

Exploring the Possibilities

A Pathways Planning Guide for Grade 8 Students and Parents



Dear Students

The move from Grade 8 to 9 is likely one of the biggest changes in your life, and hopefully one of the most exciting. To help students make a successful transition to high school, elementary teachers, school administrators and secondary school staff will assist in planning for this important step. The purpose of this resource is to assist students in making the transition from Grade 8 – 9 as easy as possible. This guide is meant to be one tool used in conjunction with resources that your secondary school provides to assist you in making program and course type decisions (academic, applied, locally developed, open) that support your career goals.

In January and February, high schools will be visiting Grade 8 classrooms and speaking with students about programs and course types for next year. Students will have an opportunity to visit their high school and parents will be invited to a Grade 8 Parents' Evening and Information Sessions. These visits provide important opportunities to speak with teachers and the school about program opportunities and the different course types that are available to students. In order to make informed program and course type decisions, gather as much information as you can from your current teachers and high school staff.

In the summer, you will receive a Grade 9 timetable, as well as be invited to attend an orientation day. It is important that you take advantage of the opportunity to attend the orientation, become acclimatized with the layout of the school and get school resources required for your classes. I also encourage you to become involved in extra-curricular activities. Your involvement will assist you in making new friends, developing new skills and set the tone for your Grade 9 experience.

I invite you to take some time to carefully review this resource. If our staff can be of any assistance, please do not hesitate to ask. Best wishes for every future success.

Brenda Hunter

Director of Education
Limestone District School Board



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CHECK OUT: [www.limestone.on.ca/
Programs/Guidance/Transitions](http://www.limestone.on.ca/Programs/Guidance/Transitions)

Grade 8 & 9 Years at a Glance

This is a general overview for the academic year. Special Events at individual schools may vary. Parents are welcome to contact secondary schools with any questions.

Grade 8: Jan/Feb

- High School Transition Team visits Grade 8 classrooms
- Parent Information night at High School
- Grade 9 Course Selection Sheets due to Grade 8 teachers
- High School registration and Transportation request forms submitted to Grade 8 teachers

Grade 8: April/May

- Transition Meetings between High School Transition team and Grade 8 teachers.

Grade 8: June

- IPRC between Elementary and Secondary Student support teams.

Grade 8: July

- Community volunteer hours commence.

Grade 8: End of August

- Grade 9 Orientation Day

Grade 9: September

- Fall sports start the first week (X-country, FB, boys VB, Girls BB, Girls field hockey)
- Grade 9 orientation day
- School picture
- Most clubs and groups meet
- Voting for grade 9 rep on Student Council

Grade 9: October

- Early reports
- Parents' Night

Grade 9: November

- Mid-term report cards
- Winter sport season starts (hockey, boys BB, girls VB, swimming)
- Grade 9 - 'Take Our Kids To Work' day

Grade 9: January

- Final summatives
- Exams in some classes
- EQAO Math assesement

Grade 9: February

- Semester two starts
- Choose courses for the following school year

Grade 9: March

- Spring sport season starts (soccer, rugby, track and field, baseball, badminton)
- Early reports
- Parents' Night

Grade 9: April

- Mid-term reports

Grade 9: June

- Final summatives in all classes
- Exams in some classes
- EQAO Math assesement

Mission

Our mission is to prepare students within safe and inclusive environments to embrace a changing world as life-long learners and informed, responsible citizens.

Statement of Beliefs

STUDENTS

We believe that...

- our students are our reason for being.
- our students include adult learners.
- every student can learn and experience success.
- it is the purpose of the schools to maximize each student's potential for, and enjoyment of, life-long learning.

STAFF

We believe that...

- every staff member is valuable and essential to fostering quality public education.
- all staff members endeavour to maintain a work environment that respects each persons' integrity, dignity and individual contribution.
- the board and staff share in the responsibility to model teamwork, continuous improvement and professional development.

PARTNERS

We believe that...

- public education is a shared responsibility.
- the Ministry of Education is responsible for providing appropriate funding for a quality education program.
- our parents, community and businesses will enthusiastically support public education.
- partnerships will enhance and improve the quality of education, including support for program innovation.
- our schools reflect and honour society's common goals and enrich them by encouraging diversity.

ACCOUNTABILITY

We believe that...

- our trustees, our director and our staff are accountable to the community for providing quality education to all students.
- in partnership with parents, students and the community, we have the responsibility to provide a positive, safe and inviting learning environment.
- our resources should be committed to ensure that our strategic initiatives and expectations are met.



