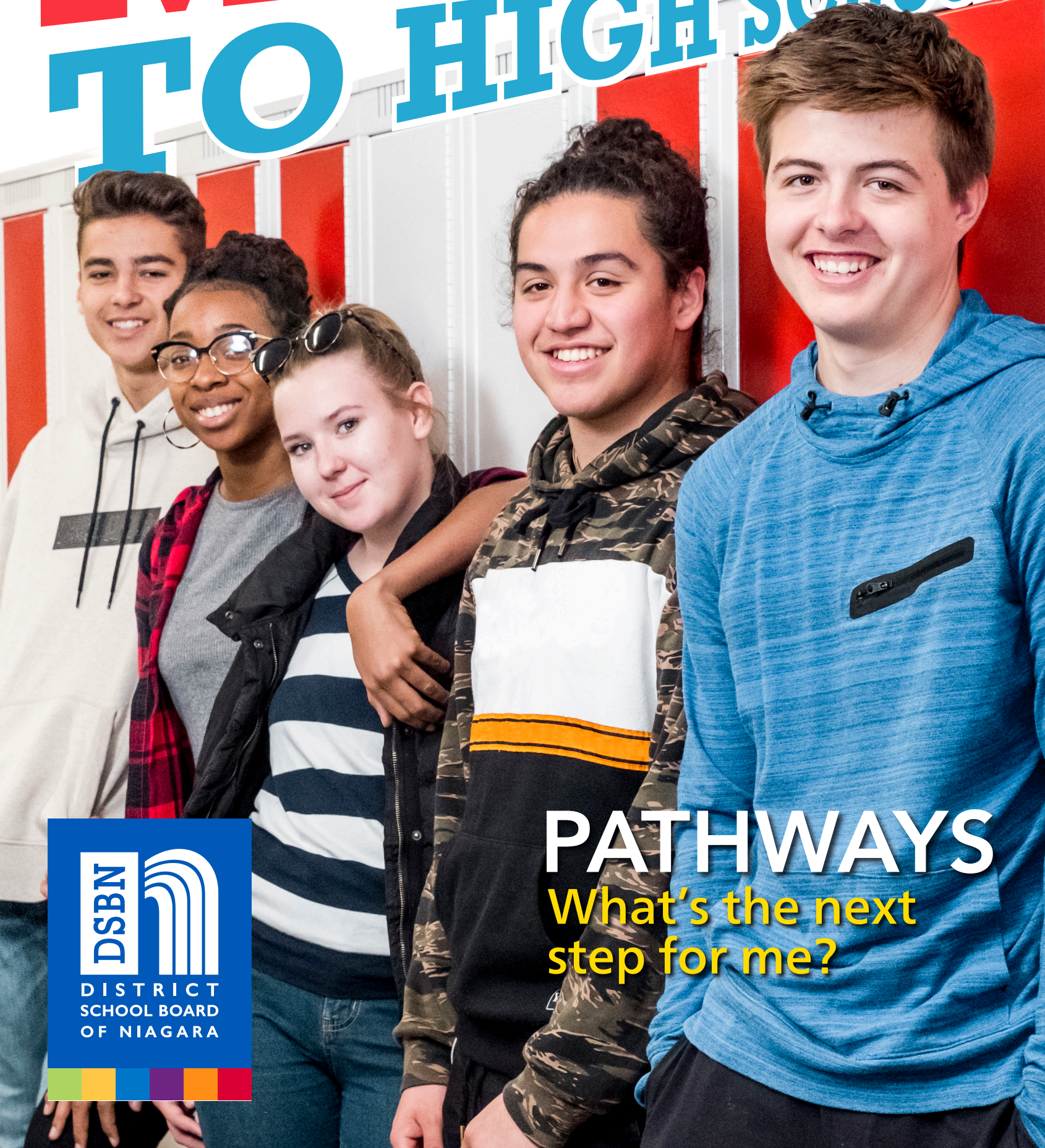


# MAKE *the* MOVE TO HIGH SCHOOL



**PATHWAYS**  
What's the next  
step for me?





# Get Ready for High School!

## DIRECTOR'S MESSAGE

Congratulations on your Grade 8 graduation! You've worked long and hard to get to this point, and hopefully you've had some fun along the way.

These next four years in high school will be an exciting time filled with opportunities to learn, explore your interests, and discover your passions. Wherever your interests lie, there's sure to be a course, club, or athletic opportunity for you.

We've called this guide "Make the Move" for an important reason. Transitioning to high school is an active experience. We encourage you to become involved to get the most out of all high school has to offer. This is your opportunity to take control of your education and work towards your future goals.

As you begin your time in high school, you may also have ideas on how you'd like to contribute to school life. Be sure to make your thoughts known. Your voice will help make our schools better places for all students.

With any new experience, it's natural to have questions. This guide will serve as an important tool as you prepare for the coming year. It provides an important overview of what you can expect, what will be expected of you, and where you can turn to for support.

As always, if you have questions about any aspect of high school not covered in this guide, please reach out to your teacher. We're all here to support your success.

Best wishes for a successful start to high school,

Warren Hoshizaki

DSBN Director of Education

Warren Hoshizaki,  
Director of Education

Be bold.  
Be brilliant.  
Be you.

# WHAT'S INSIDE...



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# AN IPP FOR YOU & ME



Education and career/life planning helps you develop the knowledge and skills you need to help you make informed choices for your education, career, and life outside of school. You will actively work on your Individual Pathways Plan (IPP) from grades 7 to 12.

Through the categories of Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions, you will get a chance to learn more about yourself and your opportunities, you will set goals, and make plans to achieve them.

This program will help you to choose the courses and activities that support your goals and interests.

In grade 9, you can select elective courses that will help you to refine your goals and interests and support your pathways through high school.

You can access your online IPP to check out your learning styles, figure out what skills you like using, complete your career matchmaker, and review post-secondary programs that connect with your personal passions.

Your parents and teachers are another resource for you when planning your pathways. Talk to your parents about your ideas for your future, and at any time, you can talk to your teacher, a guidance counsellor, or another caring adult at your school.



## 9 to 8 Student Advice

DON'T BE SHY TO ASK FOR HELP,  
EVERYONE IS CONFUSED



**KNOWING YOURSELF**  
Learn about your interests,  
strengths, values and skills.



**ACHIEVING GOALS &  
MAKING TRANSITIONS**  
Create a plan to achieve  
your goals and identify  
potential obstacles.  
Devise solutions to  
implement your plan.

**EDUCATION  
& CAREER/LIFE  
PLANNING**



**EXPLORING  
OPPORTUNITIES**  
Investigate a variety  
of occupations, future  
trends, school and  
community programs.



**MAKING DECISIONS  
& SETTING GOALS**  
Learn to set educational  
and career/life goals.



Education  
is the key to  
unlocking  
the world,  
a passport  
to freedom.

- OPRAH WINFREY



# Choosing Your Courses by How YOU LEARN Best

In grades 9 & 10 you can select your courses from four different types: academic, applied, locally developed and open. Course selection is a continual process and should be based on an individual student's interests, abilities and goals. Students work with their grade 8 teacher and secondary school

guidance counsellor to choose their courses. There are also alternative, non-credit courses available for students in the specialized school to community program. These students will work with their grade 8 learning resource teacher to plan their courses.

