



# Grade 8 Transition to High School

York Catholic District School Board

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

January 2015



***As a Catholic Learning Community, we enable successful transitions from grade to grade and to life after high school when we help students discover and develop their God-given gifts and their sense of vocation and purpose.***

**Students will apply knowledge of their gifts, interests and abilities, and make appropriate decisions about educational possibilities and career opportunities.**

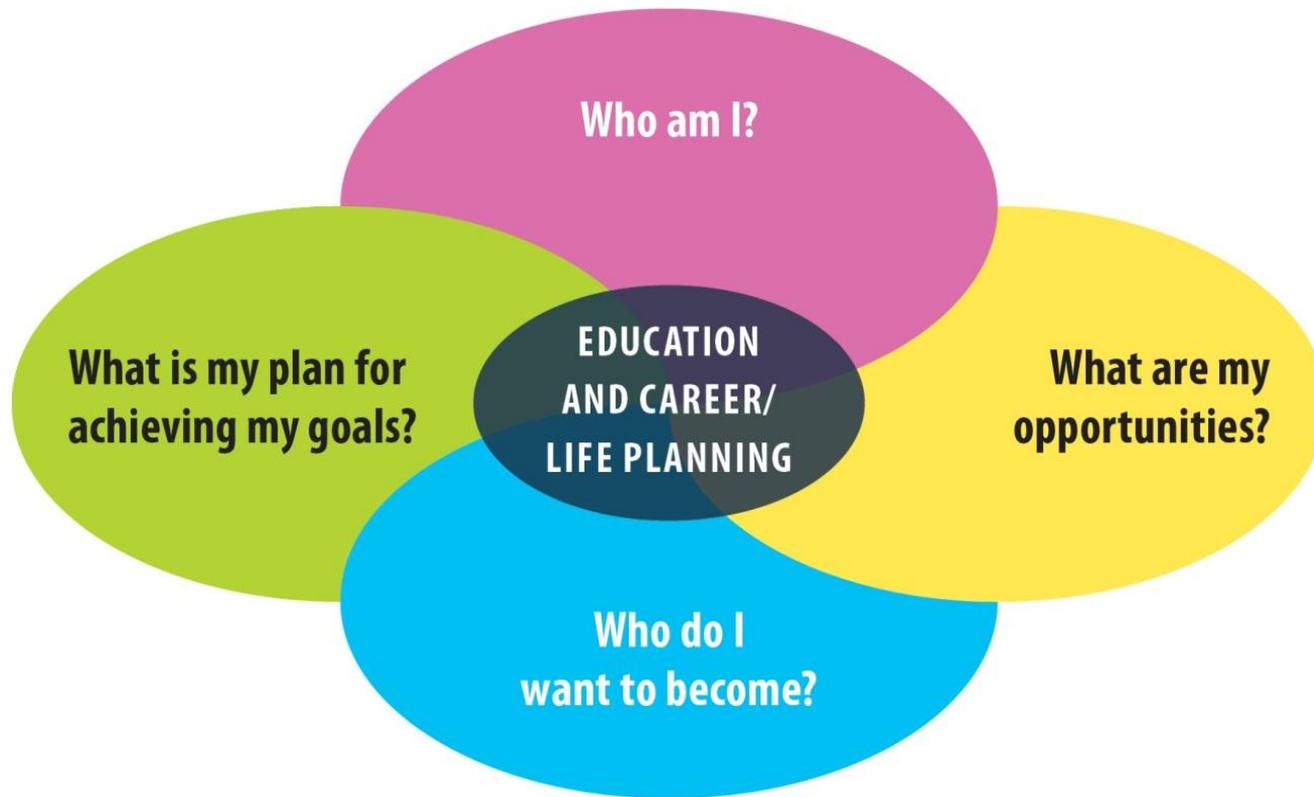
# Transition to High School

The decisions made regarding the “transition experience” from grade 8 to 9 are among the most important that will be made at any time from K - 12