CHECK OUT: LimestoneDSB Homepage www.limestone.on.ca

Twitter Feed - @LimestoneDSB <https://twitter.com/LimestoneDSB>

Student Success



*I want to talk about
post-secondary options*

*I'm concerned about
my friend's behaviour*

*I'm having difficulty
with my personal life*

*I would like to know
more about my IEP*

*I'm having difficulty
in my classes*

*I want to talk about the
options that are available
to me in high school*

*I need help getting my
assignments and homework done*

The Ministry of Education's Student Success Strategy helps students in Grades 7 to 12 tailor their education to their individual **strengths, goals** and **interests**.

Your School Student Success Teams

Principal/Vice-Principal | Guidance Counsellor | Success Teacher | Learning Program Support Teacher | Adolescent Care Worker

School Student Success Teams meet weekly to discuss, monitor and implement in-school interventions for students who are in-risk. Classroom teachers, members of the school Student Success Team, or family, identify these students as in-risk and pass on information to be shared at the weekly Student Success Team meetings. Depending on student need, students may be directed to the person(s) in the school who will be able to provide the best support and may be referred to a local agency for more support. Some of these supports include:

- **Credit Recovery** – If you are unsuccessful on a credit you may be eligible to recover it through Student Success. Student must demonstrate their ability to meet missed course expectations.

- **Credit Rescue** – If you find yourself struggling in a course we are able to support you to help ensure you attain the credit.

- **Program Pathways Counselling** – Support is available to help you plan courses geared toward your specific pathway destination.

- **Alternative Education** - Students can work toward fulfilling the requirement for the OSSD in small group off-site classrooms and workplace settings when appropriate.

The set up at each school will look differently. Once your child has enrolled in a secondary school we encourage you to follow up with that school about the organization of supports for students.



http://www.limestone.on.ca/programs/student_success/Home%20Page



Student Voice

Student Voice is about you – Ontario's students – having a voice in your learning. It's about connecting what's happening in the classroom to real-life experiences outside school and giving you ways to help achieve your goals. Student Voice is a way for you to shape your learning environment while building your skills and abilities. It helps you be a more active citizen and supports student democracy and empowerment.



Students as Researchers 2014

We want all students to be successful, and we need your energy and ideas to make this happen. Three great ways to make your voice heard are through...



Look for these opportunities in your school.

Graduating from Secondary School

Students must meet the following requirements in order to obtain the **Ontario Secondary School Diploma (OSSD)**:

18 Compulsory Credits

Students must earn the following compulsory credits:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (1 credit in grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following three groups:

GROUP 1

- English or French as a second language
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

GROUP 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education***

GROUP 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education

In addition, students must complete:

- 12 optional credits
- 40 hours of community involvement activities
- the provincial literacy requirement

The **Ontario Secondary School Certificate** will be granted on request to students who leave school before earning the Ontario Secondary School Diploma (OSSD), provided they have earned a minimum of 14 credits distributed, as follows:

7 Compulsory Credits

- 2 credits in English
- 1 credit in Science
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Health and Physical Education
- 1 credit in Mathematics
- 1 credit in Arts or Technological Education

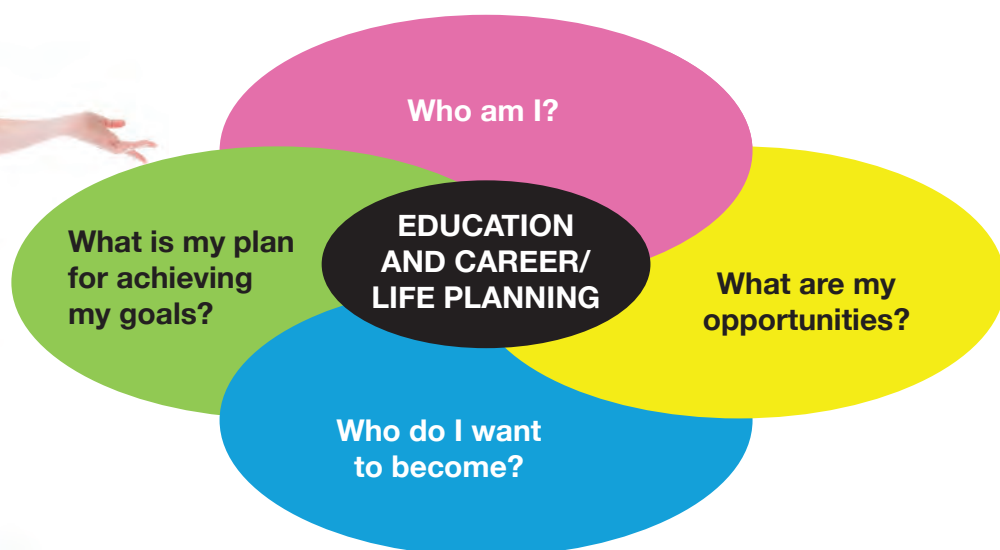
7 optional Credits

- Consideration should be given to planned career destination and destination requirements or prerequisites
- Students are encouraged to explore different subject areas

