoretical learning
- enjoy independent learning
- have specific career goals that require a university degree

Many careers require a high school diploma for direct entry. These jobs usually include specific on-the-job training after you start. Opportunities exist in many economic sectors including Arts & Culture, Construction, Business, Health & Wellness, Hospitality & Tourism, Manufacturing, Agriculture, Landscaping, etc. HWDSB offers several "School to Work" Programs.

Some students who choose direct entry to work may later pursue apprenticeship, college and/or university.

### Consider direct entry to work if you:

- have developed practical and essential workplace skills that have prepared you for a specific career without needing to pursue college, university or an apprenticeship first
- have been successful in workplace pathway courses or programs, and wish to explore workplace opportunities
- want to gain work experience and/or earn money before continuing post-secondary education
- have specific career goals in mind that allow you to go directly to the workplace for on-the-job training



*my***PATH.***my***WAY.**



## FIGURING OUT A COURSE CODE

# ENG1P1

These three letters identify the course.

### SUBJECT CODES:

The first letter in the course code denotes the subject area:

- A = The Arts
- B = Business Studies
- C = Canadian & World Studies
- E = English/ESL
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- I = Interdisciplinary and Computer Studies
- L = Classical Studies and International Languages
- M = Mathematics
- N = First Nations, Métis and Inuit Studies
- P = Health and Physical Education
- S = Sciences
- T = Technological Education

This number identifies the grade:

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

This letter identifies the course type/destination.

### GRADE 9-10:

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

### GRADE 11-12:

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

Sample Semestered Table for Semester One

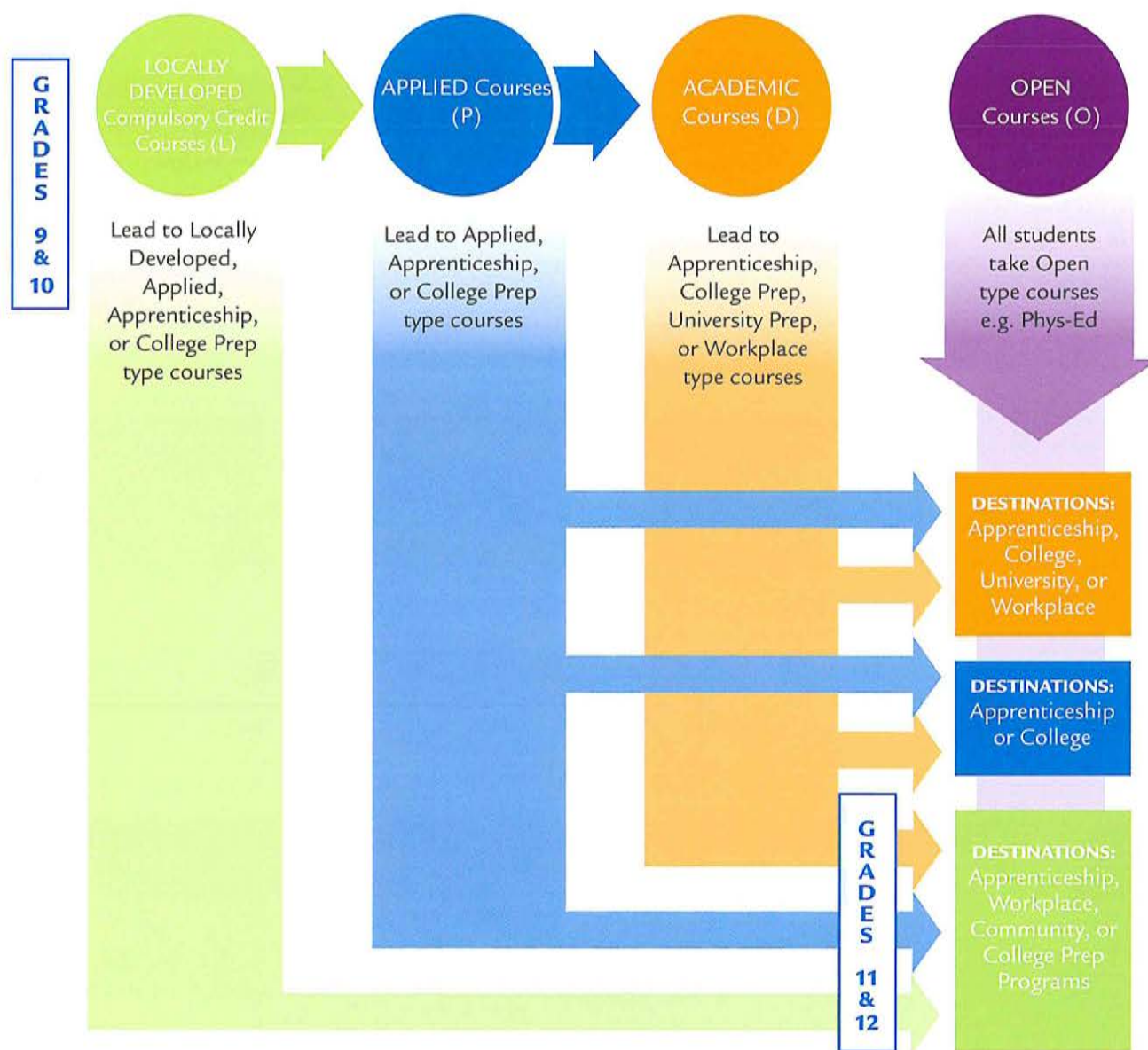
Period	Daily Schedule	
Period 1 (75 minutes)	ENG1P1-02 Rm: 112 English Ms. D. Jones	Course Code
Period 2 (75 minutes)	GLS1O1-01 Rm: 114 Learning Strategies Mr. A. Smith	Section Number Teacher
Lunch		
Period 3 (75 minutes)	TIJO1-02 Rm: 138 Exploring Technology Ms. C. Givens	Room Number
Period 4 (75 minutes)	SNC1D1-03 Rm: 211 Science Ms. J. Robb	Subject

Semester Two would follow a similar schedule with four different courses.

# COURSE TYPES IN HIGH SCHOOL

There are many course types you can take to reach your post-secondary pathway.

It is important that you select your Grade 9 courses based on your strengths and interests. Being successful in all your Grade 9 courses will give you more pathway choices as you move through high school.



