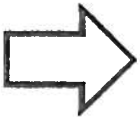


Complete and return (#1-5, indicated by *) the following:

- 1. *Registration forms*
- 2. *Freedom of information form*

- 3. *Technology use contract* requires student signature as well as parent/guardian.
- 4. *Course option sheet*
- 5. *Academic or Applied: What would be the best fit?*
- 6. Course Description Booklet
- 7. Have your child return the forms to their grade 8 teacher in a timely manner.



NOTE: Without the completion and submission of these forms (#1- 5) your child will not be registered for high school in the fall.

- 1.*Attach a copy of an official document with date of birth.
- 2.*For health issues that require immediate action complete the emergency medical/allergy alert forms.
- 3.* For FN attach voluntary proof of self -identification.

DUE DATE: _____



RETURN TO THE GRADE 8 TEACHER

Fill in or attach copy of original so we can better assist your child.

NAME: _____ (print)
Gr. 6 EQAO level. Reading:____ Writing:____ Math:____

ACCESS SCHOOL WEBSITE:

www.gchs.ca>parents>Grade 8 parent information for this and other info.



Superior-Greenstone District School Board

Secondary Student Registration Form

Geraldton Composite High School School	September 2017 Admit Date	9 Grade	OEN
---	------------------------------	------------	-----

Student Information

Legal Surname (on Birth Certificate)	First Name	Middle Name
Preferred Surname	First Name	Middle Name
Gender Male <input type="checkbox"/> Female <input type="checkbox"/>	Date of Birth (yyyy-mm-dd)	Verification (i.e.: Birth Certificate, Baptismal Certificate, Other)
		Health Card No. Not required

Aboriginal Self-Identification is voluntary. If you wish to declare that your child/you are of Aboriginal Ancestry, please indicate one of the following:
 First Nation (Status, Non-Status) Métis Inuit

Bussing Required? Yes <input type="checkbox"/> No <input type="checkbox"/>	Sept. 2017 Date of First Entry to Secondary School
--	---

If students have siblings in the school, please list them.

Previous School Information

BA Parker Public School Previous School	Public <input checked="" type="checkbox"/> Separate <input type="checkbox"/>	SGDSB Name of Board
Box 909- Hogarth Avenue Street Address/Box Number	Geraldton Municipality	ON Province
8 Last Grade Attended	starting highschool Reason for Transfer	P0T 1M0 Postal Code
Last Date Attended (yyyy-mm-dd)		English Language of Instruction

Is your child on a suspension/expulsion from their previous school? Yes No If yes, give details

Has this student been identified through an IPRC? Yes No Does this student have an Individual Education Plan (IEP)? Yes No

Literacy Requirement Completed? Yes No Community Hours Requirement Completed? Yes No

Student Medical Information

Complete and submit emergency alert forms for severe medical conditions (avail. at your school):
If your child has a medical condition we need to be aware of please provide details above.

Is your child on medication? Yes No

Student's Physician	Phone Number	List Medication
		Copy of Immunization Record Provided? Yes <input type="checkbox"/> No <input type="checkbox"/>

Student Address Information

<input type="text"/>	<input type="text"/>	<input type="text"/>	Town: <input type="text"/>	<input type="text"/>
Home Street Address	Apartment No.	Box No.	Municipality	Postal Code
<input type="checkbox"/> Unlisted				
Home Phone Number				

Parent / Guardian Information

<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Unlisted	<input type="text"/>
Surname of Mother/Female Guardian	First Name	Home Phone	Cell Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	Town: <input type="text"/>
Home Street Address	Apartment No.	Box No.	Municipality
			Postal Code

<input type="text"/>	<input type="text"/>	Custody: Yes <input type="checkbox"/> No <input type="checkbox"/>		Lives with Student: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Business	Ext.	Business Phone		Receives Mail: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Contact Priority: 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/>					

<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Unlisted	<input type="text"/>
Surname of Father/Male Guardian	First Name	Home Phone	Cell Phone
<input type="text"/>	<input type="text"/>	<input type="text"/>	Town: <input type="text"/>
Home Street Address	Apartment No.	Box No.	Municipality
			Postal Code

<input type="text"/>	<input type="text"/>	Custody: Yes <input type="checkbox"/> No <input type="checkbox"/>		Lives with Student: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Business	Ext.	Business Phone		Receives Mail: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Contact Priority: 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/>					

Emergency Contact

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Unlisted
Surname	First Name	Relationship to Student	Home Phone
<input type="text"/>	<input type="text"/>	Contact Priority: 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/>	
Cell Phone	Ext.	Business Phone	

Additional Contact (If Necessary):

The Ministry of Education, under the authority of The Education Act of the Province of Ontario, R.S., 1990 Ch. E2, Section 265, requires that each school maintain a record of basic information for each student registered in the school. The information will be used to:

- Document registration of the student;
- Identify any special needs of the student;
- Prepare the Ontario Student Record* and office index card;
- Prepare class lists, attendance reports and other reports for the board and the Ministry of Education;
- Provide other school boards with required registration information if the student transfer to another school board;
- Supply the District Health Unit with information for public health records;
- Make emergency care arrangements for the student.

*The Ontario Student Record (OSR) is a record folder containing information about your child including report cards and other personal information conducive to the improvement of the instruction of the student. Parent(s)/guardian(s) have the right to access or examine the contents of the OSR folder for their child who is under 18 years of age.

I authorize the use of the information as noted in the above, and I understand that it is my responsibility to keep the school advised of any change in the information.

Signature of the Parent/Guardian

Date



Freedom of Information and Protection of Privacy

Consent Form

Superior-Greenstone District School Board schools present various honours and awards to their students in recognition of their achievements. Names of award winners and graduates may appear on honour rolls, graduate lists, award ceremony programs and plaques, etc., and may be displayed in the school with photographs or published in the local newspaper and/or social media (including but not limited to Facebook and Twitter).

In addition, students may be photographed and/or videotaped throughout the year at various school events; such as, the Terry Fox Parade, tournaments, as well as events special to an individual school.

Under the Municipal Freedom of Information and Protection of Privacy Act, 1989, the Superior-Greenstone District School Board is obligated to protect the privacy of its students. Your consent, if your child is under 18-years of age, is required for their name, photo, or details of their achievements to be published or displayed.