## ACADEMIC

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Grade 9 students in Academic courses might:

- ▶ like to work independently
- ▶ enjoy understanding why things happen
- ▶ think creatively and like to problem solve
- ▶ learn from a variety of sources
- ▶ develop ideas from research

## APPLIED

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Grade 9 students in Applied courses might:

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

## LOCALLY DEVELOPED

Locally developed courses focus on building skills by using relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem solving, decision-making and communication skills. These courses lead to workplace preparation in Grades 11 and 12.

Grade 9 students in Locally Developed courses might:

- ▶ enjoy practical applications of learned skills
- ▶ engage in a variety of activities
- ▶ benefit from having concepts reinforced
- ▶ learn through a hands-on approach

## OPEN

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

## ALTERNATIVE

Alternative (non-credit) courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is, expectations not found in the Ontario curriculum. These courses are usually designed to prepare students for daily living, including employment (supported or independent) and/or community living. Course codes for alternative (non-credit) courses begin with "K".

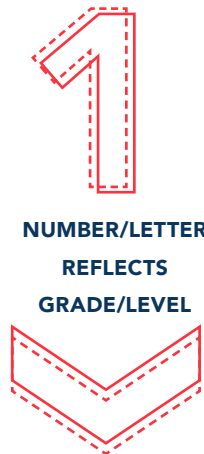
# UNDERSTANDING Course Codes & Descriptions

Every course in an Ontario Secondary School has a six-character course code. A code can be broken down as follows:



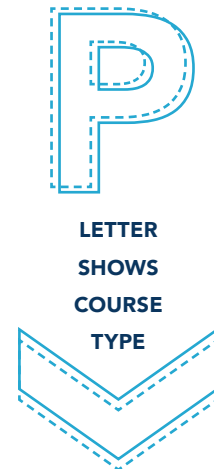
**THE FIRST LETTER REPRESENTS  
THE COURSE'S DEPARTMENT AREA:**

- A** = The Arts
- B** = Business Studies
- C** = Canadian and World Studies
- E** = English, English Literacy Development, English as a Second Language
- F** = French
- G** = Guidance & Career Education
- H** = Social Sciences and the Humanities
- I** = Computer Studies or Interdisciplinary Studies
- K** = Alternative (Non-credit)
- L** = Classical, International and Native Languages
- M** = Mathematics
- N** = First Nations, Métis, & Inuit Studies
- P** = Health & Physical Education
- S** = Sciences
- T** = Technological Studies

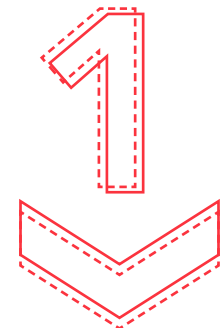


- GRADES**
- 1** = Grade 9
  - 2** = Grade 10
  - 3** = Grade 11
  - 4** = Grade 12

- LANGUAGES**
- A** = Level 1
  - B** = Level 2
  - C** = Level 3
  - D** = Level 4
  - E** = Level 5



- COURSE TYPE**
- C** = College
  - D** = Academic
  - E** = Workplace
  - L** = Locally Developed
  - M** = College or University
  - O** = Open
  - P** = Applied
  - U** = University
  - N** = Non-Credit



**NOTE:**

- ▶ French Immersion and other specialty programs have a unique sixth character indicated on individual school chart.
- ▶ Program Differentiation for Tech Courses Tech credits sixth character indicate credit value: 1, 2 or 3 credits e.g. TTJ3C2 = 2 credits.

**CAREFUL ATTENTION SHOULD BE GIVEN TO THESE:**

**PREREQUISITE:** A course which the Ministry of Education has designated as a requirement to be completed prior to undertaking a course.

**COREQUISITE:** A course which must be studied at the same time as another course.

**RECOMMENDED PREPARATION:** A course which is highly recommended as providing the necessary foundation for another course but which is not designated as mandatory preparation by the Ministry of Education.



# Importance OF THE Individual Pathway Plan

Students use web-based tools in grade 7 to 12 to develop their Individual Pathways Plan (IPP) and select their courses. These tools have been designed to help you plan your future. You will have access to assessment tools, detailed occupation profiles, and comprehensive post-secondary education information, allowing you to glide through your career planning and exploration process.

## **DID YOU KNOW?**

Students who select courses that are consistent with their goals, interests, recent achievements, strengths, needs and preferred learning style are more likely to be successful in all of their courses.

## **MAKE THE MOST OF HIGH SCHOOL**

Each of our secondary schools offers a wide range of clubs, groups and activities to meet the varied needs of their students. Listen to announcements and get involved early. It's a great way to develop new skills, meet people and be involved in your school.





# SELECTING YOUR GRADE 9 COURSES

In the fall, you will start the online process of selecting your grade 9 courses with your teacher. You can access your IPP from home so that you can review your courses with your parent/guardian.

## YOU WILL CHOOSE:

★ 5 compulsory subjects   ★ 3 electives   ★ 2 alternate courses (in case the electives cannot all be scheduled)

Once you have made your final selections, you will be prompted to submit them. You will then print the SIGN OFF sheet, have it signed by your parent/guardian, and return it to your teacher.