Please see our HWDSB Secondary School Course Calendar for detailed course and programming options at:  
[www.hwdsb.on.ca/secondary/plan-for-high-school/scc](http://www.hwdsb.on.ca/secondary/plan-for-high-school/scc)

## SELECTING A COURSE TYPE

You will need to select a course type for Grade 9 compulsory courses (English, French, Geography, Math and Science). Read the information below to get a better idea of what type is best for you. You need to determine your strengths and how you like to learn best. Choosing the appropriate course type is the most important step for your success in school. Have a look at your Individual Pathway Plan to help with this. If you are uncertain, ask your teacher for assistance, or contact the high school Student Services department. They will be able to advise you.

### Locally Developed Compulsory Credit (LDCC) Courses “L”

Students will learn the most essential concepts of a subject. LDCC are available in grades 9 and 10 English, Mathematics, Science, Canadian History, and French as Second Language. These courses are an important foundation for grade 11 and 12 workplace and open courses, or for transition to Applied courses.

Grade 9 students in LDCC might:

- learn by doing
- benefit from additional reinforcements of concepts

### Applied Courses “P”

Students will learn the essential concepts of a subject. Emphasis will be on the practical applications of the concepts. Grade 9 students in Applied Courses might:

- learn by doing
- enjoy discussion
- see connections to real life
- develop new ideas from reading
- share ideas and apply them to their own lives

### Academic Courses “D”

Students will learn the essential concepts of a subject and explore related materials. Emphasis will be on theory and abstract thinking as a basis for future learning. Grade 9 students in Academic Courses might:

- like to work independently
- enjoy understanding the “whys”
- learn from a variety of sources
- think creatively and like to problem solve
- develop ideas from research

### Open Courses “O”

Students will learn concepts and skills designed to prepare students for further study in the subject area. Expectations are designed for and appropriate for all students. Generally, the optional courses (e.g. art, business studies, drama, music, etc.) are offered as Open Courses.

## Q AND A:

**Q:** Can I take different types of courses (for example, Applied Math and Academic English)?

**A:** Yes! You are encouraged to take the type of course in each subject that best suits your interests, goals and learning preferences.

**Q:** Can I change course types?

**A:** Yes! You can change types between Grade 9 and 10. In some courses, changes can be made without compulsory course work. Other courses may require that additional work be successfully completed before you can change the type. Students must consult with a high school guidance counsellor.

**Q:** Is there somewhere I can go for help if I have questions about the courses I should take?

**A:** Yes! Your Grade 8 teacher can assist you with selecting courses. You may also attend high school information sessions for assistance, or call the high school's Student Services department for more information. Your parents/guardian can also be helpful in providing advice and assisting you with your planning.

**Q:** I have an IEP (Individual Education Plan). What support will I have in secondary school?

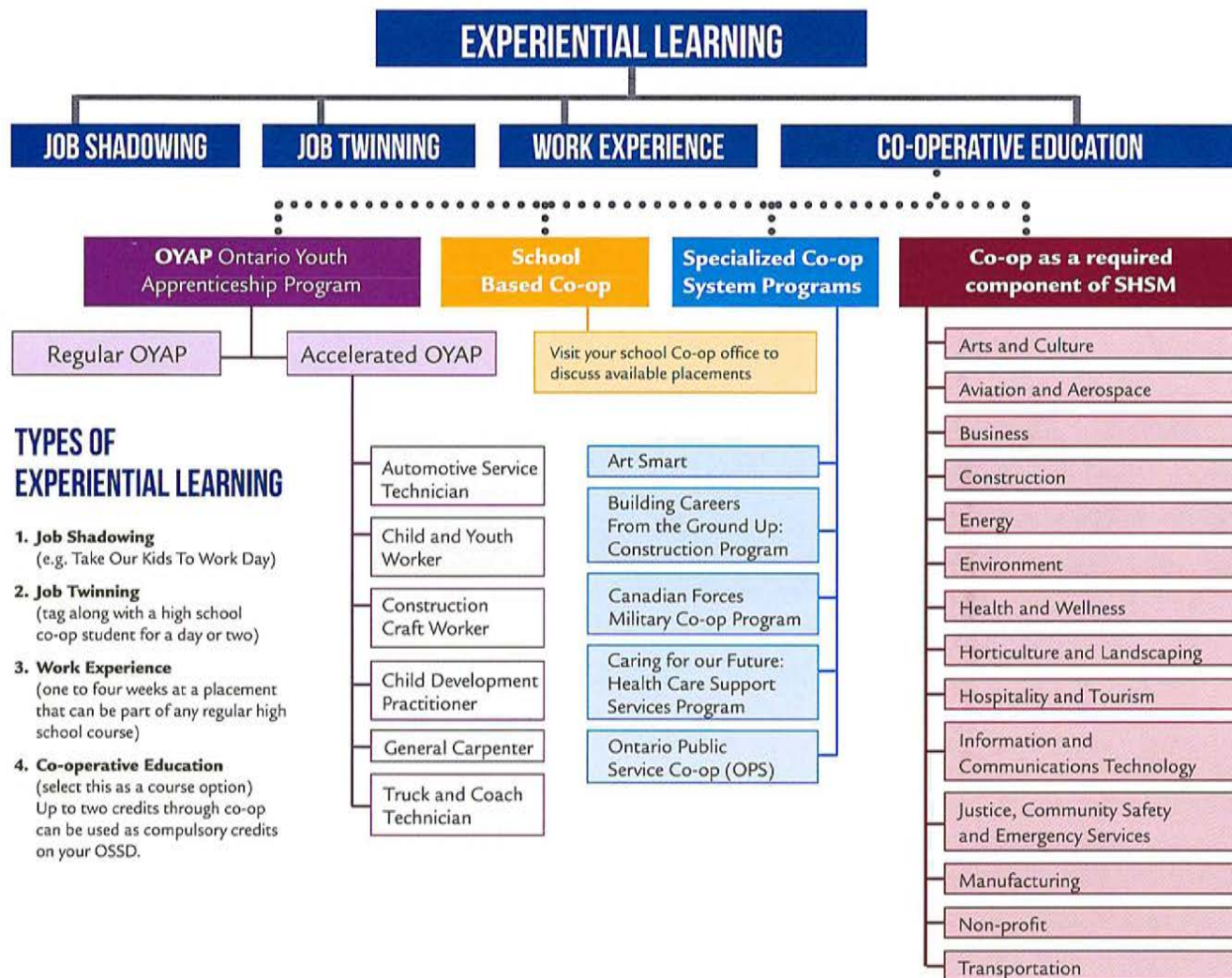
**A:** Your IEP is part of your transition plan to secondary school. Accommodations are available based on the needs of each student in the areas of Instructional Accommodations, Environmental Accommodations, and Assessment Accommodations. Connect with the Learning Resource Teacher at your school to discuss your needs in more detail.

