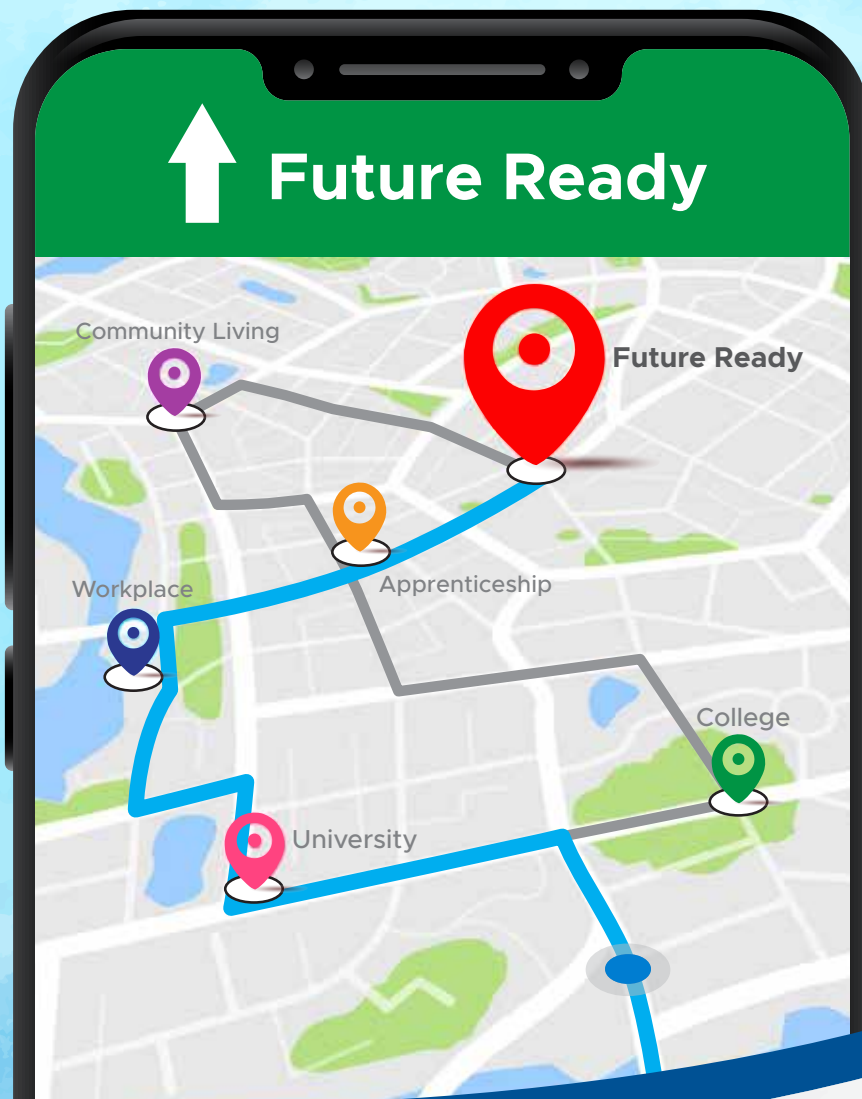


2025-2026 EXPLORING THE POSSIBILITIES

A TRANSITION GUIDE FOR GRADE 7 & 8 STUDENTS MOVING INTO HIGH SCHOOL



Vision

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.

Mission

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.



GOOD LUCK ON YOUR JOURNEY!

Dear Students,

Your Catholic education will provide you with countless opportunities to explore your passions, build your confidence, give back to the community, enjoy long-lasting friendships and grow in faith as you 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. We are reminded of a passage from Jeremiah, where God tells us:

"I know the plans I have for you, plans to prosper you, ... plans to give you hope and a future."

Hope is one of the strongest tools we have at our disposal. It is a gift from God for His people, and we are filled with hope for your future at York Catholic!

"Exploring the Possibilities" is a guidebook written specifically for grade 7 and 8 students like yourself, who are planning for the significant transition into high school. It will help you become familiar with our York Catholic secondary schools and provide advice on a variety of topics, including setting and achieving goals, course selections, information about clubs and activities and maximizing your high school experience. There are many opportunities available based on your skills, interests and talents!

The guidebook will give you a better understanding of what high school is like and what is expected of you when you get there. Additionally, it will provide you with information about the various supports available to you, including chaplaincy, guidance and student services.

The York Catholic District School Board is committed to creating and maintaining an equitable learning environment, reflected through inclusive programs, curriculum and practices with a mission to ensure every child, including Indigenous, Black and racialized students, children and youth in care, English/French language learners and students with all learning exceptionalities, have an equal chance for success.

As you gain more independence and take on additional responsibilities, we encourage you to utilize all the available resources so that you can make informed choices. Your entire future is ahead of you, and it is full of possibilities. We hope you will explore them all!

As you journey forward through your life, we wish you the best of luck as you grow and discover more about yourself and the special gifts God has given to you.

Yours in Christ,



John De Faveri
Director of Education

For School Board Trustees
please visit:
www.ycdsb.ca



Mission

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A Student's Prayer

Dear Lord, Help me to be the best student I can be.
Help to study well and to study often, especially when I
don't feel like studying at all.
Help me to be honest when I'm tempted to cheat.
Help me to listen to my teachers and my coaches.
Help me to play fair and to play safely.
Help me to be kind to everyone at school and especially
to those whom others treat unkindly.
Help me to treat others as I would like them to treat me.
Help me to be a good friend to others.
Help me to help others who need my help.
Help me to do the best work I can do.
Help me to use all the gifts you have given me.
Help me to love and respect my parents.
Help me to trust in you, Lord, and in your love for me.
Help me, Lord, I need you!
Amen.



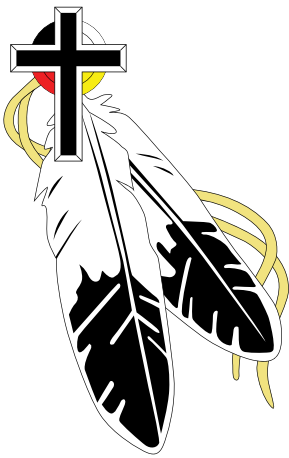
POPE LEO @ Pontifex

Pope Leo's first words to the public were "**Peace be with you,**" emphasizing a message of peace and unity.

Pope Leo reminds us of the importance of building bridges through dialogue and encounter, and we all called to move forward together, hand-in-hand with God. With Christ as our role model, we strive to foster a peaceful and prayerful community in all that we say and do.

YCDSB LAND ACKNOWLEDGEMENT

We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us. We respectfully acknowledge those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it. We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the Earth.



History of the YCDSB Indigenous Logo

This logo was created in collaboration with both Indigenous and non-Indigenous members of the York Catholic District School Board's Indigenous Advisory Circle in 2008. The image itself was created by Todd Jamieson, Indigenous community partner, who has worked with and mentored our learning for the past 20 years.

The juxta-position of the cross and feather is representative of how as Catholics we can walk together along the path of Truth and Reconciliation with Indigenous People. In Todd's words, "It is a symbol of your faith, together with a symbol of my faith, embraced in the path of reconciliation together." The YCDSB Indigenous Advisory Circle's motto is "Walking the path together."

Learn More about Indigenous Education opportunities at the YCDSB and voluntary Indigenous Self-Identification by visiting <https://linktr.ee/IndigenousYCDSB>



Equity and Inclusion

The York Catholic District School Board recognizes that every human person is a unique and irreplaceable gift created by God and called to be his son or daughter. Created in the image and likeness of God and redeemed by the blood of Christ, every person possesses an intrinsic dignity which must always be respected. Pope Francis reminds us, "May the church be the place of God's mercy and love where everyone can feel themselves welcomed, loved, forgiven, and encouraged..."

In partnership with the home and Church, York Catholic District School Board believes in the need to develop students' character through the teaching of our Gospel values, and to prepare students for their role in society as engaged, productive, and responsible global citizens. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. (Policy 613)

CATHOLIC GRADUATE EXPECTATIONS



A **Discerning Believer** formed in the Catholic Faith community who believes in forgiveness and understands that God is always there for us through prayer, the sacraments, and the Mass. Give an example that demonstrates you are a Discerning Believer.



An **Effective Communicator** who speaks up respectfully for others and communicates sensitively. Give an example that demonstrates you are an Effective Contributor.



A **Reflective, Creative** and **Holistic Thinker** who solves problems with care and fairness in mind. Give an example that demonstrates you are a Reflective, Creative and Holistic Thinker.



A **Self-Directed, Responsible, Lifelong Learner** who sets goals to build on my God-given talents. Give an example that demonstrates you are a Self-Directed, Responsible, Lifelong Learner.



A **Collaborative Contributor** who thinks of others before myself, and values hard work and the contributions of others. Give an example that demonstrates you are a Collaborative Contributor.



A **Caring Family Member** who shows love and respect for family, school, parish, community and all God's creations. Give an example that demonstrates you are a Caring Family Member.



A **Responsible Citizen** who stands up for what is right with fairness, forgiveness and accountability. Give an example that demonstrates you are a Responsible Citizen.

