

# 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

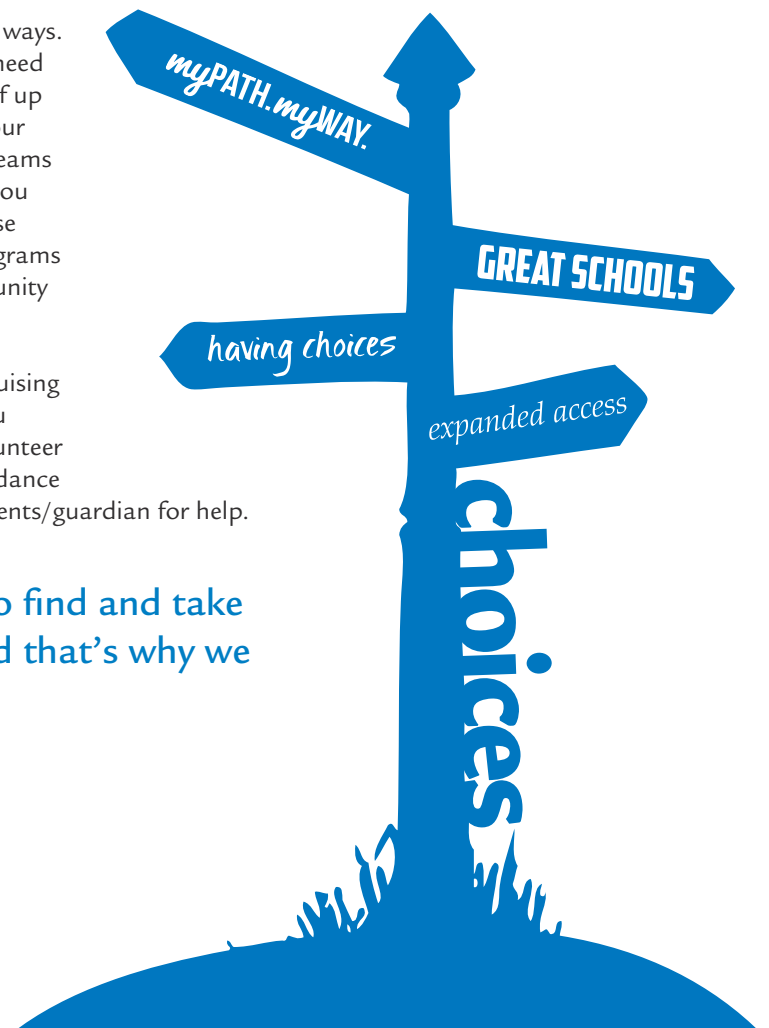
Moving from elementary school to high school is a very exciting time in a young person's life. You will have the opportunity to participate in new activities, meet new friends, and grow into a successful young adult. This can also be a little stressful because you do not always know what to expect when 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.

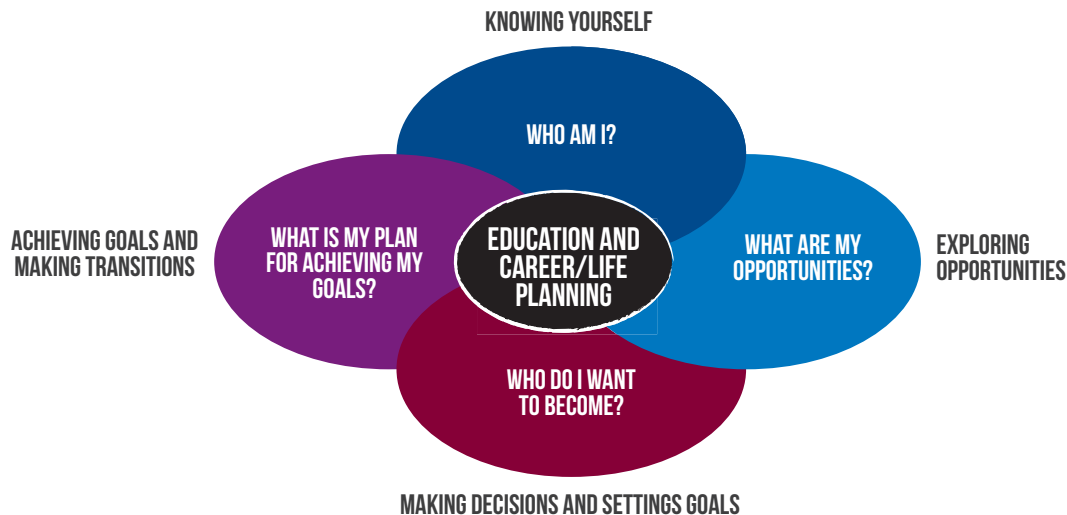
## ACCESSING A STUDENT CAREER CRUISING ACCOUNT