**Q:** I am learning English as a Second Language (ESL). Can I take ESL courses?

**A:** If you are entering one of our high schools with ESL/English Language Development (ELD) programs, your Grade 8 ESL teacher can assist you in selecting the appropriate ESL or ELD courses based on your level of English language proficiency.

# EXPERIENTIAL LEARNING

Experiential learning activities vary in length and commitment from both the student and the employer or community placement. This experience gives you a quick look (through shadowing, twinning or work experience) or a semester-long look at potential career options through co-operative education.



## CO-OPERATIVE EDUCATION

*It's a chance for students to get out into the workplace to apply and practice things they have learned in some of their 'in-school' courses.*



- Co-op is offered in every HWDSB high school.
- Up to two credits earned through co-op can be part of your compulsory credit requirements.
- There is no limit to the number of credits you can earn in co-op.
- System School to Work Programs are also available.

These programs are available to all HWDSB students, and offered at various specialized facilities. For more information, go to: [www.hwdsb.on.ca/mypathmyway](http://www.hwdsb.on.ca/mypathmyway)

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

HWDSB offers regular OYAP and Accelerated OYAP. OYAP is the *Ontario Youth Apprenticeship Program*.

Students can participate in OYAP co-op placements in apprenticeship occupations to get experience, and potentially be signed as apprentices before finishing high school.

- OYAP is offered at every HWDSB high school through your co-op program.
- Accelerated OYAP combines the co-op experience with the Level One in-school component of these apprenticeships at Mohawk College and other local training delivery agents.
- Delivered at various specialized facilities.



## DUAL CREDIT PROGRAM

Dual Credit offers high school students:

- A chance to simultaneously earn both a college credit and a high school credit.
- An opportunity to experience college level programming while still in high school.
- The opportunity to work towards completing their Ontario Secondary School Diploma (OSSD).
- An experience that will help them make a successful transition to college.



For more information, go to: [www.hwdsb.on.ca/mypathmyway](http://www.hwdsb.on.ca/mypathmyway)

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

A Specialist High Skills Major (SHSM) allows you to customize your high school experience in Grades 11 and 12 to your career interests. These programs help to meet your needs, interests and strengths, engaging you in learning and preparing you for a successful post-secondary transition to any of the following destinations: apprenticeship training, college, university, or workplace.



These programs provide opportunities for you to earn credits matched to a specified economic sector, earn certifications (e.g. CPR), learn skills valued by employers and post-secondary educators, participate in experiential learning in the related employment sector, and earn a SHSM seal on your secondary school diploma.

### Currently, we offer provincially approved SHSM programs across 13 economic sectors:

- Arts & Culture
- Aerospace & Aviation
- Business
- Construction
- Energy
- Environment
- Health & Wellness
- Horticulture & Landscaping
- Hospitality & Tourism
- Information & Communications Technology
- Justice, Community Safety & Emergency Services
- Manufacturing
- Non-profit
- Transportation

### Features of Specialist High Skills Major (SHSM) program:

- 8 - 10 bundled (Grade 11 and 12) credits with a major sector focus
- Experiential learning at a sector-specific placement
- Industry and post-secondary recognized SHSM designation on your high school diploma
- Reach ahead experiences at post-secondary institutions
- Sector-recognized certifications/training (e.g. CPR and Standard First Aid)
- Specialized learning activities delivered with community partners

## SPECIALIZED PROGRAMS

*At HWDSB, we know that some programs will be of interest to a few students at a limited number of school sites. These programs require specialized facilities, equipment or funding. Our Secondary Program Strategy supports transportation to these programs for interested students. Ask your guidance counsellor for more specific details and locations of these programs.*

Visit [www.hwdsb.on.ca/mypathmyway](http://www.hwdsb.on.ca/mypathmyway) for more information

### HWDSB STRINGS

Students in the Strings program study the performance, creation and analysis of classical music into the 21st century. With beginner and advanced courses, the program builds on strings instruction at HWDSB elementary schools or in the community. It is offered in partnership with the Instrumental Music Program, which includes offerings in vocal, instrumental, guitar, keyboard and the performing arts. This can lead to a Specialist High Skills Major (SHSM) designation in Arts and Culture.

### INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme is a Grade 11/12 university preparation program recognized in over 140 countries, including universities throughout Canada. Students concurrently study up to six challenging subjects that instill a global perspective with cross-cultural understanding. IB students learn through inquiry and gain a sense of social responsibility, independence and critical thinking skills vital to university studies. IB students can apply for university credit, based on their results in IB examinations. IB graduates gain both the Ontario Secondary School Diploma and an IB Diploma.

### FRENCH IMMERSION

HWDSB is proud to offer a continued French Immersion program into secondary school to help our students, who started the program in elementary, to achieve their goals and those set forth by the Ontario Ministry of Education, while also developing French language skills.

Students will be able to follow their Pathway (Apprenticeship, College, Community Living, University and Workplace) with the benefit of French as a Second Language.

The aim of the French Immersion program at HWDSB is to provide a quality educational program that meets the expectations of the Ontario Curriculum. By the end of Grade 12, FI students can receive a certificate of FI and an international proficiency certificate of DALF.

### HWDSB AUDITION-BASED PROGRAM OF THE ARTS

The HWDSB Audition-Based Program of the Arts trains students in all aspects of The Arts including Foundations of Theory and Technique, Individual and Collaborative Creation and Performance, and Critical Analysis. Students major in one of eight disciplines: Dance, Drama (Performance and Production); Music (Instrumental, Strings, Vocal); or Visual and Media Arts. In addition to required credits, students have experiential learning opportunities such as career exploration, professional certification, discipline-specific training, opportunities beyond the classroom and seasonal collaborations on large-scale stage productions, small-scale studio productions and informal studio productions that invite broader school participation. Graduating students receive a Certificate of Recognition in The Arts and additional qualifications such as industry training, professional resume and headshot, and professional portfolio.

# TIPS AND INFO

## BE ENTHUSIASTIC ABOUT YOUR MOVE TO HIGH SCHOOL!

### MAKE A SUCCESSFUL TRANSITION:

- **GET INVOLVED** by joining clubs and teams. You will build new friendships and be happy that you did.
- **GET TO KNOW YOUR TEACHERS** and build positive relationships with them. Find out when they offer extra help, or ask them for help if you need it.
- **GET A CLASS BUDDY** and exchange phone numbers so that he/she can pick up notes or homework for you if you are absent.
- **LOCKS AND LOCKERS** will be assigned a locker that is identified by number. Keep your lock combination secret to protect your belongings.