Creating Pathways to Success

Individual Pathways Plan through myBlueprint

Through the Ministry of Education's new Education and Career/Life Planning Policy and Program all Grade 7 – 12 students in the Limestone District School Board have access to the online tool "myBlueprint" to assist in getting to know themselves, exploring their options, figuring out who they want to become and developing a plan to achieve their goals.



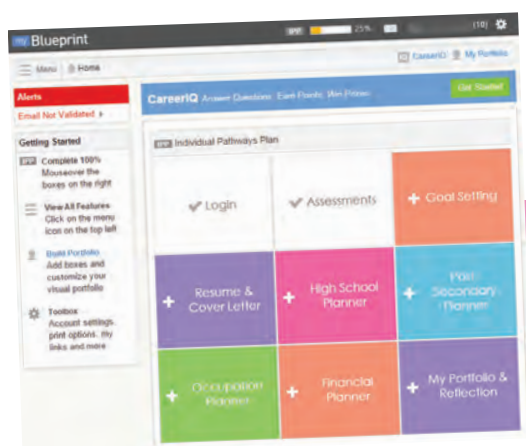
There is value in all post-secondary destinations and all sectors of employment. A student's pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors.



myBlueprint

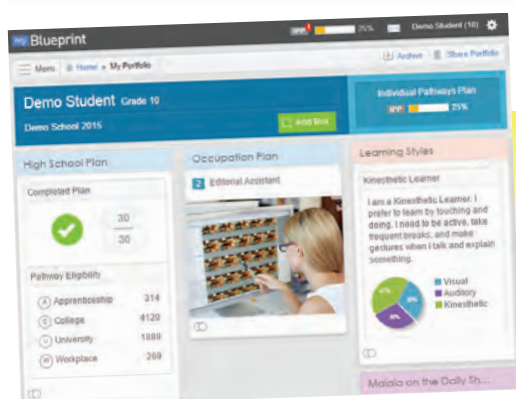
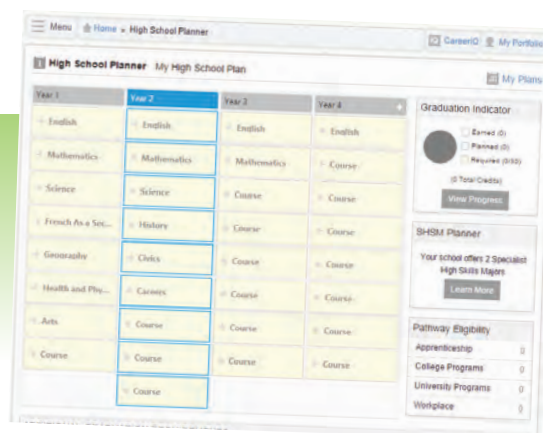
Your Individual Pathways Plan

If you haven't had a chance to see what myBlueprint has to offer, speak to your teacher about how to sign up for an account. It's so easy!



This is what your Individual Pathways Plan or IPP looks like in myBlueprint. Each grade has different boxes to complete. At the top you can check the IPP Bar to track your progress.

Use the High School Planner tool to choose your courses and plan your pathway to graduation and beyond. You can save more than one high school plan. For each plan you create, the Pathway Eligibility Box will populate with all the post-secondary options available to you based on the courses you selected.

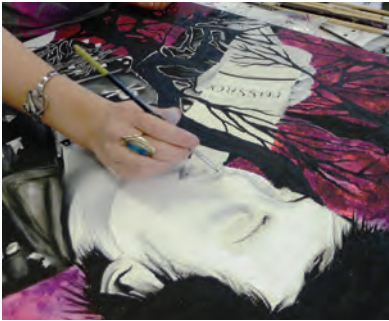


You can archive your learning in the "My Portfolio" Section of myBlueprint. You can add any of the activities you have completed with myBlueprint as well as import an image, video or file from your computer. Add a reflection to your portfolio pieces to connect the learning with the artifact.

Use myBlueprint to start planning your future now!

Pathways to Success

A series of planned credit and non-credit pathway activities that meets the needs and interests of all students, engaging them in learning and preparing them for graduation and beyond.