FAITH-CENTRED COMMUNITIES

CARDINAL CARTER CHS

210 Bloomington Rd.
Aurora L4G 3G8

cch.ycdsb.ca

FR. BRESSANI CHS

250 Ansley Grove Rd.
Woodbridge L4L 3W4

fbh.ycdsb.ca

FR. MICHAEL MCGIVNEY CA

5300 14th Ave.
Markham L3S 3K8

fmmh.ycdsb.ca

HOLY CROSS CA

7501 Martin Grove Rd.
Woodbridge L4L 1A5

hocr.ycdsb.ca

OUR LADY QUEEN OF THE WORLD CA

10475 Bayview Avenue
Richmond Hill L4C 3P2

olqwh.ycdsb.ca

OUR LADY OF THE LAKE CA

185 Glenwoods Ave.
Keswick L4P 2W6

ollh.ycdsb.ca

CONTINUING EDUCATION

Catholic Education Centre

320 Bloomington Rd. W.
Aurora L4G 3G8

ce.ycdsb.ca

SCHOOL LOCATOR

locator.ycdsb.ca/schoollocator

STUDENT TRANSPORTATION

www.ycdsb.ca/student-transportation

SACRED HEART CHS

908 Lemar Rd.
Newmarket L3Y 1R9

sahe.ycdsb.ca

ST. AUGUSTINE CHS

2188 Rodick Rd.
Markham L6C 1S3

staugustinechs.ca

ST. BROTHER ANDRÉ CHS

6160 16th Ave.
Markham L3P 3K8

bran.ycdsb.ca

ST. ELIZABETH CHS

525 New Westminster Dr.
Thornhill L4J 7X3

seh.ycdsb.ca

ST. JEAN DE BREBEUF CHS

2 Davos Rd.
Woodbridge L4H 2Y1

sjdbh.ycdsb.ca

ST. JOAN OF ARC CHS

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

stjo.ycdsb.ca

ST. MAXIMILIAN KOLBE CHS

278 Wellington St., E.
Aurora L4G 1J5

smkh.ycdsb.ca

ST. ROBERT CHS

8101 Leslie St.
Thornhill L3T 7P4

stro.ycdsb.ca

ST. THERESA OF LISIEUX CHS

230 Shaftsbury Ave.
Richmond Hill L4C 0E8

stlh.ycdsb.ca

ST. KATHARINE DREXEL CHS

55 Meridian Drive
Stouffville, L4A 1G5

skd.ycdsb.ca

ST. LUKE CATHOLIC LEARNING CENTRE

301 Barrhill Rd.
Maple L6A 1J5

stluke.ycdsb.ca



Regional/Specialty Programs

St. Augustine CHS

STREAM Program

The St. Augustine CHS STREAM Program is an interdisciplinary approach to inquiry and problem-based learning. It incorporates real world challenges and the engineering design process to foster critical thinking, creativity, collaboration, and communication skills guided by the traditional principles of Catholic social teachings. Some of the skills that grade 9 students will be actively engaged in include: coding, robotics, and design projects. STREAM+ encourages both personal and academic achievement, challenging students to excel in their academics, leadership and personal growth.

Fr. Bressani CHS, Our Lady Queen of the World CA, St. Brother André CHS, St. Maximilian Kolbe CHS, St. Katharine Drexel CHS, St. Joan of Arc 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.

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

International Baccalaureate Program

This program offers a rigorous and intellectually challenging course of study for highly motivated students in the final two years of secondary school. Students in the IB programme will be engaged in high level thinking and learning and will develop a sense of international mindedness. Credits earned in this program are recognized around the world.

St. Elizabeth CHS (RAP), Sacred Heart CHS (iRAP)

Regional Arts Program

The Regional Arts Program (RAP) and iRAP includes drama, dance, visual arts, music and media studies. 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.

Holy Cross CA, St. Maximilian Kolbe CHS

High Performer Athlete

The High Performer Athlete (HPA) Program is an academic program for elite student-athletes who already participate in regional, provincial, national, or international competition, and who have aspirations to obtain their high school diplomas and continue on to study at a post-secondary institution either in Canada or the United States. Students in HPA Program will benefit from a flexible timetable to help them balance both their academic and athletic commitments, while also earning high school credits for the work they put into their training.

Fr. Bressani CHS, Sacred Heart CHS, St. Brother Andre CHS, St. Theresa of Lisieux CHS, St. Joan of Arc CHS, Our Lady of the Lake CA, Our Lady Queen of the World CA (Capstone Program), St. Maximilian Kolbe CHS

Advanced Placement (AP)

This program is a specialized, accelerated program for highly motivated students in grades 9-12. In grade 9-11, students take AP Preparatory courses which will prepare them for university-level AP courses in grade 12. They will then have the opportunity to prepare for the writing of AP exams that may earn them advanced standing at most universities in Canada as well as colleges and universities in 21 other countries. AP courses are offered in Math, Science, English, Canadian and World Studies. Courses are modified to extend the depth and breadth of topics, compacting content to provide rapid pacing and highly enriched learning opportunities.

!
In some cases, students may participate in more than one program offered at a high school.

Other Secondary PROGRAMS

Program for Academic and Creative Extension (PACE): The Secondary Gifted Program

**Fr. Bressani CHS, Sacred Heart CHS,
St. Brother Andre CHS, St. Theresa of Lisieux CHS**

The York Catholic District School Board has identified the Advanced Placement Program (AP) as the Gifted platform for students who have been identified, through a cognitive assessment, as intellectually advanced.

In Grade 9-11, students take accelerated AP Preparatory courses which will prepare them to take the university-level AP courses in grade 12. They will then have the opportunity to prepare for the writing of AP exams that may earn them advanced standing at most universities in Canada as well as colleges and universities in 21 other countries.

AP courses are offered in Math, Science, English, Canadian and World Studies, and Geography. Courses are modified to extend the depth and breadth of topics, compacting content to provide rapid pacing and highly enriched learning opportunities. As learners who have been identified as exceptional, Gifted students will also have access to Special Education supports and an Individual Education Plan (IEP).



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

This program provides newcomer students with English language support.

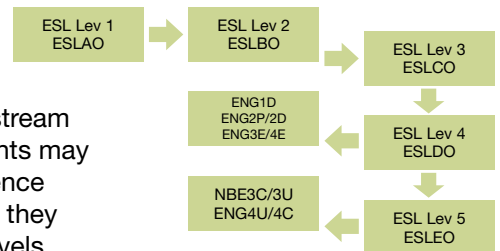
If you are an English Language Learner (ELL) supported in either an English as A Second Language (ESL) or English Literacy Development (ELD) program, you will continue receiving support at one of our ESL Centre High Schools. An ELD program is for ELLs with gaps in prior education. The ELD program combines language learning (the ESL program) with accelerated literacy development.

What does support look like in your schedule?

- ESL/ELD core English courses replace ENG (English courses)
- ESL subject adapted courses replace some mainstream subject classes
- Access to a resource period for further English support
- Accommodations may be made to support your learning

Pathways to English

The chart below shows how ELLs may progress through their ESL courses into mainstream English courses. Students may not all follow this sequence as ELLs vary in the rate they progress through the levels.



The following schools offer this programming for students:

Fr. Michael McGivney CA
St. Elizabeth CHS
St. Joan of Arc CHS

Our Lady Queen of the World CA
Sacred Heart CHS
St. Robert CHS

WHAT DO YOU NEED IN ORDER TO GRADUATE?

You need **30 CREDITS**

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

- 4** credits in English (1 per grade)^{1,2}
- 3** credits in Mathematics (Gr. 9, Gr. 10 and 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 Arts²
- 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 and Citizenship
- 1** credit in Grade 9 or 10 Technology Course

In addition to the compulsory credits, students must complete:

- + 9 **Optional** Credits²
- + **40 hours** of community service
- + Provincial **literacy** Requirement
- + Financial **literacy** Requirement
- + 2 **Online learning** Courses³

Students are expected to take Religious Studies:

- 4** credit in Religious Studies

Plus one credit from the following STEM group:

- 1** credit in:
 - Business Studies
 - Computer Studies
 - Cooperative Education
 - Mathematics (in addition to the 3 compulsory credits)
 - Science (in addition to the 2 compulsory credits)
 - Technological Education (in addition to the 1 compulsory credit)

¹ 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.

² The following apply to compulsory/optional credit selections:

- Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course can be used to meet the compulsory credit requirement in the arts.
- May include up to 4 Dual Credit courses for optional/elective courses

³ May opt-out of this requirement.

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.

Ontario Secondary School Diploma Activity

a. What three things do you need to earn your OSSD?

b. What does OSSD stand for?

c. How many credits in total are required for your OSSD

d. How many Community Involvement Hours are required for your OSSD?

e. How many compulsory credits are required to earn your OSSD?

f. TRUE or FALSE: Students can take a mix of both academic, applied, and locally developed courses in grade 10?"