### HIGH SCHOOL RESOURCES AVAILABLE TO YOU:

- **ATHLETIC AND CLUB ACTIVITIES**  
Schools provide a variety of school athletic teams and clubs to join.
- **ENGLISH AS A SECOND LANGUAGE** (ESL) provides English Language Learners with support in the development of English skills and literacy. ESL support is available at select schools.
- **STUDENT SERVICES** provides support with academic, career and personal development of all students.
- **THE LEARNING COMMONS** (Library Services) provides students with print, computer and electronic resources for support with academic work.
- **LEARNING RESOURCE TEACHERS** in each school can help with the academic planning for students with special needs. Classroom teachers work with learning support teachers to provide accommodations and support for students.
- **STUDENT SUCCESS TEACHERS** in all secondary schools assist all students with the transition to high school. Student Success Teachers are also available to help support students through alternative education and credit rescue.

### ONLINE RESOURCES AVAILABLE TO YOU:

- **HWDSB** (Hamilton-Wentworth District School Board) [www.hwdsb.on.ca](http://www.hwdsb.on.ca) provides information on all schools and programs within district.
- **MINISTRY OF EDUCATION** [www.edu.gov.on.ca](http://www.edu.gov.on.ca) provides information on educational policy, curriculum and educational issues in Ontario.
- **EDUCATION QUALITY AND ACCOUNTABILITY OFFICE** [www.eqao.com](http://www.eqao.com) provides students, parents, teachers and the public with accurate and reliable information about student achievement.
- **ONTARIO YOUTH APPRENTICESHIP PROGRAM** [www.oyap.com](http://www.oyap.com) provides information about School to Work programs that allow students to become registered apprentices or certified journeypersons while completing their OSSD.
- **MATHIFY** [www.tvo.org/mathify](http://www.tvo.org/mathify)  
Mathify is a free online math help resource for students in grades 7-10. Mathify provides free, live one-on-one tutoring from Ontario teachers Sunday to Thursday from 5:30 – 9:30 p.m.

# HOW PARENTS/GUARDIANS CAN HELP STUDENTS LEARNING SKILLS AND WORK HABITS

*Here are some ideas about how you can support your student in high school:*

- Talk with your student often about his/her goals and class progress.
- Encourage students to get involved in school opportunities and experiential learning.
- Ensure you see preliminary report cards (October/March), midterm report cards (November/April), and final report cards (January/June).
- Attend 'Meet the Teacher' nights.
- Stay connected to school by joining School Council.
- Communicate regularly with teachers. We welcome your questions & feedback.
- Get to know your child's guidance counsellor.

*Below are six learning skills and work habits necessary for student success. Learning skills are evaluated at each reporting period. Parents/guardians can play an important role in helping to develop these skills in students.*

## RESPONSIBILITY

- I bring the required materials to class
- I complete and submit work on time
- I am in class when the bell rings
- I show respectful behaviour
- I follow all established class rules

## ORGANIZATION

- I have an organized notebook
- I manage class time effectively
- I plan how I will complete a task
- I use an agenda to track due dates
- I prioritize tasks

## INDEPENDENT WORK

- I work quietly and effectively
- I use class time for class work
- I complete tasks without reminders
- I avoid distractions (cell phones, etc.)
- I am not a distraction to others

## COLLABORATION

- I am an equal contributor
- I listen to others without judging
- I provide positive and helpful feedback
- I co-operate with others
- I encourage peers to be involved

## INITIATIVE

- I seek help when needed
- I start tasks without being asked
- I am engaged in class discussions
- I challenge myself to improve
- I continue learning outside of class

## SELF-REGULATION

- I assess my strengths and weaknesses
- I look for ways to improve my work
- I set goals and make a plan to achieve
- I ask for help when I need it
- I look for feedback to improve

# TERMS AND DEFINITIONS

## Academic Courses

Academic courses are types of courses that prepare students for grades 11 or 12 courses, which can lead to university or community college programs.

## Applied Courses

Applied courses are types of courses, offered in grades 9 and 10, that prepare students to enter some university/college courses and all college and workplace courses in grades 11 and 12.

## Apprenticeship

Apprenticeship is a system of learning a trade or occupation that includes a combination of 'on-the-job' learning, and classroom theoretical learning. There are over 150 'apprenticeable' occupations in Ontario.

## Attendance

Students are required to attend school until they reach the age of 18 or graduate.

## Certificate of Accomplishment

A Certificate of Accomplishment recognizes the achievement of students who do not plan on graduating from high school with a diploma.

## Community Involvement Hours

Students are required to complete 40 hours of community service. Students can start to accumulate these hours during the summer before Grade 9.

## Compulsory Course

This is a specific course that students must take, and it fulfills part of the diploma requirements.

## Co-operative Education

Co-op courses combine classroom learning with planned work experience within the local community.

## Course Code

This six-character code indicates the subject, grade, level, and course type or destination of a secondary school course.

## Course Types

Grade 9 & 10: Academic, Applied, Open and Locally Developed Compulsory Courses. You don't have to take the same type of course for all subjects. For example, you could choose to take Academic for English and the Applied for Mathematics and Science.

## Credit

A credit is granted when a student successfully demonstrates the expectations of a course.

## Credit Recovery

Students who fail a course may be provided an opportunity to complete the required course expectations and earn the credit. Students who withdraw from a course are not eligible for credit recovery.

## Credit Rescue

A Student Success initiative that supports students who are at risk of failing a course. Credit Rescue occurs while the student is still enrolled in the course.

## Destination/Preparation Courses

Most grades 11 and 12 courses are designed to prepare students for their chosen pathway. They can be taken for workplace (E), university (U), university/ college (M), or college (C) destinations. Some courses are also offered as 'open' and are appropriate for all students.

## English as a Second Language (ESL)

A course that will support students in developing English language skills (reading, writing, listening and speaking).

## Enriched Courses

Enriched courses are offered in grade 9 English and Math. The courses follow the same curriculum expectations and assessments and evaluations as the academic course type. Class material is presented in a way that allows students to explore and investigate extensions to the curriculum content. These courses may be well suited for students who have a passion for English or Math, who are identified with the 'gifted' exceptionality, students who are interested in pursuing the International Baccalaureate (IB) stream in grades 11 and 12 and/or students who enjoy inquiry-based learning to develop a deeper understanding of big ideas.

## EQAO Grade 9 Assessment of Mathematics

The math assessment is written in Grade 9. A portion of this test will be used as 15 per cent of a student's mark in Grade 9 Math.