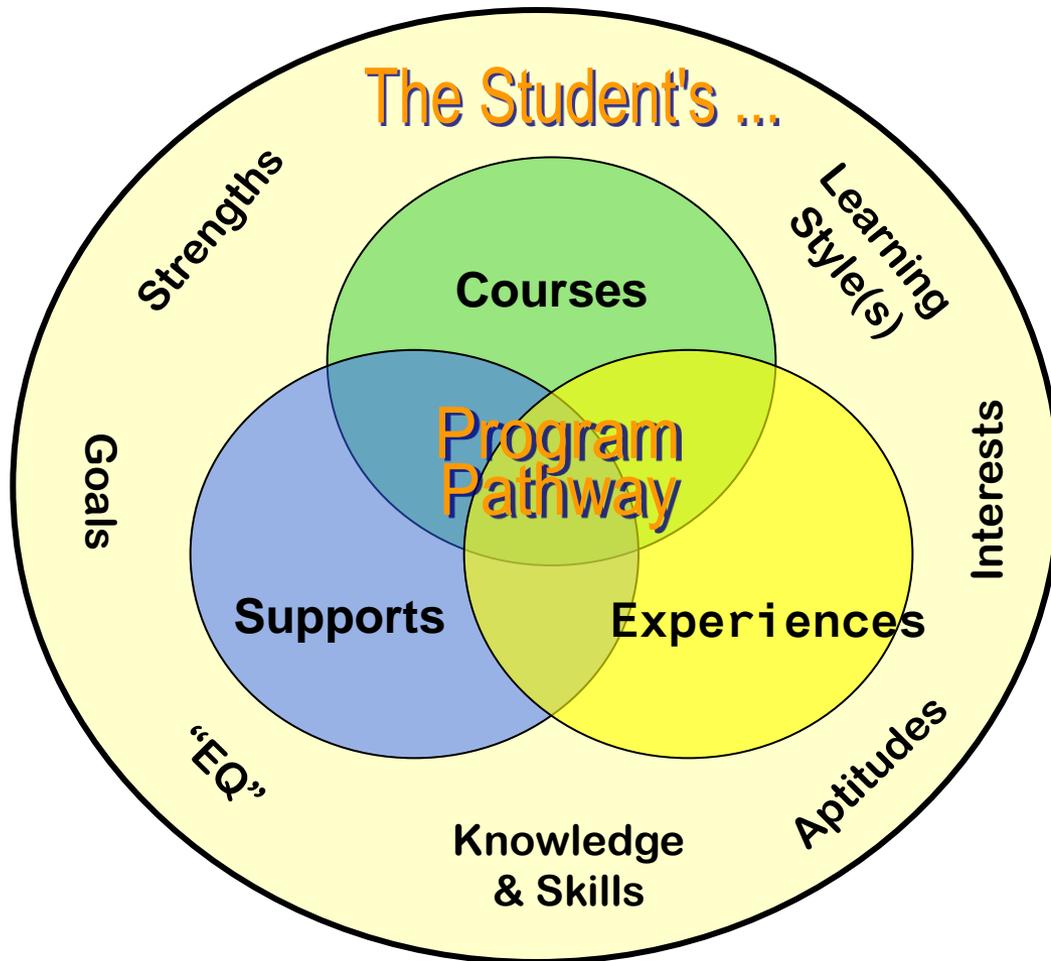
*Who Doesn't Go to Post-Secondary Education?*

Dr. Alan King et al,  
*Executive Summary*  
November 2009

# Individual Pathways Plan



# Plan = Student Engagement = Success



*"When students are engaged in their learning and social environment, they are better able to develop the skills and knowledge and grasp the opportunities that can help them reach their full potential, pursue lifelong learning, and contribute to a prosperous, cohesive society."*

***Energizing Ontario  
Education***

# Parent Engagement

Factors that positively influence the likelihood that students will stay in school and meet with success:

- High levels of **school engagement** (social and academic) **that create a sense of belonging**
- High levels of **parental involvement** in all areas of youth's life

Dr. Bruce Ferguson, *Early School Leavers Report*, 2005

# Learning Skills & Work Habits

- Responsibility
- Independent work
- Initiative
- Organization
- Collaboration
- Self-regulation

**“...There is broad agreement among educators from various constituencies that learning skills and work habits, like those identified for Grades 1 – 12, contribute substantially to student success.”**

**Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010**

# Ontario Secondary School Diploma Requirements



30 Credits

(18 compulsory courses + 12 elective courses)

+

Successful completion of the

Ontario Secondary School Literacy Test

+

40 Hours of Community Service



January 2015

Transition to Secondary

# Course Types

Grade 9 and 10 courses are designed to help students explore their interests and to establish knowledge and foundation skills necessary for success in the senior grades.

