

2021-2022



CHOOSING my SUCCESS!

**Student
Success**
GRADES 7-12

Student TRANSITION GUIDE

Planning for Grade 9



 **DDSB**
Ignite Learning



Welcome to Secondary School!



For Students

Preparing for high school is an exciting time in your life as you transition from elementary school to a more independent learning environment. Part of what marks this transition is the variety of opportunities that are available in secondary schools for you as a learner. With those opportunities also comes more responsibility as you navigate important choices as to how to best position yourself to be a successful learner and experience a sense of well-being in your new school.

High schools have much in common with elementary school—caring and supportive teachers, co-instructional activities such as clubs and teams, and friendly students in the hallways. Each secondary school offers an extensive orientation program for grade 8 students making the transition to grade 9. Be sure to participate in these programs. Ask questions and remember that the Guidance staff and all teachers are there to assist you with your transition to high school.

For Parent(s)/Guardian(s)

We want you and your child to feel welcome in the new school. Research shows that learning improves when parent(s)/guardian(s) work together with the school as partners in their child's student achievement and sense of well-being.

We encourage you to remain involved by attending information sessions, joining the school community council, and most importantly engaging in dialogue with your child on their daily progress at high school. We have a shared responsibility to provide your child with the best possible education in a safe and supportive environment. We look forward to working with you in support of student success in the Durham District School Board.

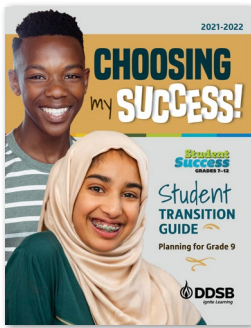
We wish you and your child a successful transition as they begin their secondary school journey.

Norah Marsh

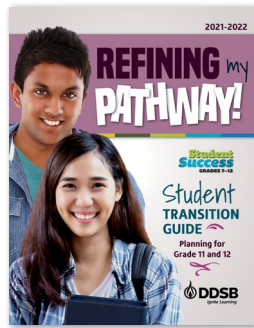
Director of Education

Durham District School Board

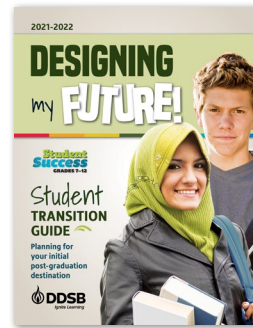




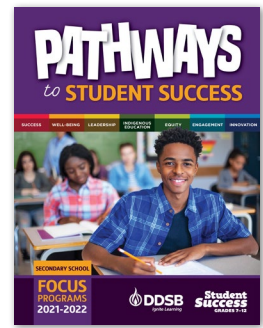
[Choosing My Success](#)



[Refining My Pathway](#)



[Designing My Future](#)



[Pathways to Student Success](#)

The DDSB is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

This means that:

- everyone is treated with dignity and respect, and feels safe and included in our classrooms, schools and all learning spaces
- no one is treated differently or discriminated against because of ancestry, race, sex/ gender, disability, sexual orientation, gender identity, gender expression, creed/religion and all other Human Rights Code protected grounds.

To meet this commitment, the DDSB works collaboratively with students, parents/ caregivers and community partners to:

- promote and protect human rights
- design and provide inclusive educational programs and services
- identify, prevent and address discriminatory barriers that affect students' educational experiences, opportunities, outcomes and learning environments
- meet the DDSB's legal duty to accommodate under the Human Rights Code ("accommodate" means adjusting services, programs and practices to remove barriers and better respond to or address Human Rights Code related needs)
- support all students' learning and success.

If you have an accommodation need or human rights concern, please inform your teacher or principal, or visit the [DDSB Equity and Inclusive Education webpage Human Rights section](#) for more information.



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Secondary School Terms and Definitions

Community Involvement Hours

Students must complete 40 hours of community involvement activities in order to earn their Ontario Secondary School Diploma (OSSD). Students may begin completing this requirement in the summer going into their grade 9 year. Information can be found on the DDSB website: ddsb.ca/en/programs-and-learning/community-involvement-hours.aspx

Compulsory Course

Refers to a course that students must take that fulfills part of the OSSD or Ontario Secondary School Certificate (OSSC) requirements.

Course Code

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

Credit

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

A credit value of 0.5 is granted upon successfully completing a 55-hour course with a minimum of 50%.

EQAO Assessment of Mathematics

The Assessment of Mathematics is written in Grade 9. Depending on when you have Math, it is written in either January or June.

Ontario Secondary School Literacy Test (OSSLT)

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn their OSSD.

Exams

Students may write an exam, which tests their knowledge on the entire course work, at or near the end of the semester.

Individual Pathway Plan (IPP)

Students use an Individual Pathway Plan (IPP) to track the growth of their career development competencies and plan for their future. *myBlueprint* is the digital platform that this is created on.

Learning Goals

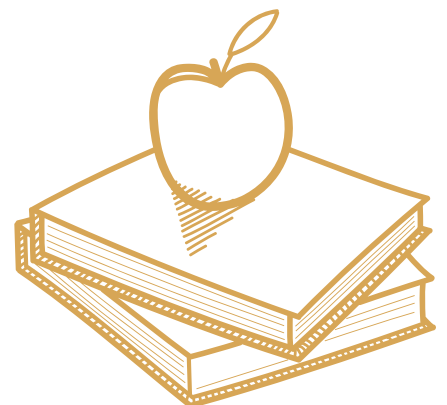
Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction.