## Guidance/Student Services

The Guidance/Student Services office is a safe place for students to meet with their Guidance Counsellor. Counsellors provide support services for many aspects of adolescent development including personal, academic and career counselling.

## Indigenous Peoples

Indigenous Peoples refers to a group of people who are culturally distinctive and diverse, but each share a commonality in that they are native to an area or they naturally belong to that area. For example, in the context of Hamilton, we are referring to Indigenous Peoples as original peoples belonging to a nation within a First Nations, Inuit, or Metis community.

**International Baccalaureate Diploma Program (IB)**

This diploma program is a comprehensive two-year program that takes place in grades 11 and 12 at specific schools.

**Locally Developed Compulsory Courses**

LDCC courses may be developed by a school board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the curriculum policy documents.

**Ontario Education Number (OEN)**

A student identification number assigned by the Ministry of Education when a student starts school in Ontario. The number will follow the student throughout his/her education in Ontario.

**Ontario Secondary School Certificate (OSSC)**

Students may be granted an OSSC by earning a minimum of 14 credits, including seven compulsory credits.

**Ontario Secondary School Diploma (OSSD)**

Students will earn an OSSD by completing a minimum of 30 credits, including 18 compulsory credits, as well as fulfilling the literacy and community involvement requirements.

**Ontario Secondary School Literacy Test (OSSLT)**

The literacy test is written in Grade 10. A student must meet the provincial literacy requirement to earn an OSSD. Students who are unsuccessful on the OSSLT may complete the provincial literacy requirement by successfully completing the Ontario Literacy Course (OLC 401).

**Ontario Student Record**

The official school record for each student enrolled in an Ontario school. The OSR file contains report cards, credit history and completed diploma requirements, and other material relevant to the education of the student. The OSR follows the student through school and remains at the final Ontario school attended. The Ontario Education Act and Freedom of Information legislation protect these records.

**Ontario Student Transcript**

An official record of academic achievement at a secondary school in Ontario.

**Ontario Youth Apprenticeship Program (OYAP)**

OYAP is a pathway program that enables students to meet diploma requirements while participating in a co-op placement in an occupation that requires apprenticeship. OYAP students must be 16 years of age or older, and have 16 credits or more before beginning the program. Successful students can be formally registered as an apprentice while they are still attending high school.

**Open Courses**

Open courses are courses available to students with a variety of learning preferences, and are offered in every grade in secondary school.

**Optional Courses**

Students can choose 12 courses that are of specific interest to them during their time in high school. They count toward their 30-credit diploma requirement.

**Pathway**

Your Pathway is defined as a range of courses and supports that will meet your needs and prepare you for a successful transition to the next stage of your life: apprenticeship, college, community living, university or workplace. Your pathway is a personalized plan for learning which best matches your interests and abilities and taps into opportunities that exist for you.

**Prerequisite Course**

This refers to a specific course that must be successfully completed before taking another course in the subject.

**Reach Ahead**

Under exceptional circumstances, students in Grade 8 may be given permission by the principal of a secondary school to 'reach ahead' to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

**Semester**

The school year is divided into two semesters. A student will generally take four courses in each semester.

**Specialist High Skills Major (SHSM)**

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

**Student Success**

Student Success refers to the many initiatives in place to support student learning, and increase graduation rates.

**Timetable**

A timetable is a schedule of a student's courses and lunch break, and outlines the time, room number, and teacher for each course.

*my*PATH.*my*WAY.




Hamilton-Wentworth District School Board  
20 Education Court  
Hamilton ON L9A 0B9  
905-527-5092

[www.hwdsb.on.ca/mypathmyway](http://www.hwdsb.on.ca/mypathmyway)

# Sir Winston Churchill Graduation Requirements

## 18 Compulsory Credits in the total of 30 credits



Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from each of the following groups:	
4	credits in English (1 credit per grade)	1	<b>Group 1:</b> - English or French - a Native Language - a Classical or International Language - Social Sciences and the Humanities - Canadian and World Studies - Guidance and Career Education - Cooperative Education
3	credits in Mathematics (1 at senior level)		
2	credits in Science		
1	credit in Canadian Geography (grade 9)		
1	credit in Canadian History (grade 10)		
1	credit in Art (Visual Arts, Music, Drama, Dance or Media Arts)		
1	credit in Health and Physical Education	1	<b>Group 2:</b> - Health and Physical Education - the Arts - Business Studies - French - Cooperative Education
1	credit in French		
0.5	credit in Civics (grade 10)		
0.5	credit in Career Studies (grade 10)		
In addition, students must complete:		1	<b>Group 3:</b> - Science (grade 11 or 12) - Computer Studies - French - Technological Education (grade 9-12) - Cooperative Education
	12 optional credits included in the total 30 credits		
	40 hours of community involvement activities		
	The provincial literacy requirement		

**Note:**

- A maximum of two of the three additional compulsory credit requirements for groups 1, 2, and 3 may be met with credits earned through Cooperative Education
- A maximum of two additional credits in French may be used; one of these may be used to meet the compulsory credit requirement for group 1 and the other may be used to meet the compulsory credit requirements for groups 2 or 3

## Sir Winston Churchill Secondary School Grade 9 Compulsory Courses

### **English, Grade 9, Academic (ENG1D)**

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 analyse 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. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

*Also Available: ENG1D - Enriched*

### **English, Grade 9, Applied (ENG1P)**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, 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. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

### **English, Grade 9, Locally Developed (ENG1L)**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in 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.

### **Core French, Grade 9, Academic (FSF1D)**

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

### **Core French, Grade 9, Applied (FSF1P)**

This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as the media. Students will enhance their ability to understand and speak French through conversations, discussions, and presentations. They will also read short stories, articles, poems, and songs, and write brief descriptions, letters, dialogues, and invitations.

### **Core French, Grade 9, Open (FSF1O)**

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 skills in listening, speaking, reading, and writing through discussing issues and situations 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 for lifelong language learning.

### **Native Languages (Mohawk), Level 1, Open (LNMAO)**

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

### **Native Languages (Mohawk), Level 2, Open (LNMBO)**

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

## Sir Winston Churchill Secondary School Grade 9 Compulsory Courses

### **Geography of Canada, Grade 9, Academic (CGC1D)**

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyse and evaluate geographic issues and present their findings.

### **Geography of Canada, Grade 9, Applied (CGC1P)**

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

### **Principles of Mathematics, Grade 9, Academic (MPM1D)**

This course enables students to develop an 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.

