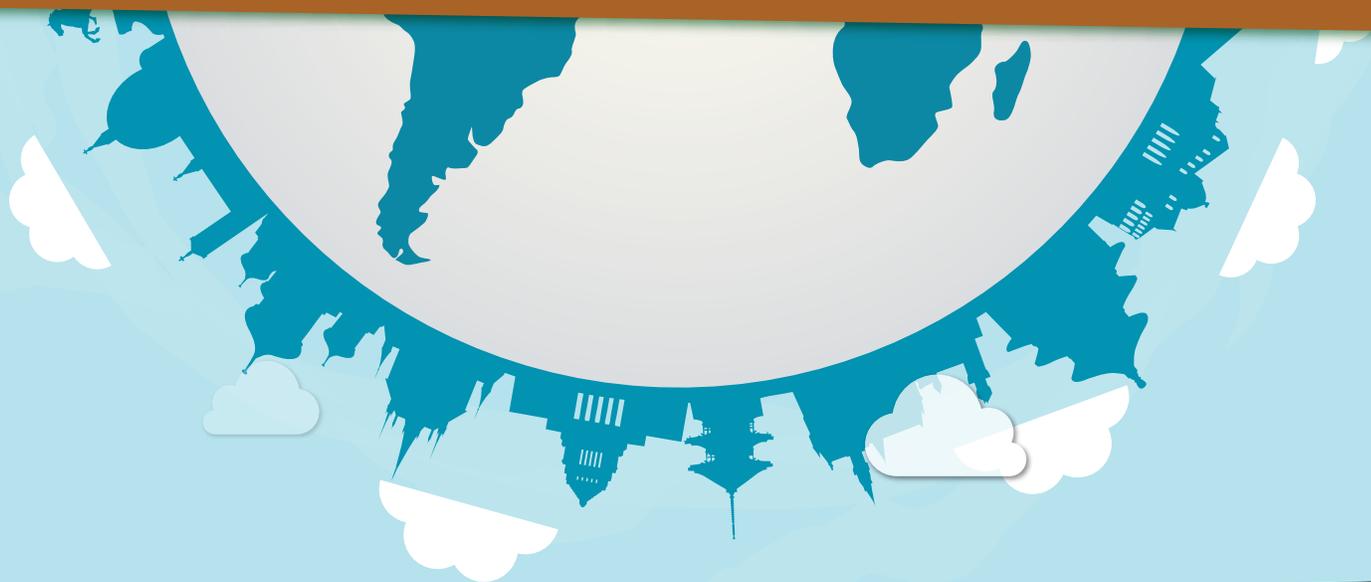


2017-2018



# EXPLORING THE POSSIBILITIES

**A TRANSITION GUIDE FOR GRADE 8 STUDENTS**



*Vision*

*Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.*

# GOOD LUCK ON YOUR JOURNEY!

Dear Students,

Your Catholic education will provide you with countless opportunities to develop your skills and intellect, build your confidence, give back to the community, enjoy long-lasting friendships, and grow so you can become the person that God intended you to be.

Entering Grade 9 is an exciting time, filled with a sense of hope, adventure and opportunity. **Exploring the Possibilities** is a guidebook written specifically for intermediate students undergoing the transition to high school. It will help you become familiar with our York Catholic secondary schools and assist with such things as: knowing yourself, exploring opportunities, setting and achieving goals, how to choose courses; learning about the various clubs and activities you can join, and, how to get the most out of high school, based on your unique skills, interests and talents. It will also help you understand how high school is and what is expected of you. In addition, it will provide you with information about the various supports offered at high school, including the chaplaincy, guidance, and student services departments.

As you gain more independence and take on more responsibility, we encourage you to use all the resources available, including this guidebook, so that you can make informed choices that will benefit you. Your entire future is ahead of you, and it is full of possibilities. Explore them!

As you move forward through your life, we wish you the best of luck as you grow and discover the person you want to be.

Sincerely,



Patricia Preston,  
Director of Education



Carol Cotton,  
Chair of the Board



## Vision

*Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.*

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# TABLE OF CONTENTS

- 4** Catholic Graduate Expectations
- 5** Being and becoming
- 6** Exploring the Possibilities
- 7** Career/Life Planning
- 8** The Individual Pathways Plan
- 9** On the road to success
- 10-11** What do you need in order to graduate?
- 12** Pope Francis
- 13** Who am I?
- 14-15** Decoding high school: Crack the code
- 16-17** Course types
- 18** Keep an eye on my goals
- 19** Mapping out my educational plan
- 20** Smart
- 21-23** Exploring my options
- 24** Christian community services
- 25** My volunteer goals
- 26-27** GPS Guide
- 28-29** Making the grade
- 30** Provincial EQAO assessments
- 31** Preventing the wrong turn
- 32-33** Pathway to success
- 34-35** Student Services
- 36-37** The Student Success team
- 38-39** Destination success
- 40-41** Research your pathway
- 42-43** Faith-centred communities

Thank you to the students and staff at St. Brother Andre CHS who posed as models for this publication. Thanks, also, to our friends at DPCDSB for some great ideas.

# CATHOLIC GRADUATE EXPECTATIONS



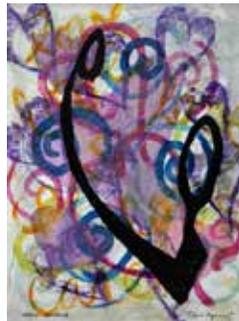
A **Discerning Believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.



A **Collaborative Contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



An **Effective Communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.



A **Caring Family Member** who attends to family, school, parish, and the wider community.



A **Reflective, Creative and Holistic Thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.



A **Responsible Citizen** who gives witness to Catholic Social Teaching by promoting peace justice and the sacredness of human life.



A **Self-Directed, Responsible, Lifelong Learner** who develops and demonstrates his or her God-given potential.

# BEING AND BECOMING

## Integrating Our Catholic Faith

The York Catholic District School Board is committed to providing and sustaining a safe, inclusive, and healthy Catholic learning environment in which every student can succeed. The board's focus on 21st Century Skills has a distinctly Catholic perspective. Collaboration, communication, critical thinking & problem solving, and creativity & innovation are fostered through curriculum and various classroom and school-wide activities which develop Catholic Character and, in turn, inspire students to become responsible global citizens who bring to life the principles of Catholic Social Teaching.

## The Chaplaincy Leader

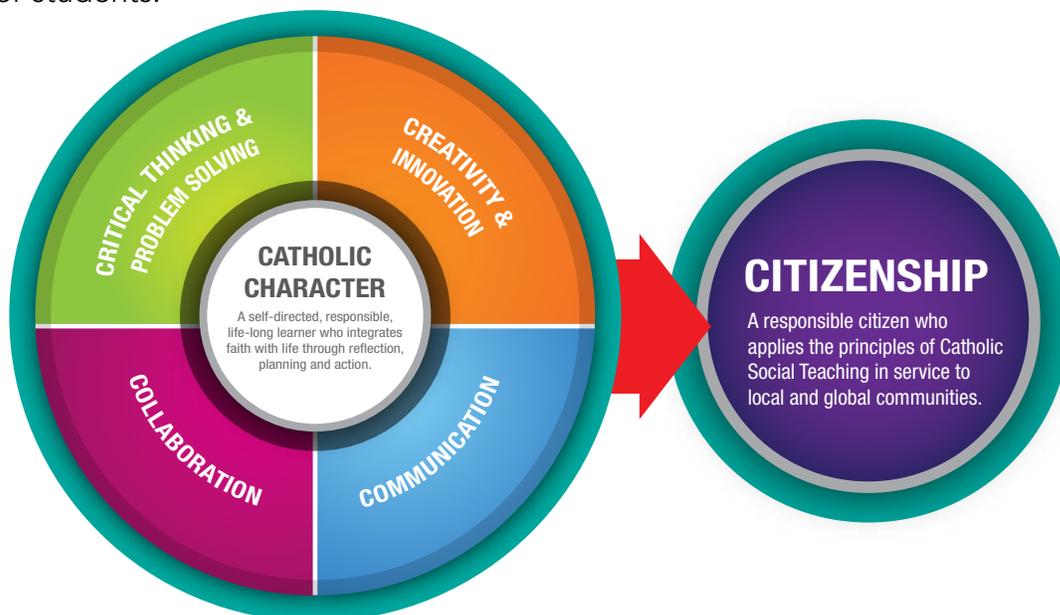
We are privileged to have Chaplaincy Leaders in our high schools. They provide for the pastoral care and spiritual development of students and staff. Spiritual counselling is available, especially for individuals who are in crisis. Chaplains celebrate regular liturgies for small and large groups, act as liaison with our local parishes and feeder schools, and coordinate retreats for students.

## The Chapel

The Chapel is available for quiet reflection and prayers. It is a sacred place which is available to all students. Each chapel has the Blessed Sacrament reserved in the tabernacle. As such, it is a place of reverence and respect. The Chaplaincy Leader partners with students regarding use of the chapel and will be able to answer questions about its use.