Elective Courses

Students will select 12 elective courses that are of specific interest to them and which will count towards the 30 credit diploma requirement (OSSD) or 7 elective courses required towards the 14 credit certificate (OSSC).

Prerequisite Course

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



Secondary School

Terms and Definitions

Semester

The school year is divided into two semesters. A student will take four courses each semester. Semesters run from September to January and February to June.

Student Success

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

Success Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart that are used to determine to what degree a learning goal has been achieved.

Timetable

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

ONTARIO SCHOOLS: K TO 12, 2016

This document outlines the requirements to earn the following:

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD, yet having fulfilled all necessary requirements for the OSSC.

Ontario Secondary School Diploma (OSSD)

The OSSD will be granted after a student fulfills all necessary credits, literacy and community involvement hour requirements.

Information can be found on the Ministry of Education website

ontario.ca/page/ministry-education

OSSD *Ontario Secondary School Diploma*

What do you need to earn an OSSD?



18 Compulsory Credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

Credits	Subject
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Health and Physical Education
1	French as a Second Language
0.5	Career Studies
0.5	Civics

Plus one credit from each of the following groups:

Credits	Subject
1	Group 1
	English or French as a second language**
	A Native language
	A Classical or International Language
	Social Sciences and the Humanities
	Canadian and World Studies
	Guidance and Career Education
Cooperative Education***	
1	Group 2
	Health and Physical Education
	The Arts
	Business Studies
	French as a Second Language**
Cooperative Education***	
1	Group 3
	Science (Grade 11 or 12)
	Technological Education
	French as a Second Language**
	Computer Studies
Cooperative Education***	

- 1 30 credits in total
- 2 40 hours of Community Involvement
- 3 Completion of the Literacy Requirement
- 4 Earn at least 2 Online Learning Credits

In addition, students must complete:

✓	12 elective credits [†]
✓	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 3.

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

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

OSSC Ontario Secondary School Certificate

Students working towards an Ontario Secondary School Certificate must have earned a minimum of 14 credits, distributed as shown.

7 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate:

Credits	Subject
2	English
1	Mathematics
1	Science
1	Canadian History or Canadian Geography
1	Health and Physical Education
1	Arts, Computer Studies or Technological Education

7 additional credits

Credits	Subject
7	7 additional credits selected by the student from available courses

*The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD.



14 credits in total



Certificate of Accomplishment

Students working towards a Certificate of Accomplishment may take K-courses, which are alternative, non-credit courses for students with special education needs. These courses are designed to support the growth of fundamental skills, independence, and self-care. For example, Money Management and Personal Banking (KBBANP) and Transit Training and Community (KCCANV) are two possible course offerings.

*Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. It is a useful means of recognizing achievement for students who plan to take certain kinds of training or who plan to find employment directly after leaving school. It is accompanied by the student's Ontario Student Transcript and their Individual Education Plan (IEP), where applicable.



Report Card *Learning Skills*

Each learning skill supports your success as a student. Take a moment and read through each of the six learning skills below. How will you demonstrate each as a high school student?



Responsibility

The Student

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Collaboration

The Student

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative

The Student

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

Organization

The Student

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.

Independent Work

The Student

- independently monitors, assesses and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Self-Regulation

The Student

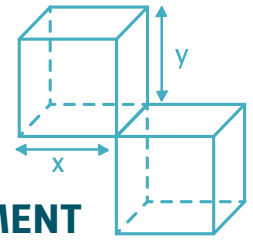
- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

Did you know?

These learning skills will become your employability skills in the future!



Numeracy



Do you have questions about math?

Students are encouraged to visit and register at tvomathify.com/students where certified Ontario teachers can be reached online 30 hours a week to provide FREE Math tutoring for students in grades 7-10.



GRADE 9 EQAO ASSESSMENT OF MATHEMATICS

Depending on the semester in which Grade 9 students take Mathematics, students must participate in the province-wide Grade 9 Assessment of Mathematics in either January or June.

Students with an IEP may write this assessment with accommodations provided those accommodations are contained in their IEP.

The assessment is usually administered over a total of two hours during two consecutive Math periods.

In addition, parts of this assessment may account for a portion of the student's final grade.



Literacy

GRADE 10 ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

Completion of the literacy requirement is an OSSD graduation requirement. All students write the Ontario Secondary School Literacy Test (OSSLT) in grade 10. This test is based on the literacy expectations up until the end of Grade 9. Students must achieve the provincial standard (Level 3) to be successful.

If a student is unsuccessful on the OSSLT, they may retake the test in the following year or enroll in the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLC meets the literacy requirement for graduation.

Students who are not working towards an OSSD may be granted an exemption, and in certain circumstances, students may be deferred until a later administration of the test. Accommodations for each student with special needs will be consistent with assessment accommodations on their IEP.

WHAT CAN I DO TO PREPARE?

Students are encouraged to use the EQAO website at eqao.com to access more information about the test and view practice assessments.

Many schools host activities such as after-school sessions to assist students in preparing for the OSSLT. Students are encouraged to attend these enrichment sessions to learn more about the OSSLT, participate in engaging activities, and receive important information about the test.

OSSD GRADUATION REQUIREMENT

English Language Learners are encouraged to speak with their ESL teacher about accommodations for the OSSLT.