Focus Programs Choices for Secondary Students

Students can select multi-credit packages of courses and practical activities that focus on a particular career or field of interest.



SPECIALIST HIGH SKILLS MAJOR LIMESTONE DISTRICT SCHOOL BOARD

Students can customize their high school experience by economic sector to suit their learning needs and their post secondary destination of choice.



DUAL CREDIT LIMESTONE DISTRICT SCHOOL BOARD

Students can attend a college campus to earn both secondary credits and college credits supporting their transition to a variety of post secondary destinations.



ONTARIO YOUTH APPRENTICESHIP PROGRAM

Students can work in a cooperative placement setting building towards a career in a skilled trade while attending secondary school.

Pathways



Apprenticeship

Do you enjoy learning by doing? Do you prefer hands-on or experiential learning? If so, then apprenticeship might be for you. Apprenticeship training allows you to learn the skills you need for a trade while working alongside qualified tradespeople. While a small portion of apprenticeship training is completed in a classroom, the majority of the training takes place in the actual workplace.



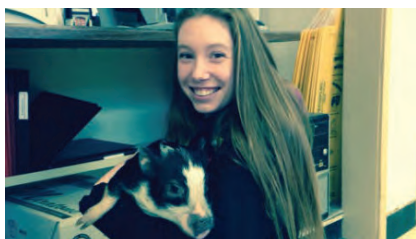
CHECK OUT: www.tcu.gov.on.ca/eng/employmentontario/training/

College

College is post-secondary education that you can attend after graduation from high school. You generally study for two or three years and concentrate on learning about a subject area that interests you. After graduating from college you will have a certificate, diploma, applied degree or degree which will prepare you for a career in your area of study.



CHECK OUT: www.ontariocolleges.ca/FindProgram



Community

Some students will transition directly from secondary school into the community. The Specialized School to Community Program will assist students/families, employers and community agencies in developing a plan for each individual student as they move forward to community involvement.

University

University is post-secondary education that you can attend after graduation from high school. You generally study for four years and concentrate on learning about a subject area of interest to you. After graduating from university you will have a Bachelor's degree which will prepare you for a career in your area of study.



CHECK OUT: www.electronicinfo.ca/programs



Workplace

Some students will transition directly from high school to the workplace. High schools offer programs to prepare you for the world of work. Specific courses provide you with an opportunity to learn the essential skills necessary for success in the workplace.



CHECK OUT: www.careeraim.com/canada-job-bank/Ontario

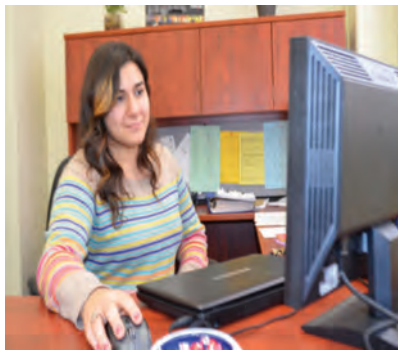
How do Learning Skills Impact My Future?

These skills are not only important to your success in high school, but they are also the skills that employers value when hiring employees. Employers refer to these skills as “Employability Skills”.

Learning Skill / Work Habit	Sample Behaviour	What does this look like in the workplace?
<i>Responsibility</i>	<ul style="list-style-type: none"> fulfills responsibilities and commitments within the learning environment completes and submits class work, homework, and assignments according to timelines takes responsibility for and manages own behaviour 	<p>Be Responsible</p> <ul style="list-style-type: none"> set goals and priorities balancing work and personal life be accountable for your actions and the actions of your group <p>Work Safely</p> <ul style="list-style-type: none"> be aware of personal and group health and safety practices and procedures, and act in accordance with them
<i>Organization</i>	<ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks establishes priorities and manages time to complete tasks and achieve goals identifies, gathers, evaluates, and uses information and resources to complete tasks 	<p>Manage Information</p> <ul style="list-style-type: none"> locate, gather, and organize information using appropriate technology and information systems access, analyze, and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)
<i>Independent Work</i>	<ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals uses class time appropriately to complete tasks follows instructions with minimal supervision 	<p>Think and Solve Problems</p> <ul style="list-style-type: none"> assess situations and identify problems seek different points of view and evaluate them based on facts recognize the human, interpersonal, technical, scientific, and mathematical dimensions of a problem <p>Work Safely</p> <ul style="list-style-type: none"> be aware of personal and group health and safety practices and procedures, and act in accordance with them