Open (O)

Academic (D)

Applied (P)

Locally Developed (E)

**A mixture of course types can be chosen**

# Academic Type Courses (D)

- Move **quickly** from one concept or topic to the next
- Focus more on the abstract and theoretical
- Connections to concepts and ideas are not as explicit
- Offer frequent opportunities for students to **extend knowledge** and dig deeply into concepts

# Applied Type Courses

## (P)

- Offer **practical** experiences and real-life, familiar examples in order to understand concepts
- Focus less on the abstract and theoretical
- Provide **many examples** to help make connections
- Provide **more time** for students to process and understand concepts before moving onto the next topic
- **Frequent review** of topics and concepts

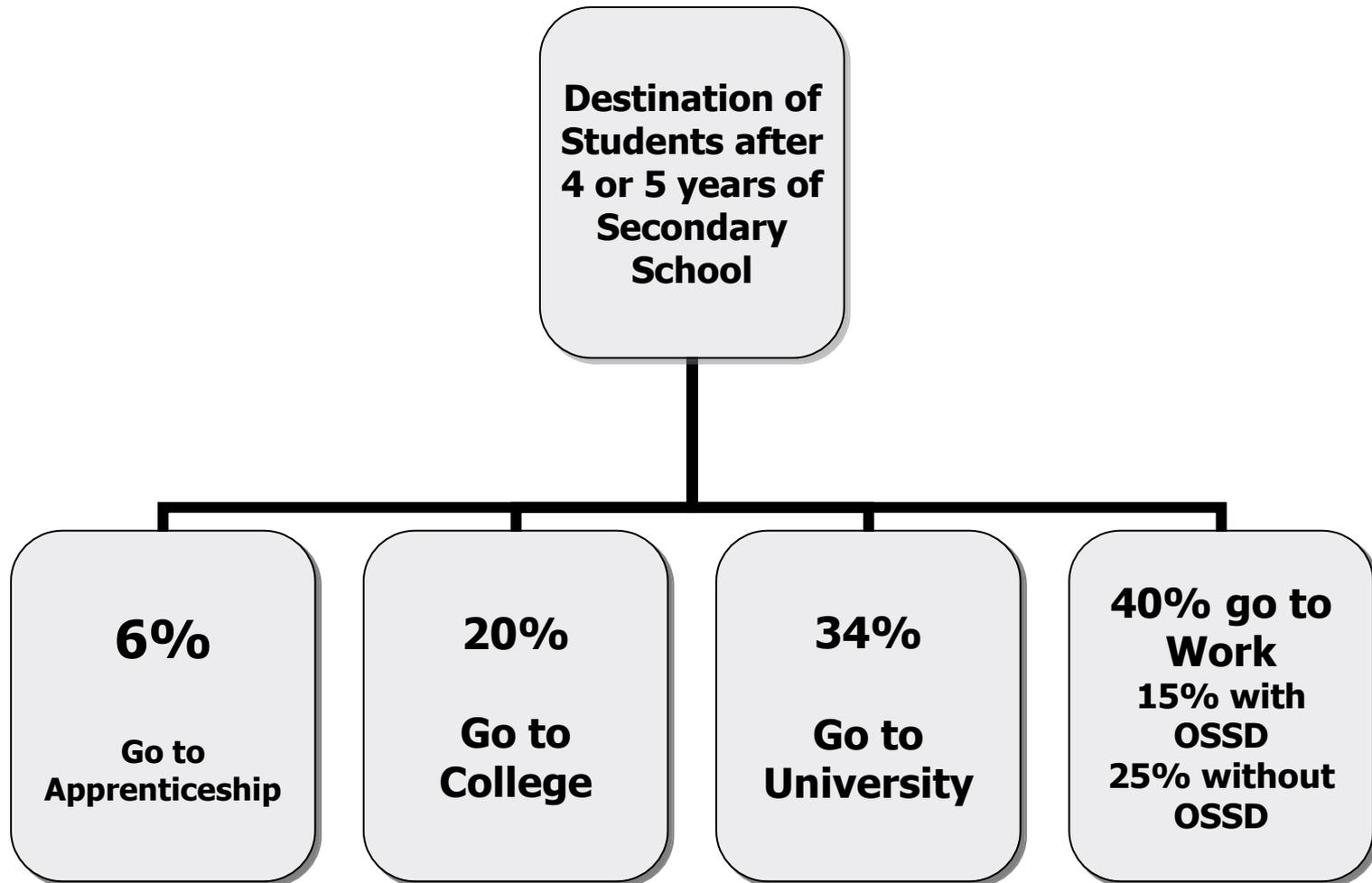
# Locally Developed Type Courses (E)

- Focus on addressing students' **knowledge and skill gaps** in specific subject areas
- Use **practical** activities to help students develop their literacy, numeracy, problem-solving, decision making and communication skills
- Offer **frequent** opportunities for students to **revisit** concepts
- Prepare students for success in **everyday life**