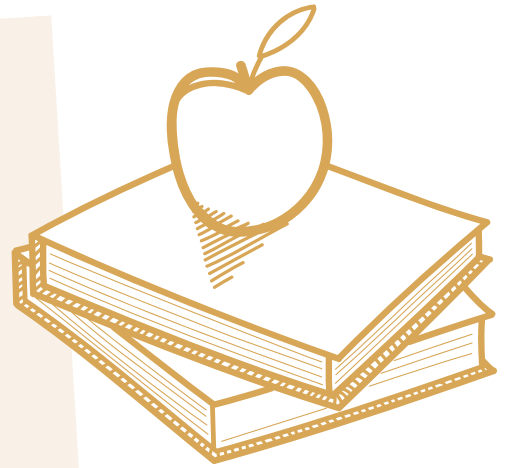
Students who have an IEP are encouraged to speak with their Special Education Resource Teacher about accommodations for the OSSLT.



SUCCESS *in Secondary School*

Below are important skills that support student success.

- ✓ Attend school every day.
- ✓ Be on time to class and bring all of the supplies you need.
- ✓ Use an agenda to stay organized and track homework and due dates.
- ✓ Complete your homework nightly or when it is assigned.
- ✓ Take accurate notes and keep them organized.
- ✓ Talk to your teacher, guidance counselor, special education resource teacher, ELS teacher, or Vice Principal when you have questions or are looking for assistance.
- ✓ Use your locker for your books, school supplies, backpack and lunch. Keep your valuable items at home.



Inclusive Student Services

Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.

Inclusive Student Services programs and services primarily consist of instruction and assessment that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject.

Many Paths to Success



Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, regardless of the type of class into which the student is placed.



If you have questions or concerns about your child, contact the Special Education Resource Teacher at your school.

When an **Identification, Placement and Review Committee** (IPRC) identifies a student as an exceptional pupil, the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained. An IEP must be developed with input from the parent(s)/guardian(s) and from the student if they are sixteen years of age or older. An IEP may also be prepared for students who require accommodations, program modifications, and/or alternative programs, but who have not been identified as exceptional by an IPRC.

What is an Individual Education Plan (IEP)?

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. The learning program provided for the student is adjusted on the basis of the results obtained through continuous assessment and evaluation.

English as a Second Language (ESL) *and* English Literacy Development (ELD)

The Durham District School Board offers **English as a Second Language (ESL)** and **English Literacy Development (ELD)** programs for our English Language Learners (ELL) whose first language is a language other than English or is a variety of English that is significantly different from the English used in Ontario schools. They may be Canadian-born or newcomers from other countries. English Language Learners come from diverse backgrounds and school experiences and have a wide variety of skills and needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment is needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places ELLs on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming for the student.



Vision of the English Language Learner

English Language Learners (ELL) come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- have access to an ESL resource period where the ESL coach provides additional support with mainstream content;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.



Pathways to English

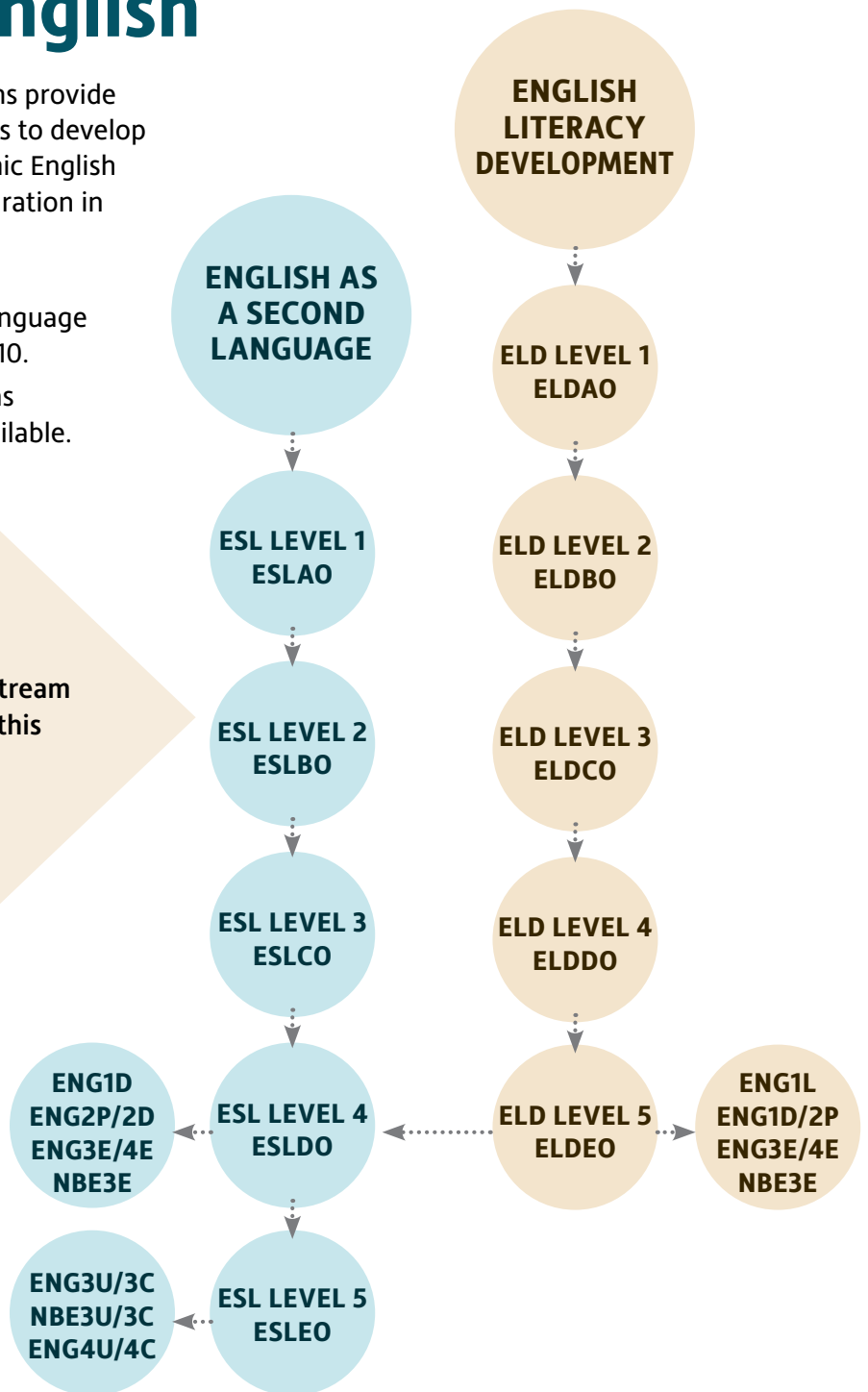
The ESL and ELD curriculum expectations provide English Language Learners opportunities to develop language skills in both daily and academic English so they may experience successful integration in mainstream school programs.