## Retreats

Each year, students actively engage in spiritual retreats. This experience provides an opportunity to reflect on the important things in life, such as relationships with God, family and peers. Retreats encourage students to embrace their self-worth and look to their future with confidence.



# EXPLORING THE POSSIBILITIES



The Education and Career/Life Planning Program puts students at the centre of their own learning and supports students to become competent, successful, and contributing global citizens. Students are encouraged to discover themselves, explore opportunities, set goals, and design personal pathways to success. The planning program is based on three guiding principles:

- All students can be **successful!**
- **Success** comes in many forms!
- There are many pathways to **success!**

The program is founded on the vision that all students complete secondary school with a clear plan for their initial post-secondary destination, whether it be apprenticeship training, college, community living, university, or the workplace.

The program empowers students to become the architects of their own lives and to have confidence in their ability to continuously implement and revise their plans. In the Education and Career/Life Planning Program, students from K-12 discover their personal interests and skills and explore opportunities for success.



**Pope Francis@Pontifex**

Pope Francis: ““Let’s take a moment right now and ask ourselves, where do I start changing myself?” - World Youth Day, 2013

# IT'S NEVER TOO EARLY TO START CAREER/LIFE PLANNING

The framework for the Education and Career/Life Planning Program is a four-step inquiry process that encourages students to explore, assess and reassess their knowledge of self, opportunities, goals and plans by creating their own **Individual Pathways Plan (IPP)**. During their four years of high school, students will access the online career planning tool, *Career Cruising*, to develop their IPP and refine their pathway to success. The entire school community, including teachers, administrators, support workers, students, parents, as well as the broader community, is encouraged to support students in planning for their futures.

## The Guiding Questions of the IPP are:

### Who am I?

#### Knowing Yourself

- What are my God-given gifts and talents?
- What are my interests?
- What is my preferred learning style?
- Who helps me develop my skills?
- How can my skills and strengths help me in school? In my community? In my parish?
- What experiences have guided me along my faith journey?

### Who do I want to become?

#### Making Decisions and Setting Goals

- What contribution is God calling me to make?
- What goals do I have for myself?
- What do I learn about myself when I set goals?
- How do my goals change as I get older?
- What kind of person do I want to become?
- How do I demonstrate my Catholic character?

### What is my plan for achieving my goals?

#### Achieving Goals and Making Transitions

- What do I need to do to achieve my goals?
- Who can help me achieve my goals?
- What do I learn about myself when I reach a goal?
- What do I do when I encounter a problem?
- Who can I go to for support?
- How does my faith support me in challenging times?

### What are my opportunities?

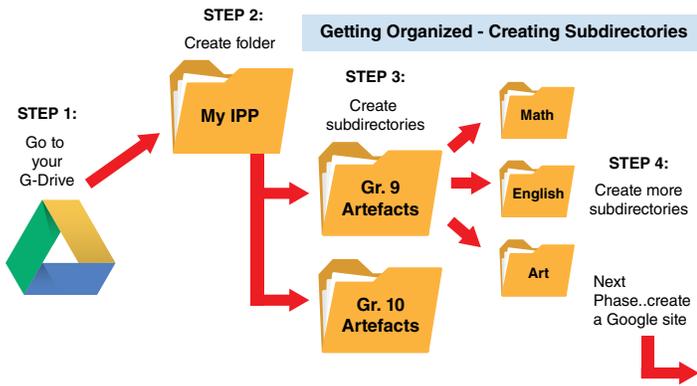
#### Exploring Opportunities

- How can I develop Christian leadership?
- How can I become involved at school? In my community? In my parish?
- What teams and clubs can I join?
- Where can I volunteer my time?
- What do I learn about myself when I participate in clubs and teams?
- What field of work interests me?

# THE INDIVIDUAL PATHWAYS PLAN



[bit.ly/ycdsbipp](http://bit.ly/ycdsbipp)

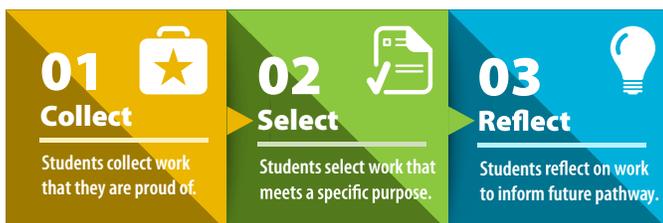


Practice your organizational skills by storing artefacts in Google Drive folders.

The Individual Pathways Plan (IPP) is a student-driven digital portfolio you can use to generate deep learning as you continue to explore different pathways to success.

Each year, you are challenged to use the IPP to **COLLECT** artefacts - files, pictures, videos, and web links- representing meaningful career/life educational experiences, both inside and outside of the classroom, just as the school does for its yearbook

Career / life pathway discoveries, interests, aptitudes, momentos, special recognition, aha learning moments, demonstrated learning and employment skills / competencies, learning process and product, expressions of faith, catholicity and mission, service to others, local and global citizenship, mentorship and leadership opportunities, self-reflection, innovation, entrepreneurship, creativity, collaboration, community-connected experiential learning, special programs and events, and athletic team accomplishments are just some of the many possible subjects for inclusion in the IPP.

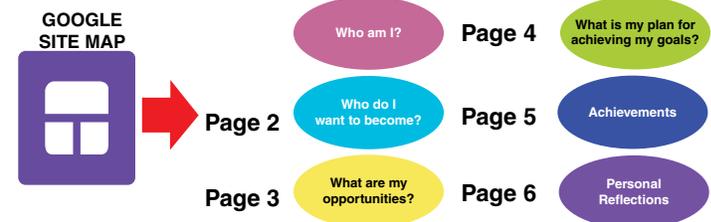


You can **REFLECT** upon these artefacts based on the four-step inquiry process:: Who am I? Who do I want to become? What are my opportunities? What is my plan for achieving my goals?

You can choose to **SELECT** examples for publication in various contexts: work you are proud of, classroom projects, extra curricular experiences, council or club activities, the digital resume, teacher-student conferences, guidance appointments, scholarship applications, parent-teacher meetings, and job and post-secondary applications.

## Setting Up your Google ePortfolio

**NOTE: Make sure you create your Google site in "My IPP folder"**



You can showcase your IPP using Google Sites.

Publication of selections from your IPP can provide an opportunity for you to make a positive footprint and create an impactful personal brand.

‘In the future, your “*digital footprint*” will carry far more weight than anything you put on a resume.’

Chris Betcher



# ON THE ROAD TO SUCCESS

“ Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you.

Matthew 7:7

”

- ✓ Recognize that there are many pathways to a destination.
- ✓ Select a pathway that is realistic for YOU. Success looks different for everyone.
- ✓ Review and revise your plans regularly.
- ✓ Relax! It's okay not knowing what career you want to pursue. You will figure it out. You have the time.
- ✓ Focus on the process. It will be your foundation for continued learning and discovery.
- ✓ Be flexible! There are no wrong choices.
- ✓ Find and explore a wide variety of resources.
- ✓ Anticipate and look for future trends.
- ✓ Plan for life-long learning.

“ For I know the plans I have for you,” said the Lord, “Plans to prosper you and not to harm you, plans to give you hope and a future.”

Jeremiah 29:11

”

# WHAT DO YOU NEED IN ORDER TO GRADUATE?

**30** Ontario Secondary School Diploma (OSSD)  
Students must earn the following **18** compulsory credits, **4** credits in religious education and **8** additional credits

- 4 credits** in English (1 credit per grade)\*
- 3 credits** in Mathematics (1 credit in grade 11 or 12)
- 2 credits** in Science
- 1 credit** in Canadian History
- 1 credit** in Canadian Geography
- 1 credit** in The Arts
- 1 credit** in Health and Physical Education
- 1 credit** in French as a Second Language
- 0.5 credit** in Career Studies
- 0.5 credit** in Civics
  
- 4 credits** in Religious Education (1 in each grade)
- 8 additional credits...** Students are required to successfully complete an additional 8 credits that match their interests and develop their skills\*\*\*\*

Plus one credit from each of the following groups:

**Group One** – one additional credit in English, or French as a second language\*\*, or Native language, classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*

**Group Two** - one additional credit in health and physical education, or the arts, or business studies, or French as a second language\*\*, or cooperative education\*\*\*

**Group Three** - one additional credit in science (Grade 11 or 12), or technological education, or French as a second language\*\*, or computer studies, or cooperative education\*\*\*

**+1** students must complete:  
**40 hours** of community involvement activities

**+1** students must achieve:  
The provincial **literacy** standard

\* A maximum of three (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 4th must be a credit earned for a Grade 12 compulsory English course.

\*\* In Groups 1, 2 and 3, a maximum of two (2) credits in French as a second language can count as compulsory credits, one for Group 1 and one for either Group 2 or Group 3.

\*\*\* A maximum of two (2) credits in Cooperative Education can count as compulsory credits.

\*\*\*\* Students may count up to 4 elective credits earned through approved dual credit courses.