DECODING HIGH SCHOOL

CRACK THE CODE EXAMPLES

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

MTH1W1

Grade 9

ENG2P1

Grade 10

ENG4C1

Grade 11/12

The first letter of the first three characters identifies 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 Computer Studies
- L International Languages
- M Mathematics
- N Native Studies
- P Physical and Health Education
- S Sciences
- T Technology Studies

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

The 4th character identifies the grade

- | | | |
|----------|-----|----------------------|
| Gr 9 | D/W | Destreamed |
| Gr 9-12 | O | Open |
| Gr 9-12 | L | Locally Developed |
| Gr 10 | P | Applied |
| Gr 10 | D | Academic |
| Gr 11-12 | E | Workplace |
| Gr 11-12 | O | Open |
| Gr 11-12 | U | University |
| Gr 11-12 | C | College |
| Gr 11-12 | M | University / College |

The 5th character identifies the course type

- 1 Regular Course
- M Male students only
- F Female students only
- 5 IB Prep
- 6/7 IB
- 8 eLearn
- E Stream
- Q French Immersion
- R Regional Arts
- S ESL
- Y AP Prep & AP (Advanced Placement)

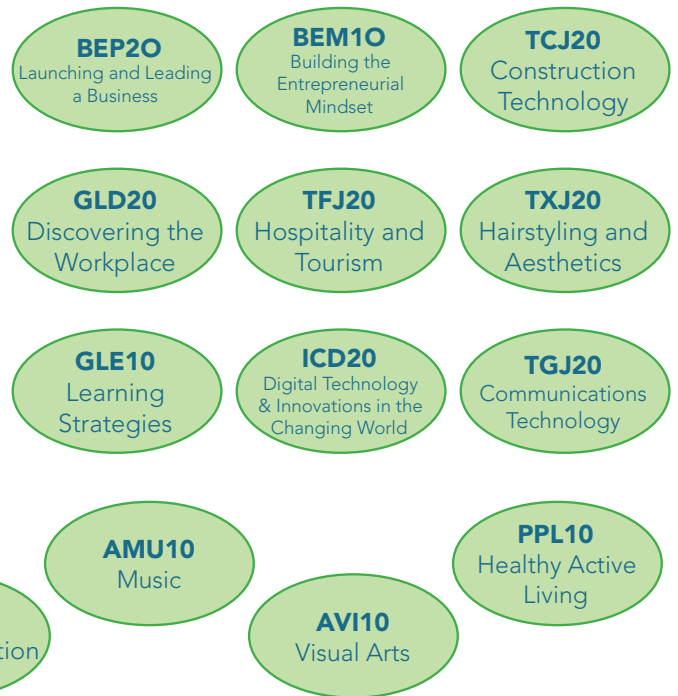
The 6th character is used to distinguish course characteristics and is specific to each school

Do you know your OSSD?

Your Grade 9 schedule will include at least 6 Compulsory Courses (Refer to Page 10-11):

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Religion	Religion	Religion	Religion
Math	Math	Math	
French	Careers/Civics		
Geography	History		
Science	Science		
Technology			

These are just some of the optional courses you may take in Grade 9 and 10:



Complete the activity below by matching the term in the left column with the information in the right column. Write the matching letter to the corresponding number in the middle column.

Information
1. Compulsory Credits
2. Art Credit
3. OSSLT or OSSLC
4. Cooperative Education
5. Civics/Careers
6. English
7. 4 Religious Education Course
8. 30 Credits
9. 40
10. Computer Studies, Cooperative Education, Mathematics (in addition to the 3 compulsory credits), Science (in addition to the 2 compulsory credits), Technological Education (in addition to the 1 compulsory credit)

Information
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Information
A. .5 credit value each
B. 4 compulsory credits
C. YCDSB requirement
D. 18 in total
E. Total number of Community Service Hours required
F. STEM Group
G. Provincial literacy requirement
H. Total needed for OSSD
I. This may be taken as 2, 3 or 4 credits at a time
J. May use Grade 9 Expressions of First Nations, Métis, and Inuit Cultures (NAC10)

Gr. 8 Guide to Course Selection

MATH: MTH 1W*

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

SCIENCE: SNC 1W*

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

ENGLISH: ENL 1W*

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, oral, and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

GEOGRAPHY: CGC 1W

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Grade 9

COURSES

DESTREAMED "W/D"

Students selecting a **DESTREAMED "W/D" COURSE** will learn the essential concepts of the subject and explore related materials. The program will develop their knowledge and skills by developing applications of the essential concepts while incorporating practical applications by connecting previously learned concepts and skills. They offer students frequent opportunities to extend their knowledge.

W/D

COURSES

OPEN "O"

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.

O

COURSES

LOCALLY DEVELOPED "L"

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.

L

FRENCH: FSF 1D** AND RELIGION: HRE 1O

*Locally Developed options available for these courses-please see Special Education teacher and/or Secondary Guidance

**See Secondary Guidance if student has less than 600 hrs of French instruction in Elementary

CHOOSE 2 ELECTIVE & 2 ALTERNATIVE COURSES

- Arts
- Gym
- Business
- Technology
- Learning Strategies

See specific courses available at each school. A Gr 9 or 10 Technology Course must be taken.

Grade 10

Grade 11 & 12

COURSES

APPLIED "P"

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.

P

COURSES

ACADEMIC "D"

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

D

COURSES

OPEN "O"

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.

O

COURSES

LOCALLY DEVELOPED "L"

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.

L

COURSES

COLLEGE "C"

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

C

COURSES

COLLEGE/UNIVERSITY "M"

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.

M

COURSES

UNIVERSITY "U"

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 university workload.

U

COURSES

WORKPLACE "E"

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.

E

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



INSTRUCTIONS: Choose 3 volunteer organizations where you would be interested in completing your Community Service hours and complete the following questions.

Organization #1

Name of Organization: _____

Who does this organization serve? What is the organization's mission? _____

What are the volunteer opportunities at this organization? _____

Why are you interested in this organization? How does this align with your belief system? _____

Organization #2

Name of Organization: _____

Who does this organization serve? What is the organization's mission? _____

What are the volunteer opportunities at this organization? _____

Why are you interested in this organization? How does this align with your belief system? _____

Organization #3

Name of Organization: _____

Who does this organization serve? What is the organization's mission? _____

What are the volunteer opportunities at this organization? _____

Why are you interested in this organization? How does this align with your belief system? _____

Resources:

Civic York Region
<https://civicyork.ca/volunteeryorkregion/>

Neighbourhood Network
<https://neighbourhoodnetwork.org/?t=home&>



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, with at least 75%, meets the standard.

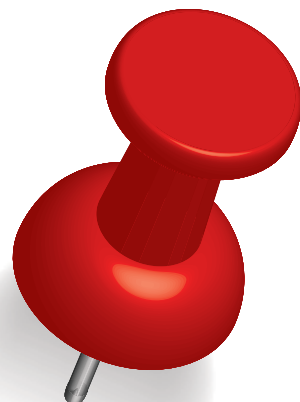
In the **reading** portions of the test, you will complete narrative, graphic, and informational reading tasks. Students are asked to show their understanding of explicit (i.e., directly stated) and implicit (i.e., indirectly stated) information, as well as to connect their understandings of the text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



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

The letter beside the room number indicates when your lunch will take place during this period

For example:

A = before class,
B = in the middle of class,
C = after class

Note: periods three and four flip either every day, or every week depending on the school

Period	Semester 1	Semester 2
Period 1 08:15 09:45	English ENL1W Atwood, M. 203	French FSF1D1 Belliveau, J. 212
Period 2 09:50 11:05	Mathematics MTH1W Descartes, R. 105	Religion HRE101 Nouwen, H. 105
Period 3 11:10 1:10 (Includes a 40 min. lunch period)	Art AVI1O1 Da Vinci, L. 107B	Phys. Ed. PPL1O1 Dion, G. 137C
Period 4 01:15 02:30	Geography CGC1W Cabot, J. 215B	Science SNC1W Newton, I. 201C

French:

Specifies the subject area

HRE101:

Indicates the course code, including the section number

Dion, G:

Name of Teacher

201C:

Location or Room Number

PATHWAY TO SUCCESS

DEVELOPING SKILLS AND WORK HABITS

Transferable skills are the skills and attributes that students need in order to thrive in the modern world. Based on international research, information provided by employers, and its work with jurisdictions across Canada, the Ontario Ministry of Education has defined seven important categories of transferable skills – sometimes referred to as “competencies” – that will help students navigate the world of work and meet with success in the future:

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.



CRITICAL THINKING AND PROBLEM SOLVING

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



INDEPENDENT WORK

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

DIGITAL LITERACY

I can use appropriate digital tools to collaborate, communicate, create, innovate, and solve problems.

INITIATIVE

I look for and act on new ideas and opportunities for learning with curiosity and interest. I demonstrate the capacity for innovation. I approach new tasks with a positive attitude and a willingness to take risks. I advocate appropriately for the rights of self and others.

INNOVATION
ENTREPRENEURSHIP

CATHOLIC EDUCATION

COMMUNICATION

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

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.



RESPONSIBILITY

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

SELF-DIRECTED LEARNING

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

GLOBAL CITIZENSHIP AND SUSTAINABILITY

I understand the political, environmental, economic, and social forces at play in the world today, how they inter-connect, and how they affect individuals, communities, and countries.

INNOVATION, CREATIVITY & ENTREPRENEURSHIP I can generate new ideas to address challenges.

CHRISTIAN CHARACTER I follow the path Jesus set for us: To love others as God loves me.

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:

E -Excellent **S** -Satisfactory
G -Good **N** -Needs Improvement

Learning Skills and Work Habits	Sample Behaviours
Responsibility	<ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment;
Organization	<ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals;
Independent Work	<ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals;
Collaboration	<ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group;
Initiative	<ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning;
Self-regulation	<ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them;

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, select Policies.