Elementary and Secondary

Student's Name (please print): _____

School: Geraldton Composite High School

I hereby give my consent for my child's name, photograph, or details of achievement and participation in school related activities, to be published or displayed in the school and/or to the media, and/or on social media (including but not limited to Facebook and Twitter).

Yes No

I agree that all such portraits, pictures, photographs, video and audio recordings, digital files, works, social media and other reproductions thereof shall remain the property of the Board, unless otherwise noted.

I give my consent with the following restrictions: _____

Parent/Guardian Signature: _____ **Date:** _____

Student Signature (If 18-years old): _____ **Date:** _____

Secondary Only

Students Less Than 18-Years Old

I, _____, give consent for the release of my son's/daughter's student records information to
(Name of Parent/Guardian)

(Third Party)

Parent/Guardian Signature: _____ **Date:** _____

Student Signature (16-years old+): _____ **Date:** _____

NOTE: A student at the age of 16-years has the right to privacy of and access to personal information on his/her behalf (MFIPPA, Section S.54(c)), is considered to be an adult under the Mental Health Act, The Provincial Offense Act, and has rights under the Health Care Consent Act. Principals should ensure personal information of this nature is protected. Therefore, to release such information to a parent/legal guardian requires the students' written permission at 16-years of age.



STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Intermediate - Senior (Grade 9 to Grade 12)

STUDENT CONSENT

I agree to:

- I have read and understood Superior Greenstone District School Board's (the Board's) Student Acceptable Use of Technology Agreement (the Agreement) and recognize that it is based on Policies and Management Guidelines governing my use of technology resources and that these documents are available on the board's website.
- I agree to abide by the terms and conditions described within the Agreement and the requirements outlined in Policy 602- Student Acceptable Use of Technology.
- I recognize that failure to comply with the Agreement may result in the loss of computer and/or network access privileges, financial compensation to the Board and other disciplinary actions consistent with the School's Code of Behaviour, Board Policy and/or legal authorities.

For devices I own, I further agree to:

- Protect my device from loss, damage or theft
- Keep the device software up to date and legal, i.e. commercial software has been purchased
- Ensure that software and firmware is up to date as recommended by the manufacturer
- Not run or host servers on my device, including web servers, ftp servers, mail servers, file sharing and peer to peer
- Give my device to an adult in my school if requested

STUDENT NAME: _____
(Please Print)

STUDENT SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN CONSENT

- I have read and understood the Superior-Greenstone District School Board's Student Acceptable Use of Technology Agreement (the Agreement) and if applicable, the Board's Personal Network Device policy.
- I recognize that this Agreement is designed for my child's grade level and that the full policies and management guidelines governing my child's use of technology are available on the board's website or from my child's school.
- I will emphasize the ethical and responsible use of technology and caution my child about unsafe communication with others on the internet.
- I will ensure that media and software on my child's Personal Network Device(s) has been purchased and is legal.
- I grant permission for my child to access networked information technology, inclusive of the internet and e-mail for educational purposes. I am aware that my child will be given instruction in the proper use of the internet at school and further recognize that I am responsible to supervise my child's use of the computer and internet at home.
- I understand that the Board will not service my child's Personal Network Device, nor will it be liable in the event that the device is lost, stolen, damaged or otherwise rendered inoperable.
- I understand that the Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems.

PARENT NAME: _____
(Please Print)

PARENT SIGNATURE: _____

DATE: _____

Information Collection Authorization:

The personal information contained on this form has been collected under the authority of the Education Act R.S.O. 1980, C. 129, as amended and the Municipal Freedom of Information and Protection of Privacy Act, 1989. This form will be handled with the strictest confidence. Questions about the collection of this information should be directed to the school principal or to the Superior-Greenstone District School Board's HR department and Freedom of Information/Protection of Privacy.

COPIES: (1) Student OSR / (2) Parent (upon request)

**STUDENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT
TERMS AND CONDITIONS**

It is the policy of the Superior-Greenstone District School Board to ensure that the Internet and Information Technology are used to support learning in a manner that is consistent with the Board mission statement, vision statement, and education goals.

1.0 Purpose of the Wide Area Network

- Use of the information technologies owned or operated by the Board must be used for the purpose of conducting Board business or the provision of an educational program.
- Use of the Board's Wide Area Network and its connection to the Internet for advertisement or monetary profit must have Board approval.
- The Board will from time to time and without prior notice to the student, access and/or monitor the Board's Electronic Information Systems

2.0 Network Etiquette and Citizenship

- The Board provides access to the internet for educational activities defined in the instructional plans of our teachers.
- Users will not post, publish, or display any defamatory, abusive, threatening, sexist, racially offensive, profane, obscene, sexually oriented, illegal and other material found to be offensive.
- The sending or storage of offensive messages from any source is prohibited.
- Users shall not copy information or software in violation of copyright laws.
- Software and resources downloaded will be used only under the terms and conditions specified by the owner or creator of those resources.
- Only staff who are authorized to download software or executable(.exe) programs.
- It is prohibited for a user to post messages and attribute them to another user.
- Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

3.0 Vandalism

- Transmission of any software having the purpose of damaging computer systems and files (i.e. computer viruses) is prohibited. All software and files downloaded must be systematically checked for viruses before being placed on a school's network.
- Any malicious attempt to harm or destroy the data of any person, computer or network linked to the Board's Wide Area Network is prohibited and will result in financial compensation to the Board and/or the pursuance of criminal charges and/or other disciplinary action consistent with the School Code of Behaviour, Board Policy and/or legal authorities.
- Users will not attempt to gain unauthorized access to the Board's system or to any other computer system through the Board's system, or go beyond their authorized access. This includes attempting to log in through another person's account or accessing another person's files. These actions are illegal, even if only for the purposes of browsing.

4.0 Security and Personal Safety

- Users may not share their passwords or accounts with others and must make all efforts to safeguard this information from unauthorized users.
- Users are advised to refrain from giving out personal information, such as their family name, email address, home address, school name, city, country or other information that could help someone locate or contact them in person.
- Users will not post identifying photos or videos.
- The Board reserves the right to block access to sites and to conduct regular checks of the system as deemed appropriate.
- An individual search will be conducted if there is reasonable cause to suspect that a user has violated the law or the school code of conduct. Personal files are discoverable under public records laws.