Learning Skill / Work Habit	Sample Behaviour	What does this look like in the workplace?
<i>Collaboration</i>	<ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group • responds positively to the ideas, opinions, values, and traditions of others • builds healthy peer-to-peer relationships through personal and media-assisted interactions • works with others to resolve conflicts and build consensus to achieve group goals • shares information, resources, and expertise and promotes critical thinking to solve problems 	<p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • lead or support when appropriate, motivating a group for high performance • listen and ask questions to understand and appreciate the points of view of others <p>Communicate</p> <ul style="list-style-type: none"> • share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
<i>Initiative</i>	<ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning • demonstrates the capacity for innovation and a willingness to take risks • demonstrates curiosity and interest in learning • approaches new tasks with a positive attitude • recognizes and advocates appropriately for the rights of self and others 	<p>Participate in Projects and Tasks</p> <ul style="list-style-type: none"> • plan, design, or carry out a project or task from start to finish with well-defined objectives and outcomes • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow
<i>Self-regulation</i>	<ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • assesses and reflects critically on own strengths, needs, and interests • identifies learning opportunities and strategies to meet personal needs and achieve goals • perseveres and makes an effort when responding to challenges 	<p>Demonstrate Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • deal with people, problems, and situations with honesty, integrity, and personal ethics • recognize your own and other people's good efforts <p>Be Adaptable</p> <ul style="list-style-type: none"> • be open and respond constructively to change • learn from your mistakes and accept feedback

Student Success Stories



Dual Credit

"My experience in taking a Dual Credit at St. Lawrence College gave me a better idea of what it would be like to be in college without having to pay for it. I was taking a 3 hour Nutrition class once a week.

Homework involved a fair bit of independent work which required me to go on line to check out any updates. I could also access bulletins at this college portal which were posted regularly and indicated what was happening in the college, among other things.

The Dual Credit allowed me to experience a class in an area of study that I was considering as a Career Path. I have since decided that Nutrition will remain an interest of mine - I would not have known this had I not had the opportunity to take the Dual Credit. I would recommend the Dual Credit program for anyone wanting to go to college, university or into an apprenticeship."

Noor, Dual Credit Student at K.C.V.I.

Ontario Youth Apprenticeship Program (OYAP)

"My interest in Diesel Mechanics grew from conversations with my dad. I also needed to find a better fit for me regarding my schooling and the Co-op turned out to be a good opportunity because it allowed me to learn through doing. The connection was made between my dad and the company Tallman Truck Centre and here I am.

I am learning a bit of everything, for example changing oil filters, greasing the bottom of trucks, checking lights and putting drive lines back in drive shafts, just to name a few.

This company is going to let me work here next semester as a paid Co-op student and will be sending me to college in the Navistar Program at Conestoga College. When I come back I will be a Level 2 Apprentice and will continue working here.

The people are great, I show interest, work PD days, and most importantly demonstrate a great work ethic. This Co-op experience has been incredible – the work experience in this apprenticeable occupation has jumpstarted my career."

Kyle, Diesel Mechanic Apprentice , OYAP student at La Salle Secondary School





Focus Program and Dual Credit

"The Emergency Response focus program has been great for providing a hands-on experience that I otherwise couldn't get in a normal high school environment. It has also allowed me to specialize in a certain area that I hope to pursue a career in and has provided me with additional certifications and credentials such as 1st Aid Training.

A typical day for me would be physical and health education in the morning, doing guidance related work for example, working on/researching different career pathways related to policing, firefighting, paramedics and then putting our training into practise given various emergency scenarios. We are completing a dual credit through St. Lawrence College. The College Professor comes into our classroom to instruct us. The opportunity to take a focus program and also earn a dual credit through a college has been a fantastic learning experience."

Katie, Focus Program – Emergency Response at LaSalle Secondary School

Specialist High Skills Major (SHSM)

"I needed to take this Co-operative education class because it is mandatory for the SHSM in Arts and Culture program that I am enrolled in at KCVI. I wasn't sure what I would be doing but I love going to my placement at the Kingston Glass Studio & Gallery every day and find the people really nice to work with.

I take pictures of their glass products for their website. It is really cool in the studio because they make all of their glass there. I also really love the art work and admire the works of the different artists. I actually recognized some art work of one of the artists I had met prior to my Co-op experience. This experience has made me realize that there are more opportunities for artists than what I had thought. I am looking into pursuing a future in the arts."

Nadine, Specialist High Skills Major, Arts and Culture



Cooperative Education

"I became interested in doing a Co-op placement at the Anatomy Lab at Queen's University because of my interest in science. I really like the hands-on experience. We actually get to dissect limbs and set up labs for the medical students. I have taught myself all the bones and am beginning to learn all the muscles. This Co-op placement has provided me with good insight into science and medicine. My future goal includes finishing a science degree and going on to medical school. I really believe that Co-op is a really great way to gain out of class experience."

