



## *Destinations*

*Where will high school lead me?*

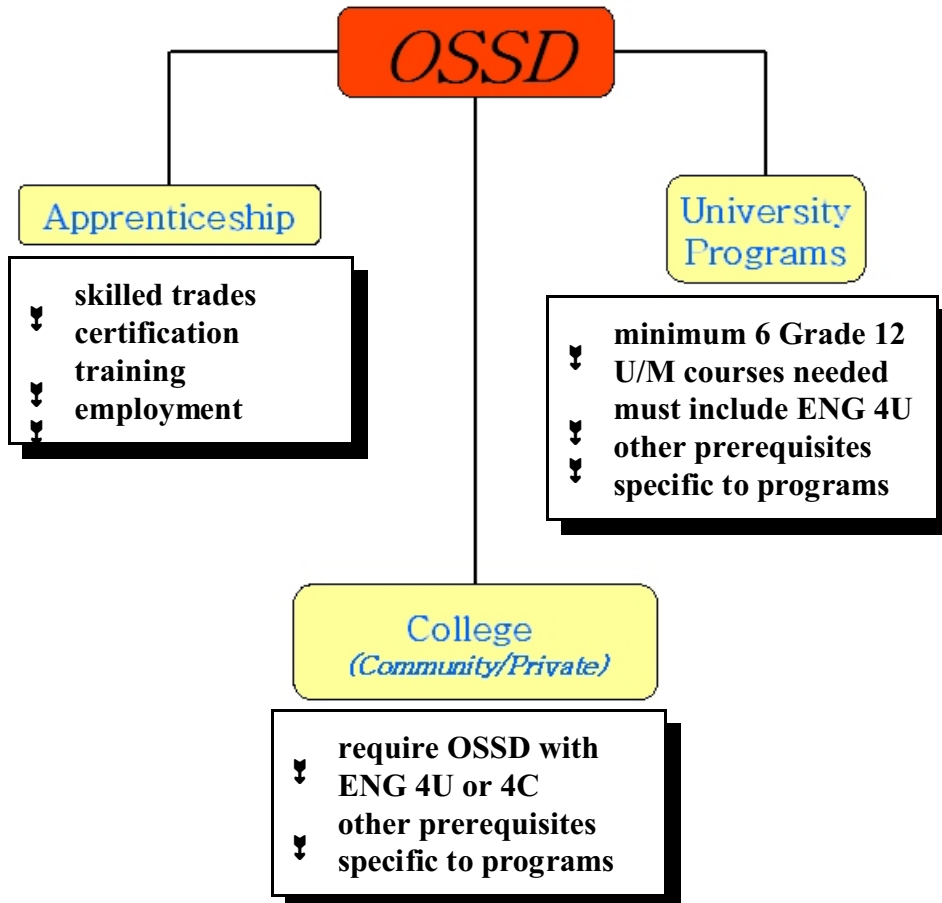


# A GUIDE TO GRADE 9

GECDSB

## ESSEX DISTRICT HIGH SCHOOL

Your  
Community School



<b>Principal</b> Mr. T. Omar	<b>Vice Principal</b> Mr. K. Berard
244 Talbot Street North Essex, Ontario N8M 2E1	
Telephone: 776-7344	Fax: 776-4902

EDHS Website:

<http://www.essexdistricthighschool.com/>

## Destinations in High School

In September 2011, students entering Grade 9 will be working with curriculum and policy originally introduced in September 1999. The high school program is based on a *credit* system. Students must earn a specific number of credits and fulfill certain requirements in order to qualify for a high school diploma. In Grade 9 students will take 8 courses for 8 credits in preparation for earning their **Ontario Secondary School Diploma, (OSSD)**.

### DIPLOMA PROGRAM

- ▶ earn 30 credits (18 compulsory and 12 elective credits)
- ▶ complete 40 hours of community involvement
- ▶ successfully complete the provincial secondary school literacy test

### OSSD Credit Requirements

- 4 credits in English (1 per grade)
- 3 credits in Mathematics (at least one credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in French as a Second Language
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

PLUS

- 1 additional credit in English, or a third language, or a Social Science, or Canadian and World Studies
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies
- 1 additional credit in Science (Grade 11 or 12) or Technological Studies (Grades 9-12)

In addition to the 18 compulsory credits, students must earn 12 elective credits selected from the courses listed as available in the school course calendar.

### Community Involvement Activities

All students must complete 40 hours of unpaid community involvement activities as a requirement for the Ontario Secondary School Diploma. Students, along with parents, have the responsibility for choosing their own community involvement activities within guidelines that are available on the GECDSB website: [www.gecdsb.on.ca](http://www.gecdsb.on.ca). Students will be responsible for fulfilling this requirement on their own time, and for keeping and submitting a record of their own activities on the Community Involvement Form, also available on the Board's website. All students are asked to complete the 40 hours and submit the Community Involvement Form **by the end of Grade 11.**

## How will you wear the "Red and Black"?

The ultimate high school experience is the sound commitment you make to your studies and the opportunities you take in the various extra-curricular activities offered. Extra-curricular activities provide the opportunity for personal growth and a chance to make new friends. The skills you develop participating in extra-curricular activities will be valuable for your future and enrich your high school experience. EDHS offers a variety of extra-curricular activities:

- ▶ **Athletics**
- ▶ **Clubs**
- ▶ **Yearbook**
- ▶ **Student Parliament**
- ▶ **Peer Counsellors**
- ▶ **Music**
- ▶ **Drama**

Your teachers and parents believe that, whatever it is you decide to be, you will benefit from a well-rounded education. You have the chance to dictate your future and an opportunity to make a difference, both in your school and in your community. We look forward to welcoming you to our high school, home of the **Red Raiders**.