[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	COLLEGE	COMMUNITY
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>■ Construction (<i>electricians, general carpenter, plumber, etc.</i>)</li> <li>■ Industrial (<i>welder, general machinist, tool and die, etc.</i>)</li> <li>■ Motive Power (<i>auto service, autobody, truck and coach, etc.</i>)</li> <li>■ Service (<i>hairstylist, cook, child and youth worker</i>)</li> </ul> <p><b>How long does an apprenticeship take?</b> 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.</p> <p><b>Consider Apprenticeship if you possess some of these qualities:</b></p> <ul style="list-style-type: none"> <li>■ enjoy learning by doing</li> <li>■ have good mechanical and spatial abilities</li> <li>■ enjoy fixing things, assembling and disassembling things</li> <li>■ have ability to solve problems</li> <li>■ enjoy determining why something does not work, or how it can be done better</li> </ul>	<p>College programs provide an effective combination of real life applied skills and quality theoretical education.</p> <p>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 &amp; Human Services and Technology.</p> <p><b>How long does college take?</b> Colleges have certificate, diploma, graduate certificate, applied degree and some joint college/university programs. Programs usually take one to three years to complete.</p> <p><b>Consider college if you:</b></p> <ul style="list-style-type: none"> <li>■ enjoy and are successful with 'hands-on' applied curriculum</li> <li>■ enjoy smaller classes and a personal approach to instruction</li> <li>■ have specific career goals that require college education</li> <li>■ are interested in developing technical and occupational skills required for your chosen career area</li> </ul>	<p>The Community Pathway provides a meaningful life in the community. Students with special needs may be working towards a Certificate of Apprenticeship or a Certificate of Achievement. Community colleges require 14 credit courses to access specialized programs (Community Integration Education).</p> <p>The pathway to a meaningful life in the community involves multiple components: volunteerism, leisure, and life skills (this might include such as life skills, supported to experience the community).</p>