Maddi, Co-operative Education – Anatomy Lab at Queen's University

Special Program Options



Advanced Placement (AP) is a flexible enrichment program open to all students, who wish to stretch themselves beyond the Ontario academic curriculum in their chosen subject fields, and provides the opportunity to study material at the university level while still in secondary school.

The rigor of the courses thoroughly trains students for post-secondary study, as well as the chance to earn credit, advanced placement or both at university, all while earning credits toward their Ontario Secondary School Diploma (OSSD).

The experience helps to build invaluable confidence for post-secondary pursuits. The AP curriculum is audited and governed by the Advanced Placement College Board, which also administers the PSAT and SAT exams. The AP exams are administered in May, and the usual Ontario credit final assessments are in January or June.

The Limestone Junior Baccalaureate Programme (LJBP)

To prepare students for the challenge of the IB curriculum, potential IB candidates will be introduced to IB course concepts and skills through enrichment activities and prerequisite material in grades 9 and 10.

This preparatory programme is common to most IB schools and allows students, parents and teachers to determine if the IB Diploma Programme is an appropriate educational choice for the student.



The **IB Diploma Programme** is undertaken during the final two years of secondary school. On completion of the programme our students earn the internationally recognized IB Diploma as well as the Ontario Secondary School Diploma. Students may also receive the French Immersion Certificate if they satisfy the criteria for the certificate. Universities within Ontario, Canada, and internationally, recognize the diploma and provide course credit or advanced placement opportunities, as well as additional access to scholarships and other student enrolment benefits.

The **International Baccalaureate (IB)** is a not-for-profit international education foundation.

Founded in 1968 and headquartered in Geneva, Switzerland, it has educated over 1 million students. There are currently 3,521 IB schools, offering a total of 4,377 programmes in 144 countries.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

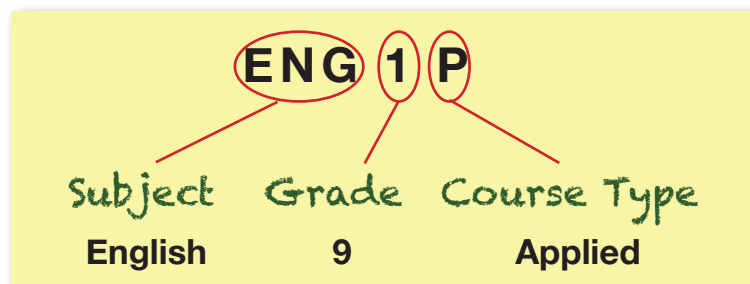


CHECK OUT: www.limestone.on.ca/Programs/Specialized_Programs/Home%20Page

Course Codes

Courses use a 6 character course code.

The first 5 characters of the course code are set out by the Ministry of Education while the 6th character is a school/board indicator.



Subject			Grade	Course Type
A = Arts	G = Guidance	P = Physical	1 = 9	D = Academic
B = Business	H = Humanities and	Education	2 = 10	K = Alternative
C = Canadian and	Social Sciences	S = Science	3 = 11	L = Locally Developed
World Studies	L = International	T = Technological	4 = 12	O = Open
E = English	Languages	Studies		P = Applied
F = French	M = Mathematics			

French Program Definitions

Core:

Core French provides opportunities for students to communicate and interact in French with a focus on familiar topics related to their daily lives. Students will develop skills in listening, speaking, reading and writing building on the strategies that they have previously learned. This course is designed for students who have had a minimum of 600 hours of French instruction.

Extended:

Extended French provides opportunities for students to speak and interact in French in a variety of real-life contexts. Students will develop skills in listening, speaking, reading and writing building on the strategies that they have previously learned in elementary Extended French programs. This course is designed for students who have had a minimum of 1260 hours of French instruction.

Immersion:

French Immersion provides opportunities for students to speak and interact in French independently in a variety of real-life, relevant contexts. Students will develop skills in listening, speaking, reading and writing building on the strategies that they have previously learned in elementary French Immersion programs. Students will continue to develop the skills necessary for life-long language learning. This course is designed for students who have had a minimum of 3800 hours of French instruction.

Course Outlines

You will receive a course outline for each of your courses on the first day of each semester. These outlines contain very important and useful information about what you will learn in your courses, what your summative assignments will be, how many you will have, and what you should expect the final summative (exam or culminating activity) to look like.