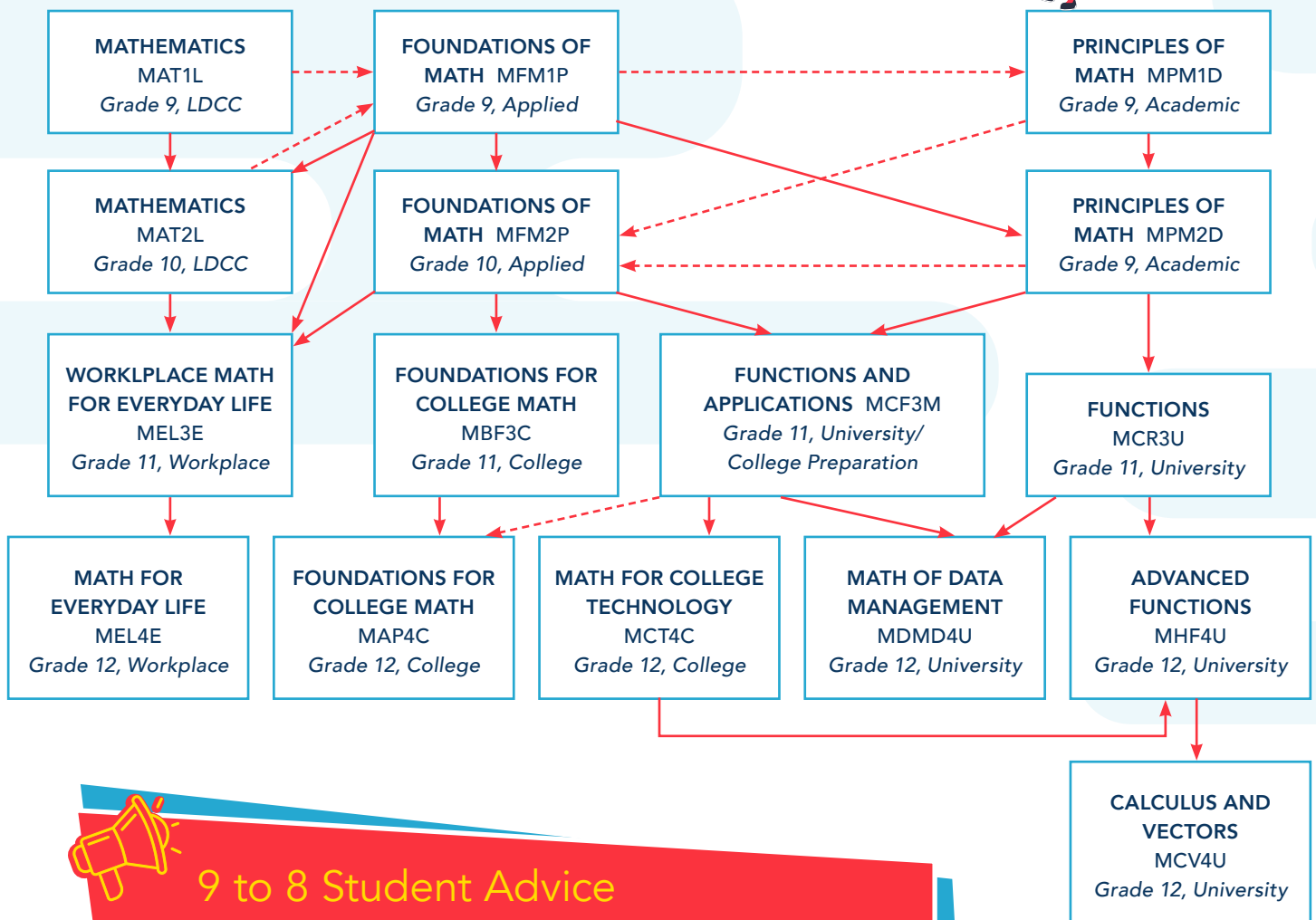
YEAR 9	YEAR 10	YEAR 11	YEAR 12	GRADUATION TRACKING
English ENG1D1   1	+ English	+ English	+ English	8 / 30 Credits <div style="width: 20%;"></div> <a href="#">Learn More</a>
Mathematics MPM1P1   1	+ Mathematics	+ Mathematics	+ Elective	
Science SNC1P1   1	+ Science	+ Elective	+ Elective	<b>CLUSTER POSSIBILITIES</b> Saved Clusters <hr/> Add Cluster <hr/> Recommended Clusters Education & Social Services   0 Medical & Health   0 <a href="#">Learn More</a>
Geography CGC1D1   1	+ History	+ Elective	+ Elective	
French FSF1D1   1	+ Career Studies	+ Elective	+ Elective	<b>SHSM</b> <a href="#">Learn More</a>
Computers BTT1O1   1	+ Civics	+ Elective	+ Elective	
Drama ADA1O1   1	+ Elective	+ Elective	+ Elective	
Exploring Technol... TIJ1O1   1	+ Elective	+ Elective	+ Elective	
Alternate PPL1O1   1	+ Elective	Credits: 0		
Alternate HFN1O1   1	Credits: 0		Credits: 0	
<a href="#">&gt; ADD COLUMN</a>				
Credits: 8				
<b>SUBMIT</b>				

**9 to 8 Student Advice**  
ALWAYS COME PREPARED FOR CLASS!!  
BRING A PENCIL.

# PATHWAYS IN . . .

These charts map out all the courses in the discipline and show the link between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

# MATHEMATICS

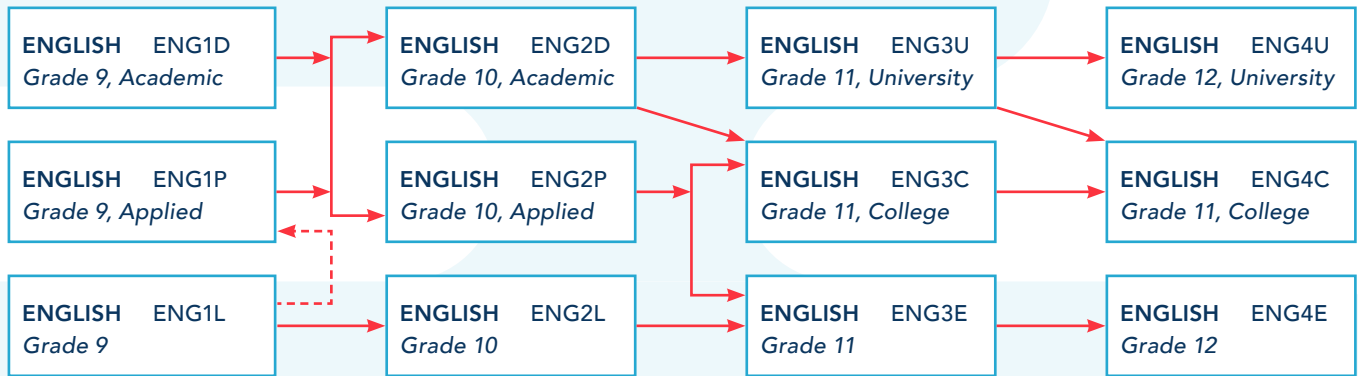


## 9 to 8 Student Advice

FIND YOUR MOTIVATION, SOMETHING THAT WILL DRIVE YOU TO WANT TO LEARN AND HAVE FUN!