Y

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

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

## UNIVERSITY

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

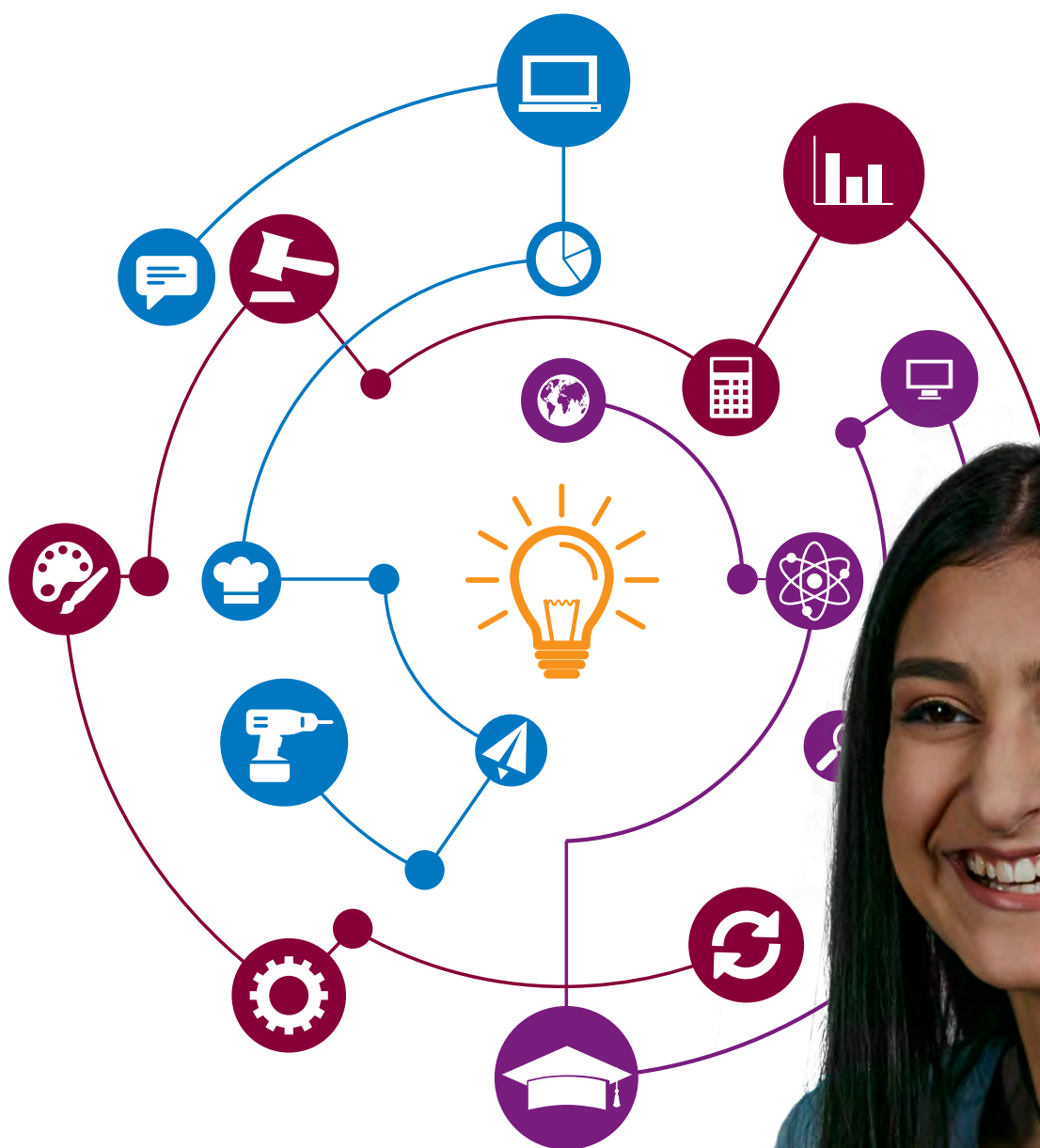
## WORKPLACE/EMPLOYMENT

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

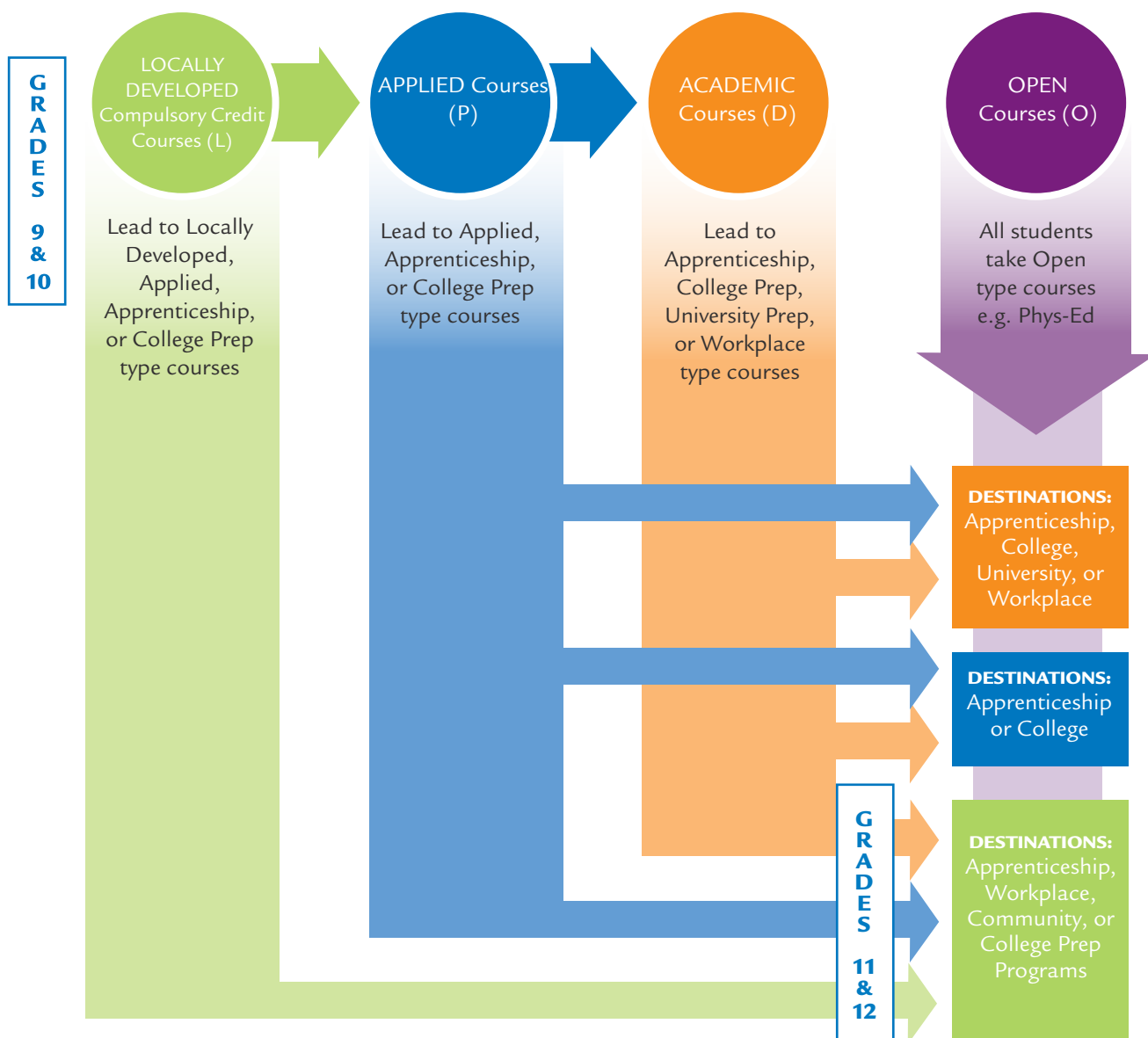
Period	Daily Schedule	
Period 1 (75 minutes)	ENG1P1-02 Rm: 112 English Ms. D. Jones	Course Code
Period 2 (75 minutes)	GLS1O1-01 Rm: 114 Learning Strategies Mr. A. Smith	Section Number Teacher
Lunch		
Period 3 (75 minutes)	TIJO1-02 Rm: 138 Exploring Technology Ms. C. Givens	Room Number
Period 4 (75 minutes)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