Your course outlines will also include information about:

- Assessment and evaluation of both curriculum expectations as well as Learning Skills and Work Habits
- Late or Missing Assignments and their impact on earning your credit
- Academic honesty
- Attendance and Punctuality
- Teaching and Learning Strategies
- Education for Exceptional Students

Gives the title of the assignment and details about how to complete it

Semester Summative Assessment Tasks (70% of final grade)

Description of Summative Task and Method of Evaluation	O. E.s Evaluated	Record of Marks by Student (write your marks in the blanks)
<i>Poetry Reading, Analysis, Oral Performance, and Reflection Task:</i> Students will read a series of poems, one of which they must analyze and perform using techniques studied in class, and will reflect on their strengths as listeners, speakers, and readers. Products evaluated using a rubric.	1, 2, 3, 4, 5, 6, 7	O.E. #1: Level ____ O.E. #5: Level ____ O.E. #2: Level ____ O.E. #6: Level ____ O.E. #3: Level ____ O.E. #7: Level ____ O.E. #4: Level ____
<i>Short Story "Wordle" and Reflection Task:</i> Students will create their own "wordle" based upon a story studied in class, present it to their peers, and will reflect on their strengths and areas for growth as media interpreters and creators. Products evaluated using a rubric.	12, 13, 14, 15	O.E. #12: Level ____ O.E. #14: Level ____ O.E. #13: Level ____ O.E. #15: Level ____
<i>Short Story Writing, Presentation, and Reflection Task:</i> Students will write their own short stories on a central theme using various narrative and literary elements, will orally present their work, and will reflect on their strengths as listeners, speakers, and writers. Products evaluated using a rubric.	1, 3, 8, 9, 10, 11	O.E. #1: Level ____ O.E. #9: Level ____ O.E. #3: Level ____ O.E. #10: Level ____ O.E. #8: Level ____ O.E. #11: Level ____
<i>A Midsummer Night's Dream Tabloid and Reflection Task:</i> Students will create their own gossip tabloid about the characters and events from <i>A Midsummer Night's Dream</i> , and will reflect on their strengths as readers, writers, and media interpreters and creators. Products evaluated using a rubric.	4, 5, 7, 8, 9, 10, 11, 14, 15	O.E. #4: Level ____ O.E. #10: Level ____ O.E. #5: Level ____ O.E. #11: Level ____ O.E. #7: Level ____ O.E. #14: Level ____ O.E. #8: Level ____ O.E. #15: Level ____ O.E. #9: Level ____

When you receive your mark on your summative assignment be sure to record your grade

Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)

Description of Summative Task and Method of Evaluation	O.E.s Evaluated	Record of Marks by Student (write your marks in the blanks)
<i>Exit Conference (15%):</i> Students will meet with their teacher to reflect and confer about their strengths, areas for improvements, and next steps as learners.	1, 3, 7, 11, 15	O.E. #1: Level ____ O.E. #11: Level ____ O.E. #3: Level ____ O.E. #15: Level ____ O.E. #7: Level ____
<i>Written Examination (15%):</i> Students will write a final exam at the end of the year. Exams will be evaluated using combination of a points system and a rubric	4, 5, 8, 9, 10	O.E. #4: Level ____ O.E. #9: Level ____ O.E. #5: Level ____ O.E. #10: Level ____ O.E. #8: Level ____

* **Note:** The tasks listed above may change over the course of the semester to allow the teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks.

You can check here to see what expectations are being evaluated and refer to page 1 of your outline to see those expectations.

Parents as Partners:

How can I help my child reach their full potential in High School?

Below are three important skills necessary for student success. For each skill there are early warning signs which may lead to difficulty. Parents can help their child by monitoring these skills and applying strategies for improvement if necessary.

Homework



Recommendations:

- Grade 9-10 students may spend 30 to 90 minutes per day on homework.
- Students are expected to complete all assignments to assist with determining their areas of strength and areas of growth.

Warning Signs:

- Your child is not doing homework.
- You do not see your child doing homework regularly or your child says "I don't have any homework" regularly.

Strategies:

- Call the school or teacher and get more information about the situation.
- Encourage your child to read and study for the recommended time each day.
- Engage in conversation with your son or daughter about what he or she is learning

Organization



Recommendations:

- Students take accurate notes and keep learning resources including technology, well organized.
- Students use an agenda to plan for assignments, projects, tests, and extracurricular activities.
- Students manage their study time so that they are preparing well in advance of summative assessments.

Warning Signs:

- Your child does not have or use an agenda.
- Your child's notebooks are disorganized or appear incomplete.