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. 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.



WAYS TO BE INVOLVED IN HIGH SCHOOL

When asked to state the behaviours that make them successful in highschool, students often refer to the importance of three things: regular attendance, completion of homework and assignments, and organizing themselves for success. The chart below provides some advice to maintain success in these three important areas as well as some cautionary signals that might cause you to go down the wrong path.

As you read, imagine that one of your friends is showing some of the warning signs. In the space under STRATEGIES, suggest a few helpful hints to help him/her get back on track as well as ways to become more involved in your high school.

Attendance	Homework & Assignments	Organization & Time Management	Ways to get involved at your high school
RECOMMENDATIONS <ul style="list-style-type: none"> ✓ Attend School and classes. ✓ Arrive to class on time. 	RECOMMENDATIONS <ul style="list-style-type: none"> ✓ Homework should be completed on a regular basis to practise skills. ✓ Designate a quiet place without distractions to do your work. 	RECOMMENDATIONS <ul style="list-style-type: none"> ✓ Take accurate notes and organize these notes by subject area. ✓ Use your agenda daily to keep track of assignments due dates, tests, school events, volunteer work. 	
CAUTION <ul style="list-style-type: none"> ✗ Missing more than 10% of class time. ✗ Report card shows many lates and absences. 	CAUTION <ul style="list-style-type: none"> ✗ Some or most assignments are not submitted on time. ✗ No homework routine. 	CAUTION <ul style="list-style-type: none"> ✗ Agenda is not used. ✗ Binders are not organized and notes are messy. 	
STRATEGIES FOR IMPROVEMENT	STRATEGIES FOR IMPROVEMENT	STRATEGIES FOR IMPROVEMENT	

THE INDIVIDUAL PATHWAYS PLAN

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.

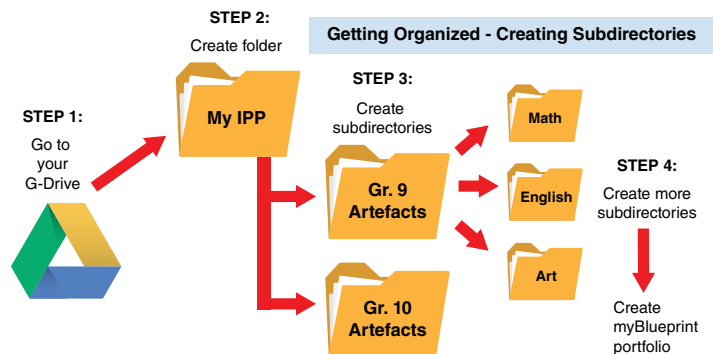
Each year, you are challenged to use the IPP to **COLLECT** artefacts - files, pictures, videos, and web links- representing meaningful career/life educational experiences, both inside and outside of the classroom, just as the school does for its yearbook

Career / life pathway discoveries, interests, aptitudes, mementos, special recognition, 'aha' 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? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?



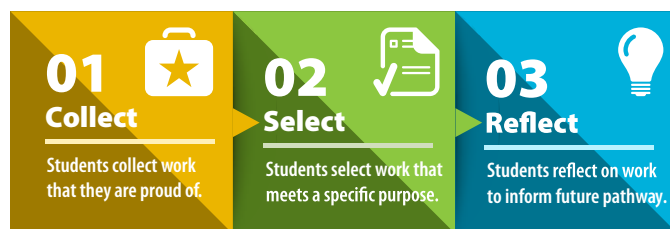
Include personal artefacts you have collected from volunteer work, hobbies, clubs, sports you are involved in both in and out of school



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

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 resumé, teacher-student conferences, guidance appointments, scholarship applications, parent-teacher meetings, and job and post-secondary applications.

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 resumé.'

Chris Betcher



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, *myBlueprint*, 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?

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?

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?



The easiest way to plan your education and career



Who Am I

Surveys to learn about yourself and your career matches



Goals

Create S.M.A.R.T. goals and a plan of action to stay on track



Resumes & Cover Letters

Record experiences and export them for school or work



Post-Secondary

Research the opportunities available in every pathway



Occupations

Compare extensive information on careers across Canada



Money

Improve financial literacy and build an interactive budget



High School

Plan to graduate and discover the impact of course selections



Portfolios

Upload and share photos, files, and videos to multiple portfolios



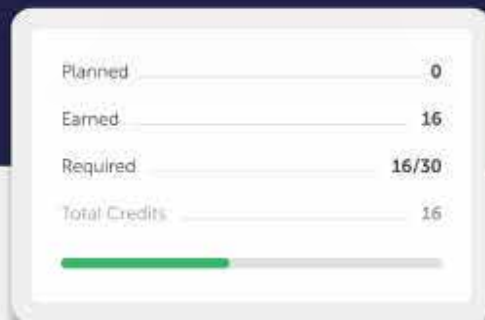
Guides

Information on topics related to education and career/life planning



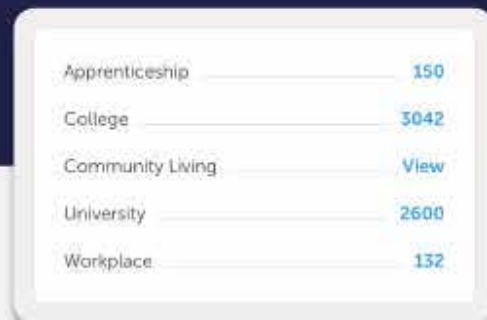
IPP Tasks

Complete tasks to earn points and enter prize draws



Graduation Indicator

Track towards province specific graduation requirements



Pathway Eligibility

Instantly discover post-secondary opportunities based on courses

Get Started Today!

Visit bit.ly/mbycdsb

Please note that the login screen will look like this from a home computer. →

Parent or guardian? Click Sign Up and select your child's school to create a Family Account



High School Planning

- Click High School
- Explore the course offerings at the school you plan to attend
- Click +Course to select the compulsory and elective credits for grade 9

****Note:** this is a planning exercise. Your teacher will share instructions for submitting your courses for next year.

WHO AM I?

We will complete a series of assessments to help you understand who you are, define your interests and how you learn best.

What are my essential skills?

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

What are my accomplishments?

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

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 do I value?

Fairness, Integrity, Friends, Respect, Family, Faith

How do I learn best?

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

What are my interests?

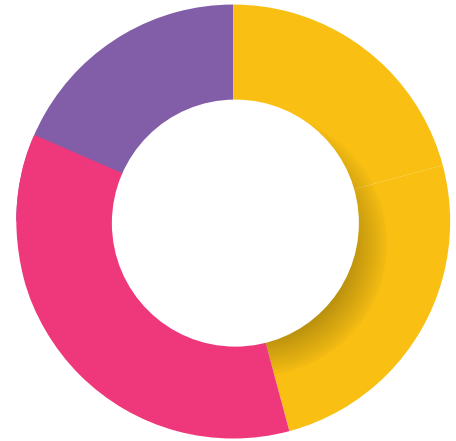
Reading, Drawing, Video Games, Shopping, Music, Sports

WHO AM I
Some key words that describe me



Learning Style test

Do you remember what you read? Are you good at remembering names? Everyone has different styles of learning they like best. What are yours?



As a visual learner, you learn by looking and see. You probably like to take numerous detailed notes, tend to sit in the front, often close your eyes to visualize or remember something, and benefit from illustrations and presentations that use colour.

Whatever your strongest Learning Style results are, the best way to learn something is to try using all three Learning Style approaches whenever you can. Because different activities use different parts of our brain, when we try different approaches to learn or do the same thing, our minds do a better job of mastering it.

What are you top three leaning styles?

What study tips will you try to help you in school this year?

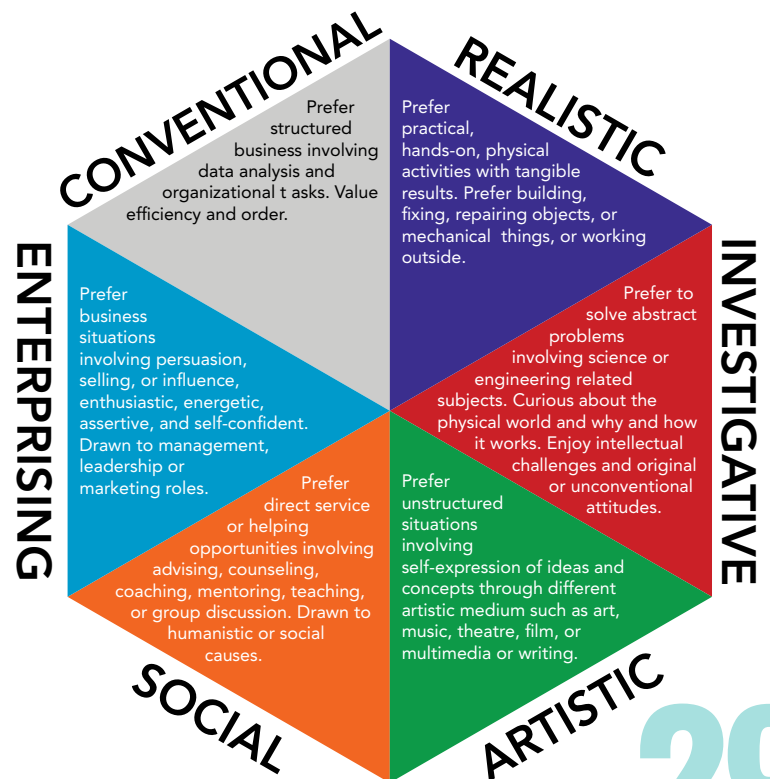
Interest test

What captures your interest? When you're doing the stuff you enjoy and are interested in, you'll be happier and more successful in life.