5.0 Inappropriate Material

- Interactive Internet gaming will not be accessed through the Board Internet Service.
- Upon access to or receipt of material that is educationally inappropriate and contrary to the Board's Mission Statement, the user shall immediately turn off the monitor and report the incident to the classroom teacher, staff and or immediate supervisor.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
CONSENT FORM FOR
STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

_____ has been identified as having a serious food allergy.
(Student's Name)
_____ Geraldton Composite High School would like to take the following precautionary measures:

1. Post an Anaphylaxis Alert Form complete with a photograph of your child, a description of the allergy, and an Action Plan in key locations in the school.
2. Provide all members of the school community with information concerning your child's allergy as described in the Anaphylaxis Alert Form.

To assist the school in carrying out these precautionary measures, the school requests the following:

3. An Anaphylaxis Alert Form with an individualized Action Plan.
4. One up-to-date-photograph of your child that can be photocopied clearly for use on the forms.
5. All medications listed on the action plan, including two (2) auto-injectors (EpiPens), labeled with the student's name and the expiry date of the medication.
6. A list of Emergency Contacts.

IMPORTANT: If the parents provide the school with only one EpiPen it will be kept in a secure, accessible area as designated by the school administration.

Please sign below to indicate your consent to the above measures and return this form to the Principal. Please contact the school if you have any concerns.

CONSENT

I, _____ parent/guardian (circle one) of _____ (student) hereby consent to the school taking the precautionary measures listed in 1 to 2 above, and further agree to provide the school with the items referred to in 3 to 6 above.

Date

Signature of Parent/Guardian

Superior-Greenstone District School Board

EMERGENCY ALLERGY ALERT FORM	
Administration of EpiPen Only	FOR USE IN: Lunchroom, Staff Room, Office, Fanny Pack

Student's Name _____

ALLERGY - DESCRIPTION:

This child has a DANGEROUS, life-threatening allergy to the following foods:

And all foods containing them in any form, in any amount, including the following types of items:

Put child's photo here

AVOIDANCE:

The key to preventing an emergency is ABSOLUTE AVOIDANCE of these foods at all times.

EATING RULES (List eating rules for you child, if any, in this space)

POSSIBLE SYMPTOMS

- Flushed face, hives, swelling or itchy lips, tongue, eyes.
- Tightness in throat, mouth, chest.
- Difficulty breathing or swallowing, wheezing, coughing, choking.
- Vomiting, nausea, diarrhea, stomach pains.
- Dizziness, unsteadiness, sudden fatigue, rapid heartbeat.
- Loss of consciousness.

ACTION - EMERGENCY PLAN

- Use EpiPen ®/Ana-Kit ®immediately!
- HAVE SOMEONE CALL AN AMBULANCE and advise the dispatcher that a child is having an anaphylactic reaction.
- If the ambulance has not arrived in 10 to 15 minutes and breathing difficulties present (i.e.: wheeze, cough, throat clearing), give a second EpiPen ®, if available.
- Even if symptoms subside entirely, this child must be taken to hospital immediately.
- Notify parents/emergency contacts

EpiPens ® / Ana-Kit ®are kept _____

Parent Signature Date

EMERGENCY ALLERGY ALERT FORM

Administration of Antihistamine/EpiPen

FOR USE IN:
Lunchroom, Staff Room, Office, Fanny Pack

Student's Name _____

ALLERGY - DESCRIPTION:

This child has a DANGEROUS, life-threatening allergy to the following foods:

And all foods containing them in any form, in any amount, including the following types of items:

Put child's photo here

AVOIDANCE:

The key to preventing an emergency is ABSOLUTE AVOIDANCE of these foods at all times. **WITHOUT EPIPEN ®/ANA-KIT®, THIS CHILD MUST NOT BE ALLOWED TO EAT ANYTHING.**

EATING RULES (List eating rules for you child, if any, in this space)

POSSIBLE SYMPTOMS

- > Flushed face, hives, swelling or itchy lips, tongue, eyes.
- > Tightness in throat, mouth, chest.
- > Difficulty breathing or swallowing, wheezing, coughing, choking.
- > Vomiting, nausea, diarrhea, stomach pains.
- > Dizziness, unsteadiness, sudden fatigue, rapid heartbeat.
- > Loss of consciousness.

ACTION - EMERGENCY PLAN

At any sign of breathing difficulty (i.e.: wheeze, cough, throat clearing):

- > Use EpiPen ®/Ana-Kit ® immediately!
- > HAVE SOMEONE CALL AN AMBULANCE and advise the dispatcher that a child is having an anaphylactic reaction.
- > If the ambulance has not arrived in 10 to 15 minutes and breathing difficulties present (i.e.: wheeze, cough, throat clearing), give a second EpiPen ®, if available.
- > Even if symptoms subside entirely, this child must be taken to hospital immediately.
- > Notify parents/emergency contacts.

If there is no sign of breathing difficulty:

- > Give antihistamine _____ (brand, dosage) immediately.
- > Segregate the child and watch him/her closely.
- > Be prepared to administer EpiPen ®/Ana-Kit ® at any sign of breathing difficulty as this can occur very quickly (within seconds).
- > If EpiPen ®/Ana-Kit ® is administered, transport to hospital immediately.

EpiPens ® /Ana-Kit ® and antihistamines are kept _____

Parent Signature _____

Date _____

PARENTAL AUTHORIZATION FOR THE ADMINISTRATION

of **Anaphylaxis Medication** at School

I hereby provide authorization for the administration of **Anaphylaxis Medication (i.e.: an EpiPen)** as prescribed by Dr. _____ for my child during the regular school day according to procedures as adopted by the school.

Parent's Signature

Date

Student's Name : _____

Grade : _____ Date of Birth: _____

School: _____

IN CASE OF EMERGENCY, the contact person is:

Name: _____

Telephone: _____ Relationship: _____

RELEASE OF RESPONSIBILITY

I/we _____
Name(s)

Parent(s) / Guardian(s) of _____
Name of Student

hereby acknowledge I/we have requested **Anaphylaxis Medication (i.e.: an EpiPen)** be administered to the above named student during school hours. I/we release the Superior-Greenstone District School Board, its employees and agents, from any liability for loss, damage or injury howsoever caused, to my child's person or property arising out of the administering, or failure to administer the medication as provided herein.

Parent(s) / Guardian(s) Signature(s): _____
Signature

Date

Signature

Date

This information is collected under the authority of section 236 (j) of the Education Act to allow the principal of a school to give attention to the health of the pupils.