L

## 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

P

## 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

D

## 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

O

## 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?**

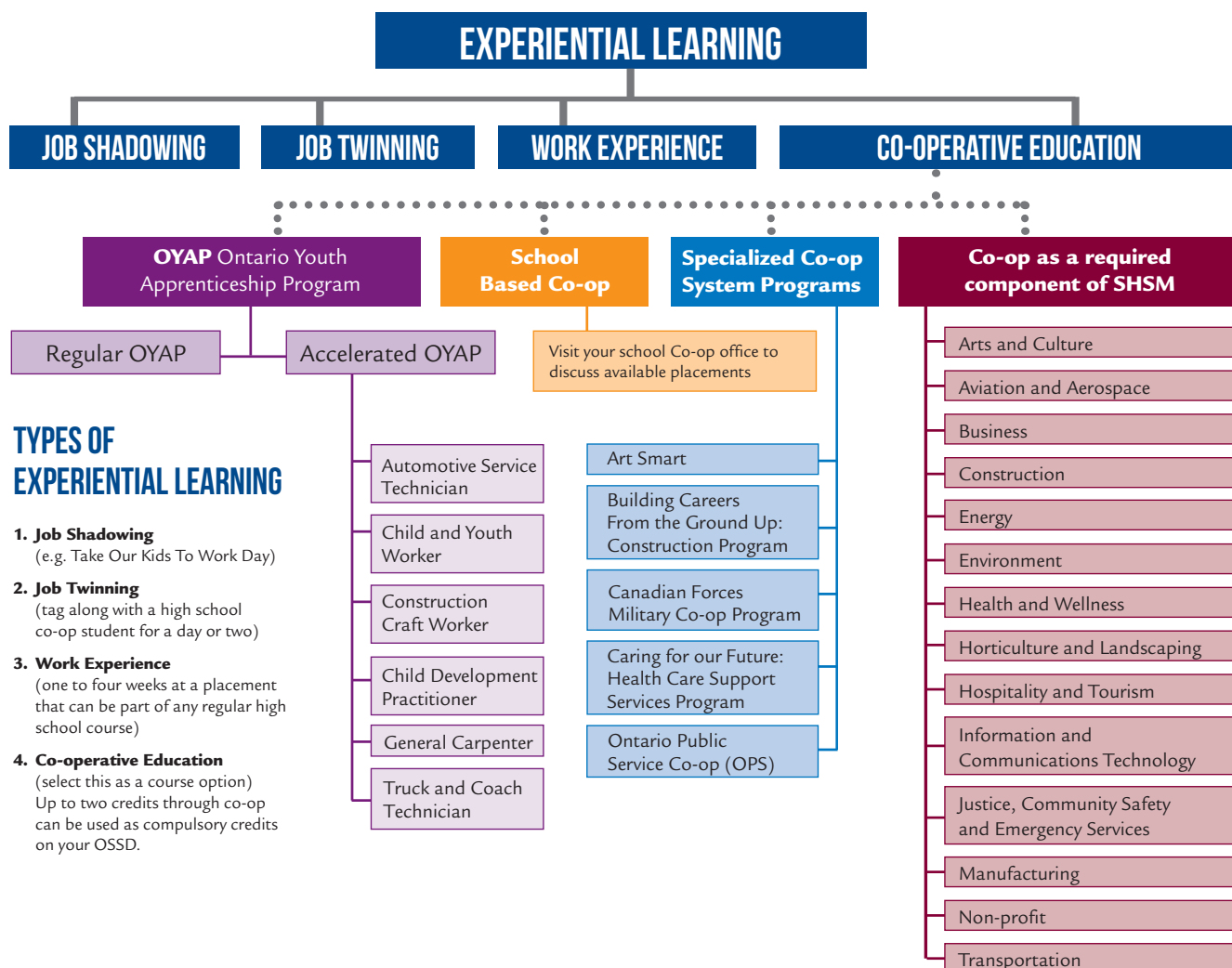
**A: Your IEP** is part of your transition plan to secondary school. Accommodations are available based on the needs of each student in the areas of Instructional Accommodations, Environmental Accommodations, and Assessment Accommodations. Connect with the Learning Resource Teacher at your school to 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:	HIGH SCHOOL RESOURCES AVAILABLE TO YOU:	ONLINE RESOURCES AVAILABLE TO YOU:
<ul style="list-style-type: none"> <li>■ <b>GET INVOLVED</b> by joining clubs and teams. You will build new friendships and be happy that you did.</li> <li>■ <b>GET TO KNOW YOUR TEACHERS</b> and build positive relationships with them. Find out when they offer extra help, or ask them for help if you need it.</li> <li>■ <b>GET A CLASS BUDDY</b> and exchange phone numbers so that he/she can pick up notes or homework for you if you are absent.</li> <li>■ <b>LOCKS AND LOCKERS</b> will be assigned a locker that is identified by number. Keep your lock combination secret to protect your belongings.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>ATHLETIC AND CLUB ACTIVITIES</b> Schools provide a variety of school athletic teams and clubs to join.</li> <li>■ <b>ENGLISH AS A SECOND LANGUAGE</b> (ESL) provides English Language Learners with support in the development of English skills and literacy. ESL support is available at select schools.</li> <li>■ <b>STUDENT SERVICES</b> provides support with academic, career and personal development of all students.</li> <li>■ <b>THE LEARNING COMMONS</b> (Library Services) provides students with print, computer and electronic resources for support with academic work.</li> <li>■ <b>LEARNING RESOURCE TEACHERS</b> 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.</li> <li>■ <b>STUDENT SUCCESS TEACHERS</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>HWDSB</b> (Hamilton-Wentworth District School Board) <a href="http://www.hwdsb.on.ca">www.hwdsb.on.ca</a> provides information on all schools and programs within district.</li> <li>■ <b>MINISTRY OF EDUCATION</b> <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> provides information on educational policy, curriculum and educational issues in Ontario.</li> <li>■ <b>EDUCATION QUALITY AND ACCOUNTABILITY OFFICE</b> <a href="http://www.eqao.com">www.eqao.com</a> provides students, parents, teachers and the public with accurate and reliable information about student achievement.</li> <li>■ <b>ONTARIO YOUTH APPRENTICESHIP PROGRAM</b> <a href="http://www.oyap.com">www.oyap.com</a> provides information about School to Work programs that allow students to become registered apprentices or certified journeypersons while completing their OSSD.</li> <li>■ <b>MATHIFY</b> <a href="http://www.tvo.org/mathify">www.tvo.org/mathify</a> 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.</li> </ul>



# 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.



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)