What are your top two interests?

What type of careers are suggested to you?

Do those interest you? Why or why not?



Personality Test

You are a unique individual; but we all have personality traits that are similar to others. Understand your personality to find opportunities that fit your type of well.



1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like To be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer
E
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer
I
Introversion

ISTJ
Responsible, sincere, analytical, reserved, realistic systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ
Warm, considerate, gentle, responsible, pragmatic, through. Devoted caretakers who enjoy being helpful to others.

INFJ
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ
Innovative, independent, strategic logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure how mechanical things work.

ISFP
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer
S
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer
N
Intuition

ESTP
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer
T
Thinking

- Base your decision on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer
F
Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer
J
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer
P
Perceiving

What is your 4 letter personality code?

What does this tell you about your personality?
Do you agree or disagree with this code? Discuss.

Knowledge Test

What subjects do you love?

We all have at least one class that we look forward to.



History



Chemistry



Foreign Language



Biology



Geography



Mathematics



Physical Education



Literature



Physics

Whatever subject it is, if you like it, you can probably find a career in it.

What are your two favourite subjects?

What Career Cluster resulted for you?
Describe what this is.

Which occupations/careers were you matched with? Which interests you the most? Why?

Motivation Test

Do you want to make a lasting impact? Is independence important to you? When you know what drives you, you can look for opportunities that fulfill your career objectives.

What are your primary and secondary motivation factors?

What type of opportunities should you look for?



The Experiential Learning Cycle

As you participate in experiential learning opportunities, reflect on those experiences and apply what you have learned to your future plans.

Experiences can be **local, national or global** and they can take place in **person, virtually, or a combination of the two**.

Participate - What am I trying to achieve?

What was good/bad about the experience?

Reflect - What is my new understanding of what I've done?

Apply - Now what can I do to transfer this learning to other contexts?



Outdoor Education

Brings environmental education to the classroom in all subject areas from K-12 through a variety of experiential learning opportunities such as field trips to Toronto and Regional Conservation Authority and Lake Simcoe Region Conservation Authority.

Benefits of Experiential Learning through Outdoor Education:

- Healthier connections to the environment
- Increased mindfulness
- Sparking interest in Science and community
- Increase motivation in learning





myBlueprint

myBlueprint serves as an annual online course planning tool in secondary school.

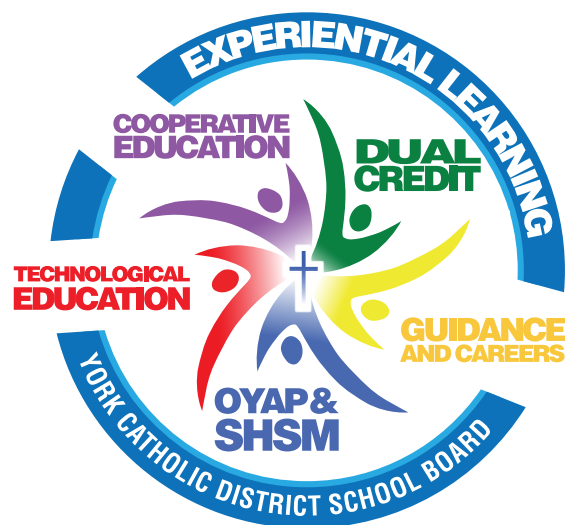
It also provides you with regular access to self-assessments, post-secondary pathway information, career pathway research, and employment readiness activities through which you can explore and reflect upon your individual God-given gifts and talents, and interests and make plans for the future.

You are encouraged to visit myBlueprint regularly as a tool for following the four-step inquiry process for education and career/life planning (see page 9).

All recent Ontario secondary school curriculum documents contain an education and career/life planning component. In myBlueprint, you are empowered to explore careers linked to a subject area directly.

You can login to personal profiles where activities can be stored and shared - collect, select, reflect - as part of the **Individual Pathways Plan (IPP)** (see page 25).

Examples of experiential learning may include activities and experiences such as field studies; field trips; project-based, inquiry-based, or problem-based learning; service learning; learning in the out of doors; career interviews; job shadowing or job twinning; work experiences; Co-op; SHSM; OYAP; and Dual Credit college courses.



SCAN ME

To view YCDSB Dual
Credit Course Offerings



- College Courses from the Ontario college's course calendar
- Students can take one college course and earn a high school and a college credit
- The credit counts towards a college certificate or diploma
- Course is built into students timetable (Once a week for 14 weeks)
- All tuition, textbooks & transportation are free
- Helps students make successful transition to Post Secondary Education
- A college course is generally 42 hours vs a high school course which is 110 hours
- Test drive your post secondary pathway
- Available to Grade 11 & 12 students
- See your guidance counsellor for more information



Specialist High Skills Major

The SHSM is a way of recognizing outstanding programming and student success. A SHSM (Red Seal) designation on a diploma tells everyone that the student has focused their high school experience on a career path that matches their 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 they have met all the graduation requirements.*

Cardinal Carter CHS <ul style="list-style-type: none"> • Business • Health and Wellness • ICT 	St Brother André CHS <ul style="list-style-type: none"> • Arts and Culture • Health and Wellness • Business • Transportation 	St Jean de Brebeuf CHS <ul style="list-style-type: none"> • Business • Health and Wellness • Manufacturing 	Holy Cross CA <ul style="list-style-type: none"> • Arts and Culture • Health and Wellness • Business
Our Lady Queen of the World <ul style="list-style-type: none"> • Health and Wellness • Arts and Culture • Business 	St Elizabeth CHS <ul style="list-style-type: none"> • Arts and Culture • Business • Transportation 	Sacred Heart CHS <ul style="list-style-type: none"> • Health and Wellness • Arts and Culture 	St Theresa of Lisieux CHS <ul style="list-style-type: none"> • ICT • Business • Health and Wellness
Our Lady of the Lake CA <ul style="list-style-type: none"> • Health and Wellness 	St Katharine Drexel CHS <ul style="list-style-type: none"> • Health & Wellness (NEW) 	St Robert CHS <ul style="list-style-type: none"> • Health and Wellness • Aviation and Aerospace 	St Joan of Arc CHS <ul style="list-style-type: none"> • Business • Health and Wellness
Father Bressani CHS <ul style="list-style-type: none"> • Arts and Culture • Non-profit 	St Maximilian Kolbe CHS <ul style="list-style-type: none"> • Business • Health and Wellness • Manufacturing 	St Augustine CHS <ul style="list-style-type: none"> • Information and Communication Technology • Business • Non-Profit • Arts and Culture 	Father Michael McGivney CHS <ul style="list-style-type: none"> • Arts and Culture • Health and Wellness • Non-Profit • Construction • ICT (NEW)

What are they?

Specialist High Skills Majors let students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they:

- Complete a specific bundle of 8-10 courses in the student's selected area of study
- Earn valuable industry certifications including First Aid and CPR qualifications
- Gain important skills on the job through cooperative education placements

Who are they for?

Grade 11 and 12 students who are:

- Heading for apprenticeship training, college, university or the workplace
- Wanting to identify, explore and refine their career goals and make informed choices about their next steps after secondary school

How can they help?

Students have the opportunity to:

- Gain important skills on the job with actual employers, at skills training centres and at school
- Earn valuable industry certifications, including first aid and CPR qualifications

Centralized (All Schools)

- Justice, Community Safety, Emergency Services
- Construction

Remington - SHSM,
Construction

"I wanted to be in SHSM because it gave me a competitive edge, it would look really good on my résumé and a lot of people who don't have it are vying for the same job".

Shayla - SHSM,
Health and Wellness

"A lot of learners are more hands-on, so if you are participating in it, I feel like you can retain more information. SHSM helped me because it gave me a little bit more confidence in pursuing what I want to do in the future".

The Cooperative Education programs combine classroom learning with on-the-job training to enhance the educational experiences of participants.



- Assists high school students bound for university, college, apprenticeship or the workplace in making career decisions and developing essential skills, knowledge and attitudes.
- Planned learning experience for which students earn credits towards an OSSD.
- Integrates classroom theory with learning experiences in the community. Students are able to apply, expand, and refine knowledge and skills acquired through a related curriculum course.
- Offered to Grade 11 and Grade 12 students in all subject areas.



- Courses completed successfully or taken in the same semester as Coop can be linked to Cooperative Education experiences. The knowledge and skills of an in-school course are applied in a practical work environment. These experiences assist students to explore and prepare for future careers and make a successful transition to post-secondary education, apprenticeship, or the workplace.

Ontario Youth Apprenticeship Program

What is an apprenticeship?

- Apprenticeships are education and training program for people who enjoy learning by doing and who want to work in the skilled trades.
- 90% of apprenticeship training is hands-on in the workplace, while 10% is classroom instruction at a college or approved training delivery agency (TDA).
- An apprenticeship takes from 2 to 5 years to complete, depending on the trade and typically require multiple "levels" of education and thousands of hours of training.
- An apprenticeship is finished when the apprentice completes 100% of their education and training and passes an examination. The apprentice then receives a Certificate of Qualification or Certificate of Apprenticeship (depending on the trade), which indicates that he/she is now a skilled professional.