10

# 14 Ontario Secondary School Certificate (OSSC)

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

**2 credits** in English

**1 credit** in Mathematics

**1 credit** in Science

**1 credit** in Canadian Geography or Canadian History

**1 credit** in The Arts or Technological Education

**1 credit** in Health and Physical Education

**7** Optional Credits

## Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment recognizes achievement for students who plan to enrol in vocational programs or further training, those who plan to find employment after highschool, or those who will transition to Community Living.



# POPE FRANCIS @ Pontiflex



“ Each of us has an instrument to bring to the vast orchestra of humanity, and each of us needs help to become all that we might be.

Jean Vanier, *Becoming Human*

”

### What are my essential skills?

- Writing
- Working with Numbers
- Ability to Think and Problem Solve
- Speaking
- Using Computers

### What are my learning skills and work habits?

- Am I responsible?
- Do I have initiative?
- Do I collaborate with others?
- Can I set my own goals and monitor my own progress?
- Do I work independently?
- Am I organized?

### What are my accomplishments?

- Certificate of Achievement
- Trophies
- Ribbons
- Pat on the Back
- Referral Letter

### How do I learn best?

- Visual - By looking and seeing
- Auditory - By hearing and listening
- Kinesthetic - By moving and doing

### What do I value?

- Fairness
- Integrity
- Friends
- Respect
- Family
- Faith

### What are my interests?

- Reading
- Drawing
- Video Games
- Shopping
- Music
- Sports



### WHO AM I

Some key words that describe me

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# DECODING HIGH SCHOOL

## CRACK THE CODE

Every course in secondary school is identified with a 6 character code. The first 5 characters are consistent throughout every high school in Ontario.

The 5th character identifies the **course type**

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

ENG1D1

The first letter of the **first three characters** identify the **subject area**

- A** Arts
- B** Business
- C** Canadian, World Studies
- E** English/ESL
- F** French
- G** Guidance
- H** Humanities, Social Sciences, Religion
- I** Interdisciplinary or Information Technology
- L** International Languages
- M** Mathematics
- N** Native Studies
- P** Physical, Health Education
- S** Sciences
- T** Technology Studies

The 4th character identifies the **grade**

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

The 6th character is used to distinguish **course characteristics** and is **specific to each school.**

- 1** The section number
- M** Male students only (Phys Ed)
- F** Female students only (Phys Ed)



# SEMESTER SYSTEM

- The school year is divided into two semesters.
- Students take 4 courses each semester for a total of 8 courses in a year.
- Classes are longer in secondary school – each class is approximately 75 minutes.
- All students start the day in homeroom.

## Sample Timetable for a Semestered School

**Semester One** – September to January    **Semester Two** – February to June

### Period 1:

Homeroom - In some schools, homeroom is built into period one. This period may be slightly longer to accommodate for morning prayers and announcements

**09:50**

**= 11:05:**

Class time - 75 minutes with 5 minutes of travel time between periods

Period	Semester 1	Semester 2
<b>Period 1</b> 08:15 09:45	English ENG1D1 Atwood, M. 203	<b>French</b> FSF1P1 Belliveau, J. 212
<b>Period 2</b> 09:50 11:05	Mathematics MFM1P1 Descartes, R. 105	Religion HRE1O1 Nouwen, H. 105
<b>Period 3</b> 11:10 1:10 (Includes a 40 min. lunch period)	Art AVI1O1 Da Vinci, L. 107 B	Phys. Ed. PPL1OF <b>Dion, G.</b> 137 C
<b>Period 4</b> 01:15 02:30	Geography CGC1D1 Cabot, J. 215	Science SNC1P1 Newton, I. 201

**French:**

Specifies the subject area

**HRE1O1:**

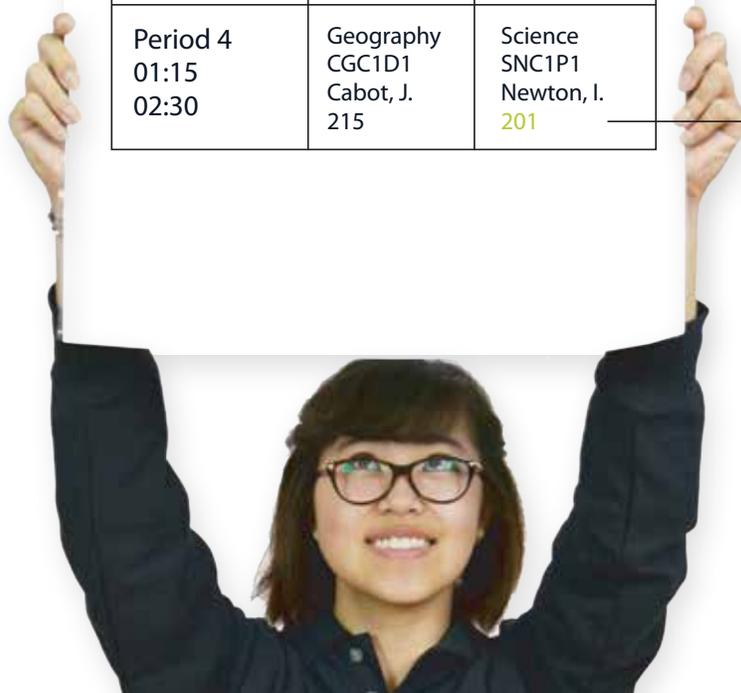
Indicates the course code, including the section number

**Dion, G:**

Name of Teacher

**201:**

Location or Room Number



# START YOUR PATHWAY CHOOSE YOUR OWN ADVENTURE

It is important that you select Grade 9 courses that reflect your current strengths, interests, skills sets and learning styles. You should consider a variety of courses and course types. Some students take most of their courses of the same type (e.g. mostly Applied or mostly Academic). Others take a combination and balance of applied, academic, open or locally developed courses. As you continue to build, develop and construct your skills to discover who you are and who you want to become, your pathways may change. Success in your Grade 9 courses will provide a foundation to continue navigating your way throughout high school and ensure continued success as you learn to make decisions that reflect **YOU!**

## If you...

- ▲ Are a concrete, hands-on learner
- ▲ Like using graphic organizers
- ▲ Benefit from an emphasis on learning such as organization
- ▲ Enjoy a smaller class with frequent review and feedback from the teacher
- ▲ Are thinking about applied courses in the future

... consider including some  
**Locally Developed Courses**

## If you...

- ▲ Enjoy report writing and discussions
- ▲ Learn through doing and connecting to real life
- ▲ Benefit from building on organization skills
- ▲ Enjoy using teacher resources
- ▲ Are a concrete and practical thinker

... consider including some  
**Applied Courses.**

## If you...

- ▲ Enjoy reading and writing
- ▲ Like working independently and are self-motivated in your learning
- ▲ Learn from a variety of resources and develop your ideas from research
- ▲ Are organized and an effective planner
- ▲ Think creatively and like to problem solve

... consider including some  
**Academic Courses.**

## SELECTING MY INITIAL PATHWAY

- With consultation and advice from your guidance counselor and subject teachers, course planning for a successful future should be achievable, realistic and unique to **YOU.**

# Grade 9 & 10 Through to 11 & 12

## LOCALLY DEVELOPED "L" Courses

Students selecting a **LOCALLY DEVELOPED "L" COURSE** will develop the essential concepts of the subject. The program uses relevant and practical activities to develop skills in literacy, numeracy, problem solving, decision-making, and communication skills.

**Workplace "W" Courses** are designed to equip students with the knowledge and skills needed for direct entry into the workplace, some apprenticeship programs, and/or training programs in the community. These courses provide support to enhance essential skills and promote the importance of life-long learning.

## APPLIED "P" Courses

Students selecting an **APPLIED "P" COURSE** will learn the essential concepts of a subject. Students will enjoy practical and hands-on application of the concepts, learning through familiar, real-life situations, and will be given opportunities for hands-on learning while incorporating theoretical applications.

**College "C" Courses** provide students with the knowledge and skills needed to meet the entrance requirements for most college and apprenticeship programs. Courses are based on the practical application of the subject matter with a focus on developing critical thinking and problem-solving.

## ACADEMIC "D" Courses

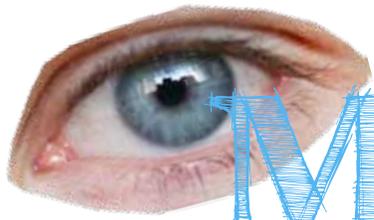
Students selecting an **ACADEMIC "D" COURSE** will learn the essential concepts of the subject and explore related materials. The academic program will develop students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts while incorporating practical applications by connecting previously learned concept and skills. Academic courses move from one concept/topic to the next rather quickly. They offer students frequent opportunities to extend their knowledge.

**College/University "M" Courses** provide students with the knowledge and skills needed to meet the entrance requirements for specific college and university programs. Courses are based on both theory of subject matter and practical hands-on applications.