Superior-Greystone District School Board

PHYSICIAN'S AUTHORIZATION FOR THE ADMINISTRATION OF

Anaphylaxis Medication at School

Re: _____ Date of Birth: _____
 Student's Name

_____ School: _____
 Student's Address

This is to advise that I have prescribed the administration of the following **Anaphylactic Medication** listed below when the above-named student is in school:

1. Name of Medication(s): _____
2. Method of Administration: _____
3. Dosage: _____
4. Frequency: _____

Physician's Name: _____ Office Phone: _____

Address: _____

Physician's Signature: _____ Date: _____

This information is collected under the authority of section 236 (j) of the Education Act to allow the principal of a school to give attention to the health of a pupil.

S19-012

2001 03 (Rev)



Geraldton Composite High School

500 Second St. W., Box 909, Geraldton, ON P0T 1M0

GRADE NINE OPTION SHEET

Teacher's Instructions:		
Please complete the following		& Please Print Information
Student's Name:	School:	
Will the student have 600 hours of French after grade 8? (Please circle)	YES	NO
Is the student French exempt? (Please circle)	YES	NO
Is the student Ojibwe exempt? (Please circle)	YES	NO
Please identify if student has an (Please circle)	IEP	IPRC
Teacher's Recommendations:		
Indicate the level of courses that this student would be most successful by placing an X in the space provided		
_____ Academic	_____ Applied	_____ Locally Developed _____ K Course (non-credit)
Comments: (optional)		
Teacher's Signature:		Date:

Instructions for Parent/Guardian:

All students will be scheduled into eight (8) classes.

The program chosen is the responsibility of the student and the parent/guardian. Consult the grade nine (9) course description booklet to determine the appropriate course selection.

- Select the level of the courses the student will study. Place an X in one of the spaces provided.

<input type="checkbox"/>	Locally developed	
<input type="checkbox"/>	Applied	
<input type="checkbox"/>	Academic	
<input type="checkbox"/>	K Courses (non-credit)	

- Select only one of the options below by placing an X in one of the spaces provided. The level of French must match the level of courses selected in #1 (above).

<input type="checkbox"/>	French (FSF1P)
<input type="checkbox"/>	Ojibwe (LNOAO)

Parent/Guardian Signature: _____

Date: _____

Please return this form to your teacher within 2 days of receiving it.

Geraldton Composite High School

500 Second St. W., Box 909, GERALDTON, ON POT 1MO
Ph: (807) 854-0130 Fax: (807) 854-2014



Course Calendar 2017-2018

Grade 09

Course Descriptions

Revised: Jan. 6 2017

Junior Code Definitions (9 & 10)

Academic Courses

Subject Code ends with "D"

University Bound Student

Ex: ENG1D – English Grade 9 Academic

Applied Courses

Subject Code ends with "P" College Bound Student

Ex: ENG1P – English Grade 9 Applied

Open Courses

Subject Code ends with "O"

Open Course for any level

Ex: TIJ1O – Integrated Tech. Grade 9 Open

Locally Developed

Subject code ends with "L" Workplace Bound Student

Ex: SNC1L – Science Grade 9 Locally Developed

K Courses

Subject code starts with "K"

Non-credit courses for students with special education needs identified by an IPRC.

Senior Code Definitions (11 & 12)

Subject Code ends with "U"

University Preparation Course

Ex: ENG3U – English Grade 11

Subject Code ends with "C"

College Preparation Course

Ex: ENG3C – English Grade 11

Subject Code ends with "M"

University/College Preparation Course

Ex: MCF3M – Functions and Applications Grade 11

Subject Code ends with "E"

Workplace Preparation Course

Ex: ENG3E – English Grade 11

Subject Code ends with "O"

Open Course for any level

Ex: PPL3O – Healthy Active Living Education Grade 11

Superior-Greenstone District School Board

GERALDTON COMPOSITE HIGH SCHOOL

To thrive in a rapidly changing world, we envisage our students who are balanced; have a broad-based education; are community oriented; are self-confident; are problem-solvers; are adaptable to change; are effective communicators; have life skills; are competent with technology; and are prepared for transition to their "next step".

We envisage a school that is characterized by: equitable access to a full range of quality programming; accountability for student success; excellent and passionate staff; reasonable limits to bussing times; a positive school environment; meeting the needs of the whole student; partnerships among students, the family and the community; up-to-date technology; problem solving throughout the school years; students taking ownership for their behaviour and education; communication of a clear, focused, coordinated board plan to all stakeholders.

Regular attendance in class is necessary if students are to receive adequate guidance through their class work and benefit from the group dynamics generated within each class. See the Geraldton Composite High School *Attendance Policy* for more information.

SCHOOL CODE OF CONDUCT

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe, in their school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

The Geraldton Composite High School Code of Conduct is included in the School Calendar which is given out to all students at the start of the school year. It is expected that both the student and parent/guardian read over the Code of Conduct, then sign the *Student/Parent Acknowledgement Form* that is included, and return it to the school as soon as possible, where it is kept on file.

Information regarding the Superior Greenstone Board of Education's *Safe Schools Code of Conduct Policy* is available on the Board website www.sqdsb.on.ca under Board Policies.

SEMESTERING

Geraldton Composite High School is a full credit semestered secondary school. The school year is divided into two equal parts (semesters) of approximately 90 days each. The first semester runs from September to the end of January; the second semester from February through the

end of June. Each semester is divided into two terms.

Students normally enroll in 4 courses in each semester allowing a total of 8 courses per school year. Class periods are 75 minutes in length.

HOW DO YOU DECIDE ON COURSES?

Since it is *the students and the parents who have the PRIMARY RESPONSIBILITY for making course selections*, it is important that parents and students make these selections carefully. Considerations should include the student's future needs, his/her abilities and interests, and his or her current progress. The purpose of this course booklet is to assist students and their parents as they choose programs for the upcoming school year.

No one will deny the importance of finding employment, but students should realize that many school courses are not directly related to getting a job. Your education is designed to help you succeed in the many roles that you will have as an adult. There is much you can learn in school that will help you find success in all areas of your life. Well-informed, well-adjusted individuals are more useful to their employers and are of greater value to themselves, their families, friends and their country.

CHOOSING YOUR COURSES

The credit system is designed to give a student a greater freedom of choice. The main advantage is that a student is able to take subjects in different course types and from areas that may not have been considered previously. This flexibility allows the student to select a program that best suits his/her particular needs, interests and abilities. Discuss your option sheet thoroughly with your parents. The Ministry of Education makes it clear that the main responsibility for these decisions lies with **YOU AND YOUR PARENTS!** You need your parents' help! Curriculum choices for students below the age of majority are subject to parental approval. When in doubt about your choice of courses, see your counsellor.

