



Sir Winston Churchill

Academic and Applied Expectations



This data, specific to Grades 9 and 10, is intended to help parents and students make a more informed decision regarding which pathway better suits the student's abilities and educational goals.

REMEMBER: AT ALL TIMES, STUDENTS NEED TO SELECT THE LEVEL WHICH IS BEST SUITED TO THEIR ABILITY, THEIR LEARNING STYLE, AND IN WHICH THEY WOULD BE MOST SUCCESSFUL!

General Information:

- **8 courses per year with 4 courses per semester**
- 5 of these courses are Compulsory courses and 3 are Elective courses
- a credit is defined as 110 hours of classroom instruction
- each course is comprised of 90 classes with each period 75 minutes in length
- every course mark is split: 70% for term work and 30% for portfolio, essay, and/or exam
- course outlines and assessment breakdowns are handed out on the first day of class

APPLIED	ACADEMIC
Marks 70% for term work 30% for final assignments and exams	Marks 70% for term work 30% for final assignments and exams
Homework Most homework is done in class with teacher supervision. Project work is completed as homework with some class time allowed.	Homework In addition to work started in the classroom, most students will need to do ½ to 1 hour (total) of homework each night. Most project work is completed at home.
Lessons The 75 minute period of instruction is usually broken up into 4 or 5 sections to help maintain focus. Lessons are very structured. There is more time given for assignment completion with teacher support.	Lessons The 75 minute period of instruction is usually broken up into 2 or 3 sections. Lessons are longer (e.g. 25-40 minutes) and less time is given for work completion. Students are expected to be able to learn and work independently and to use textbooks efficiently.
Student Learning Styles The applied pathway is best suited for students who require reinforcement with time management, studying, organization of notes, and completion of homework. Most consistent Grade 8 achievement percentages are 65-75%.	Student Learning Styles The academic pathway is best suited for students who require little reinforcement with time management, studying, organization of notes, and completion of homework. Students are able to consistently complete assignments within the given time frame. Most consistent Grade 8 achievement percentages are above 75%.

Frequently Asked Questions:

- 1) **Can a student switch from applied to academic after Grade 9?**
 Yes, but the student will need the teacher's recommendation that the student has met the requirements necessary in order to be successful at the academic level. The student will then work with a guidance counsellor to implement the transition. In Mathematics there is a provision for students to switch to a Grade 11 University bound course after Grade 10.
- 2) **If a student enrolls in the applied level in Grade 9 will the student still be able to get to College or University?**
 Yes, the applied level channels a student to the college level at Grade 11. A student who wishes to upgrade to the university level can receive academic counselling to ensure that pre-requisites are in place for the university level. (Note: this process may result in five years of high school). Also, a student can always go to college after high school and complete a diploma, and then may have an opportunity to continue studies at a university. In addition, many colleges now offer Applied Degree programs, Transfer programs with universities, and/or have Articulation Agreements with universities which allow for combined college-university learning opportunities.
STUDENTS NEED TO SELECT THE LEVEL WHICH IS BEST SUITED TO THEIR ABILITY AND IN WHICH THEY WILL BE MOST SUCCESSFUL!
- 3) **If a student enrolls in the academic level, but has problems with Math or Science, can the student still go to university if the student completes applied level Mathematics or Science?**
 Yes, a student can go to university with applied/college Math or Science. A number of university programs do not require Math or Science courses beyond those that are required for secondary school graduation.
- 4) **Who is the best person to help us make this academic versus applied level choice?**
 First, speak with your child's Grade 8 teacher, as they know your child's learning style and are the most current assessor of your child's academic progress. You may also contact a guidance counsellor at the secondary school for further information regarding Grade 9 course selections.
- 5) **Can a student take some applied classes while taking other academic classes?**
 Technically, yes, but remember the difference is in the style of learning and the delivery of the program as well as the level of difficulty. It is highly recommended that Math and Science be taken in the same level. It is similarly recommended that all Language, Social Science, and Humanity courses be taken in the same level. (Note: the Extended French program is only offered at the academic level.).

Subject Comparison Chart

APPLIED*		ACADEMIC*	
Assignments, Texts, and Resources			
SCIENCE			
<ul style="list-style-type: none">teacher instruction using models and demosmany hands-on activities directed by the teacherapplications are practical	<ul style="list-style-type: none">teacher instruction ... 30-40 minutes lecture based, some demos... student finishes through reading and researchindependent learning and research using outside sourcesa great deal of detailed content and higher level applications		
MATH			
<ul style="list-style-type: none">many opportunities to practise skillspractical math applicationstopics broken into smaller chunks	<ul style="list-style-type: none">higher level applications exploredtopics are covered in greater depthgreater degree of independent learning expected		
FRENCH			
<ul style="list-style-type: none">fewer units and broad-based themesconsumable grammar bookguided composition of sentences and short paragraphsreading of shorter, less complex sight passagesexpression of ideas and opinions through teacher-guided discussions	<ul style="list-style-type: none">variety of themescomposition of short texts in structural and open-ended situationslonger, thematic readingsexpression of ideas and opinions in conversations and oral presentations		
ENGLISH			
<ul style="list-style-type: none">polished essays using both opinion and literary formatnews report writingjournal assignments: reflections based on immediate personal experience and social situationslanguage and grammar assignments make up 10% of markshorter, less complex novels which focus on comprehension over analysismay contain a Shakespearean playa consumable grammar and language book in Grades 9 and 10	<ul style="list-style-type: none">more polished essays using varied formats (argumentative, literary, opinion, persuasive)news report writingjournal assignments: reflections based on larger issues from a more detached viewpointlanguage and grammar assignments make up 10% of markmore challenging novels with more complex issues which focus on comprehension to support analysisformal research that includes bibliography, appropriate use of quotations, and MLA works citedcontains a Shakespearean playa consumable grammar and language book in Grades 9 and 10		
HISTORY AND GEOGRAPHY			
<ul style="list-style-type: none">research projects based on notes taken and collected while in classfocus is on written analysis skillstext with easier reading level and many visuals	<ul style="list-style-type: none">independent research projects that require using outside sourcesfocus is on written analysis skills with broader more open-ended analysis questionstext provided with longer independent reading assignments		

* Topics are similar in both levels but differ in pace, depth, breadth and delivery