You can participate in apprenticeship training through OYAP as part of your Co-op placement.

- OYAP participants receive free safety training and free personal protective equipment (including safety shoes).
- You will learn on the job under the supervision of a skilled trades professional, acquiring competencies and training hours in the trade.
- If you and your employer are willing, you may have the opportunity to register a training agreement with the Ministry of Labour, Immigration, Training, and Skills Development.

As a Grade 12, you will have the opportunity to apply to Accelerated OYAP and earn your Level 1 in High School!

- These competitive programs partner your co-op experience with on site Level 1 training at one of our partner Training Delivery Agencies.
- Graduate high school ready to earn while you learn while already a year ahead in your classroom training and possessing the skills desired by employers.



WHAT ARE MY 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?

	What?	Who?	Where?
Cooperative Education	<ul style="list-style-type: none"> • Earn credits while completing a work placement 	<ul style="list-style-type: none"> • Students in Gr. 11 and 12 pursuing any post-secondary pathway 	<ul style="list-style-type: none"> • Available at all high schools
Specialist High Skills Major	<ul style="list-style-type: none"> • Focused learning on a specific sector • Earn a Ministry Red Seal • Gain industry experience through certifications, training and reach ahead opportunities 	<ul style="list-style-type: none"> • Students in Gr. 11 and 12 pursuing any post-secondary pathway 	<ul style="list-style-type: none"> • Each high school has a specific SHSM specialty. See high school website for details • Construction and Justice, Community Safety and Emergency Services SHSM programs are open to all students at all schools
Dual Credit	<ul style="list-style-type: none"> • Earn college credits that count towards your high school diploma (Max 4) 	<ul style="list-style-type: none"> • Students in Gr. 11 and 12 (must be 16 years old) 	<ul style="list-style-type: none"> • Accessible through all high schools • College partners include: Seneca, Centennial, Sheridan and Humber
Ontario Youth Apprenticeship	<ul style="list-style-type: none"> • Gain co-op education experience in an apprenticeable trade • Become a registered apprentice and start earning hours while in high school 	<ul style="list-style-type: none"> • Students 15 or older with 14+ credits • Full-time student enrolled in Co-op 	<ul style="list-style-type: none"> • Various trade locations
Technology Education	<ul style="list-style-type: none"> • Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives 	<ul style="list-style-type: none"> • Students in Gr. 9-12 	<ul style="list-style-type: none"> • Available in all high schools • Each high school may have
Skills Ontario Competitions	<ul style="list-style-type: none"> • Skills Ontario is building Ontario's skilled trades and technologies workforce, empower all youth to consider a career in the skilled trades and technologies 	<ul style="list-style-type: none"> • Students in Gr. 7-12 	<ul style="list-style-type: none"> • Preparation may be through your school • Competition is held in Toronto
Outdoor Education	<ul style="list-style-type: none"> • Brings environmental education to the classroom through all subject areas 	<ul style="list-style-type: none"> • Students of all grades 	<ul style="list-style-type: none"> • Available in all schools • Partnerships with Lake Simcoe Region and Toronto Region Conservation Authorities
eLearning	<ul style="list-style-type: none"> • Earn credits through online study in day school and summer school • Flexible schedule / asynchronous learning 	<ul style="list-style-type: none"> • Students in Gr. 10-12 • Students who are independent learners with an ability to manage time well 	<ul style="list-style-type: none"> • 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
Continuing Education	<ul style="list-style-type: none"> • Allows for flexible schedule and helps to reinforce skills for all students • Earn credits through reach-ahead courses in night & summer school 	<ul style="list-style-type: none"> • Elementary and Secondary programs available 	<ul style="list-style-type: none"> • Various locations • May be access through remote learning

SHSM Opportunity

*What type of Co-op
would I like to do?*

*What career
most interests me?*

My High School

*Apprenticeship that
most interests me?*

Dual Credit

*Which
Technology course
interests me in high school?*

Role of GUIDANCE COUNSELLOR



1. Personal Well-being and Development

- Physical health and safety
- Mental and emotional health
- Self-knowledge and esteem
 - Feelings of competence, usefulness, potency
- Sense of future
- Goal-setting
- Self-management skills
- Independence and autonomy
- Learning skills
- Problem-solving

2. Interpersonal Well-being and Development

- Sense of belonging
- Connection to school community
- Interact positively with others
- Conflict resolution
- Sense of social responsibility



3. Career Education: Career Development

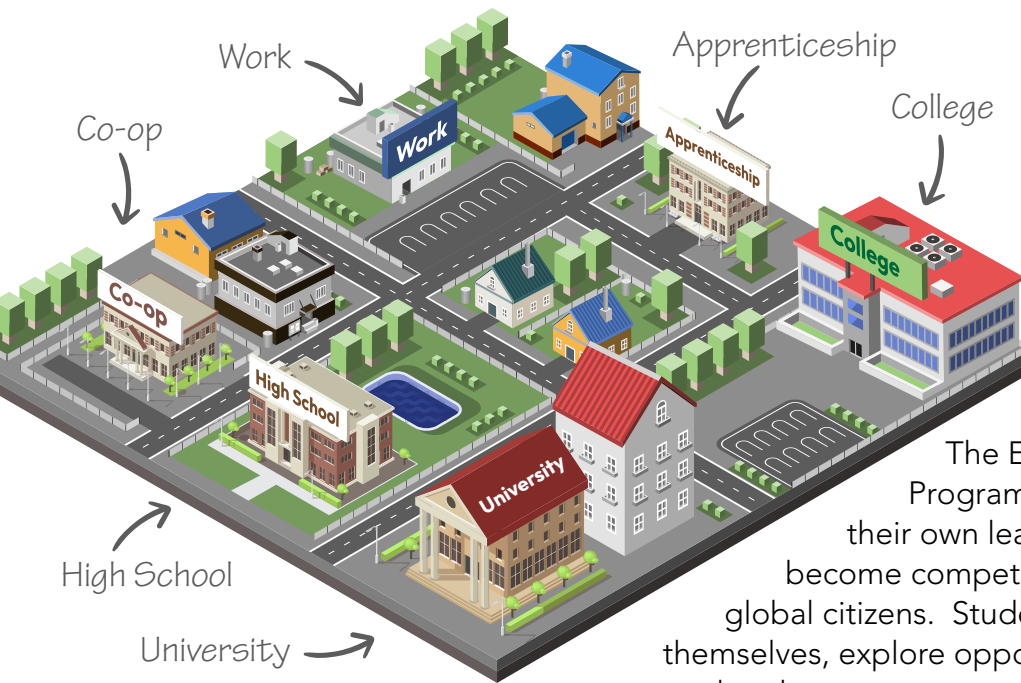
- Positive transitions from elementary to secondary school and into post-secondary destinations
- Career planning knowledge and skills
 - Who am I? (self-assessment -- personal characteristics: interests, skills, personality, values, etc.)
 - What's are my opportunities in high school, post-secondary and training?
 - What should I choose? (decision-making, goal-setting)
 - How can I get there? (planning skills)
- Skills for finding and securing work/employment
- Resume, interview, work search, etc.
- Research post secondary destination
- Research scholarship opportunities

Who is my Guidance
Counsellor at my High School?

YCDSB GUIDANCE
WEBSITES



EXPLORING THE POSSIBILITIES



The YCDSB is committed to providing a foundation and framework to meet the needs of all students, identify and eliminate barriers, promote a sense of belonging, engage community members, build on and enhance previous and existing initiatives and incorporate the principles of equity and inclusion in our actions.

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

The Lord gives each of us a vocation, a challenge to discover the talents and abilities we possess and to put them at the service of others.

4:30 AM - 29 Jul 2019

Who Do I Want to Become?

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 144 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 15 years of age and have 14 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

Use the following website to research www.apprenticesearch.com

If I were to choose an apprenticeship path, I would be interested in: _____

The basic requirements are:



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, 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 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

Use the following website to research <https://www.ontariocolleges.ca/en/programs>

If I were to choose a college pathway, I would be interested in the following program: _____

The basic requirements are: _____

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

Use the following website to research <https://ontariouniversitiesinfo.ca/programs>

If I were to choose a university pathway, I would be interested in the following program: _____

The basic requirements are: _____

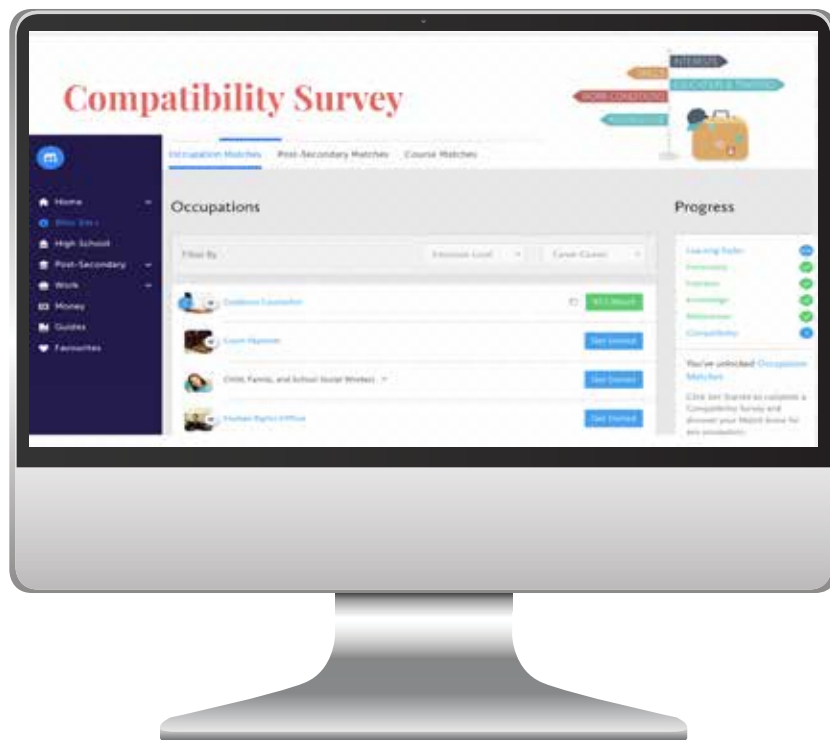
Work and On-The-Job Training

- 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

Who Do I Want to Become?