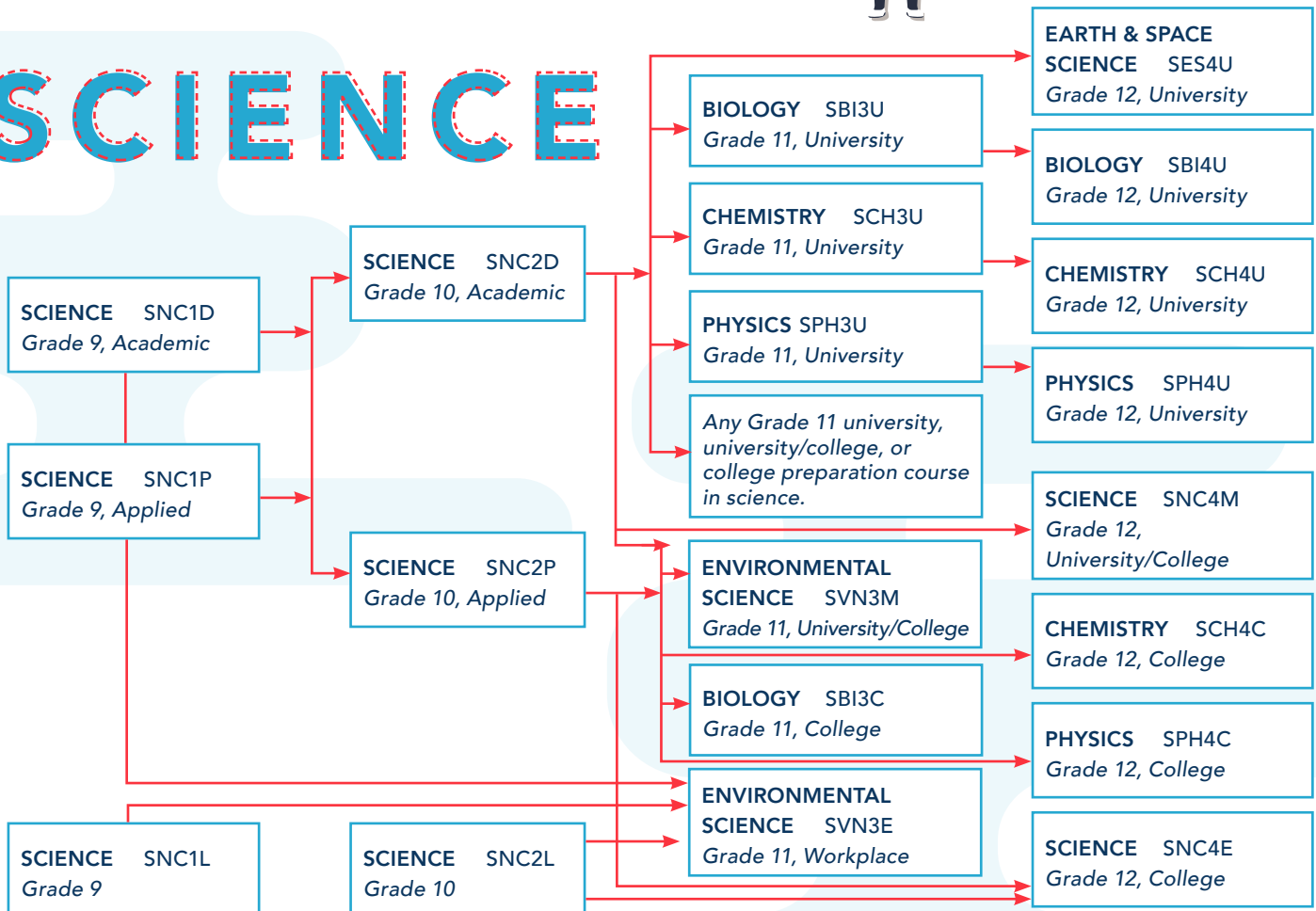
# ENGLISH



-----> Indicates alternative pathway



# SCIENCE



# INITIATIVE

I complete and submit work and assignments on time. I manage and take responsibility for my own behaviour.

## Pathways to Success: Developing Skills & Work Habits

There are many skills and habits you will need to be successful in high school. These will help you to be successful throughout your life.

### Organization

I manage my time by deciding what I need to get done first to complete tasks. I can use information from many resources to get my work done.

### Creativity & INNOVATION

I can generate new ideas to address challenges.

### COLLABORATION

I do my share to help get the job done when I work in a group. I respect others' opinions and perspectives. I can work with others to resolve conflicts to achieve group goals.

### CRITICAL THINKING & PROBLEM SOLVING

I can find information and question it critically. I seek understanding by asking meaningful questions.

### Self-Regulation

I set goals for myself. I ask for help when I need it. I can identify my own learning strengths and weaknesses.

### INDEPENDENT WORK

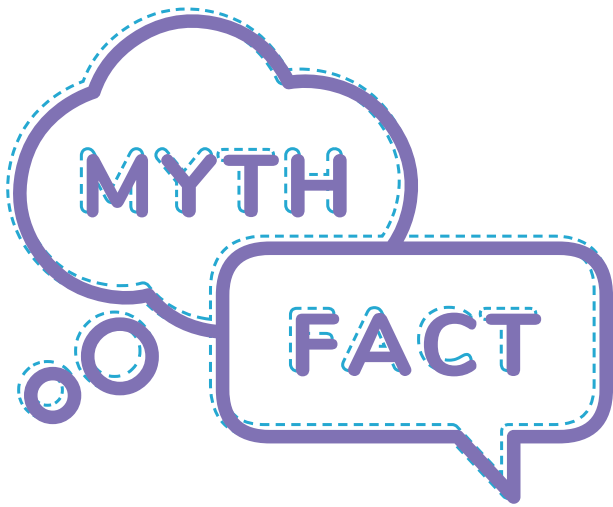
I use class time to complete assignments. I follow instructions.

### Communication

I am caring and compassionate to others. I make choices that will benefit the larger community.

### RESPONSIBILITY

I complete and submit work and assignments on time. I manage and take responsibility for my own behaviour.



**Starting secondary school is really exciting and also a bit nerve-wracking. You're pretty sure it's going to be great, but who hasn't heard a story or two? Here are some answers to what might be on your mind.**

### **THE SCHOOL IS SO BIG, I'LL GET TOTALLY LOST!**

The first couple of days might be a little confusing, but just remember that everyone figures it out eventually. Ask an adult or another student for directions; they will be more than willing to help you find your way.

### **I'M WORRIED THAT I WON'T DO WELL IN MY CLASSES.**

The work you do in Grade 9 will build on what you already learned in Grade 8. If you don't understand something, ask the teacher or someone else in the class. Don't be shy about asking, since there are probably other people in the class who are wondering the same thing. Remember that Student Success, Special Education Resource Teachers and Guidance staff can assist as well.

### **I HEARD THERE WILL BE LOTS OF HOMEWORK. HOW WILL I EVER GET IT DONE?**

Depending on your pathway you will likely have some homework every night. You could be working on assignments, reviewing your notes, or studying for tests. Use a student agenda or electronic calendar to keep track of when your assignments are due, and get started on them early. A good way to get ready for secondary school homework is to develop some good study habits now. Talk to your guidance office for help with study tips.

### **SHOULD I BE WORRIED ABOUT INITIATION?**

There is no initiation. Orientation activities are planned to welcome you to your school and help you get to know new people.

### **WHAT IF I GET BULLIED AT SCHOOL?**

The District School Board of Niagara takes bullying very seriously. Walk away from the situation if it happens to you. Don't hit back, talk back, text, instant message or email back. Tell an adult you trust - such as your Principal, Vice Principal, teacher, youth counsellor, or social worker - so he or she can take action.

### **WHAT ABOUT DRESS CODE?**

Everyone has their own unique style and aesthetic. We celebrate students' individuality and respect their ability to express themselves. Our only expectation is that all students come to school dressed appropriately for a learning environment.

When deciding clothing, we ask that all members of our school community are mindful of:

- ▶ Health and safety considerations
- ▶ The dignity and well-being of all students and staff (i.e. clothing that is free of inappropriate or discriminatory imagery or wording)

For students at a high school with a uniform, you will be provided with detailed information in your school handbook.



# YOUR MENTAL HEALTH & WELL-BEING

The DSBN community believes that mental health and well-being is the foundation for student success. When students feel safe and secure at school, their sense of achievement and accomplishment increases. This is an essential building block in the development of resiliency.