## OPEN "O" Courses

Students selecting **OPEN "O" COURSES** will learn concepts and skills designed to prepare students for further study in a subject area. Open courses have expectations that are suitable and appropriate for all students and can be found in every grade.

**University "U" Courses** provide students with the knowledge and skills needed to meet the entrance requirements for university programs. Courses are based on the theory of the subject matter. They encourage analytical thinking and problem solving to prepare for the challenging university workload.



# KEEP AN EYE ON MY GOALS!

Making decisions about the types of courses to take in high school, the activities to become involved in, and the career you'd like to pursue can be difficult and complicated. Setting goals and having an "action plan" for yourself is an important step to making a successful transition to high school and to life beyond.

A goal has a much better chance of being accomplished when it is a **SMART Goal**.



## Measureable:

Your goal needs to move you forward with each step. How will you know when you've accomplished your goal?

## Timely:

How long will each step take you?  
How long will the entire journey take?

## Attainable:

You figure out ways to make important goals come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. Do you have the ability to make your goal a reality?



## Specific:

What is it that you want to accomplish? Be specific.

### TASK

1. ~~Study for Math Test~~
2. ~~Finish Science Homework~~
3. Practice for English play

## Realistic:

The goal needs to be realistic for you and where you are at the moment. Is your goal **do-able**?



# MAPPING OUT MY EDUCATIONAL PLAN!

YOUR INTERESTS, CAREER AND PERSONAL GOALS WILL HELP YOU MAP OUT THE COURSES THAT ARE RIGHT FOR YOU!

## GRADE 9

## GRADE 10

## GRADE 11

## GRADE 12

<ol style="list-style-type: none"> <li>1. Religious Education</li> <li>2. English</li> <li>3. Math</li> <li>4. Science</li> <li>5. Canadian Geography</li> <li>6. French</li> </ol>	<ol style="list-style-type: none"> <li>1. Religious Education</li> <li>2. English</li> <li>3. Math</li> <li>4. Science</li> <li>5. Canadian History</li> <li>6. Civics &amp; Career Studies</li> </ol>	<ol style="list-style-type: none"> <li>1. Religious Education</li> <li>2. English</li> <li>3. Math</li> </ol>	<ol style="list-style-type: none"> <li>1. Religious Education</li> <li>2. English</li> </ol>
<ol style="list-style-type: none"> <li>7. <b>OPTIONS</b></li> <li>8. <b>OPTIONS</b></li> </ol>	<ol style="list-style-type: none"> <li>7. <b>OPTIONS</b></li> <li>8. <b>OPTIONS</b></li> </ol>	<ol style="list-style-type: none"> <li>4. <b>OPTIONS</b></li> <li>5. <b>OPTIONS</b></li> <li>6. <b>OPTIONS</b></li> <li>7. <b>OPTIONS</b></li> <li>8. <b>OPTIONS</b></li> </ol>	<ol style="list-style-type: none"> <li>3. <b>OPTIONS</b></li> <li>4. <b>OPTIONS</b></li> <li>5. <b>OPTIONS</b></li> <li>6. <b>OPTIONS</b></li> <li>7. <b>OPTIONS</b></li> <li>8. <b>OPTIONS</b></li> </ol>

What Are My Course Choices For Group 1, Group 2 and Group 3.

Community Service Hours - **40 Hours** Minimum

Literacy Requirement: OSSLT or OSSLC

eLearning

Career Cruising, Education and Career/Life Planning Program

Prior Learning Assessment and Recognition (PLAR)

Continuing Education (International Languages, Global Learning Opportunities, Summer School, Night School)

Specialist High Skills Major (SHSM)

Cooperative Education

Dual Credits

Ontario Youth Apprenticeship Program (OYAP)

Level 1 (OYAP)



MY PLANS

MY OPTIONS



## Each of us is smart in different ways. How are you **SMART**?

We all learn in a variety of ways, but most of us have one or two preferred learning style(s). This is the way we learn best. We're most connected to and excited by the work we're doing when we do it in this way. Although you may be stronger in one way of thinking than others, know that you possess ALL of these intelligences to some degree.



## Each of us has a **PASSION**. What are you passionate about?

Participating in things you enjoy will make the difference between a good high school experience and a great one! To enhance your educational experience, extracurricular activities are an excellent way to further develop your skills while exploring your personal interests and passions. You'll also have fun and meet new people!

### Sports

What physical activities do you enjoy? Soccer, basketball, volleyball, tennis, badminton, swimming, golf, dance? There are many sporting teams or physical activities you can try whether in a competitive fashion or just for fun.

### Clubs

In addition to sports, your high school offers a variety of non-athletic clubs, teams and activities. Are you into chess, music, science, robotics, drama? These clubs (and many more) provide opportunity for you to express yourself in creative and imaginative ways.

### Social Justice

Do you enjoy volunteering or working with others? Chaplaincy or Social Justice clubs allow you to participate in meaningful service projects that give back to the school and larger community.

### Your Voice

Are you a natural born leader? Participating in Student Government will provide you with opportunities to make your school a place where everyone feels welcome and where you are empowered to speak your mind. Get involved and become active citizens and leaders.

### Your Choice

High school is a time when a young person like you experiences major physical, intellectual, emotional, social, and spiritual growth. To support that growth, there are a variety of activities and clubs that will help you grow into the person you are meant to be. You are invited and encouraged to **get involved** and explore every possible learning opportunity!

# EXPLORING MY OPTIONS

MORE WAYS TO EXPAND & ENHANCE YOUR EDUCATIONAL EXPERIENCE...

## EXPLORING YOUR OPTIONS - BOARDING PASS

STUDENT OPTION

### Regional Programs

#### WHAT

- Expand your secondary school experience by considering a **Regional Program**.
- Admission to programs are based on an application process as outlined by each school.

#### WHO / WHERE

**Advanced Placement (AP) and PACE:** @ Fr. Bressani CHS, Sacred Heart CHS, St. Brother Andre CHS, St. Theresa of Lisieux CHS

The PACE program serves students who have been found to be intellectually advanced. The Advanced Placement Program (AP) is a curriculum extension which allows students to write an exam in a specific area that will earn them credits or advanced standing at most universities in Canada and abroad. Secondary gifted students have the opportunity to participate in differentiated programs for English, Mathematics, Geography, History and Science. Courses are modified to extend the depth and/or breadth of topics, compacting content to provide for rapid pacing, substituting different or more abstract materials, and providing enrichment learning experiences.

**International Baccalaureate Program (IB):** @ Cardinal Carter CHS, Fr. Michael McGivney CA, St. Robert CHS

This program offers a rigorous and intellectually challenging pre-university course of study (leading to examinations) to highly motivated students in the final two years of secondary school. Credits earned in this program are recognized internationally.

**English as a Second Language (ESL/ELD):** @ Jean Vanier CHS, Fr. Michael McGivney CA, Sacred Heart CHS, St. Elizabeth CHS, St. Joan of Arc CHS, St. Robert CHS

This program provides newcomer students with English language support in various subject areas.

**Laptop Learning:** @ St. Augustine CHS

This program enables students to use their notebook computer, various curriculum specific software application programs and the internet to enhance and extend learning. This program is available to grade 9 students on a voluntary basis.

**Regional Arts Program (RAP):** @ St. Elizabeth CHS

This program includes drama, dance, visual arts, and music. This exciting and unique program allows aspiring artists and performers to flourish in four branches of the arts. Students not only gain a life-long appreciation for the arts, they also build important life skills including self-confidence, discipline and teamwork.

NEW

**French Immersion (FI):** @ Fr. Bressani CHS, Jean Vanier CHS, St. Brother Andre CHS, St. Maximilian Kolbe CHS

This program enables students who have attended French Immersion at the elementary level to continue earning credits towards a French Immersion certificate.