Additional sheltered courses specifically tailored to meet the needs of English Language Learners include EPS30, ELS30, and GLS10.

Check with your guidance department as additional sheltered courses may be available.



The chart shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.



Additional Support

Settlement Workers In Schools (SWIS) help connect new students and families to community services and resources. SWIS offer group sessions, assist school staff, and respond to settlement issues that some newcomers may experience.

Contact the Guidance Department, ESL facilitator, or ESL coach for further information

Inclusive Academic Grade 9 Program

Many Paths to Success:

Students' needs can be met through a variety of programs, placements, and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with students, families and board staff to support the placement that best meets the students' needs, whether that is in a regular classroom, or for some students, in a special education class.

INCLUSIVE MINISTRY DE-STREAMED MATH AND SCIENCE COURSES

• MTH1W • SNC1W

"With the introduction of this curriculum, **all high school students will take the same math [or science] course in Grade 9** which will allow for the same eventual opportunities for all and an improved ability to pursue the pathway of their choice after their K-12 education." (Ontario Ministry of Education, 2021)

INCLUSIVE GRADE 9 LOCALLY DEVELOPED COURSE OPTIONS

• MAT1L • ENG1L • SNC1L

Knowing that not every student will be ready for all of the Grade 9 courses right away, we have locally developed curriculum to support students and prepare them to meet the expectations of the Grade 9 courses and support their credit accumulation.

Students working towards a Certificate of Accomplishment may take K-level courses, which are alternative, non-credit courses for students with special educational needs. These courses are designed to support the growth of fundamental skills, independence, and self-care.

INCLUSIVE GRADE 9 ACADEMIC COURSES

Inclusive Academic English: **ENG1D1**

Inclusive Academic Geography: **CGC1D1**

Inclusive Academic French: **FSF1D1**

See * for French Immersion information.

INCLUSIVE GRADE 9 OPEN SUBJECT AREAS

- The Arts
- Business Studies
- Health and Physical Education
- Social Sciences and Humanities
- Technological Education

See * for French Immersion information.

INCLUSIVE GRADE 9 OPEN CORE FRENCH COURSE: FSF10

When available, this introductory course provides students who have little or no knowledge of French the opportunity to earn the compulsory French credit required for graduation.

* GRADE 9 FRENCH IMMERSION COURSES

Grade 9 French Immersion courses, similar to subjects taught in English, will be available as Inclusive Academic courses for some subjects and Inclusive Open courses for other subjects.

Types of Courses in Grade 9

Academic

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop student's knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

De-streamed

There are two de-streamed courses in grade 9: MTH1W and SNC1W. All diploma bound students will take the same math and science courses which will prepare them to pursue the pathway of their choice.

Locally Developed

Locally developed courses are intended for students who require flexibility and support in order to meet credit requirements. These courses review and reinforce the elementary curriculum expectations to provide the skills necessary for further study at the secondary level.

Open

An open level course has one set of expectations for that subject at the grade 9 and 10 levels. Open courses are appropriate for all students and are not linked to any specific post-secondary destination.



IS THERE SOMEWHERE I CAN GO FOR HELP IF I HAVE QUESTIONS ABOUT COURSE SELECTION?

Yes! Grade 8 teachers, SERTs, and Pathway Counsellors are available to assist with selecting courses for grade 9. All high schools offer information evenings to assist with the planning for the transition from grade 8 to 9. High school guidance counsellors are also available to help with questions.