*Also Available: MPM1D - Enriched*

### **Foundations of Mathematics, Grade 9, Applied (MFM1P)**

This course enables students to develop an 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.

### **Mathematics, Grade 9, Locally Developed (MAT1L)**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in Mathematics Grade 11 and 12 Workplace Preparation courses. This course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

### **Science, Grade 9, Academic (SNC1D)**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

### **Science, Grade 9, Applied (SNC1P)**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

### **Science, Grade 9, Locally Developed (SNC1L)**

This course emphasizes reinforcing and strengthening science-related knowledge skills, including scientific inquiry, critical thinking and the relationship between

## Sir Winston Churchill Secondary School Grade 9 Elective Courses

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.

### **Music, Grade 9, open (AMU1O)**

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.

*Also Available: AMR1O After School Repertoire*

*This course is available only in the first semester to any student taking AMU1O and will act as a 9th credit. It will run immediately after every regular school day for 75 minutes.*

### **Drama, Grade 9, Open (ADA1O)**

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 analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

### **Visual Arts, Grade 9, Open (AVI1O)**

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.

### **Individual and Family Living, Grade 9, Open (HIF1O)**

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 acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

### **Healthy Active Living Education, Grade 9, Open (PPL1O)**

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.

*Also Available: - Volleyball Focus - Basketball Focus  
- Football Focus - Hockey Focus*

### **Exploring Technologies, Grade 9, Open (TIJ1O)**

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.

### **Introduction to Hairstyling and Aesthetics, Grade 9, Open (TXJ1O)**

This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

# Sir Winston Churchill Secondary School Grade 9 Option Sheet

2021 - 2022



## PLEASE PRINT First & Last Names:

Student Name: \_\_\_\_\_

OEN #: \_\_\_\_\_ Student #: \_\_\_\_\_

Home Phone #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School/Teacher: \_\_\_\_\_

## COMPULSORY COURSES:

**APPLIED** courses lead to College courses. **ACADEMIC** courses lead to University courses.  
**LOCALLY DEVELOPED** courses lead to workplace courses.

Choices should be based on a student's current level of achievement, teacher recommendation, and pathway planning.

Teacher's Recommendation	Student/Parent's Choice		
Choose ONE:	<input type="checkbox"/>	ACADEMIC ENGLISH – <u>ENRICHED</u>	ENG1D1E
	<input type="checkbox"/>	ACADEMIC ENGLISH	ENG1D1
	<input type="checkbox"/>	APPLIED ENGLISH	ENG1P1
	<input type="checkbox"/>	LOCALLY DEVELOPED ENGLISH	ENG1L1
Choose ONE:	<input type="checkbox"/>	MATH	MFH1W1
	<input type="checkbox"/>	LOCALLY DEVELOPED MATH	MAT1L1
<i>*optional</i>	<input type="checkbox"/>	MATH PREP COURSE (will run semester one and replace one elective)	GLS1O1
Choose ONE:	<input type="checkbox"/>	ACADEMIC SCIENCE	SNC1D1
	<input type="checkbox"/>	APPLIED SCIENCE	SNC1P1
	<input type="checkbox"/>	LOCALLY DEVELOPED SCIENCE	SNC1L1
Choose ONE:	<input type="checkbox"/>	ACADEMIC GEOGRAPHY OF CANADA	CGC1D1
	<input type="checkbox"/>	APPLIED GEOGRAPHY OF CANADA	CGC1P1
Choose ONE:	<input type="checkbox"/>	ACADEMIC FRENCH	FSF1D1
	<input type="checkbox"/>	APPLIED FRENCH	FSF1P1
	<input type="checkbox"/>	OPEN FRENCH	FSF1O1
	<input type="checkbox"/>	NATIVE LANGUAGE	LNMAO1

## ELECTIVE COURSES:

Rank your remaining choices in order of preference from 1 being the course you most want to 11 the one you least want. You will take 3 electives (2 if you choose the math prep option)

_____	DRAMA	ADA1O1
_____	EXPLORING TECHNOLOGIES	TIJ1O1
_____	HAIRSTYLING & AESTHETICS	TXJ1O1
_____	HEALTH & PHYSICAL EDUCATION – FEMALE(F)/MALE(M)	PPL1O1F/M
_____	HEALTH & PHYSICAL EDUCATION – FOOTBALL	PAD1O1
_____	HEALTH & PHYSICAL EDUCATION – BASKETBALL	PAL1O1
_____	HEALTH & PHYSICAL EDUCATION – HOCKEY	PAI1O1
_____	HEALTH & PHYSICAL EDUCATION – VOLLEYBALL	PAR1O1
_____	INDIVIDUAL & FAMILY LIVING	HIF1O1
_____	INSTRUMENTAL MUSIC	AMU1O1*
_____	VISUAL ARTS	AVI1O1

\*For those students who choose TIJ1O1 please indicate here if you are interested in the Early College Graduation Program ☐

\*For those students who chose AMU1O1 there is also an option to join the repertoire class which will run at the end of the school day. Please check this box if you would like to take this 9<sup>th</sup> course. AMR1O1 ☐

E-learning courses are an alternative way of learning, instruction, and receiving credits. Students will complete all course work electronically and be in contact with their teacher through email and the use of the HUB. Please contact the guidance department at Sir Winston Churchill (905-547-6415) if you would like more information.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date (DD/MM/YYYY) \_\_\_\_\_

# Early College Graduation Program

## Advanced Manufacturing Operations Ontario College Certificate

### Gain the Advantage!

Starting in Grade 9, students entering **Sir Winston Churchill Secondary School's** Early College Graduation Program (ECGP) can earn Mohawk College's Advanced Manufacturing Operations Ontario College Certificate, with value-added credentials from the Manufacturing Skills Standards Council, while they complete their Ontario Secondary School Diploma in four or more years! Graduates of ECGP will have the opportunity to develop skills in cutting edge technologies like:

- Process Control & Monitoring
- Industrial Automation & Robotics
- Industrial Internet of Things (IIoT)
- Lean Manufacturing
- Digital Literacy/Data Analytics
- Manufacturing Processes
- Autonomous Maintenance
- Programmable Logic Controller (PLC) and Human Machine Interface (HMI)
- Green Production and Environmental Sustainability

### Career Pathways

Get ready for your sustainable, well-paying career in:

- Advanced manufacturing sectors: steel, automotive, plastics
- Industrial automation
- Injection moulding
- Aviation
- Food processing

**You can get a head-start  
on your career with ECGP!**

#### **Interested?**

Talk to your Grade 8 teacher to learn more!