# Post Secondary Destinations

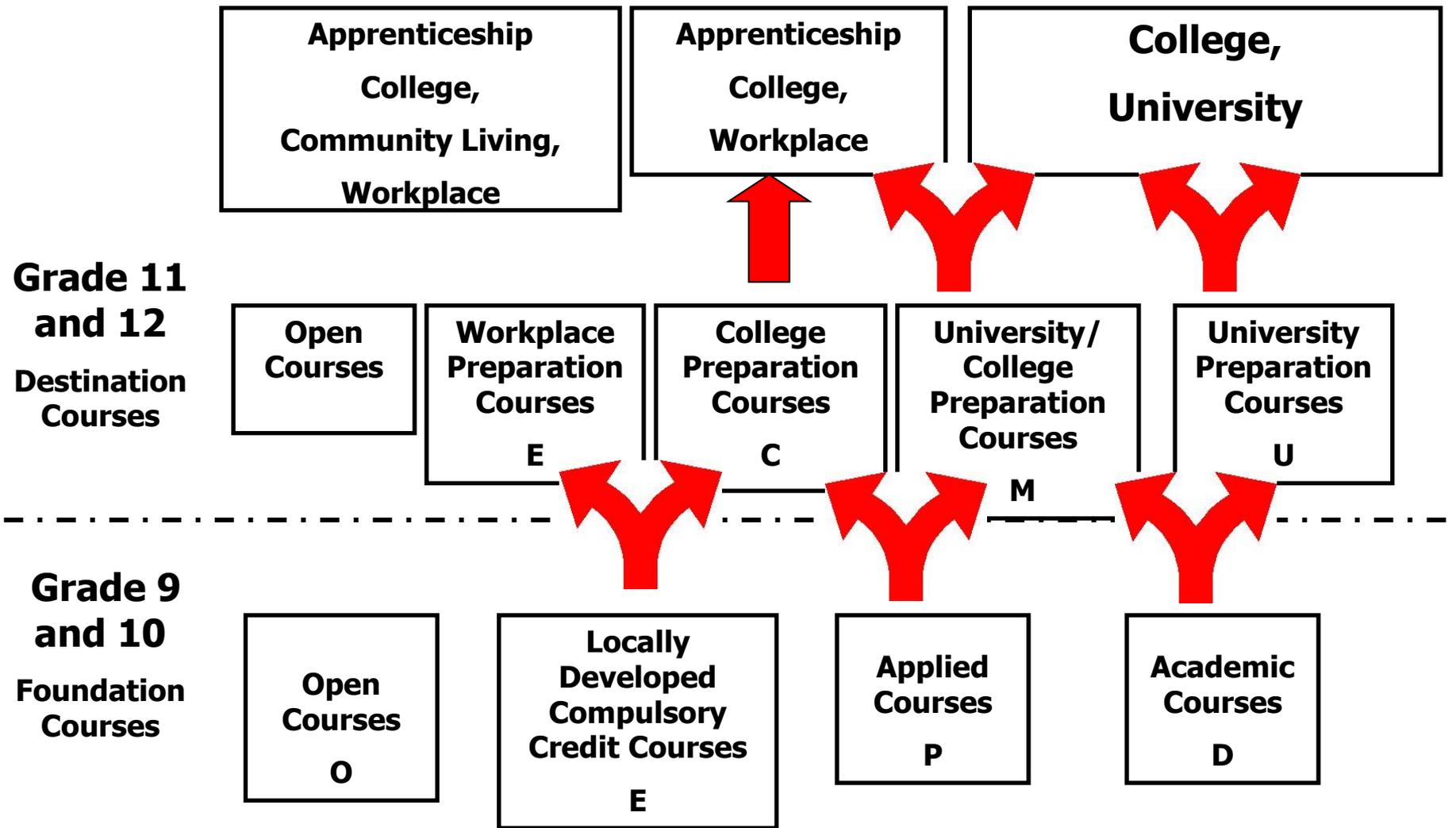


# Post-Secondary Destinations



Based on statistics from 2006-7 cohort group of Ontario high school students. "Who Doesn't Go to Post-Secondary Education", A.J.C. King et al, 2009.