NEW

**Advanced Placement (AP) \* not PACE:** @ Jean Vanier CHS, Joan of Arc CHS

AP courses let students know what to expect during the next phase of their educational journey and help build the confidence to succeed. Taking an AP courses also helps students develop the skills needed throughout their post-secondary career

## EXPLORING YOUR OPTIONS

STUDENT OPTION

### Continuing Education

#### WHAT

- Reinforce skills to prepare for grade 9
- Earn credits through reach-ahead courses, **night** and **summer school courses**
- Experience **global learning opportunities** and **international language programs**

#### WHO

- Grades 9-12 (summer school and international languages)
- Over age 16 and in Grades 11 - 12 (night school and global learning opportunities)

#### WHERE

- Various secondary school locations
- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Continuing Education**, or [ace.ycdsb.ca](http://ace.ycdsb.ca)

## BOARDING PASS



## EXPLORING YOUR OPTIONS

STUDENT OPTION

### Specialist High Skills Major

#### WHAT

- Focus your learning on a **specific industry sector**
- Earn a Ministry-approved **SHSM Diploma**
- Gain valuable industry experience through certifications, awareness training, reach-ahead opportunities, experiential learning activities and more

#### WHO

- Grades 11 and 12 students pursuing any post-secondary pathway

#### WHERE

- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Programs and Pathways > SHSM**

## BOARDING PASS



## EXPLORING YOUR OPTIONS

STUDENT OPTION

### eLearning

#### WHAT

- Earn credits through **online** study in day school and summer school
- Flexible schedule

#### WHO

- Students in Grades 10 - 12
- Students who are self-directed, motivated and independent learners with an ability to manage time well

#### WHERE

- Access to a networked computer is provided at the student's home school
- Online courses are accessible 24 hours a day, 7 days a week, from any computer
- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Programs and Pathways > eLearning**

## BOARDING PASS



## EXPLORING YOUR OPTIONS

STUDENT OPTION

### Cooperative Education

#### WHAT

- Earn credits while completing a work placement in the community
- Experience hands-on learning

#### WHO

- Students 16 years or older pursuing any type of post-secondary destination
- A requirement for students working towards an SHSM Diploma

#### WHERE

- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Programs and Pathways > Co-op**

## BOARDING PASS



## BOARDING PASS

### EXPLORING YOUR OPTIONS

STUDENT OPTION

#### Ontario Youth Apprenticeship Program (OYAP)

##### WHAT

- Gain Co-op education experience in an apprenticeship trade
- Become a registered apprentice while in high school

##### WHO

- Students 16 years or older with 16+ credits
- Full-time student enrolled in Co-op education course

##### WHERE

- Type of trade available is dependent upon the high school
- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Programs and Pathways > OYAP**



### EXPLORING YOUR OPTIONS

STUDENT OPTION

#### Dual Credits

##### WHAT

- Earn college credits that count towards your high school diploma (max. 4)

##### WHO

- Students in Grades 11 and 12

##### WHERE

- Accessible through all secondary schools
- College partners include: Centennial, Georgian, Humber and Seneca
- Website: [www.ycdsb.ca](http://www.ycdsb.ca) and select **Programs and Pathways > Dual Credit Courses**

## BOARDING PASS



# CHRISTIAN COMMUNITY SERVICE

In our Catholic schools, we see the opportunity for students to grow in their faith life. The following describes how Christian Community Service, offered in our Catholic schools, meets the provincial mandate requiring every student to complete 40 hours of Community Service in order to be granted the Ontario Secondary School Diploma.

Students now have from July 1st (after they finish Grade 8) until the end of Grade 12 to complete this graduation requirement. They do so outside class hours - in the evening, on weekends, during school breaks, and during summer months. Students are strongly encouraged to perform a minimum of 10 hours of service per year. Themes in the religious Education program are used as students develop in their understanding of what it means to be Disciples of Christ.

This theological reflection on Christian Community Service placements is supported by Religion teachers. Christian Community Service is a minimum requirement in a life-long process of understanding our role as followers of Christ in the modern world.

As you perform service within your community, you will be presented with a multitude of opportunities to acquire knowledge and skills and develop attitudes that will help you:

- Develop moral and ethical responsibility to the community
- Understand and accept social and civic responsibility
- Access opportunities in the community for intellectual development
- Develop peer leadership and mentoring skills
- Gain a better understanding of multicultural and equity issues
- Build confidence in social situations and adult interaction
- Have a greater awareness of interdependence within society
- Gain understanding of our obligation to others
- Develop an increased motivation and interest in learning
- Gain experience related to the world of work and enhanced career awareness



Not all volunteer activities qualify for Christian Community Service Hours. Specific details are available through high school guidance and religion departments as well as on the board website <http://www.ycdsb.ca/>. Select **Christian Community Service** for downloadable forms.

# MY VOLUNTEER GOALS



“ So, if I, your Lord and teacher, have washed your feet, you also ought to wash one another’s feet. ”  
John 13:14

# GPS

## Guide Your Personal Success

### Your Individual Pathways Plan (IPP)

Career Cruising is a web-based tool used to explore your individual God given gifts and talents, personal interest, and strengths. It allows you to research for your Education and Career/Life Plan while creating a profile of YOU in your IPP.

### You will ...

**Become** more knowledgeable about the skills required for future work which will provide you with the ability to construct and shape your future.

**Acquire skills** to become a self-reliant, lifelong career manager who makes informed life choices.

**Develop confidence** in your ability to implement and revise your Education and Career/Life Plan throughout your life, especially as you and the world around you changes.

**Collaborate** with teachers, parents and peers to make decisions, set goals and determine the steps needed to successfully complete secondary school and proceed to your initial post-secondary destination.

**Choose** your high school courses in Course Planner. Discuss your course options with your teachers and parents to determine which type of course is best for you.





Year 9	Year 10	Year 11	Year 12	Graduation Tracking
<b>English</b> ENG1DI 80	<b>English</b> ENG2DI 87	<b>English</b> ENG3UI 81	<b>English</b> ENG4UI 81	<b>29 / 30 Credits</b>  <a href="#">Learn More</a>
<b>Principles of Mathema...</b> MPM1DI 85	<b>Principles of Mathema...</b> MPM2DI 90	<b>Functions</b> MCR3UI 80	<b>Business Leadership: ...</b> BOG4EI 81 <i>Alternate: BTX4EI</i>	
<b>Science</b> SNC1DI 85	<b>Science</b> SNC2DI 85	<b>Chemistry</b> SCH3UI 86	<b>Communications Tech...</b> TGJ4MI 81 <a href="#">+ Alternate</a>	<b>SHSM</b> Construction <a href="#">Learn More</a>
<b>Geography of Canada</b> CGC1DI 88	<b>Canadian History in th...</b> CHC2DI 86	<b>Marketing: Goods, Ser...</b> BMI3CI 84	<b>Issues in Human Rights</b> IDC4UI 81 <a href="#">+ Alternate</a>	
<b>Core French</b> FSF1DI 82	<b>Career Studies</b> GLC2OH 90	<b>Financial Accounting F...</b> BAF3MI 81	<b>American History</b> CHA3UI 81 <a href="#">+ Alternate</a>	
<b>Healthy Active Living</b> PPL1OF 92	<b>Civics</b> CHV2OH 84	<b>Business Dual Credit ...</b> YUA4TX 82	<b>English</b> ENG1PI 81 <a href="#">+ Alternate</a>	
<b>Comprehensive Arts</b> ALC1OI 87	<b>Healthy Active Living</b> PPL2OF 91	<b>Biology</b> SBI3UI 81	<a href="#">+ Elective</a>	
<b>Religion - Be With Me</b> HRE1OI 92 Credits: 8	<b>Religious Education: C...</b> HRE2OI 88	Credits: 8		
	<b>Core French</b> FSF2DI 82 Credits: 8			

**Students are the architects of their own lives.**

# MAKING THE GRADE

## Assessment and Evaluation

Part of being successful in high school (and experiencing less stress!) is knowing about how you will be graded. You will be assessed and evaluated in each of your courses.

**Assessment** is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations of a course.

**Evaluation** is the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

The primary purpose of assessment and evaluation is for students to improve learning and reach their potential. In a Catholic context, this means that assessment and evaluation practices recognize and affirm the dignity of all learners.

### Student Achievement

This chart is a standard province-wide guide used as a reference point by teachers on how to assess and evaluate student achievement according to the four categories of knowledge and skills, as outlined below.

Knowledge and Understanding	Subject-specific content acquired in each course (knowledge) and the comprehension of its meaning and significance (understanding)
Thinking	The use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes
Communication	The conveying of meaning through various forms
Application	The use of knowledge and skills to make connections within and between various contexts

Adapted from Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1 – 12, Ministry of Education, 2010.

### Learning Skills and Work Habits

The six learning skills – Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation – are not included when determining a student's final grade. These skills are evaluated separately on the provincial report card as follows:



## Final Grade

A final grade is recorded for every course. A credit is granted and recorded for every course in which a student's grade is 50% or higher. The final grade for each course in Grades 9 – 12 will be determined as follows:

**70% Term** - Course Work completed throughout the semester

**30% Final** - Culminating Performance Task and/or Final Examination

In secondary school, you will need to refer to individual course outlines for detailed course weightings and specific components of the term and final percentages.

## Student Absences

Regular attendance on the part of students is vital to the learning process. Teachers will not be able to properly measure or grade your true level of achievement if you miss assessment and evaluation opportunities.

Understand your school's assessment and evaluation policy, found online or in your student agenda. Avoid getting a zero; know your school's policies! Earning a ZERO can have a huge impact on your grades and overall academic success.

## Homework

Homework is meant to supplement and enhance your educational experience. This is another way for you to refine your learning skills, while developing the ability to problem solve and think creatively and critically.

When it comes to homework, your responsibilities include:

- Managing time and priorities to ensure a healthy balance between homework, extra-curricular activities, part-time employment, community service, and leisure time;
- Ensuring that you clearly understand the homework assigned and ask for clarifications or assistance from the teacher when the assignment or the expectations are not understood;
- Completing assigned homework on time;
- Completing assigned homework to the best of your ability;
- Recording homework in your agenda or student planner;
- Ensuring that required materials and resources are taken home and returned, as necessary.