Before you fill out the option sheet read this booklet carefully.

Choose wisely - NOW. It may be difficult to change a course once school starts next September. "Levels" can be changed at designated times, only when timetabling and class size permit.

Think carefully about the level of study that you choose (applied, academic, locally developed, workplace, college, or university). Some students realize too late that they have overestimated their abilities and work habits; and have chosen a level that is too difficult. On the other hand if you are not feeling challenged with the program you chose, you may have chosen a level that is too easy. Your program should allow you a good degree of success combined with a reasonable challenge.

The typical student changes his/her mind SEVERAL TIMES while he/she is in high school. Choose a course pattern that gives you both flexibility and a variety of future choices. Ask Student Services and teachers for advice on high school programs and postsecondary options. How you ARE DOING this year is still the best guide to how you WILL DO next year. Take advantage of opportunities offered at school to learn about available programs, by listening to

announcements, and attending information sessions given by the colleges, universities and other groups. Many great internet websites offer valuable, pertinent information in helping students determine choices and requirements for future goals.

COURSE CHANGES

Course changes can only occur at the beginning of the semester if timetabling and class size permit such a course change. Course selections that are made by students in April for the following school year are the basis upon which teachers are assigned and classes organized. Course changes, other than changes in course type, will not normally be approved after the end of the second week each semester.

TYPES OF COURSES

Where circumstances permit and where it is considered desirable, secondary school courses in Grades 9 and 10 may be offered as **academic, applied, locally developed and open.**

Academic Courses

In an academic course, you will learn the essential concepts of a subject and explore related material as well. Although your knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

Applied Courses

An applied course covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. In applied courses, familiar, real-life situations will be used to illustrate ideas, and you will be given more opportunities to experience hands-on applications of the concepts you study.

K Courses

Non-credit courses for students identified with special education needs through the IPRC process.

Locally Developed Compulsory Credit Courses

Seven locally developed compulsory credit courses are now offered at the grade 9 and 10 level. These credits include Grade 9 and 10 English, Mathematics, Gr. 9 Science and Grade 10 History. Students may count up to 6 of these courses as compulsory credits. These courses serve to accommodate educational and/or career preparation needs for students receiving special education programs OR for those who demonstrate difficulty in achieving the expectations set out in the course based on provincial curriculum policy documents (academic or applied level courses).

Open Courses

An open course comprises a set of expectations that is suitable for all students at a given grade level. Open courses in Grade 9 and 10 are offered in all subjects other than those offered as academic, applied and locally developed. For example, open courses are offered in visual arts, health and physical education, but not in English, mathematics, science, French as a second language, history, or geography. These courses are designed to provide students with a broad educational base that will

prepare them for their studies in Grades 11 and 12 and for productive participation in society.

PATHWAYS TO YOUR DESTINATION

In grades 11 and 12, you will be able to choose from among workplace preparation, college preparation, university/college preparation, and university preparation courses.

Workplace

Workplace preparation courses prepare you to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Workplace courses focus on employment skills and on practical workplace applications of the subject content. Many workplace preparation courses involve co-operative education and work experience placements, which allow students to get first-hand experience in a workplace. These courses may lead to college programs once students have met the requirements for a particular program by upgrading their skills. Students need to contact the college of interest to determine the best plan of action.

College

College preparation courses provide you with the knowledge and skills you need to meet the entrance requirements for most college programs. Emphasis will be placed on concrete applications of the theoretical material covered in the course. As well, students will develop critical thinking and problem-solving skills. Students will be expected to develop independent research skills and independent learning skills. Most college programs require grade 12 college level English, along with a specific overall average for admission. The average depends on the number of students applying for a particular program in any given year. Many technical programs have specific grade 12 math pre-requisites. Check the college websites (www.ontariocolleges.ca) or browse the calendars in Student Services for details. Some college programs may lead to university degrees through articulation agreements. Verify with the colleges as to the pre-requisites required for these programs.

University/College

University/College preparation courses are offered to prepare you to meet the entrance requirements of certain university and college programs. Emphasis will be placed on both theoretical aspects and concrete applications of the course content. Students will be expected to develop independent research skills and independent learning skills. These courses at the grade 12 level qualify for university admission (see below).

University

University preparation courses provide you with the knowledge and skills you need to meet university entrance requirements. Emphasis will be placed on theoretical aspects of the course content but will also include concrete applications. Students will be expected to develop independent research skills and independent learning skills. Six (6) grade 12 university or university/college level courses are required for

university admission. Many programs require a specific overall average for admission along with specific prerequisite courses. Research the specific program on line (www.ouac.on.ca) or browse through the university calendars in Student Services.

DEFINITION OF TERMS

1. **Credit**

A credit is granted to a student by a principal in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

2. **Compulsory Credit Course**

Compulsory credits are courses that must be included in a student's program towards the earning of a secondary school diploma or a certificate of education.

3. **Optional Credit Course (Elective)**

Elective credits are courses selected by a student from available courses apart from his/her compulsory courses.

4. **Pre-requisites**

Courses may have pre-requisites as a requirement for enrolment. These have been identified as part of the course description. If a parent or an adult student requests that a pre-requisite be waived, the principal will determine whether or not the pre-requisite should be waived. A principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

5. **Ontario Student Record (O.S.R.)**

The Ontario Student Record file contains a record of all the marks obtained by a student for the courses, which he/she has completed. Other information related to the student's academic record is also contained in the file. Information within the file is available for inspection by students and their parents. After the age of majority (18 years), the student has sole access to his/her file. Written permission is required for the release of information contained in the file. An O.S.R. file is retained for 55 years in the last Ontario secondary school attended by a student.

6. **Ontario Student Transcript (O.S.T.)**

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are forwarded in June to graduates. Requests for transcripts by graduates must be in writing.

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to complete successfully a grade 9 or 10 course, no entry will

be made on the transcript.

In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11, or 12, course before a specified time, the withdrawal will not be recorded.

7. Music Credits

In addition to credits obtained for the study of music in a school, upon presentation of the certificates from the private study of music, a student may obtain a maximum of 2 credits towards a diploma. (Contact Student Services for details.)