## Essex District High School



*"We make a difference"*

## Getting Off To the Right Start.....

The transition to high school often involves change. New surroundings, new courses, new teachers, new friends and new choices often come to mind. This may seem overwhelming. Getting started on the right track usually leads to success in high school. Much of the focus tends to fall upon the academic choices that need to be made. The key to making the appropriate academic choices is to match them with your **abilities, interests** and future **goals**. There are many who can assist you with this decision:

- **Your parents**
- **Your Grade 8 teachers**
- **Your new high school staff**

## What other key factors are essential to your success in high school?

You have spent years at your present school developing and enhancing good work ethics. It is only natural that the expectations and responsibilities increase as you confront new challenges. A new timetable consisting of four new subjects per semester along with four new teachers per semester places greater demands not only on your academic abilities but on the practice of work ethics as well. Exercising the following work ethics will assist you in becoming a better learner and achieving successful results:

- **Be on time for each class**
- **Come to class prepared**
- **Organize your notes**
- **Take responsibility for understanding course material**
- **Review your notes every day**
- **Do your homework**
- **Start your projects and assignments early**
- **Use your planner for homework, assignments, tests**
- **Plan your study schedule for tests and exams**
- **Participate in class**
- **Ask for help**
- **Stay on top of your work**
- **Stay focused on success by taking responsibility for your learning**

## Ontario Secondary School Literacy Test

Students take the literacy test in Grade 10. The literacy test evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9.

## Choosing Courses in Grade 9

All Grade 9 courses build on the Grade 8 curriculum and prepare the students for studies in Grades 10, 11, and 12.

In subjects such as health and physical education, the arts, technological education, and business, all students will take the same *type of course* called an *Open* course. In the core subjects (English, math, science, French, and geography), students will choose between two different types of courses - *Applied* and *Academic*. Applied and academic courses are intended to give students an opportunity to experience *two different ways of learning*:

<i>APPLIED</i>	<i>ACADEMIC</i>
<ul style="list-style-type: none"><li>• Focus more on <b>practical</b> applications and concrete examples</li><li>• Conducting and reporting on research</li><li>• Recognizing and describing what is heard and read</li><li>• <b>Teacher-directed</b>, step-by-step approach to learning</li><li>• Lead to most <b>college programs, apprenticeship, and world of work</b></li></ul>	<ul style="list-style-type: none"><li>• Draw more heavily on <b>theory</b> and abstract problem solving</li><li>• Course is taught at a faster pace than the applied stream</li><li>• More abstract and global examples</li><li>• Drawing conclusions and making predictions from research</li><li>• <b>Independent student-directed</b> learning</li><li>• Lead to <b>university and college programs</b></li></ul>

*Open* courses have one set of expectations appropriate for all students. These courses are neither college nor university oriented.

**MAKING ACADEMIC OR APPLIED CHOICES**  
**→ Consider Grade 7-8 Performance as a Guideline**

The most important decision is whether your child will pursue the *Applied* or *Academic* level of learning. Students may choose to take some courses at the academic level and other courses at the applied level. In making the choice between the academic and applied level, consider your child's *work habits, dedication to study, current and past educational performance, and long term goals*. Please keep in mind that the academic level in Grades 9 and 10 prepares students for the university preparation courses in Grades 11 and 12 for entrance to a university program. The applied level courses in Grades 9 and 10 prepare students for the college preparation courses in Grades 11 and 12 for entrance to a college program, apprenticeship, or the world of work. Students and parents should consult with the Grade 8 teacher for recommendations. The responsibility for appropriate course selection lies with parents and students. Please do not hesitate to consult with our Student Services Department at 776-7344.

**Academic Performance Guideline**

<b>Level 4</b> 80-100%	Achievement exceeds provincial standards	Most students achieving at this level tend to do well in the <b>academic</b> stream
<b>Level 3</b> 70-79%	Achievement meets provincial standards	Students select a variety of <b>academic and applied</b> courses depending on their strengths and weakness in specific subject areas
<b>Level 2</b> 60-69%	Achievement approaches provincial standards	Most students choose the <b>applied</b> stream. Those who choose academic courses should exercise great work ethics
<b>Level 1</b> 50-59%	Demonstrates some of the knowledge and skills in limited ways	<b>Applied</b> courses are strongly recommended

Grade 9 Program of Studies requires the completion of 8 credits, **6 compulsory** and **2 optional** courses.

<i>6 Compulsory Courses</i>	<i>Course Codes</i>
English	ENG 1P or ENG 1D
LDCC English	ENG 1L
French	FSF 1PC or FSF 1DC
Math	MFM 1P or MPM 1D
LDCC Math	MAT 1L
Science	SNC 1P or SNC 1D
LDCC Science	SNC 1L
Geography	CGC 1P or CGC 1D
Physical Education	PPL 1OF or PPL1OM

<i>2 Optional</i> (select 2 from this group)	<i>Course Codes</i>	<i>Compulsory Category</i>
Visual Arts	AVI 1O	Art credit
Music (instrumental)	AMU 1O	Art credit
Business (computers)	BTT 1O	G2
Learning Strategies	GLS 1O	elective
Family Studies	HIF 1O	G1
Technological Studies	TIJ 1O	G3

**Understanding Course Codes**

All courses are identified by a 5 or 6 character code.

Example: *Academic English - ENG 1D*

- Characters:
- 1-3: ENG** represents English
  - 4:** Denotes the grade level (1 = Gr. 9, 2 = Gr. 10, 3 = Gr. 11, 4 = Gr. 12)
  - 5:** Identify the course level (D = Academic, P = Applied, L = Locally Developed, O = Open)
  - 6:** For certain courses only (F = female, M = male, C = core French)