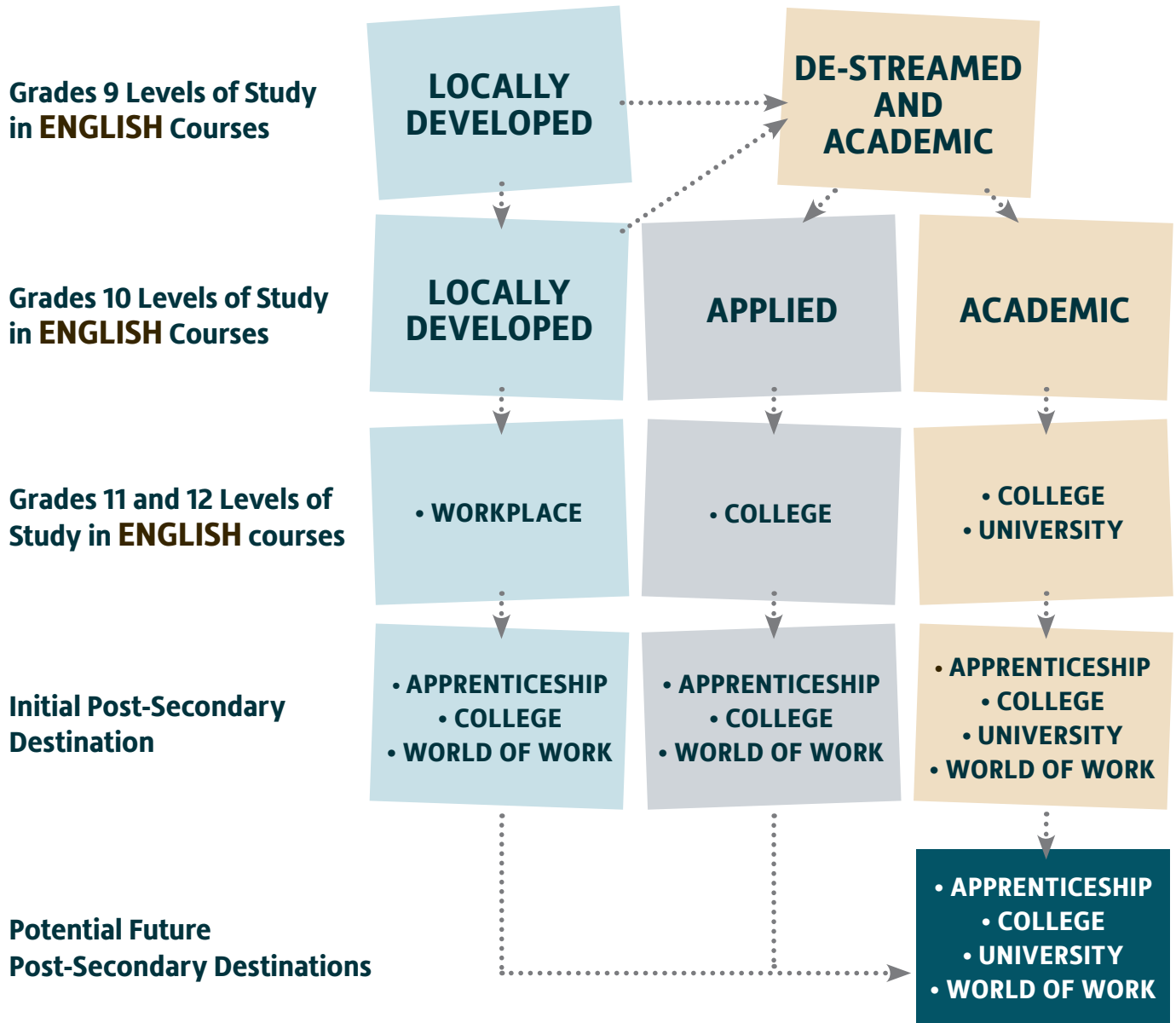




Pathway Steps for All

Your education is only the beginning of a journey and does not determine your destination. Pathways can change. Focus on the journey.

High School and Beyond: Apprenticeship, College, University and the World of Work



The Ontario Ministry of Education's *Creating Pathways to Success* document grounds our belief that: *all students can be successful, success comes in many forms and there are many pathways to success.*

**Ask your Grade 8 teacher, Pathway Counsellor, SERT, or guidance counsellor about potential options.*

Education and Career-Life Planning Process



Creating your Pathway to success

A pathway is your individual journey that includes opportunities and experiences in your school, at your home and in your community. The four step inquiry process is ongoing and cyclical. It helps you to establish your own personal goals and individualized pathway for your future. As you navigate your pathway, you will regularly return to the four questions, equipped with a greater knowledge of yourself and your opportunities and a growing understanding of how they can successfully shape your future.

Who Am I?

- What are my strengths and accomplishments?
- What factors shape me?

What Are My Opportunities?

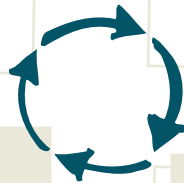
- What opportunities are available to develop my skills at home, school and in the community?

What Is My Plan For Achieving My Goals?

- What is my plan?
- What are the resources I need to implement my plan?

Who Do I Want To Become?

- Reflect on opportunities explored.
- What are my career/life goals?



Creating Pathways for Success puts students at the centre of their own learning, viewing them as the architects of their own lives.

**Remember to actively use myBlueprint to explore and map your journey.*

French Immersion

Certificate of Immersion Studies:

In order to obtain a Certificate of Immersion Studies, students must complete four French credits with a FIF course code from grades 9 through 12. In addition to the four credits in language courses, students complete a minimum of six other courses conducted in French. There is a wide variety of courses to choose from and these courses are equivalent to the ones that other students study in English in other departments. Students are encouraged to contact the Guidance Department at their individual schools in order to find out exactly which courses are offered in French.

International Languages Certificate:

Students in Core French who take French credits with a FSF code from grades 9 through 12, will receive an International Languages Certificate. Students studying Spanish in grades 10 through 12 with a Spanish (LWS) course code will also receive an International Languages Certificate.