# CHURCHILL ATHLETICS



## CALLING ALL ATHLETES!

Focus courses have arrived at SWC!

Starting in the Fall of 2018, as a Grade 9 student you will be able to choose from a vast number of sport-focused courses. These courses will allow you to perfect your skills in Football, Basketball, Hockey and Volleyball, or you can choose to take the ALL-SPORT focus to help make you more of a well-rounded athlete.

Can't decide? Then why limit yourself to just one?



### **Football Focus** PAD 101 (CO-ED)

Learn to master the skills and attributes that will make you a better player.

### **Hockey Focus** PAI 101 (CO-ED)

Spend time training both on and off the ice to hone your hockey skills.

### **Basketball Focus** PAL 101 (CO-ED)

All basketball, all the time. Go beyond the basics to learn complex tactics and plays.

### **Volleyball Focus** PAR 101 (CO-ED)

Focus on the game of volleyball to increase your fitness and sharpen your skills.

### **All-Sport Focus** PPL 101 M/F

Have a love for all sports and fitness in general? Try our All-Sport course.



# HWDSB

The **HWDSB** Hockey  
Canada Skills Academy

## Locations



Ancaster High School  
374 Jerseyville Road West  
Ancaster, ON. L9G 3K8  
Phone: 905.648.4468  
Fax: 905.648.8228  
[www.hwdsb.on.ca/ancasterhigh](http://www.hwdsb.on.ca/ancasterhigh)



Sherwood Secondary School  
25 High Street  
Hamilton, ON. L8T 3Z4  
Phone: 905.383.3377  
Fax: 905.318.6561  
[www.hwdsb.on.ca/sherwood](http://www.hwdsb.on.ca/sherwood)



Sir Winston Churchill Secondary School  
1715 Main Street East  
Hamilton, ON. L8H 1E3  
Phone: 905.547.6415  
Fax: 905.549.6466  
[www.hwdsb.on.ca/sirwinstonchurchill](http://www.hwdsb.on.ca/sirwinstonchurchill)



Waterdown District High School  
215 Parkside Drive  
Waterdown, ON. L8B 1B9  
Phone: 905.689.6692  
Fax: 905.689.3413  
[www.hwdsb.on.ca/waterdown](http://www.hwdsb.on.ca/waterdown)

## About the Program

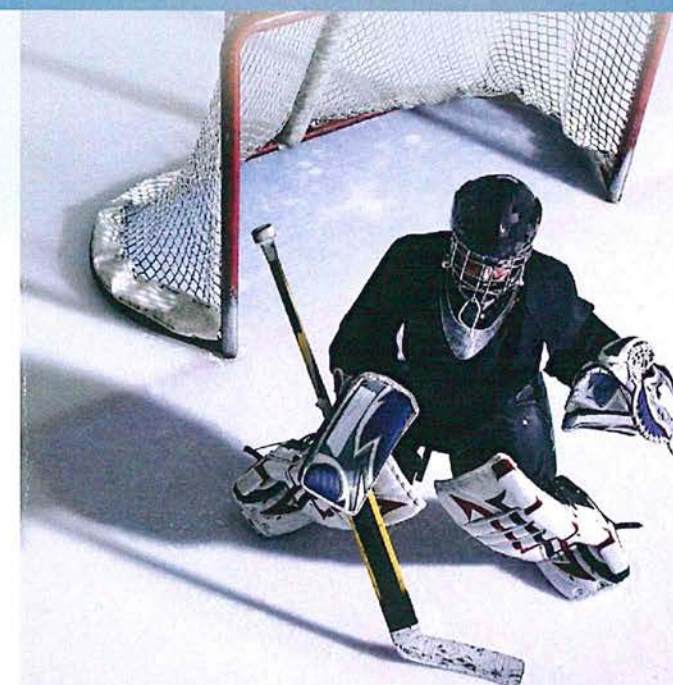
HWDSB Specialized Learning Programs are innovative, unique and optional programs that focus on a specific area of study. Hockey Canada Skills Academy students participate in the **Grade 9-12 Hockey Canada Skills Curriculum** to improve and develop overall fitness and hockey skills during their school day.

## How to Apply

Please contact a host school to apply. Schools accept applications from students in Grade 8 for entry into this program for the upcoming school year. The Out-of-Catchment process and timelines must be followed. More information about Out-of-Catchment can be found at:

[www.hwdsb.on.ca/find](http://www.hwdsb.on.ca/find)

*\*Program availability is subject to change*



.....  
A Specialized Learning Program  
offered by Hamilton-Wentworth  
District School Board (HWDSB)  
.....

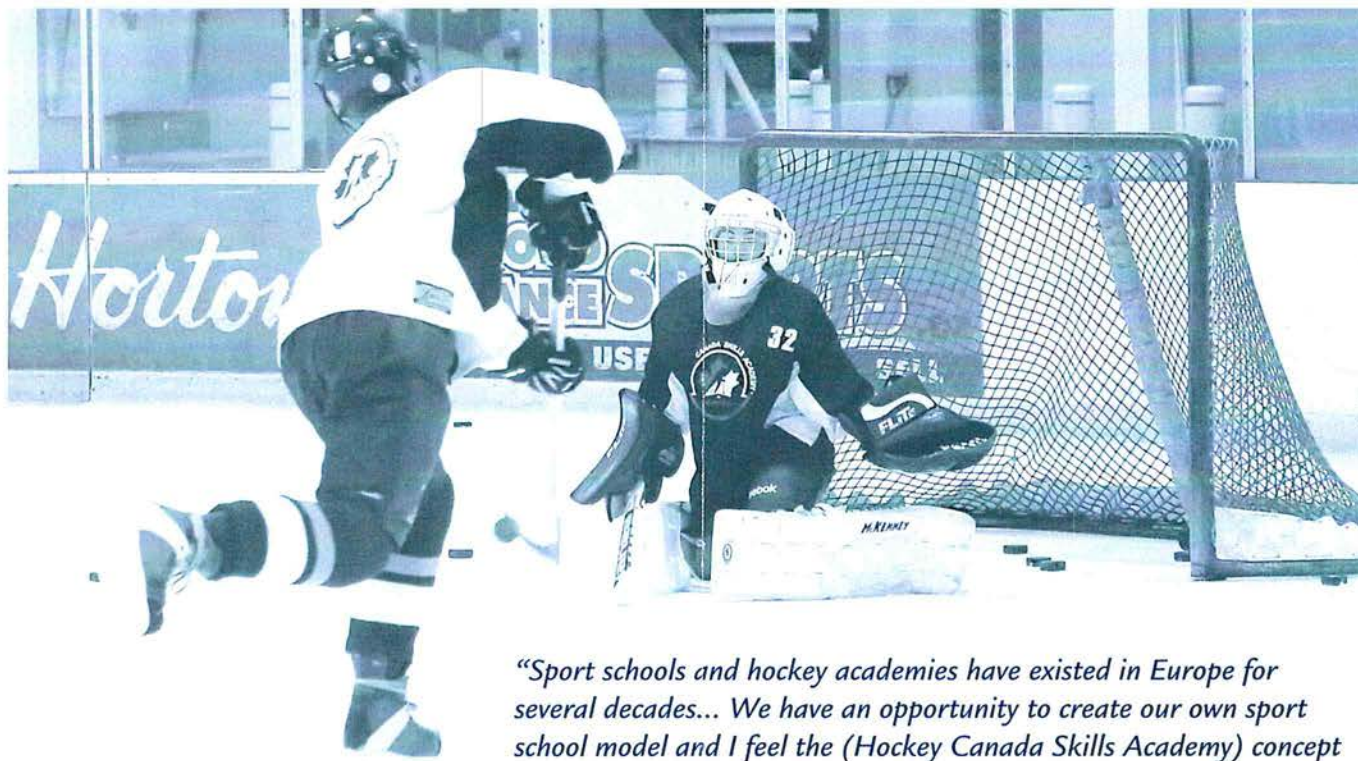
[www.hwdsb.on.ca](http://www.hwdsb.on.ca)