Which career most interests me?

What do they do?

What are the future outlook of this occupation in Ontario?

Is the demand for this occupation growing, the same or declining when you graduate?

What is the salary range for this occupation?

What are the requirements for this occupation? Explore potential programs for this occupation.

JOB MARKET: OTHER SITES TO LOOK AT



The Conference Board of Canada

The Conference Board of Canada helps inform and improve Canada's education and skills sectors. Through independent and collaborative evidence-based research and analysis, we examine and address key issues in the country's fast-changing learning ecosystems. Our work provides leaders with the actionable insights they need to build a stronger future.

<https://www.conferenceboard.ca/focus-areas/education-skills>



Job Bank Trend Analysis

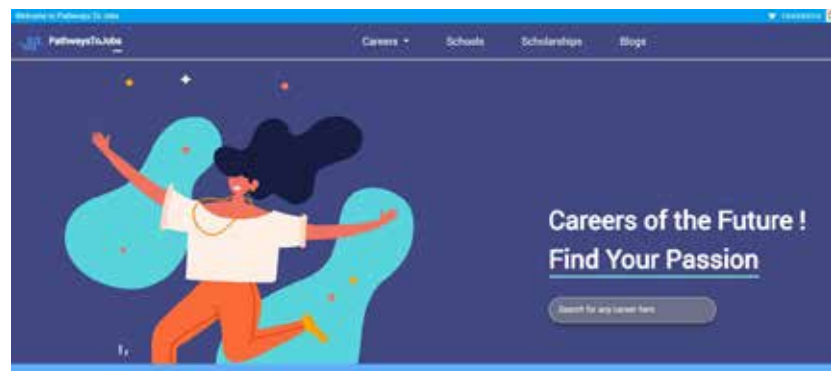
Learn more about an occupation you are interested in: wages, prospects, education, skills needed and so much more.

<https://www.jobbank.gc.ca/trend-analysis>

Pathways to Jobs

Browse Hundreds of Career Profiles and Videos in Science, Technology, Engineering, Math and the Trades with their corresponding prerequisites.

<https://pathwaystojobs.ca>



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**.

Specific:

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



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

Specific
Tasks



Measurable:

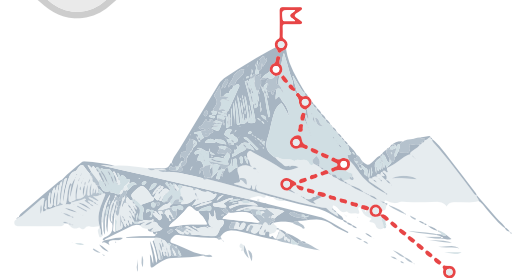
Your goal needs to move you forward with each step.
How will you know when you've accomplished your goal?



92%
in Math!

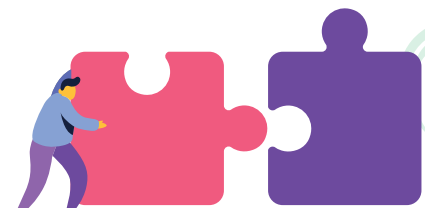
Attainable:

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?



Realistic:

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



Timely:

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



What is my plan for achieving my goals?

Extracurricular Goals:

Action Steps: What will happen?	Resources: Who will support you to accomplish this task?	Time frame: When will you accomplish this task?

Faith Based Goal:

Personal Goal:

Academic Goal:

Math strands (especially Numeracy and Algebra) help guide Math and Science course types while Language will help guide English and Geography course types.

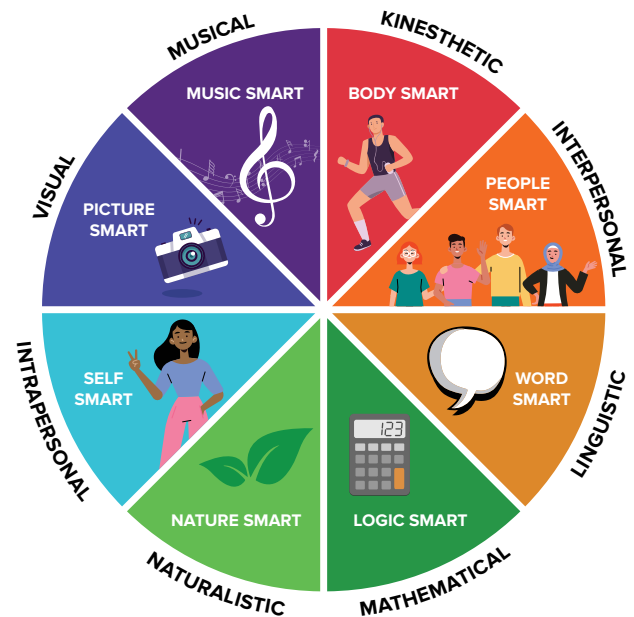
Goals for Grade 9 - 1 per Subject				
Gr 9 English Goals	Gr 9 Math Goals	Gr 9 Science Goals	Gr 9 Geography Goals	Gr 9 French Goals
Goal:	Goal:	Goal:	Goal:	Goal:
Why did I make this choice?	Why did I make this choice?	Why did I make this choice?	Why did I make this choice?	Why did I make this choice?
What can I do to be successful in Grade 9?	What can I do to be successful in Grade 9?	What can I do to be successful in Grade 9?	What can I do to be successful in Grade 9?	What can I do to be successful in Grade 9?
Comments / Notes:				

For students with an IEP:
☐ Check if you have seen your IEP and know your instructional and assessment accommodations.

PREFERRED LEARNING STYLE

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 are most connected to and excited by the work we are 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.

Use myBlueprint to learn more about who you are

- Click **Who Am I?** and complete the Learning Styles Inventory
- Add your results to your Portfolio and reflect on what you've learned about yourself

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!

MAPPING OUT MY EDUCATIONAL PLAN!

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

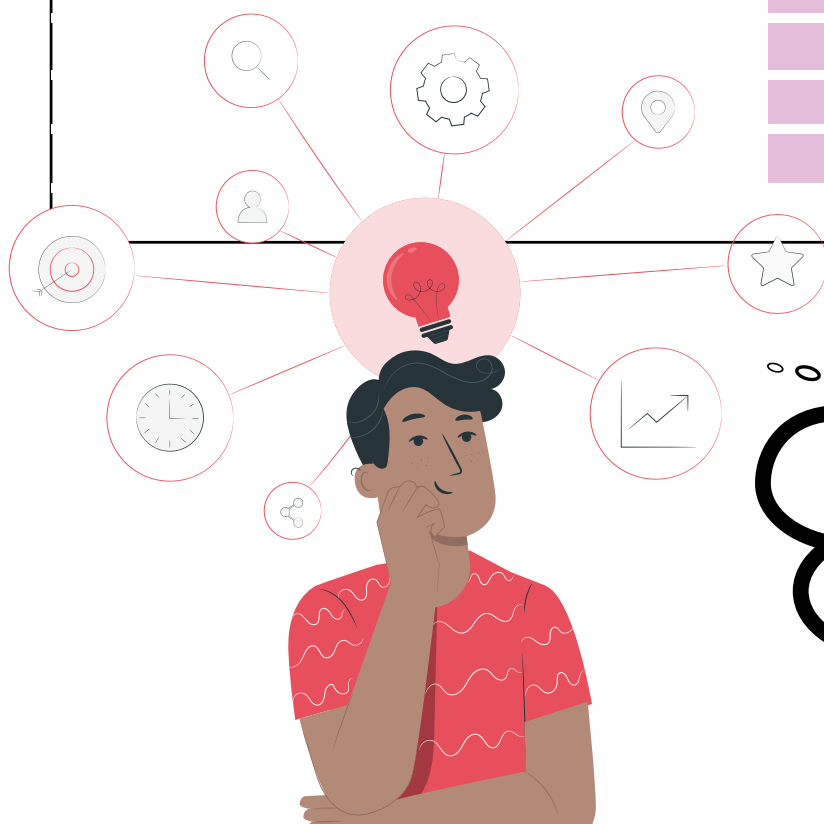
GRADE 9

GRADE 10

GRADE 11

GRADE 12

1. Religious Education 2. English 3. Math 4. Science 5. Canadian Geography 6. French	1. Religious Education 2. English 3. Math 4. Science 5. Canadian History 6. Civics & Career Studies	1. Religious Education 2. English 3. Math	1. Religious Education 2. English
7. _____ 8. _____	7. _____ 8. _____	4. _____ 5. _____ 6. _____ 7. _____ 8. _____	3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____
What is my course choice for my STEM group? What is my Grade 9 or 10 Technology Course?			
Community Service Hours - 40 Hours Minimum			
Literacy Requirement: OSSLT or OSSLC			
eLearning			
myBlueprint, 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)			



YOUR SUPPORT SYSTEM

THE STUDENT SUCCESS TEAM

Entering 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.