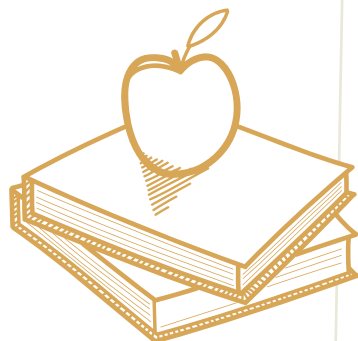
links:

delf-dalf.ambafrance-ca.org

edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

DEL F:

The Diplôme d'études en langue française (DEL F) is an internationally recognized test of French proficiency. It is based on the Common European Framework of Reference (CEFR), which defines language fluency along six global levels: A1, A2, B1, B2, C1 and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. Students in both Core French and French Immersion who have or are taking their grade 12 French course have the opportunity to write the DEL F exam in their grade 12 year. Successful candidates will receive a diploma that is valid for life from the French Ministry of National Education.



Decoding a Course Code

Courses use a 6-character course code for Identification.

- The first 5 characters of the course code are set out by the Ministry of Education.
- The sixth character is used by school boards to identify a specific characteristic of the course. For example, French Immersion is identified in the DDSB with an "F".

ENG 1D1

These 3 letters identify the subject. The first letter in the course code denotes the course's department area.

- A** = Arts
- B** = Business
- C** = Canadian and World Studies
- E** = English
- F** = French
- G** = Guidance and Career Education
- H** = Humanities and Social Sciences
- L** = International Languages
- M** = Mathematics
- P** = Physical Education
- S** = Sciences
- T** = Technology

This number identifies the grade.

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

This letter identifies the course type.

Grades 9-10

- D** = Academic
- L** = Locally Developed
- O** = Open
- P** = Applied (*only available in grade 10*)
- W** = De-streamed

Grades 11-12

- C** = College
- E** = Workplace
- M** = College/University
- O** = Open
- U** = University

Schools use this final character to distinguish course delivery



Decoding a Timetable

Bell Times will vary by School

Check your school's website.

Semester 1 September to January

Monday 08/07/2022
ENG 1D1-01- English, Academic English Teacher 203 9:05 to 10:25
CGC 1D1-02 -Issues in Canada Geography Geography Teacher 213 10:30 to 11:45
Lunch
PPL 104-03-Physical Education Physical Education Teacher Gym 12:30 to 1:45
MTH 1W1-04, Math De-streamed Math Teacher 105 1:50 to 3:05

Course Credit: Students take 4 credits in each semester

Course Code and Section: Course and specific class information

Teacher's Name

Room Number



Semester 2 February to June

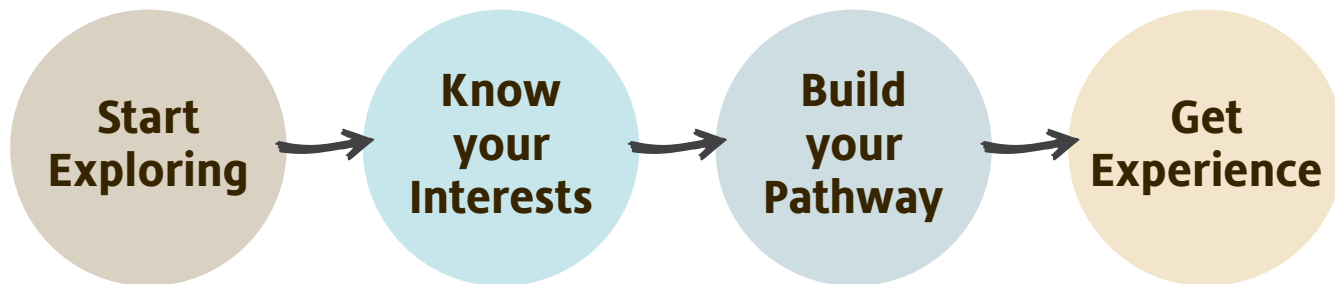
Wednesday 02/02/2023
FSF 1D1-05-French French Teacher 221 9:05 to 10:25
TIJ 101-06-Integrated Technology Technology Teacher 127 10:30 to 11:45
Lunch
PPL 104-07-Music Music Teacher 156 12:30 to 1:45
SNC 1W1-08-Science, De-streamed Science Teacher 222 1:50 to 3:05

Homeroom: Period 1 may be longer to allow for homeroom activities and announcements

Class Time: 75 minutes per class with travel time in between each period

myBlueprint

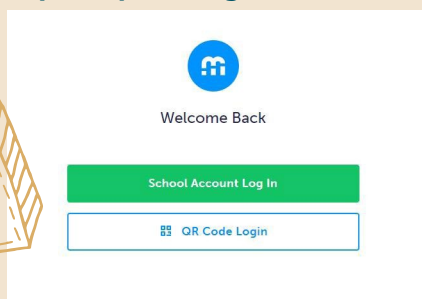
Students use myBlueprint to complete their Individual Pathways Plan, select their high school courses, explore SHSM opportunities at their school, track graduation requirements, and plan for their future.