ASSESSMENT and EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. As part of assessment, students will be provided with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. This will be in the form of a percentage grade.

The final grade for all subject areas will be based on the most consistent level of achievement in the course work worth 70% plus the results of the final summative evaluation (which may in the form of a final examination and/or culminating assignment or project) worth 30%, with special consideration for more recent evidence where appropriate. Students will be evaluated on the four areas of learning as identified in the Achievement Chart in the Ministry of Education curriculum documents for each subject area. See the GCHS *Promotion and Attendance Policies* for more details.

The evaluation procedure in each course will be explained to all students in their respective classes, and this evaluation will also be available to all parents upon request.

The school will issue four formal reports during the school year using the Provincial Report Card:

November - this report will cover all work taken since September, and will be an exact mark which includes the attendance record.

February - this report will be issued in early February and will be based on all work accomplished from September through January including an examination (where applicable). This will represent the student's final standing in each course taken in the first semester.

April - this report will cover all work taken since February and will be an exact mark which includes an attendance record.

June - this report will be issued in late June, and will be based on all work accomplished from February through June, including an examination (where applicable). This will represent the student's final standing in each course taken in the second semester.

In addition, a more informal Progress report will be given out

approximately six weeks into each semester. Reports on day-to-day progress in a subject are available to any student or parent upon request. Individual subject departments may adopt a policy of sending a progress report home with a student at certain times between formal reports (i.e. after mid-semester or unit tests).

ONTARIO SECONDARY SCHOOL DIPLOMA **(O.S.S.D.)**

The high school program is based on a credit system. Students must earn a total of 30 credits (one for every 110-hour course successfully completed) to obtain a high school diploma.

Starting September 1999, eighteen (18) of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining twelve (12) credits are optional, earned in courses that the student may select from the full range of courses offered by the school. In grades 9 & 10, most students will take eight courses per year for a total of sixteen credits.

High School Diploma Requirements (30 credits)

The 18 compulsory credits are:

- 4 credits in English (1 credit per grade)*
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Gr. 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
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit in health & physical education or business studies or the arts, or French as a second language** or cooperative education***
- 1 additional credit selected from science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a second language** or cooperative education***

In addition to the compulsory credits, students must complete:

- 12 optional credits[†]. The decision on which courses to take will depend on your child's interests and post-secondary destination plans.
- 40 hours of community involvement activities
- the provincial literacy requirement

**A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4*

compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

****In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.**

*****A maximum of 2 credits in cooperative education can count as compulsory credits.**

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Ontario Secondary School Test of Reading and Writing

All students who enter Grade 9 as of 2000-01 or in subsequent years are required to obtain the literacy graduation requirement in addition to the 30 required credits, in order to earn the Ontario Secondary School Diploma. They may do so by successfully completing the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. If unsuccessful they will receive remedial help to prepare them for retesting. If a student is unsuccessful after a second attempt then they must take the Ontario Secondary School Literacy Course (OSSLC) to meet the literacy requirements

The OSSLT evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. Accommodations may be made for students who have an IEP or have been identified by IPRC.

On an individual basis, a student may be deferred by the principal from writing the test, e.g. a student has not acquired a level of proficiency in English to successfully complete the test, or a student who is unable to write the test at the scheduled time due to illness or extenuating circumstances. An exemption may be given to a student if he/she is not working towards an OSSD, with parental consent and approval by the principal.

An adjudication process is in place for students who, through no fault of their own have not been able to take advantage of normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC due to unforeseen circumstances, or students who had an IEP documenting required accommodations, but did not have access to these accommodations when they were taking the test.

Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school. Students will be responsible for fulfilling this requirement after school hours, during a spare, during the summer or on weekends. These hours can be started in the month after graduating from grade 8 – i.e. July. They are to keep a record of their activities on a form supplied by the school.

Substitution Provisions

In order to ensure that all students can qualify for the O.S.S.D., principals may substitute among the compulsory credits as follows: **Up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory.**

In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the O.S.S.D. and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Each substitution shall be noted on the Ontario Student Transcript. Students who qualify under this substitution credit arrangement are those whose educational interests, in the opinion of their parents or guardians, principals and supervisory officers, are best served by such substitutions.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

THE ONTARIO 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 take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

GETTING HELP ALONG THE WAY

The Individual Pathways Plan

Every student in Grades 9 - 12 will prepare an individual pathways plan by completion of components of the Career Cruising Program at www.careercruising.com; see Student services for the access codes. The planning process will help students set goals and review and assess their achievements and progress along the way. The plan will identify:

- the student's goals for academic achievement,
- course selections for the following year,
- co-curricular activities and ways of exploring careers that are of interest to the student (including co-op education and work-experience programs),
- possible post-secondary education or work goals

Student Services

Geraldton Composite High School provides the opportunity for a close working relationship among the student, the home and the school. Counsellors in the department work closely with the students in the selection of courses and a program in keeping with the student's abilities and educational goals.

In addition to personal counselling and a consulting role, we provide up-to-date information about occupations, courses, entrance requirements and financial assistance. To assist students in vocational and career planning, we make use of interest inventories, and information is available on apprenticeships and job futures.

We also maintain a comprehensive file of calendars and brochures from the major universities and community colleges in Canada and the surrounding States. Information sessions are arranged for students to meet with university and college personnel. Information is also available on the internet through various websites e.g. www.ilc.org
www.ouac.on.ca www.egao.com www.ontariocolleges.ca
www.careercruising.com

Most of the counselling sessions are the result of a request by a student for an appointment with the counsellor. Confidentiality between student and counsellor is strictly maintained, and the student can avail himself/herself of the opportunity to discuss matters of a personal nature with a trained and skilled adult who is equipped to provide assistance when needed. Students and their parents are encouraged to seek assistance if a problem arises. In certain circumstances, it may be deemed advisable for a student to take advantage of academic support, which is available through Special Education.

Information workshops are presented to students on health related topics throughout the school year.

Students will be required to take a half credit career studies course (GLC 20) in order to graduate. This course will help students to develop and achieve personal goals in education and work and contribute to their communities. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions.

Cooperative Education and Other Workplace Experiences

Learning beyond the classroom! Cooperative education is a joint effort between the school and the community combining classroom instruction with practical on-the-job training for the gaining of secondary school credits.

Cooperative education aims to make the transfer from school to work easier, enabling students to develop acceptable work attitudes and habits. Students are allowed to experiment with a career of their choice.