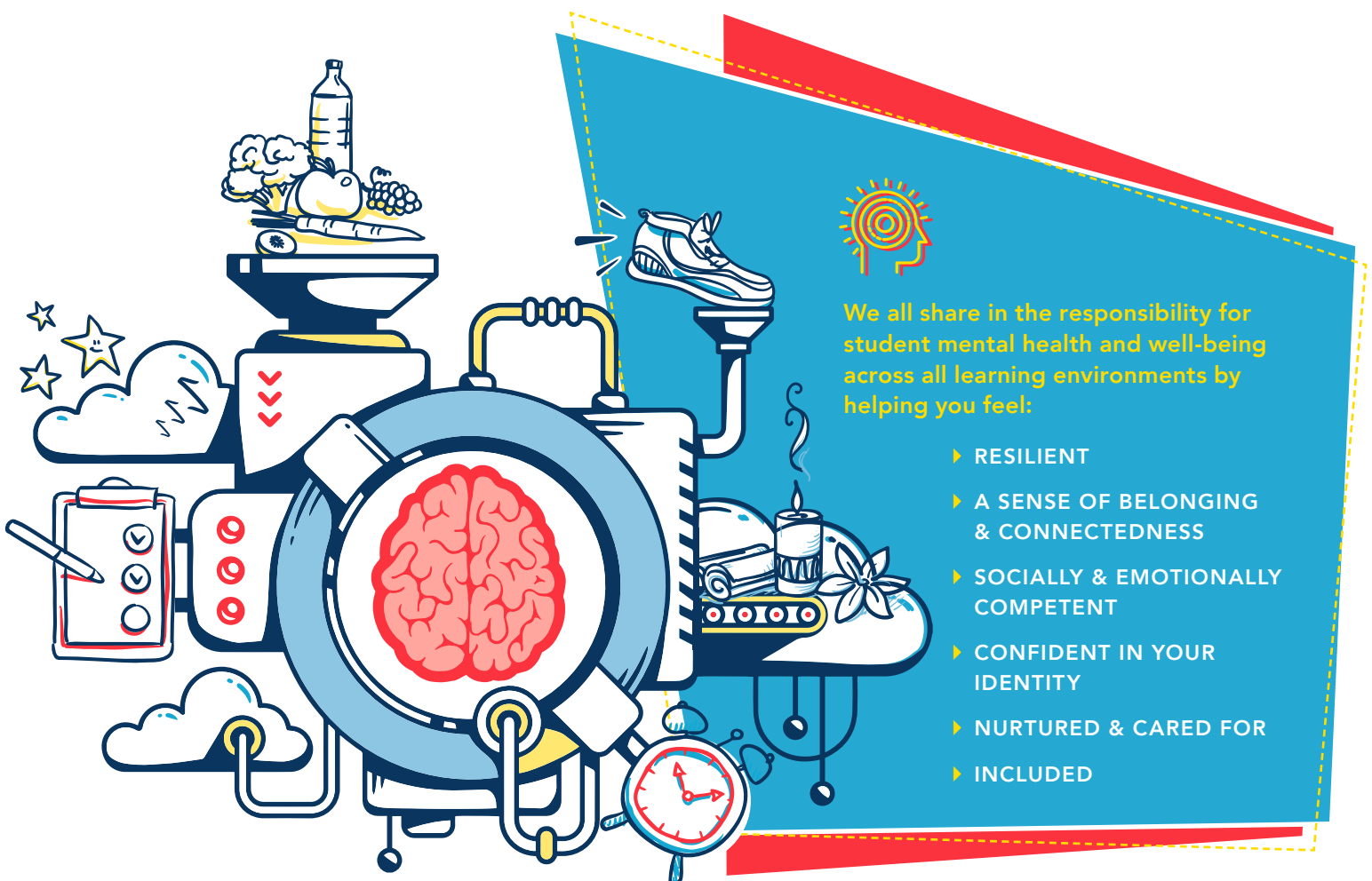
When preparing for the transition to high school, it is especially important that you make your well-being a priority. Practicing proper self-care will promote positive mental health and help prevent distress. Well-being includes:

- ▶ Sleeping for at least 8-9 hours every night
- ▶ Exercising or being physically active every day
- ▶ Eating nutritious meals regularly
- ▶ Doing something relaxing and fun each day
- ▶ Spending time with friends and family
- ▶ Using time management strategies (e.g., agenda, to-do list)

- ▶ Helping and being kind to others
- ▶ There may be times where the challenges of school and life tip the balance, leading you to feel overwhelmed. You have access to a comprehensive support system to help you succeed. That support begins with our staff. You can feel confident that all staff members care and will treat you with kindness, respect, and empathy. As always, private discussions are treated with the utmost confidentiality.

There are times in which a caring adult may direct you to resources for additional assistance. For example, a social worker and a youth counsellor are available for more focused level of support.

Secondary school is a great place to learn, grow and thrive!



**We all share in the responsibility for student mental health and well-being across all learning environments by helping you feel:**

- ▶ RESILIENT
- ▶ A SENSE OF BELONGING & CONNECTEDNESS
- ▶ SOCIALLY & EMOTIONALLY COMPETENT
- ▶ CONFIDENT IN YOUR IDENTITY
- ▶ NURTURED & CARED FOR
- ▶ INCLUDED

# HELP & SUPPORT

Your school's administration, teachers, and support staff are there to help you.

## PRINCIPAL & VICE PRINCIPAL

The Principal and Vice Principal(s) of your school are friendly, helpful people who will work with you and your family to ensure you access the support you need to help you achieve your goals. They are available to answer any of your questions or to assist you with any of your challenges.

## YOUTH COUNSELLOR

Some secondary schools have a youth counsellor available to support you. Youth counsellors help students build the skills they need to be successful in high school and beyond. These professionals are great resources when you need someone to talk to about issues like stress, relationships, self-esteem, anger management, academic motivation, and meeting basic needs like housing, food, and clothing. Talk to your guidance counsellor to determine next steps.

## SOCIAL WORKER

All secondary schools have a social worker connected to the school. Social workers work with students who are experiencing more complex difficulties, such as mental or physical illness, complex family issues, problematic substance use, or distress regarding identity (e.g., ethnicity/race, gender, sexual orientation). Social workers can help students and their families access community services and resources, such as mental health treatment. Talk to your guidance counsellor if you would like to meet with your school's social worker.

## GUIDANCE/STUDENT SERVICES

Guidance Counsellors will support your academic career and personal development. They will assist you with course selections that will meet your interests and academic goals throughout secondary school. At any stage you can talk to them about your career possibilities. They will be visiting your school and/or classroom before your course selections are due and will be happy to answer all of your questions. **Find out more: [www.dsbni.org/guidance](http://www.dsbni.org/guidance)**

## STUDENT SUCCESS TEACHER

Student Success is about helping all students achieve their potential. At every one of our secondary schools, students have access to Student Success Teacher(s) who will be able to work with students who require extra support or alternatives to a regular classroom setting.

## SPECIAL EDUCATION RESOURCE TEACHER

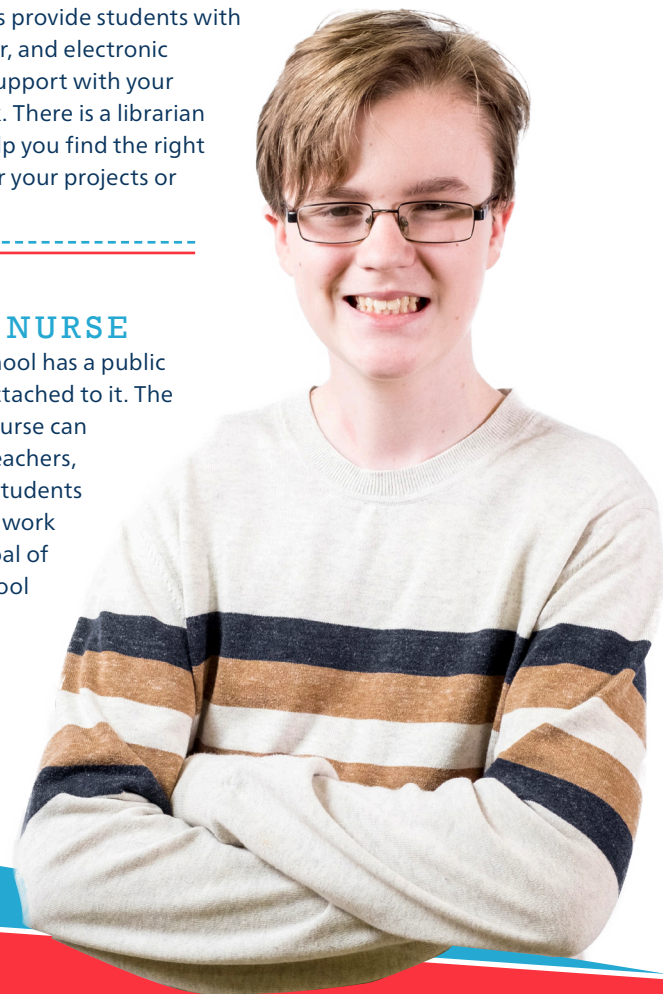
Each school has a Special Education Resource Teacher (SERT) who can help with the academic planning for students with an Individual Education Plan (IEP). Classroom Teachers work with the SERT to provide accommodations and supports for students.