# Course Types and Destinations



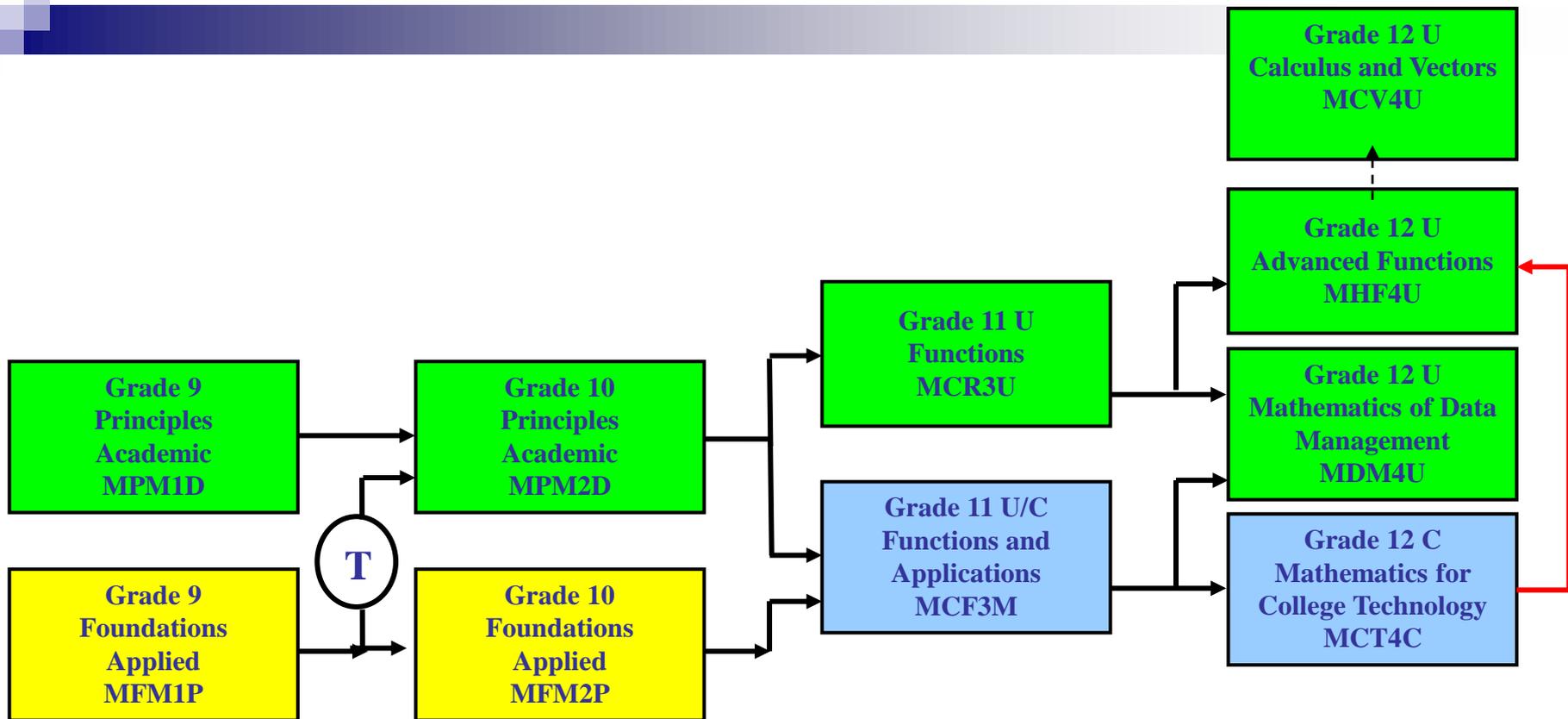
# Course Pathways

**A pathway is designed to lead a student to an initial post-secondary destination**

*Building Pathways to Success, Grades 7-12, 2003*

# Changing Pathways

- *Pathways are flexible and changeable*
- *They can be adapted and revised to meet the individual needs of every student*
- *As students' interests and goals change as they gain experience and learn more about themselves, there will be opportunities to re-chart the journey*
- *There are a variety of ways to change directions, depending on when the decision is made*



# Sample Math Pathways for College and University Destinations

# Choosing Courses for Grade 9

Compulsory Courses  
Recommended by  
Grade 8 Teachers

Compulsory Courses  
Selected by  
Parent and Student

HRE1O1

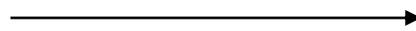
ENG1D1

**MFM1P1**

**SNC1P1**

CGC1D1

**FSF1P1**



HRE1O1

ENG1D1

**MPM1D1**

**SNC1D1**

CGC1D1

**FSF1D1**



# Choosing the best course type for your child

- Choose courses based on **present** and **realistic** achievement. *Where are students most comfortably achieving success?*
- Engage in discussions with your child and Grade 8 teachers to **identify** areas of **strength** and areas that are **challenging**
- Use resources available to you to plan: **intermediate teachers, guidance counsellors, administrators, professionals in a field, exploration of careers (Career Cruising), community service work ...**

# Support from Home

- Instill good work habits and organizational skills
- Stay involved in their social and academic lives
- Help your child discover:
  - *Who am I?*
  - *What are my opportunities?*
  - *Who do I want to become?*
  - *What is my plan for achieving my goals?*
- Choose courses based on present and realistic achievement
- View all pathways as valuable