The complete K-12 Homework Policy may be viewed at: [www.ycdsb.ca](http://www.ycdsb.ca), select Policies.



# PROVINCIAL EQAO ASSESSMENTS

In high school, you will have to write two provincial Education Quality and Accountability Office (EQAO) tests: Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). There are many supports in place to prepare you for these assessments. Accommodations, special provisions and exemptions are provided to support English Language Learners and students with Special Education needs.

## Grade 9 Assessment of Mathematics – EQAO

All students registered in Grade 9 Applied and Academic Mathematics classes must write the Grade 9 EQAO Mathematics Assessment. This assessment counts for a portion of the final 30% in your Mathematics grade. As well, it provides you, your family, and your school with information about your success in math. While school-wide results may be publicized, your individual results are confidential. In turn, you and your family can use this information, in consultation with teachers and counsellors, to inform the education and career / life planning decisions made through the remainder of high school.

## Ontario Secondary School Literacy Test (OSSLT)

In Grade 10, you will take the Ontario Secondary School Literacy Test. The OSSLT is based on the expectations for literacy (reading and writing) across all subjects in the Ontario Curriculum up to the end of Grade 9. These skills are the basis for learning in all subject areas in both the intermediate grades and in secondary school. All students must meet the literacy standard in order to earn their diploma. Passing the OSSLT meets that standard.

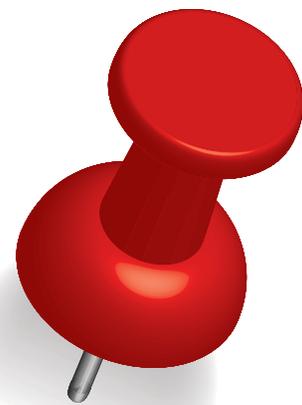
In the **reading** portions of the test, you will complete narrative, graphic, and informational reading tasks. Students are asked to show their understanding of explicit (i.e., directly stated) and implicit (i.e., indirectly stated) information, as well as to connect their understandings of the text to their personal experience and knowledge.

The **writing** portions of the OSSLT include a combination of multiple choice questions and short and long writing tasks. Your responses to these questions and tasks will demonstrate your ability to communicate ideas and information clearly and coherently.

The results of the OSSLT are reported only in terms of whether or not you are successful in meeting the standard established for the test. Students who successfully complete the assessment are advised, through the Ministry-generated Individual Student Report, that they have successfully completed the OSSLT. Schools are given the single literacy score for students who were unsuccessful, as well as additional information to help students, teachers, and parents/guardians to plan for improvement.

Students who are unsuccessful on the OSSLT are given the opportunity to write the test again the following school year. A full semester course is also offered for Grade 12 students who are unsuccessful in both attempts at the OSSLT. This course is worth one credit and meets the requirements for the Ontario literacy standard, leading to a diploma.

For more information on provincial assessments, visit:  
[www.eqao.com](http://www.eqao.com)



# PREVENTING THE WRONG TURN

You will be on the right track if you start by choosing your Grade 9 courses wisely. Choose courses that will match your needs and interests.

You can improve your success in a course when you:

- Follow your Grade 8 teacher's recommendations for course types;
- Choose a course type that best reflects your interests, skill set, and academic ability;
- Attend classes regularly;
- Keep up with class work and homework;
- Ask questions and/or go to the right people for help;
- Use the resources available from the school to make informed decisions.

With consistent **hard work** and **effort** you can be successful and will likely graduate within 4 years of secondary school. If you are unsuccessful in a course, however, there are several options to get back on track.

## If you are struggling in a course:

- Talk to your parents/guardians;
- Speak to your teacher;
- See your Guidance Counsellor;
- Consider Peer Tutoring;
- Most importantly... develop a plan for success!

**If there are other challenges interfering with your academic success and well-being** ASK FOR HELP from your Guidance Counsellor or your Chaplain. Either one can support you and point you in the right direction.

# GETTING BACK ON TRACK!

Sometimes we need to take a detour along our journey to get back on the right path. Go see your Guidance Counsellor for all your options! Here are a few suggestions:

## Repeat Full Course:

- It may be possible to repeat the full course the following school year in place of a new credit

## Summer School:

- Take a 2 week course if your final mark is 35% or higher
- Take a 4 week course if your final mark is lower

## Credit Recovery:

- Recover up to 2 failed courses during the school day



# PATHWAY TO SUCCESS

## DEVELOPING SKILLS AND WORK HABITS

There are many skills and habits you will need in order to be happy and successful in high school. These extend beyond Grade 12 and will help you be successful throughout your life.

### CATHOLIC CHARACTER

I demonstrate Christian values.  
I am caring and compassionate to myself and others.

### CREATIVITY & INNOVATION

I can generate new ideas to address challenges.

### COMMUNICATION

I can express myself in a variety of ways.  
I listen and respond actively and critically.

### CITIZENSHIP

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

### CRITICAL THINKING AND PROBLEM SOLVING

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

## 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.

## RESPONSIBILITY

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

## INDEPENDENT WORK

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

## SELF-REGULATION

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

## INITIATIVE

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

## 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.

# STUDENT SERVICES

## SPECIAL EDUCATION PROGRAMS AND SERVICES

If you are a student who is supported by special education in Grade 8, you will continue to receive supports and services in high school.

### WHAT WILL BE THE SAME?

**You will have a core resource teacher.** It is very important to get to know your core teacher and for your core teacher to get to know you. This teacher can help with any questions or concerns you have about high school in general or about specific courses. This teacher will share information about you with your subject teachers and will work with you, your teachers and your parents to write and revise your **Individual Education Plan (IEP)**.

#### **You will have access to a core resource room**

You can go here to work with your core teacher, to get assistance with organizing your work, planning your assignments or help with study skills. You can also go to the core room for assistance with understanding course work or to work on assignments or tests.

#### **You will continue to have an Individual Education Plan (IEP)**

This is a very important document that describes you as a learner and outlines the accommodations that you need to have in place to be a successful student.

The IEP specifies whether you will require:

- Accommodations only; or
- Modified learning expectations; or
- An alternative program not derived from the curriculum expectations of a course.

#### **You will continue to have accommodations**

Accommodations are listed in your IEP. They are based on your strengths and needs as a learner. Accommodations are the tools and strategies that help you to learn. You will have access to accommodations to help you learn in classes and to help you demonstrate your learning on assignments, tests and exams.

#### **You will continue to have access to assistive technology (Kurzweil, Inspiration, Word Q/Speak Q, Dragon Speaking)**

- If you have been provided with a YCDSB lap top for school, the computer will be transferred to your high school over the summer.
- All of your textbooks will be available electronically and you can use your lap top in all of your courses.
- In your high school, you will also have access to computers in the Core Resource Room, the library and some classes. All of these computers have the programs listed above.

## WHAT WILL BE DIFFERENT IN HIGH SCHOOL?

### Access to the Core Resource Room

Going to the core resource room will not be a scheduled time of the day/week. You or your teachers can ask for support from Core Resource at any time throughout the day for any of your courses.

### Learning Strategies is a Credit Course

This is a course that is taught by a Core Resource teacher and it is designed to help you continue to develop skills to be a successful student. This includes skills like organization, note taking, studying, oral presentations, self awareness and self advocacy. It will support your use of Assistive Technology and provide you with help for all of your courses with a special focus on **Numeracy and Literacy**. It will also help you get ready to write the Ontario Secondary School Literacy Test when you are in grade 10.

### Your Role in Your Learning

As you move into high school, you will become more involved in decisions about your own learning. You will be consulted in the development of your IEP and will be invited to IPRC meetings that review your program and pathway. It is important that you understand yourself as a learner and develop effective ways to communicate your strengths and needs to your teachers.

*I take GLE (Learning Strategies) and it helps me with all my courses.*

*"I write my tests in the Resource Room with my study guide and get extra time if I need it! I am learning to advocate for myself with my teachers."*

*I am working towards an Ontario Secondary School Certificate instead of a diploma. So, I do not need to write the OSSLT.*



*"My Core Resource teacher supports me with time mangagment and organization."*

## YOUR SUPPORT SYSTEM

# THE STUDENT SUCCESS TEAM

**E**ntering high school is an important milestone in your life. You will be in a new environment, surrounded by unfamiliar faces, but never feel that you are on your own. There are a number of people who make up the school's Student Success Team to help you along the journey.

"I failed a Grade 9 course!