## LEARNING COMMONS

Library Services provide students with print, computer, and electronic resources for support with your academic work. There is a librarian available to help you find the right information for your projects or assignments.

## PUBLIC HEALTH NURSE

Every DSBNI school has a public health nurse attached to it. The public health nurse can partner with teachers, support staff, students and parents to work towards the goal of a healthier school community for everyone.



Feeling Anxious or Nervous?

MAKE SURE TO REACH OUT TO A CARING  
ADULT IF YOU NEED TO TALK.

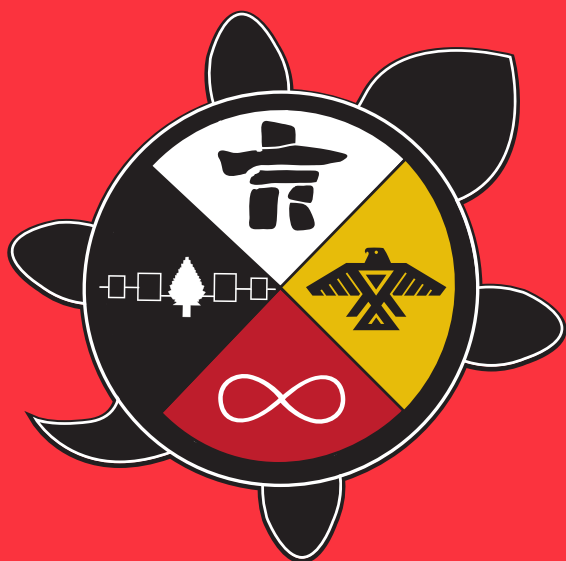


# First Nations, Métis, & Inuit Voices

There are many Indigenous events and authentic learning opportunities available to DSBN secondary students, both in-house and provided by our Indigenous community partners and agencies. Indigenous student voice plays a major role in shaping the content and learning in these opportunities and events.

The DSBN Indigenous Education team work directly with Indigenous community partners to help embed Indigenous perspectives in our courses and to help schools better reflect local Indigenous people. First Nation, Métis and Inuit Studies courses are also available to all students including.

The NBE3 course “English: Contemporary First Nations, Métis, and Inuit Voices” qualifies as a compulsory English credit at the Grade 11 level. This course is offered in several secondary schools as well as through eLearning. A Mohawk Language eLearning course (LMNAO) which has been co-created with DSBN and language Elder Fran Hill is also available to all students. Looking ahead to the senior grades, students can also explore the “Traditional Indigenous Knowledge” dual credit program offered in partnership with Niagara College. Check with your school about other First Nation, Métis and Inuit Studies courses may be available to you.



## CONNECT WITH THE DSBN SECONDARY INDIGENOUS TEAM!

For further information email: [Indigenous@dsbn.org](mailto:Indigenous@dsbn.org)  
or contact Secondary Indigenous Education  
Consultant at: 905-641-2929 ext. 52317

 [dsbn\\_Indigenous](#)

 [Dsbn IndigenousEducation Secondary](#)



# PATHWAY Planning

As you start to consider your pathway through High School you may want to focus on the following questions:

## CAN I CHANGE COURSE TYPES?

YES – You can change course types between Grades 9 and 10. You may have to complete some additional work to fill in gaps that will prepare you for success at the new level.

## WHAT IS A TIMETABLE?

Every student will receive a timetable. It outlines a schedule of the student’s courses (including the time, room number, and teacher for each course) and lunch break. Generally courses are one period long and each period is 60-75 minutes in length.

## WHAT SUBJECTS WILL I TAKE IN GRADE 9?

All grade 9 students generally take the following compulsory courses: English, French, Geography, Mathematics, and Science. In addition, students may choose up to three elective courses. Course selection for electives varies by school. Students in the SSTW workplace pathway do not normally take French but take an additional elective.

## I HAVE AN I.E.P. (INDIVIDUAL EDUCATION PLAN). DO I STILL HAVE AN I.E.P. IN SECONDARY SCHOOL?

YES - It is part of your transition plan to secondary school. You and your parents/guardians need to review your I.E.P. in the first 30 days of Grade 9. Accommodations are available for students who require them. Your Special Education Resource Teacher will be happy to help you.

## IS THERE SOMEWHERE OR SOMEONE I CAN GO TO FOR HELP IF I HAVE QUESTIONS ABOUT COURSE SELECTION?

YES - Your classroom teacher can assist you with selecting courses. You can also attend the secondary school open houses for assistance or call the high school for more information. Don't forget that your parents/guardians will also be helpful in providing advice and assisting you with your planning.

## CAN I TAKE COURSES IN APPLIED AND ACADEMIC FOR DIFFERENT SUBJECTS?

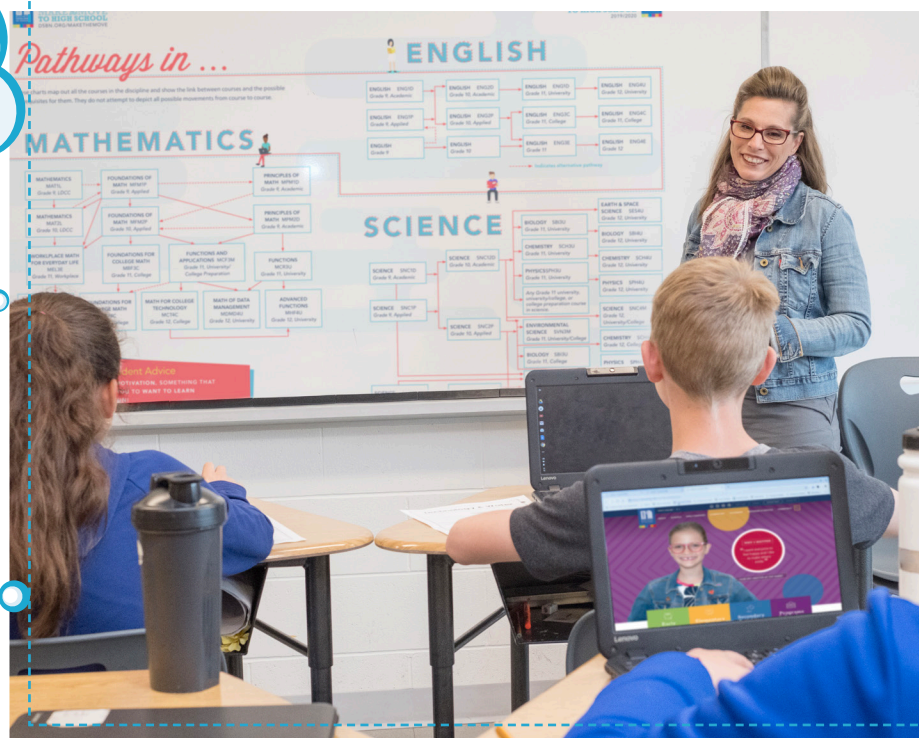
YES - You are encouraged to take the types of courses that best suit your interests, goals, and learning styles. Both types of courses are offered in French Immersion.