Cooperative education is subject-oriented. Students will be given the opportunity to get work experience in a job placement while they are studying a prerequisite subject in the classroom. Students may earn up to 2 full credits per semester through cooperative education. This program offers an excellent opportunity for those students interested in:

- direct exposure to the career they may wish to explore
- learning the latest technical developments in the work world
- making the transition from school to the work force smoother

Admission to COOP/OYAP:

Students must have completed a regular credit course with which the cooperative education program can be associated. E.g. cooperative education with a police force requires student enrolment in law.

Cooperative education requires a certain skill and maturity level and, therefore, admission is generally restricted to students earning credits in the senior division with a minimum of **16 credits**. Students must also pass a police background check for their placement.

Work experience can also be gained through short-term work placements (from one to four weeks) that complement classroom instruction in a given course and are evaluated as part of the student's work in that course.

The Ontario Youth Apprenticeship Program enables students in Grades 11 and 12 to complete their high school diploma while starting their apprenticeship training. Students earn credits for their workplace experience in the apprenticeship program, and the time they spend in the placement counts towards their apprenticeship-training requirement.

Special Education

Geraldton Composite High School utilizes a facilitator model, and is designed to assist the students who have been identified as exceptional by an Identification, Placement and Review Committee. The special education program at the school attempts to meet the specialized needs of students with specific learning disabilities. Students, who are experiencing difficulty and are not identified as exceptional, are generally referred to the special education facilitator by a classroom teacher, counsellor, school administrator and/or parent/guardian. Once a student is referred, the facilitator gathers data and information to further assess the needs of the student. On the basis of this assessment and with the co-operation of all partners an Individual Education Plan (IEP) may be developed and maintained. *Accommodations* are used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum

expectations for the grade. *Modifications* are changes made in the age-appropriate grade-level expectations for the subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. *Alternative* expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Some examples of this would be speech remediation, social skills, orientation/mobility training and personal care programs. Our school offers alternative courses which are non-credit courses that are individualized for the student and focus on preparing the student for daily living. An example would be Culinary Skills (KHI) that would be used with Family Studies or KMM (Numeracy and Numbers) that could be matched with a locally developed Math course.

The Identification, Placement, and Review Committee – I.P.R.C. is an official board committee. It is convened to discuss students who are experiencing difficulty in handling the classroom program at a particular grade level; that is, to identify the exceptionality and consider appropriate placement to review that placement at regular intervals. The recommendations of the committee become part of a legal process. Should the student be identified as exceptional identification and placement will automatically be review within twelve months and may be review after three months upon written request of the parent/guardian. The Superior Greenstone District School Board's special education parent guide and special education policies and procedures are available from the school principal.

For students with disabilities who are fourteen years of age or older, the IEP will include a transition plan to prepare the student for living independently in the community and to facilitate the transition to post-secondary education or the workplace. A transition plan must address goals, actions required to meet the goals, names of individuals responsible for the required actions, and timelines.

Special Education Advisory Committee – S.E.A.C. Superior Greenstone District School Board, as well as, each and every board in the province of Ontario is required to establish a Special Education Advisory Committee as defined in Ontario Regulation 464/97 made under the Education Act, Special Education Advisory Committees.

Other Learning Opportunities

Credit Recovery

Credit Recovery is a process whereby students can recover the credit for a course which was failed, in less than the 110 hours required to repeat the whole course. Credit recovery focuses not on the time, but on what key learnings the student must attain before earning the credit. A credit recovery class may be created by the principal in order to timetable together students who are attempting to recover credits. Access to credit recovery must be through a committee recommendation and agreed to by the student and/or parent/guardian who must share some responsibility for the learning.

Contact North

The Contact North site at Geraldton Composite High School also provides various college and university courses as well as access to

night school courses for high school students. Program information is available at www.cnorth.edu.on.ca or at 854-0542.

School Resources

Geraldton Composite High School has three modern computer labs which students have access to through classes which are actually scheduled into a computer lab, as well as through classes which schedule lab sessions on a need be basis. Access to the internet is available in order to do research for projects, investigate postsecondary and career opportunities, as long as the student follows the terms and conditions set out in the school's *Computer/Internet Acceptable Use Policy*, which is included in the School Code of Conduct.

Also available to all students is the library, which may be used as a place of study, for research and reading. Students may access the library on their own, or as part of a class that has been scheduled into the use of the facility. Students are encouraged to see the library technician if they have any questions about the library services that are available.

E-Learning

At the time of publication e-learning courses were not determined. These courses are offered on-line for grade 12 students who have the required pre-requisites. See Student Services for further details of which courses will be tentatively offered.

COURSE CODE SYSTEM

Ministry of Education Curriculum Policy Documents may be accessed through www.edu.gov.on.ca/eng/curriculum/secondary/

Course Profiles may be accessed through www.curriculum.org/csc/library.shtml#archive

Each course has a five-character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level, and the fifth character refers to the type of course.

Legend

4th Character Indicates Grade Level

1 – Grade 9	2 – Grade 10
3 – Grade 11	4 – Grade 12

5th Character indicates type of course

- D – Academic
- P – Applied
- L – Locally Developed Compulsory
- O – Open
- E – Workplace
- U – University
- M – University/College
- C – College

ENGLISH

E.g. Gr. 10 Applied English (ENG 2P)

ENG	=	English
2	=	Grade 10
P	=	Applied

ENGLISH GRADE 9 ACADEMIC

ENG1D

Prerequisite: None

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.



ARTS

INTEGRATED ARTS GRADE 9, OPEN

ALC10

Prerequisite: None

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

ENGLISH GRADE 9, APPLIED

ENG1P

Prerequisite: None

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.

CANADIAN AND WORLD STUDIES

ISSUES IN CANADIAN GEOGRAPHY GRADE 9, ACADEMIC

CGC1D

Pre-requisite: None

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

ENGLISH GRADE 9, LOCALLY DEVELOPED COMPULSORY CREDIT

ENG1L

Prerequisite: None

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 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 upon their growth in these areas.

ISSUES IN CANADIAN GEOGRAPHY GRADE 9, APPLIED

CGC1P

Pre-requisite: None

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

FRENCH AS A SECOND LANGUAGE-CORE

CORE FRENCH GRADE 9, Applied

FSF1P

Pre-requisite: Minimum of 600 hours of French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical

applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

HEALTH AND PHYSICAL EDUCATION

HEALTHY ACTIVE LIVING EDUCATION GRADE 9, OPEN

PPL10

Prerequisite: *None*

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.