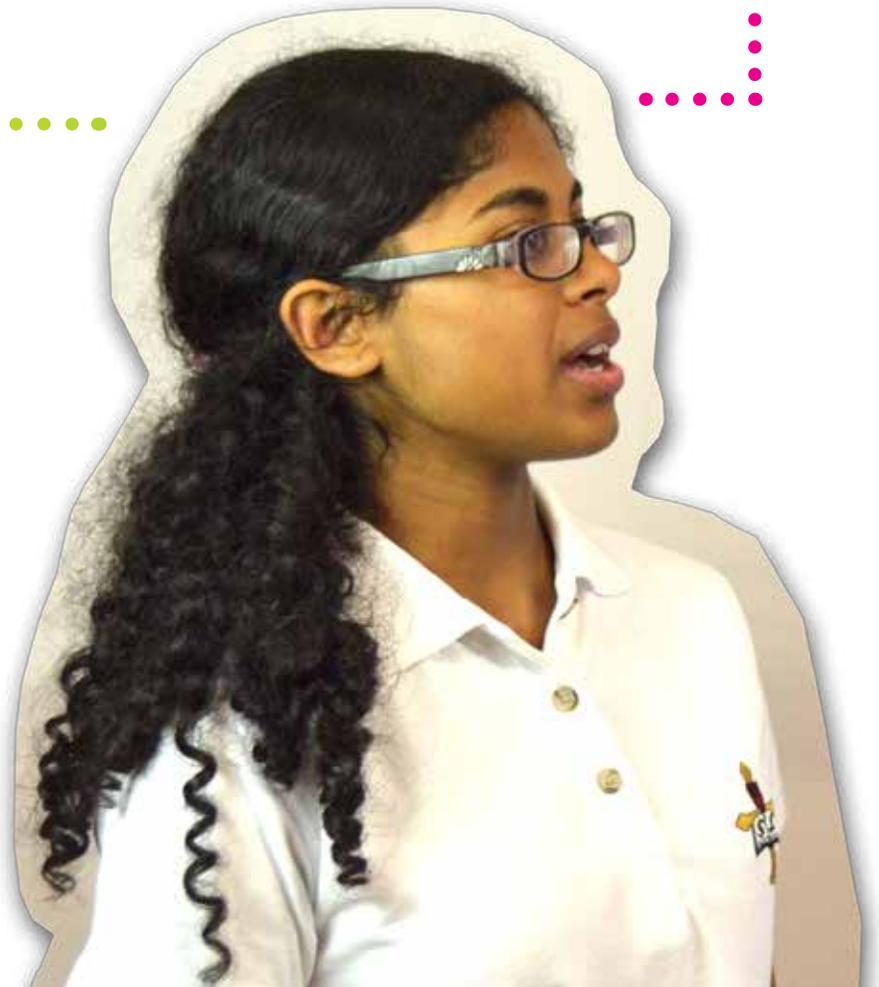
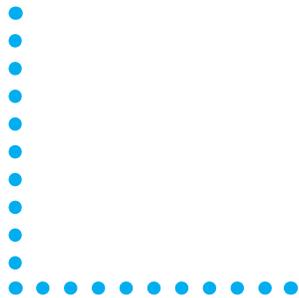
Now what?"



"Who cares for me?"



If I have a personal problem,  
who can I go to in my school?"





**Administrators –  
Principals and  
Vice Principals**

...are responsible for ensuring safe and secure schools. They are available to assist students and parents/guardians with concerns.

**Guidance Counsellors**

.....are available to assist students with planning their educational pathways, personal career plans and course selections as outlined in your IPP. They are also available to assist students with personal concerns and guide them to other professionals for specific assistance.

**Student Success Teachers**

...are available to help you deal with a difficult transition to high school. They monitor students' progress and organize support if it's needed.

**The Chaplain**

...facilitates personal and communal growth in body, mind and spirit, in the context of our Catholic faith and supports students on their faith journey. The Chaplain provides opportunities for the school community to share in liturgical celebrations, retreats, social action, support groups and counselling.

**The Special  
Education Teacher**

.....monitors and assesses students who have an Individual Education Plan (IEP). They work with parents, students and teachers to ensure that a student's individual learning needs are met.

# Destination Success

Who am I?

Your **Education and Career/Life Plan** is made up of all the types of courses you take in secondary school, all your experiences, and all the supports you need so you can graduate and make a successful transition to life after high school. Each one of us is called by God to live and work in a way that supports our interests, skills, knowledge and learning style.

There are different destinations after high school and each pathway has different requirements. Students aren't obligated to make career decisions in Grade 9 or 10 – feel free to explore and change your mind. The door is open to all post-secondary destinations: Apprenticeship, College, University and the Workplace!

## Apprenticeship and Skilled Trades

- Apprenticeship is a practical method of learning, providing hands-on training in over 130 skilled trades
- Apprentices are paid while gaining work experience; their wages increase as they develop their skills
- Some training takes place in a college classroom but a majority of the training occurs in the actual workplace and lasts 2-5 years
- Many people begin an apprenticeship immediately after high school; it is possible, however, to do so while still in high school through the Ontario Youth Apprenticeship Program (OYAP)
- OYAP requires students to be 16 years of age and have 16 credits completed
- An OSSD is a requirement for most apprenticeship pathways

### You may be interested in Apprenticeship and Skilled Trades if:

- You enjoy hands-on learning and have good mechanical and spatial abilities
- You enjoy fixing things, assembling and taking structures apart
- You enjoy applying your skills and knowledge to real life problems
- You enjoy investigating why something does not work and how it can be done better

Who do I want to become?



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# My Initial Post-Secondary Destination

## College

- College is a type of school that you can attend after high school graduation or after attending university
- You must fulfill certain admission requirements in order to be accepted into college programs. Generally, an OSSD is required including ENG4C.
- These programs combine real life skills with theoretical education and training
- Colleges have certificate, diploma, graduate certificate, applied degree or joint college-university programs, that usually take 1-3 years to complete
- Tuition for college programs ranges from \$3000 - \$6000 per year

### You may be interested in College if:

- You find success with hands-on experiences
- You enjoy smaller classes and the personal approach to instruction
- You have specific career goals that require a college education
- You are interested in developing technical and occupational skills required for your chosen area



What are my opportunities?

## University

- University is a type of school you can attend after high school graduation or after college
- You must fulfill certain admission requirements in order to be accepted into a university program. Generally, an OSSD is required including ENG4U and 5 other U or M type courses with a specific grade average.
- Universities provides a variety of degree programs that are theoretical in nature ranging from 3 – 10 years of study
- Tuition for university programs ranges from \$6000 - \$8000 per year

### You may be interested in University if:

- You enjoy theoretical thinking and learn best by studying concepts
- You are able to complete much of your work independently
- You have specific career goals in mind that require a university education



What are plans for achieving my goals?

## Work and On-The-Job Training

- A wide variety of careers require a high school diploma, followed by specific on-the-job training
- Workplaces generally prefer students to have an OSSD and Grade 12 English
- Various high school programs provide opportunities for students to meet initial requirements for entering specific workplaces, allowing for a smooth transition from school
- Some entry-level positions from high school include: real estate agents, animal care workers, bank tellers, photographers, web site designers, construction labourers

### You may be interested in Work and On-The-Job Training if:

- You have developed practical skills throughout your courses
- You wish to defer further post-secondary education and training until a later date
- You have specific career goals in mind that allow you to go directly to the workplace or on-the-job training

# RESEARCH YOUR PATHWAY



## Who am I? Know Yourself...

### Career Cruising

[www.careercruising.com/login/yc](http://www.careercruising.com/login/yc)

### Ontario School Counsellors' Association (OSCA)

[www.osca.ca](http://www.osca.ca) (click on Students)

### Ontario Skills Passport

[www.skills.edu.gov.on.ca](http://www.skills.edu.gov.on.ca)

## What are my opportunities? Explore...

### Homework Help

Live Math tutoring sessions with Ontario certified teachers for students in Grades 7 - 10  
[homeworkhelp.ilc.org](http://homeworkhelp.ilc.org)

### Ontario Education Resource Bank (OERB)

The OERB provides students/parents with access to thousands of educational resources.

[resources.elearningontario.ca](http://resources.elearningontario.ca)

See your guidance counsellor for a user ID and password

### Career Planning

[www.edu.gov.on.ca/eng/prospects](http://www.edu.gov.on.ca/eng/prospects)

### Job Search, Resumes

[www.jobfutures.ca](http://www.jobfutures.ca)

[www.mazemaster.on.ca](http://www.mazemaster.on.ca)

[www.youthjobs.gov.on.ca](http://www.youthjobs.gov.on.ca)

[www.monster.ca](http://www.monster.ca)

### Know Your Rights and Responsibilities

[www.worksmartontario.gov.on.ca](http://www.worksmartontario.gov.on.ca)

### A Year Off – Work Projects Across Canada

[www.katimavik.ca](http://www.katimavik.ca)





## Who Do I Want To Become? Choose A Direction...

**Catholic Social Teaching**  
[www.romancatholic.kingston.on.ca](http://www.romancatholic.kingston.on.ca)

**Apprenticeship Search**  
[www.apprenticesearch.com](http://www.apprenticesearch.com)  
[www.apprenticetrades.ca](http://www.apprenticetrades.ca)  
[www.oyap.com](http://www.oyap.com)  
[www.edu.gov.on.ca/eng/tcu/apprentices](http://www.edu.gov.on.ca/eng/tcu/apprentices)

**Ontario Colleges**  
[www.ontariocolleges.ca](http://www.ontariocolleges.ca)  
[www.gotocollege.ca](http://www.gotocollege.ca)