WHAT ARE MY OPPORTUNITIES?

WHO AM I?

WHO DO I WANT TO BECOME?

WHAT IS MY PLAN FOR ACHIEVING MY GOALS?



Guidance Head Mrs. Cripps speaks with grade 8 students.



# Graduation Requirements

## ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

## CERTIFICATE OF ACCOMPLISHMENT

The Certificate of Accomplishment honours students' participation in secondary school courses and student life. This certificate often recognizes achievement for students in the Specialized School to Community pathway who participate in further education, engage in volunteer/paid work, or participate in community programs.

### COMPULSORY CREDITS (TOTAL OF 18)

#### ENGLISH

4

- ▶ The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- ▶ The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- ▶ For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

#### MATH

3

- ▶ 1 credit in Grade 11 or 12

#### SCIENCE

2

#### THE ARTS

1

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

#### CANADIAN GEOGRAPHY

1

- ▶ 1 credit in Grade 9

#### CANADIAN HISTORY

1

- ▶ 1 credit in Grade 10

#### FRENCH AS A SECOND LANGUAGE

1

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

#### HEALTH & PHYSICAL EDUCATION

1

#### CIVICS

.5

#### CAREER STUDIES

.5

### 3 ADDITIONAL CREDITS, CONSISTING OF 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:

#### GROUP 1

1

- ▶ English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

#### GROUP 2

1

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

#### GROUP 3

1

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

**NOTE:** The following conditions apply to selections from the above three groups:

- ▶ A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- ▶ A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

### 12 ELECTIVE CREDITS

- ▶ Students are required to successfully complete an additional 12 credits that match their interests, or develop their skills.

### IN ADDITION, STUDENTS MUST COMPLETE:

- ▶ 40 Hours Community Service (completed over 4 years)
- ▶ The provincial literacy requirement

# EXPLORE YOUR DESTINATION

## APPRENTICESHIP

Do you enjoy learning by doing? Do you prefer hands-on work over classroom 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. Apprentices get the unique chance to “earn while they learn”. As well, these trades often pay very well because of the unique skills required of the worker. The Government of Ontario expects careers in the trades to continue to grow at a rapid pace. **For more information visit: [teched.dsbni.org](http://teched.dsbni.org)**

## COLLEGE

College is a post-secondary education destination that you can attend after graduating from secondary 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 or diploma, which will prepare you for a career in your area of study. To attend college you need to apply and then be accepted. Colleges use admission requirements to select students. Many colleges and universities have partnership programs that allow you to achieve both a diploma and a degree or transfer between schools and receive credit for completed course work. **For more information visit: [www.ontariocolleges.ca](http://www.ontariocolleges.ca) and/or [www.ontransfer.ca](http://www.ontransfer.ca)**

## 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 prepare for community involvement. The alternative courses that are offered to students provide an opportunity to investigate ways to enhance their independence and work towards individual goals as outlined on each student’s Individual Education Plan (IEP).

## WORKPLACE

Secondary 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. Some of the programs available to you are: Grade 9 “Take Our Kids to Work Day”; experiential learning opportunities; cooperative education courses; the Grade 10 Career Studies course and other guidance courses. For more information visit: [www.jobgym.com](http://www.jobgym.com) and/or [www.youth.gc.ca](http://www.youth.gc.ca)

## UNIVERSITY

University is a post-secondary education destination that you can attend after graduating from secondary 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. You can also continue studying in university and earn a Master’s degree or PhD Doctorate, or attend college to pursue a more specialized education. To attend university you need to apply and then be accepted. Universities use admission requirements to select students. **For more information visit: [www.electronicinfo.ca](http://www.electronicinfo.ca)**



### 9 to 8 Student Advice

I WISH I HAD KNOWN IT  
WOULDN'T BE AS STRESSFUL AND  
HARD AS I THOUGHT IT WOULD BE.  
DON'T CRY ON YOUR FIRST DAY!  
IT'LL GO SMOOTHLY.



# SUPPORT FOR PATHWAY PLANNING

The DSBN offers a wide variety of programs and experiences that support your child in exploring pathways that will lead them to success after high school.

## COOPERATIVE EDUCATION

Cooperative Education (“Co-op”) is a planned learning experience, for which credits are earned. It integrates classroom theory with learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related course.

## DUAL CREDIT PROGRAMS

This program allows senior students to earn Niagara College credits which also count for their secondary diploma. Students in these programs attend Niagara College and can earn college credits that also count towards their secondary diploma. This supported experience is designed to create a successful transition to College.

## EDUTRAVEL

Opportunities exist for students to earn credits while traveling nationally and internationally.

## eLEARNING

On-line courses are offered to support students and broaden course offerings by supplementing traditional face-to-face learning.

## EXPERIENTIAL LEARNING

Students can participate in numerous experiential learning opportunities such as job-shadowing, job-twinning, cooperative education, and service learning projects.

## HIGH SCHOOL HEAD START

This program helps students get ready for their first year of secondary school. Students learn important organizational and time management skills, and develop their literacy and numeracy skills leading to increased confidence entering grade 9.

## FIRST NATIONS, MÉTIS & INUIT STUDIES FOCUSED PROGRAM

We offer a project based program with a specific focus on supporting Indigenous ways of knowing and incorporating cultural teachings and approaches to learning with a qualified teacher in collaboration with our Indigenous community.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

OYAP enables students who are 16 years of age or older the opportunity to meet their diploma requirements while participating in an occupation that requires on the job training.

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

These program offerings allow students to fit their career and post-secondary interests through real-world environments providing industry standard certifications and community connections.

## SUMMER SCHOOL REACH AHEAD

Some students may want to reach ahead, upgrade, or recover credits during the summer. Our Summer School program offerings are available in the spring each year.



## 9 to 8 Student Advice

KEEP YOUR NOTES ORGANISED AND  
TAKE NOTES OF WHATEVER YOU CAN  
SO IT COMES IN HANDY LATER

# SPECIALIZED DSBN Programs

## ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program provides English Language Learners with support in the development of English skills and literacy. ESL programs are available at designated secondary schools. The following three schools offer the ESL program:

- ▶ St. Catharines Collegiate, St. Catharines
- ▶ Welland Centennial Secondary School, Welland
- ▶ Westlane Secondary School, Niagara Falls

## SPECIALIZED SCHOOL TO COMMUNITY

Many schools offer alternative programming which is available for students identified with intellectual disabilities and demonstrated complex learning needs. Many students in the SSTC program work towards a Certificate of Accomplishment in place of the Ontario Secondary School Diploma. Students may take classes modified from the Ontario Curriculum or they may take alternative courses. Students are placed in a secondary school program that can best support their individuality, learning styles, and needs through an Identification Placement and Review Committee (IPRC). Expectations for alternate courses are selected to meet the individual needs of the student enrolled and will be part of an Individual Education Plan (IEP) developed by the school and student/family.