## Features:

- Approximately 25 to 35 on-ice learning opportunities each school year (approximately 30 per school term).
- Individualized training developed by Hockey Canada focused on student strengths and weaknesses.
- Individual skills and situational play developed through drills, activities, challenges and games.
- Small, medium and large group settings with changing rules and dynamics.



- Sports-specific strength and conditioning training focused on long-term athletic development.
- Collaborative, differentiated instruction that creates a focused community of student-athletes.
- Focus on speed, agility, quickness, balance and athletic co-ordination.
- Sport-specific activities fit within Ontario's Health & Physical Education Curriculum.



*"Sport schools and hockey academies have existed in Europe for several decades... We have an opportunity to create our own sport school model and I feel the (Hockey Canada Skills Academy) concept is a key to the future of player development in this country."*

*-Dave King, former National Men's Team head coach and HCSA consultant to Hockey Canada*

## Who's a good fit?

- Motivated, self-directed learners capable of working independently, completing work on time and following a contract model as required
- Students passionate about hockey who want to improve their skills
- Students willing to collaborate with others in academic, athletic and social pursuits
- Students committed to building a positive team atmosphere
- Students who believe in and support the program by attending regularly, being punctual and striving for academic success

## Funding:

The HWDSB Hockey Canada Skills Academy is a Specialized Learning Program offered by HWDSB. As an optional program, it has costs that exceed the funding of a regular day-school program. Contact program staff about current user fees.

## Welcome to the SWC Music Department

### **Why Should You Take Music?**

- You can learn to play a new instrument or better your current skills
- You can join our junior concert band and jazz band
- Develop your creativity
- Showcase your talents
- Gain an appreciation for the Arts
- To make your time at SWC enjoyable and create lasting friendships and memories
- To participate in a variety of performances (local shows/festivals, Wonderland, Band trip)



### **What Instruments Are Available In Grade 9 Music?**

- **Woodwinds:** Flute, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Bari Sax
- **Brass:** Trumpet, French Horn, Trombone, Baritone, Tuba
- **Bass Guitar and Percussion, at the teacher's discretion**
- **No Guitar or Piano offered in Grade 9 Music classes. To play these in an ensemble please speak to Mr. Laposi directly.**

### **What Music Courses Can You Take In Grade 9?**

**AMU1O1:** All students are welcome to take this course. Students are encouraged to continue with their elementary school instrument if they enjoyed their experiences. Students can also start a new instrument if desired. Every student will be assigned their own instrument for the school year, with the exception of percussion and bass guitar. This course focuses primarily on performance techniques, while also covering theory and history concepts.

### **AMR1O1: (NEW COURSE – Starting Sept. 2021)**

- This is a performance based course that is aimed at those students who want an enrichment opportunity and to further expand their technical skills. Students who take this course **MUST** also be signed up for AMU1O1. This course will run outside of the daily timetable and count as an additional credit for students, allowing them to collect a 9<sup>th</sup> credit in Grade Nine.

### **What Extra-Curricular Ensembles can you be a part of in Grade 9?**

**Junior Concert Band** is great place to start playing your instrument with an ensemble. They typically meet once a week and play a wide variety of material. We play rock, pop, movie selections and traditional concert band pieces. This is open to all musicians in the SWC Music Department.

**Junior Jazz Band** is a great place to further develop your skills in Grade Nine. The rhythms are a little more complex and challenging, however the music is always fun to play. Genres consist of pop, rock, swing and blues. Traditional jazz band instruments are in this band, so if you play a non-jazz instrument and want to be a part of this group, I recommend you learn a new instrument on top of what you already play.

We host three major concerts throughout the school year: our “Snowin’ and Blowin’” concert in December, a Pasta Dinner fundraiser in February and our “Spring Tune-Up” concert in June. We also enjoy performing at our feeder schools, local festivals and community events. Every year, the Music Department travels abroad to the US or within Canada to one of four major cities (New York, Boston, Chicago and Montreal) to explore, perform shows, participate in professionally led workshops, as well as attend concerts, plays and musicals. Active members of the SWC Music Department are eligible to participate in these excursions.

**Future course options beyond Grade 9:**

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>❖ Experienced Music class</li> <li>❖ Senior Concert Band (Repertoire)</li> <li>❖ Beginner Guitar Class</li> </ul>	<ul style="list-style-type: none"> <li>❖ Experienced Music Class</li> <li>❖ Senior Concert Band (Repertoire)</li> <li>❖ Intermediate Guitar Class</li> <li>❖ 1st Year Jazz Repertoire</li> </ul>	<ul style="list-style-type: none"> <li>❖ Experienced Music Class</li> <li>❖ Senior Concert Band (Repertoire)</li> <li>❖ Senior Guitar Class</li> <li>❖ 2nd Year Jazz Repertoire</li> </ul>

The SWC Music Department is a fun, encouraging and busy place to be. I hope to see you in Grade 9 Music in September. If you or your family have any questions, feel free to contact me.

Mr. J. Laposi  
 Head of Music  
 Sir Winston Churchill SS  
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 twitter: @SWCmusic\_dep