**Ontario Universities**  
[www.electronicinfo.ca](http://www.electronicinfo.ca)  
[www.ouac.on.ca](http://www.ouac.on.ca)

**College/University Transfer Guide**  
[www.ontransfer.ca](http://www.ontransfer.ca)

**Canadian Forces**  
[www.forces.ca](http://www.forces.ca)

**Employment**  
[www.tcu.gov.on.ca/eng/employmentontario](http://www.tcu.gov.on.ca/eng/employmentontario)

What is my plan for achieving my goals? Build a Pathway

**Scholarship Awards Search**  
[www.studentawards.com](http://www.studentawards.com)  
[www.scholarshipcanada.ca](http://www.scholarshipcanada.ca)  
[www.millenniumscholarships.ca](http://www.millenniumscholarships.ca)

**Student Loans and Financial Planning**  
[www.osap.gov.on.ca](http://www.osap.gov.on.ca)  
[www.canlearn.ca](http://www.canlearn.ca)



# FAITH-CENTRED COMMUNITIES

## CARDINAL CARTER CHS

210 Bloomington Rd.  
Aurora L4G 3G8

[cch.ycdsb.ca](http://cch.ycdsb.ca)

## FR. BRESSANI CHS

250 Ansley Grove Rd.  
Woodbridge L4L 3W4

[fbh.ycdsb.ca](http://fbh.ycdsb.ca)

## FR. MICHAEL MCGIVNEY CA

5300 14th Ave.  
Markham L3S 3K8

[fmmh.ycdsb.ca](http://fmmh.ycdsb.ca)

## HOLY CROSS CA

7501 Martin Grove Rd.  
Woodbridge L4L 1A5

[hocr.ycdsb.ca](http://hocr.ycdsb.ca)

## JEAN VANIER CHS

10568 Bayview Ave.  
Richmond Hill L4C 3N8

[jvh.ycdsb.ca](http://jvh.ycdsb.ca)

## OUR LADY OF THE LAKE CCS

185 Glenwoods Ave.  
Keswick L4P 2W6

[ollh.ycdsb.ca](http://ollh.ycdsb.ca)

## SACRED HEART CHS

1 Crusader Way  
Newmarket L3Y 6R2

[sahe.ycdsb.ca](http://sahe.ycdsb.ca)

## ST. AUGUSTINE CHS

2188 Rodick Rd.  
Markham L6C 1S3

[staugustinechs.ca](http://staugustinechs.ca)

## ST. BROTHER ANDRE CHS

6160 16th Ave.  
Markham L3P 3K8

[bran.ycdsb.ca](http://bran.ycdsb.ca)

## ST. ELIZABETH CHS

525 New Westminster Dr.  
Thornhill L4J 7X3

[seh.ycdsb.ca](http://seh.ycdsb.ca)

## ST. JEAN DE BREBEUF CHS

2 Davos Rd.  
Woodbridge L4H 2Y1

[sjdbh.ycdsb.ca](http://sjdbh.ycdsb.ca)

## ST. JOAN OF ARC CHS

1 St. Joan of Arc Ave.  
Maple L6A 2W9

[stjo.ycdsb.ca](http://stjo.ycdsb.ca)

## ST. MAXIMILIAN KOLBE CHS

278 Wellington St., E.  
Aurora L4G 1J5

[smkh.ycdsb.ca](http://smkh.ycdsb.ca)

## ST. ROBERT CHS

8101 Leslie St.  
Thornhill L3T 7P4

[stro.ycdsb.ca](http://stro.ycdsb.ca)

## ST. THERESA OF LISIEUX CHS

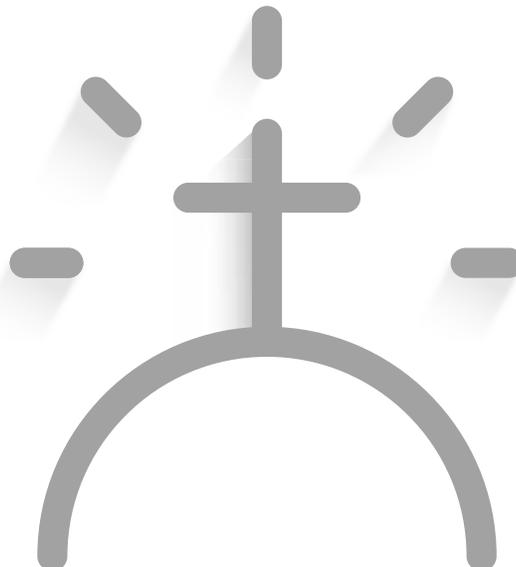
230 Shaftsbury Ave.  
Richmond Hill L4C 0E8

[stlh.ycdsb.ca](http://stlh.ycdsb.ca)

## CONTINUING EDUCATION Catholic Education Centre

320 Bloomington Rd. W.  
Aurora L4G 3G8

[www.ycdsb.ca](http://www.ycdsb.ca)



# Advanced Placement & PACE

## Fr. Bressani - Sacred Heart – St. Brother Andre - St. Theresa of Lisieux

The York Catholic District School Board has elected to identify the Advanced Placement Program as its program for gifted curriculum extensions. The Advanced Placement Program (AP) allows students to write an exam in a specific area that will earn them credits or advanced standing at most universities in Canada and abroad.

The PACE program serves students who have been found to be intellectually advanced. Secondary gifted students have the opportunity to participate in differentiated programs for English, Mathematics, Geography, History and Science. Courses are modified to extend the depth and/or breadth of topics, compacting content to provide for rapid pacing, substituting different or more abstract materials, and providing enrichment learning experiences.

## Regional Programs

### St. Augustine CHS Laptop Learning

St. Augustine's Laptop Learning Program is available to grade 9 students on a voluntary basis. This program enables students to use their notebook computer, various curriculum specific software application programs and the internet to enhance and extend learning.

### St. Elizabeth CHS Regional Arts Program

The Regional Arts Program (RAP) includes drama, dance, visual arts, and music. This exciting and unique program allows aspiring artists and performers to flourish in four branches of the arts. Students not only gain a life-long appreciation for the arts, they also build important life skills including self-confidence, discipline and teamwork.

### Cardinal Carter CHS, Fr. Michael McGivney CHS, St. Robert CHS

#### International Baccalaureate Program

This program offers a rigorous and intellectually challenging pre-university course of study (leading to examinations) to highly motivated students in the final two years of secondary school. Credits earned in this program are recognized internationally.

### Fr. Bressani CHS, Jean Vanier CHS, St. Brother Andre CHS, St. Maximilian Kolbe CHS

#### French Immersion

This program enables students who have attended French Immersion at the elementary level to continue earning credits towards a French Immersion certificate. Students accumulate 10 credits in French; 4 are for FSL courses; 6 are for the subjects in which French is the language of instruction. A certificate in French Immersion is granted when students fulfill these requirements.

### Jean Vanier CHS, Joan of Arc CHS Advanced Placement

AP courses let students know what to expect during the next phase of their educational journey and help them build the confidence to succeed. Taking an AP courses also helps students develop the skills needed throughout their post-secondary career, including time management and study skills. Students do not need to be identified as PACE in order to access the program at these two sites.

## English as a Second Language

*This program provides newcomer students with English language support.*

The following schools offer this programming for students:

- Fr. Michael McGivney CHS
- Jean Vanier CHS
- Sacred Heart CHS
- St. Elizabeth CHS
- St. Joan of Arc CHS
- St. Robert CHS

## Specialist High Skills Major - SHSM

The SHSM is a way of recognizing outstanding programming and student success. An SHSM (Red Seal) designation on a diploma tells everyone that the student has focused his/her high school experience on a career path that matches his/her skills and interests. Specifically, the student has focused his/her educational program in a particular economic sector and has successfully completed all key program components - *at the same time he/she has met all the graduation requirements.*



# TEACHING AND LEARNING

## IN THE 21ST CENTURY

As York Catholic District School Board strives for continuous improvement in Catholic Education, we appreciate the need to establish a solid foundation for academic success within a 21st century environment. The hallmarks of 21st century education at YCDSB are captured in our 6C's.

### Critical Thinking & Problem Solving

A discerning believer who is able to make thoughtful decisions and solve problems in light of criteria that reflect Gospel values.



### Creativity & Innovation

A reflective, creative, holistic thinker who is able to generate new ideas, address challenges and promote the common good.



CRITICAL THINKING &  
PROBLEM SOLVING

CREATIVITY &  
INNOVATION

+

CATHOLIC  
CHARACTER

COLLABORATION

COMMUNICATION



### Catholic Character

A self-directed, responsible, life-long learner who is able to integrate faith with life through reflection, planning and action.



### Collaboration

A collaborative contributor who is able to create products or provide services that foster a just society.



### Communication

An effective communicator who is able to develop and strengthen relationships that promote hope and optimism.

### Citizenship

A responsible citizen who applies the principles of Catholic Social Teaching in service to local and global communities.



CITIZENSHIP

*Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.*