## FRENCH IMMERSION

Five schools offer the French Immersion program (listed below.) Students will take French Immersion Language Arts courses. Students in French Immersion at all grades will study a variety of subjects with French as the language of instruction. Students study their remaining subjects in English. Transportation is provided for eligible students. The following schools offer French Immersion:

- ▶ A.N. Myer Secondary School, Niagara Falls
- ▶ Governor Simcoe Secondary School, St. Catharines
- ▶ Grimsby Secondary School, Grimsby
- ▶ Sir Winston Churchill Secondary School, St. Catharines
- ▶ Welland Centennial Secondary School, Welland

## SPECIALIZED SCHOOL TO WORK

The Specialized School to Work Program allows students to participate in workplace pathways courses, work focused experiential learning opportunities, skill development and workplace experiences. These will allow the students to develop the knowledge, skills, attitudes and abilities that prepare them for the world of work once they have earned their Ontario Secondary School Diploma. This workplace pathway program is designed for students who would benefit from: being in a smaller class; English and Mathematics expectations that are more suited to the world of work; as well as a more hands on learning experience. The following schools offer the Specialized School to Work program:

- ▶ Beamsville District Secondary School, Beamsville
- ▶ Eastdale Secondary School, Welland
- ▶ Greater Fort Erie Secondary School, Fort Erie
- ▶ Port Colborne High School, Port Colborne
- ▶ St. Catharines Collegiate, St. Catharines
- ▶ Stamford Collegiate, Niagara Falls





# REFERENCE & Support Guide

## COMMUNITY INVOLVEMENT HOURS:

Every student who begins secondary school in Ontario is required to complete a minimum of 40 hours of community involvement in order to receive their diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within their community.

The DSBN uses an easily accessible on line program for tracking and recording Community Involvement Hours. Grade 8 students will be trained to use Hour Republic by their secondary school Guidance Counsellor in May of their Grade 8 year. Hour Republic is accessed through Desire 2 Learn and covers content from all strands of the course.

## COMPULSORY COURSE:

A mandatory course a student must take to meet diploma requirements. Students must complete 18 compulsory courses during their time in secondary school.

## COURSE CALENDAR:

The DSBN Course Calendar provides Ministry descriptions of all courses offered within the District School Board of Niagara. The calendar provides information for parents/guardians and students on diploma requirements, specialized program offerings, online information, pathway planning etc. The course calendar can be found online at: [www.dsbni.org/makethemove/calendar](http://www.dsbni.org/makethemove/calendar)

## COURSE CODE:

All secondary school courses are indicated by a course code found in the course calendar. For example, Grade 9 Academic English is coded ENG 1D.

## CREDIT:

A credit is granted upon successful completion of a 110 hour course with a minimum grade of 50%.

## ELECTIVE COURSE:

This is a course selected by a student that reflects his or her own personal interest and counts towards meeting diploma requirements. Students must complete 12 elective courses during their time in secondary school.

## EQAO GRADE 9 ASSESSMENT OF MATHEMATICS:

All students enrolled in a Grade 9 Academic or Applied Mathematics course are required to write this assessment. The assessment is written toward the end of the semester in which the student is taking Mathematics.

## INDIVIDUAL PATHWAYS PLAN:

Beginning in Grade 7, students will create an Individual Pathways Plan (IPP) through Career Cruising. Grade specific activities will help students to set goals and priorities in order to make educational decisions. As part of the IPP, students will research career and educational opportunities and alternatives. Their IPP will help students to:

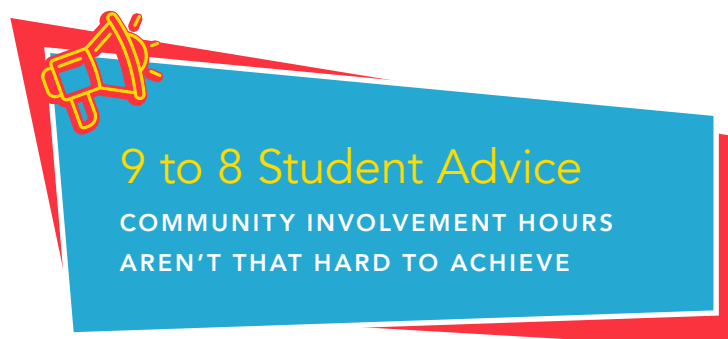
- ▶ recognize their interests and strengths
- ▶ explore the opportunities available to them
- ▶ make meaningful decisions regarding their future
- ▶ set goals

## ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT):

The literacy test is written in Grade 10. Students who are unsuccessful on the OSSLT may complete the provincial literacy requirement by successfully completing the Ontario Literacy Course. A student must meet the provincial literacy requirement to earn an OSSD. In preparation for the OSSLT, Grade 9 students will participate in a series of diagnostic assessments that will provide “snapshots” of their reading and writing skills. This will inform teachers of the students’ strengths and areas of need.

## PREREQUISITE:

A prerequisite course is a course that you must pass before moving on to the next level. For example, you must pass Grade 9 English before you take Grade 10 English.



# School Directory

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**A.N. MYER  
SECONDARY SCHOOL**  
6338 O'Neil St., Niagara Falls  
905.358.5753 • anmyer.dsb.org

**BEAMSVILLE DISTRICT  
SECONDARY SCHOOL**  
4317 Central Ave., Beamsville  
905.563.8267 • beamsvilless.dsb.org

**DSBN ACADEMY**  
130 Louth St., St. Catharines  
905.684.8708 • academy.dsb.org

**EASTDALE  
SECONDARY SCHOOL**  
170 Wellington St., Welland  
905.734.7458 • eastdale.dsb.org

**EDEN HIGH SCHOOL**  
535 Lake St., St. Catharines  
905.646.9884 • eden.dsb.org

**E.L. CROSSLEY  
SECONDARY SCHOOL**  
350 Hwy #20, Fonthill  
905.892.2635 • elcrossley.dsb.org

**GOVERNOR SIMCOE  
SECONDARY SCHOOL**  
15 Glenview Ave., St. Catharines  
905.934.4006 • govsimcoe.dsb.org

**GREATER FORT ERIE  
SECONDARY SCHOOL**  
1640 Garrison Road., Fort Erie  
905.991.1132 • greaterforterie.dsb.org

**GRIMSBY SECONDARY SCHOOL**  
5 Boulton Ave., Grimsby  
905.945.5416 • grimsbyss.dsb.org

**LAURA SECORD  
SECONDARY SCHOOL**  
349 Niagara St., St. Catharines  
905.934.8501 • laurasecord.dsb.org

**PORT COLBORNE  
HIGH SCHOOL**  
211 Elgin St., Port Colborne  
905.835.1186 • porthigh.dsb.org

**SIR WINSTON CHURCHILL  
SECONDARY SCHOOL**  
101 Glen Morris Dr., St. Catharines  
905.684.6349 • sirwinston.dsb.org

**STAMFORD  
COLLEGIATE**  
5775 Drummond Rd.,  
Niagara Falls  
905.354.7409  
stamford.dsb.org

**ST. CATHARINES  
COLLEGIATE**  
34 Catherine St.,  
St. Catharines  
905.687.7301  
collegiate.dsb.org

**THOROLD  
SECONDARY SCHOOL**  
50 Ormond St. N., Thorold  
905.227.1188 • tss.dsb.org

**WELLAND CENTENNIAL  
SECONDARY SCHOOL**  
240 Thorold Rd., West, Welland  
905.735.0700 • centennial.dsb.org

**WESTLANE  
SECONDARY SCHOOL**  
5960 Pitton Rd., Niagara Falls  
905.356.2401 • westlane.dsb.org