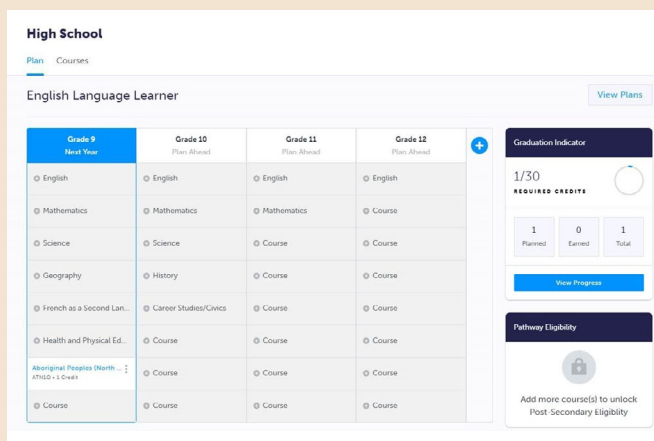
By accessing the link on the Student Mobile Campus website student.ddsb.ca or by logging into myBlueprint.ca/ddsb students can access exceptional assessment tools, occupational profiles and comprehensive post-secondary education information. You can view secondary school course calendars on the homepage.



myBlueprint login



myblueprint.ca/ddsb



Students use **myBlueprint** to complete their Individual Pathways Plan, select their high school courses, explore SHSM opportunities at their school, track graduation requirements, and plan for their future.

Every grade 8 student will receive an individualized course planning tool to support them as they select their courses for grade 9. It contains EQAO data, marks from the grade 7 June report card, grade 8 attendance information, and grade 8 progress report learning skills. Students are encouraged to review the information with their parent(s)/guardian(s) as they complete the course selection process.

COURSE PLANNING TOOL 2021-2022

COURSE PLANNING TOOL 2021-2022																	
STUDENT NAME			ELEMENTARY SCHOOL NAME														
STUDENT #:			ELEMENTARY SCHOOL NAME														
EQAO			Reading			Writing			Numeracy								
Grade 3 EQAO Level																	
Grade 6 EQAO Level			Not Applicable – Grade 6 EQAO was not administered														
GRADE 7 JUNE REPORT CARD % MARK																	
Language Reading		Language Writing		Language Oral Comm.		Language Media Literacy		Science & Technology		History		Music		Dance		Physical Education	
French Listening		French Speaking		French Reading		French Writing		Mathematics		Geography		Visual Arts		Drama		Health	
Language Strand Modifications as per IEP <i>(where applicable)</i>								Mathematics Strand Modifications as per IEP <i>(where applicable)</i>									
Modified at Grade Level (Y/NA):								Modified at Grade Level (Y/NA):									
Modified Below Grade Level (Y/NA):								Modified Below Grade Level (Y/NA):									
ATTENDANCE				GRADE 8 PROGRESS REPORT LEARNING SKILLS													
Grade 8 Attendance to Date (Jan. 6, 2021)				Legend: S – Satisfactory		E – Excellent		G – Good				N – Needs Improvement					
Days Absent:				Responsibility:		Organization:		Independent Work:									
Lates:				Collaboration:		Initiative:		Self-Regulation:									
IEP:				IEP Identification:		French Immersion:		ELL:									
IMPORTANT REMINDERS						REFLECTION QUESTIONS											
<p>Please remember that you:</p> <ul style="list-style-type: none"> should consider your skills, interests, and pathway plan when selecting your courses. should consider your goals for the future while selecting courses for high school. should discuss your course selections with your family. can reach out to your grade 8 teacher, SERT, and Pathway Counsellor for assistance. 						<ul style="list-style-type: none"> How can my family, teacher, and/or Pathway Counsellor help me select courses? How do my learning skills highlight my strengths and areas for growth? How do my course selections build upon my skills and interests? What initial post-secondary pathway do I want to pursue? Have I chosen courses that align with my post-secondary pathway plan? 											

Getting ready *for Secondary School*

Things you can do in the summer before your Grade 9 year to get ready for Secondary School

1. Register for the Getting Ready for High School Program

It is a four-day program offered in August at selected secondary schools through Durham Continuing Education to assist grade 8 students in making the transition to secondary school. This popular twenty-hour summer program provides an introduction to grade 9 Mathematics, English, study and homework skills, and time management. Additional information specific to home school initiatives is also added within the allotted timeframe to cover topics such as co-curricular activities, bullying prevention and equity programs. Visit dce.ca for more information

2. Community Involvement Hours

ddsb.ca/en/programs-and-learning/community-involvement-hours.aspx

The summer leading up to grade 9 is an excellent time to start accumulating hours towards the 40 you must have to graduate high school. Here are some guidelines to get you started:

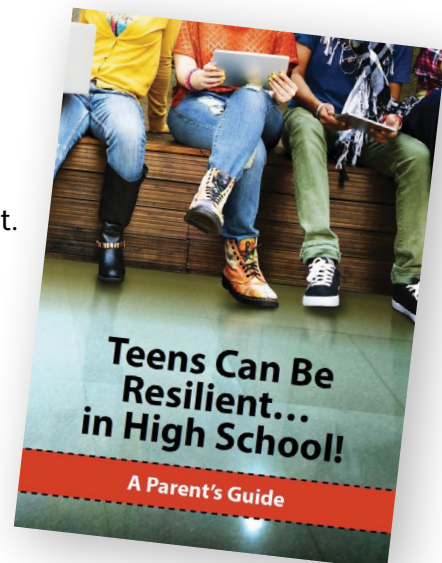
- **Plan an activity** (*in consultation with your parent(s)/guardian(s)*) **that falls within the guiding principles the DDSB has established as eligible activities.**
- **Confirm the details of the activity with the organizer**
- **Complete the planned activity**
- **Complete the community involvement activities form** (*with details of the activity, organizer's information and signature, parent(s)/guardian(s) signature, student signature...*)
- **Submit the completed form to your secondary school guidance department**

3. myblueprint.ca/ddsb

Spend additional time exploring pathway opportunities and initial post-secondary destinations in myBlueprint.