Strategies:

- Obtain an agenda for your child.
- Talk with your child to set up a time management and organizational plan.
- Monitor the use of the agenda and notebooks.

Attendance



Recommendations:

- Students attend school each day.
- Students arrive to class on time.

Warning Signs:

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

Strategies:

- Discuss your child's attendance record with the school administration and plan to ensure regular attendance.
- If your child is absent, ensure work is brought home, completed, and submitted.

Terms to get familiar with....



40 Community Involvement Hours

As one of the requirements of the Ontario Secondary School Diploma (OSSD) each student must complete 40 hours of volunteer community involvement. This is designed to encourage students to develop awareness and understanding of civic responsibility.

Compulsory Course

Refers to a specific course students must take that fulfills part of the OSSD.

Course Code

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

Credit

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

34 Credit Threshold

Students may continue to enroll in courses in their 5th year of high school even if they have achieved 34 credits previously. Although the funding for school boards changes in this scenario, it will not result in fees for the students/parents.

Exams

Students may be asked to write an exam where they are asked to demonstrate their learning on the highest priority overall expectations of the course

The Ontario Secondary School Literacy Requirement

A student must complete the literacy requirement in order to achieve their OSSD. This literacy requirement can be

completed by passing the Ontario Secondary School Literacy Test (typically taken in Grade 10) or (if a student has not been successful writing the test) passing the Ontario Literacy Course (OLC40).

Optional Courses

These are courses that a student selects from available courses at his/her high school, often from an area of personal interest. A student must earn 12 optional credits and 18 compulsory credits as part of the OSSD graduation requirements.

OSSD

The Ontario Secondary School Diploma is granted after fulfilling all necessary credit, literacy and community hour requirements.

Prerequisite Course

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

Semester

The school year is divided into two semesters (September to January and February to June). A student will take 4 courses per semester.

Student Success

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

Timetable

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

Questions & Answers

Do all of the courses that I select have to be the same type (ie. Academic, Applied, or Locally Developed)?

No! You are encouraged to take the course that best suits your goals. You can select a variety of course types.

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

Yes! You can contact the high school guidance department. You and your parents should also attend the high school information sessions.

If I choose Applied or Academic courses will this choice limit my post-secondary opportunities?

No! There are options for switching between course types in future years. These options plus specific requirements for post-secondary opportunities are available by talking to your high school guidance department.

Can I take a mix of Academic and Applied courses in Grade 9?

Yes! Depending on your interests and post-secondary desitination, this might be the right choice for you.

Secondary School Contact Info

Bayridge Secondary School

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KCVI

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North Addington Education Centre

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Ernestown Secondary School

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LaSalle Secondary School

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QECVI

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Frontenac Secondary School

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LCVI

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Sydenham High School

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Granite Ridge Education Centre

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Napanee District Secondary School

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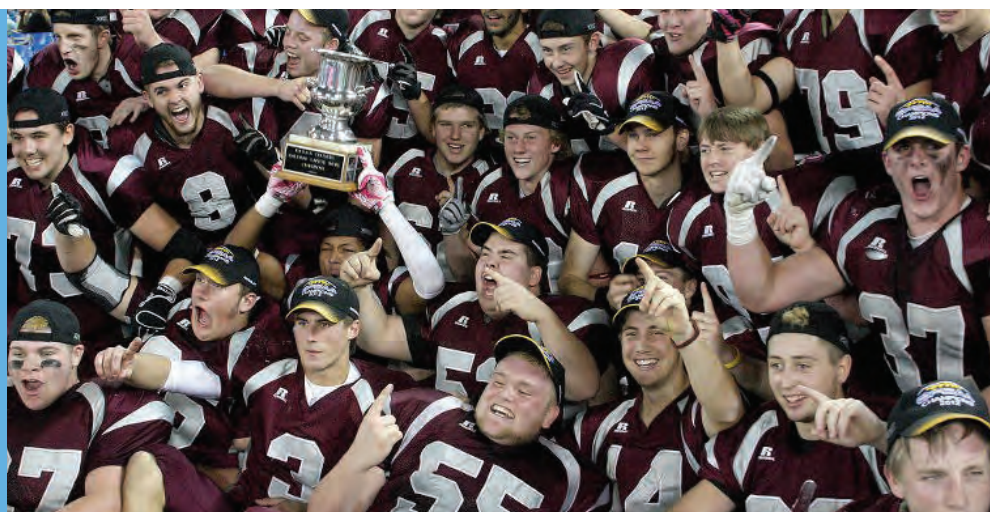
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