NATIVE LANGUAGES

NATIVE LANGUAGES LEVEL 1, OPEN

LNOAO

Prerequisite: *None*

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 worldview, 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.

MATHEMATICS

PRINCIPLES OF MATHEMATICS GRADE 9, ACADEMIC

MPM1D

Prerequisite: *None*

This course enables students to develop 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 relationship. 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 multistep problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

FOUNDATIONS OF MATHEMATICS GRADE 9, APPLIED

MFM1P-

Prerequisite: *None*

This course enables students to develop 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 relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

MATHEMATICS GRADE 9, LOCALLY DEVELOPED COMPULSORY CREDIT

MAT1L

Prerequisite: *None*

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 Locally Developed Compulsory Credit course. The course is organized in 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

SCIENCE GRADE 9, ACADEMIC

SNC1D

Prerequisite: *None*

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

Prerequisite: *None*

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 **SNC1L**
GRADE 9, LOCALLY DEVELOPED COMPULSORY CREDIT

Prerequisite: None

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

TECHNOLOGICAL EDUCATION

EXPLORING TECHNOLOGIES **TIJ10**

GRADE 9, OPEN

Prerequisite: None

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 social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

NAME: _____ (print)

ACADEMIC OR APPLIED? WHAT WOULD BE THE BEST FIT?

HOW DO YOU LIKE TO LEARN? LEARNING STYLE: Visual Tactile Auditory

Read each pair of statements, and check the box that best describes you in each pair. (Circle yours- from Career Cruising

<input type="checkbox"/> I like to learn practical uses for knowledge	or	<input type="checkbox"/> I like to learn theories and think about how they work
<input type="checkbox"/> I like my assignments broken down into pieces	or	<input type="checkbox"/> I like my assignments to have several parts
<input type="checkbox"/> I like the teacher to direct the classroom	or	<input type="checkbox"/> I like to do independent learning and learn with other students
<input type="checkbox"/> I like short examples that use things I'm familiar with	or	<input type="checkbox"/> I like larger examples that bring in new concepts
<input type="checkbox"/> I like to use my new knowledge by making or doing things	or	<input type="checkbox"/> I like to learn new ideas without necessarily applying them
<input type="checkbox"/> I like time to make sure I understand the material, to ask questions and review	or	<input type="checkbox"/> I like less review and like to move ahead with new work
<input type="checkbox"/> I like conducting and reporting on research	or	<input type="checkbox"/> I like drawing conclusions and making predictions from research
<input type="checkbox"/> I read for information	or	<input type="checkbox"/> I read for pleasure and information
<input type="checkbox"/> I learn best when my classes are structured and directed by the teacher	or	<input type="checkbox"/> I learn best when I can be challenged by new concepts and explore them on my own
<input type="checkbox"/> I like to learn new skills	or	<input type="checkbox"/> I like to apply new skills to new situations
<input type="checkbox"/> I like having help to complete tasks	or	<input type="checkbox"/> I like to complete tasks on my own

Now do the same for these subject-specific statements:

SCIENCE		
<input type="checkbox"/> I like applying knowledge to practical tasks	or	<input type="checkbox"/> I like applying knowledge to theoretical concepts
<input type="checkbox"/> I like assistance to learn new science terms and concepts	or	<input type="checkbox"/> I like learning new science terms and concepts independently and with little assistance
<input type="checkbox"/> I like models and/or assistance to organize and complete work	or	<input type="checkbox"/> I like organizing and completing work with little assistance
<input type="checkbox"/> I like assistance to apply knowledge logically	or	<input type="checkbox"/> I like applying knowledge logically with little assistance
<input type="checkbox"/> I like assistance to write a lab report with the appropriate structure and vocabulary	or	<input type="checkbox"/> I like writing a lab report with appropriate structure and vocabulary with little assistance

MATH		
<input type="checkbox"/> I like solving problems best with practical, familiar examples	or	<input type="checkbox"/> I like solving problems that are purely theoretical
<input type="checkbox"/> I understand best with practical, familiar examples	or	<input type="checkbox"/> I can understand math without practical examples
<input type="checkbox"/> I like assistance with word problems	or	<input type="checkbox"/> I usually understand word problems without assistance
<input type="checkbox"/> I like assistance to use the appropriate math operations	or	<input type="checkbox"/> I usually can decide which are the appropriate math operations

ENGLISH		
<input type="checkbox"/> I understand the story but like assistance to see some of the themes and ideas in a work	or	<input type="checkbox"/> I can see themes and ideas in work as well as the story
<input type="checkbox"/> I like assistance to meet timelines	or	<input type="checkbox"/> I can meet timelines with little assistance
<input type="checkbox"/> I like assistance to organize my written thoughts	or	<input type="checkbox"/> I can organize my writing with little assistance

GEOGRAPHY		
<input type="checkbox"/> I can model and graph geographic knowledge	or	<input type="checkbox"/> I can bring geographic information together and make conclusions
<input type="checkbox"/> I can propose solutions to a problem using one or two concepts	or	<input type="checkbox"/> I can propose solutions to problems using many concepts
<input type="checkbox"/> I can understand how some geographic knowledge applies to my local region	or	<input type="checkbox"/> I can understand and theorize about geographic knowledge and my local region

FRENCH		
<input type="checkbox"/> I learn French best when it is practical	or	<input type="checkbox"/> I learn French best from books and conversation
<input type="checkbox"/> I can write simple sentences in French but need help with grammar and spelling	or	<input type="checkbox"/> I can write simple sentences in French with little assistance
<input type="checkbox"/> I can read simple French with assistance	or	<input type="checkbox"/> I can read simple French without assistance
<input type="checkbox"/> I am taking French because I have to	or	<input type="checkbox"/> I am taking French because I like learning another language

The first set of questions tells you what sort of learner you are. If you checked more boxes on the left, you are a practical, applied learner. If you checked more boxes on the right, you are a theoretical, academic learner.

The same is true for the subject-specific questions. If you checked more boxes on the left, you learn best in an applied environment. More boxes on the right? You learn best in an academic environment.

You may have noticed a difference from one subject to another. Maybe you're theoretical in math but applied in English. Or applied in Math but theoretical in Geography. High school gives you the opportunity to choose a good fit between your learning style and a subject.