4. Health and Well-being

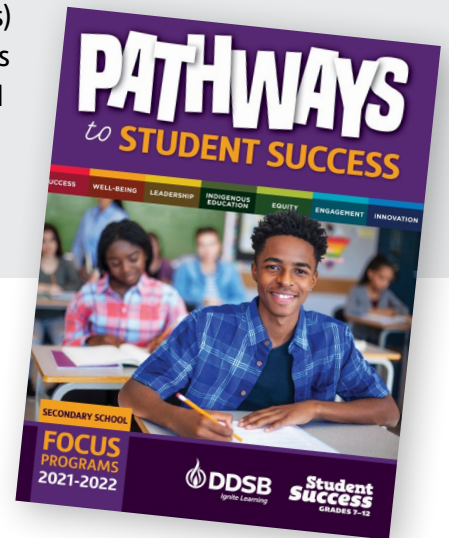
Review "Teens Can Be Resilient... in High School!" document.



Prepare for Opportunities in Secondary School and Beyond

Check out the DDSB publication “Pathways to Student Success” that is available in every school and at ddsb.ca/en/programs-and-learning/resources/Documents/Pathways.pdf

This comprehensive resource provides students and parent(s)/guardian(s) with information on a range of opportunities for individualized pathways to enhance student success. Information about the Regional Accelerated Ontario Youth Apprenticeship Program, Specialist High Skills Major Programs, Dual Credit Programs and focus programs are included in this guide.



Apprenticeship

Apprenticeship is a combination of in-school training and on the job training delivered by a training delivery agent such as a college or trade school.

College

College prepares students for success in the cutting-edge careers of tomorrow in the areas of technology, innovation, and workforce development. Explore the over 5000 programs at the 26 publicly funded colleges in Ontario to see which ones suit your strengths, interests, and future goals.

University

Ontario has 21 publicly funded universities with which offer programs in many areas. Explore the ones which suit your strengths, interests, and future goals.

World of Work

The world of work can be a rewarding path. Connect with your Guidance Counsellor and/or Cooperative Education teacher for further information.

Begin exploring initial post-secondary destinations:

Apprenticeship

ontario.ca/page/start-apprenticeship

College

ontariocolleges.ca
ontransfer.ca

University

ontariouniversitiesinfo.ca
ontransfer.ca

World of Work

ontario.ca/page/jobs-and-employment
vpi-inc.com
ymcagta.org

Life in *Secondary School*

Make an appointment
with your guidance
counsellor today!



Things to consider...



Equity and Diversity - The DDSB values and respects all members of our school community and has a commitment to embracing diverse social realities; while maintaining positive, safe and inclusive environments for all students and staff.



First Nation, Métis and Inuit Education - The Durham District School Board (DDSB) is committed to student success and providing a safe and welcoming learning environment for all students, including First Nation, Métis, and Inuit students.



Inclusive Student Services - Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.



Innovative Education - The DDSB is reimagining learning and teaching spaces through digital technologies and have resources available to support student success. Access to technology and digital resources such as research databases, overdrive, and collaborative software, as well as Inclusive Technology applications, such as Read and Write support student learning and innovate teaching.



Mental Health and Well-Being - Do you feel like you or someone you know needs help but you don't know where to turn? Adolescents are encouraged to take that first step and speak to an adult they trust (parent(s)/guardian(s), teacher, guidance counsellor, etc.) Remember—it is okay to talk. Help is available for when you are feeling anxious, stressed or overwhelmed.



Positive School Climates - The DDSB is committed to maintaining a positive school climate in schools in which students have the opportunity to develop in a safe and respectful learning environment.

Programming to look forward to...



Cooperative Education - Cooperative Education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school.



Dual Credit - Students are able to earn both a high school credit and a college credit. The credits count towards their high school diploma as well as a postsecondary certificate, diploma, degree or apprenticeship certification.



eLearning - The DDSB offers a variety of eLearning courses for our grade 11 and 12 students.



ESL/ELL - ESL/ELD: The DDSB is committed to supporting our students and families as they transition it the education system in Ontario. ESL/ELD programming provides students with opportunities to develop language skills in both daily and academic English. Settlement Workers in Schools (SWIS) help connect students and families to community services and resources.



Ontario Youth Apprenticeship Program (OYAP) - OYAP allows a co-op student to begin to learn a skilled trade while completing the requirements for a high school diploma.



SHSM Specialist High Skills Major (SHSM) - Students focus on a career path that matches their skills and interests while meeting the requirements of the OSSD. They receive a SHSM seal on their diploma when they complete a specific bundle of courses, earn valuable industry certifications and gain important skills on the job with employers.



Take our Kids to Work - Students step into their future for a day and get a glimpse into the working world. The day involves students in grade 9 spending the day in the workplace of a parent, relative, friend or volunteer host, where they experience and learn about the world of work.

All students can be **SUCCESSFUL**.
SUCCESS comes in many forms.
There are many paths to **SUCCESS**.

SUCCESS

WELL-BEING

LEADERSHIP

INDIGENOUS
EDUCATION

EQUITY

ENGAGEMENT

INNOVATION



ddsb.ca

DURHAM DISTRICT SCHOOL BOARD