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.

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.

"I didn't pass my course,
now what?"

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

"Who cares for me?"

Mental Health Support

....support student well being and make community referrals as needed.

Administrators – Principals and Vice Principals

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

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.

Classroom Teachers....

are available to help you stay on track and support your learning goals.

STUDENT SERVICES

SPECIAL EDUCATION PROGRAMS AND SERVICES

If you are a student who received Special Education support in Grade 8, you may continue to receive supports and services when you get to high school.

WHAT WILL BE THE SAME?

You will have a Special Education Teacher. It is very important to get to know your Special Education Teacher and for your Special Education 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/guardians 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 Special Education Teacher to get assistance with organizing your work, planning your assignments or help with study skills. You can also go to the Core Resource 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;
- Modified learning expectations;
- An alternative program not derived from the curriculum expectations of a course; and/or
- A combination of the options above.



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

- If you have been provided with a SEA laptop/Chromebook 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 technology 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. Applications and programs such as Google Read and Write are available to all students with SEA computers.

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 Special Education 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 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.



The YCDSB Pathways to EmployABILITY Program (PEP) is an experiential learning program offered in YCDSB high schools and is intended for students with special needs who require accommodations to overcome barriers in accessing work experience opportunities. In delivering this program, YCDSB is committed to the duty to accommodate all students, with a particular focus on the respect for dignity, individualization, as well as integration and full participation. Admission into this program is via application in consultation with the Itinerant Work Experience Teacher and Special Education Teacher.

Ideal student candidates for the PEP are:

- At least 16 years old;
- Typically participating in non-credit programs;
- Identified with a Mild Intellectual Disability (MID), Developmental Disability (DD) or Autism Spectrum Disorder (ASD);
- Interested in full or part time work and/or volunteer work, as noted in their Transition Goals in the IEP; and willing to learn job readiness skills and participate in transit training.

PREVENTING THE WRONG TURN

You can improve your success in a course when you:

- 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;
- Vice-principal
- 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 Chaplaincy team. 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:

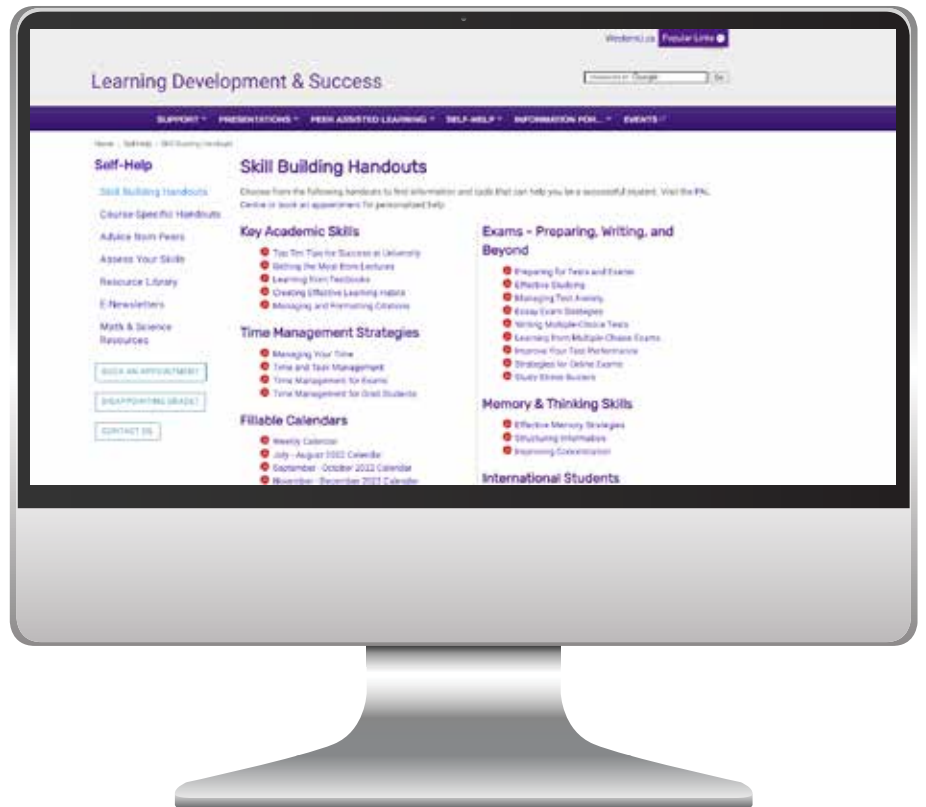
- 2 - 4 week courses to recover or upgrade a credit
- Take a new credit course



How to STUDY

https://learning.uwo.ca/selfhelp/skill_building_handouts/

SIX HABITS OF HIGHLY SUCCESSFUL STUDENTS



Mental Health and Well Being

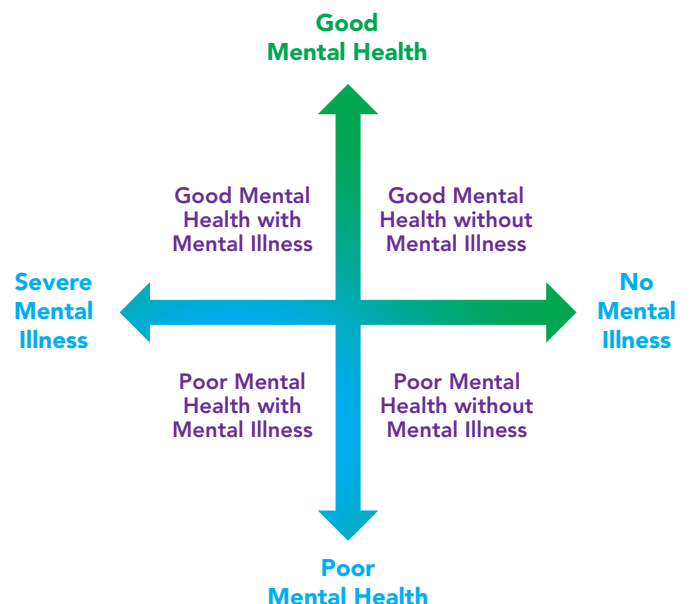
What is mental health?

Mental health is a positive state of wellness and flourishing or thriving.

When we are mentally healthy, we enjoy life, explore and take healthy risks, manage challenges, and find ways to contribute to the world around us.

It is something we all want for ourselves, and for others we love and care about.

Mental health and mental illness are actually two separate yet interconnected ideas. It's a dual continuum. That means that not having a mental illness does not guarantee we feel well, and everyone, including those with mental illness, has an opportunity to live as a whole and healthy individual.






YCDSB Student Mental Health & Wellbeing Website:



Mental Health @ YCDSB

MY MENTAL HEALTH CUES

This worksheet is meant to help you recognize when it's time to care for your mental health and reach out for support. It includes examples of ways you might think, feel, and act when your mental health is good vs. when it isn't, and some strategies that may support your mental health. Note the examples that fit for you and feel free to add ideas that are uniquely your own. Everyone's cues and strategies are different!

When my mental health is good...	When I'm struggling with my mental health...	My go-to strategies for good mental health...
I think...  <p>Example:</p> <ul style="list-style-type: none"> Generally positive thoughts about myself as a person Notice both disappointments and good things in my life 	I think...  <p>Example:</p> <ul style="list-style-type: none"> Think negative thoughts about myself, my life, the world, the future Blame myself for everything 	 <p>Example:</p> <ul style="list-style-type: none"> Deep breathing Listening to music Writing in a journal Going for a walk Talking to a friend
I feel... <p>Example:</p> <ul style="list-style-type: none"> Generally happy and content Look forward to things in my life Have energy to do what I need to do in my day 	I feel... <p>Example:</p> <ul style="list-style-type: none"> Nothing seems fun Very unhappy, worried, guilty, fearful, irritable, sad, numb, or angry Headaches, stomach aches, general aches and pains 	
I act... <p>Example:</p> <ul style="list-style-type: none"> Talk to and spend time with my friends Can manage my schoolwork Can handle everyday challenges 	I act... <p>Example:</p> <ul style="list-style-type: none"> Avoid school, people and activities I usually enjoy Sleeping and eating habits are off Don't do as well at school as usual 	

If your go-to strategies are not meeting your needs, speak to a trusted adult to see if getting help might be a good idea. You can also speak to a counsellor at Kids Help Phone by calling 1-800-668-6868 or texting "CONNECT" to 686868.

SUMMER PROGRAM



TO REGISTER



ce.ycdsb.ca

Students are to register for the high school they will be attending.

When creating the student's profile please enter as grade 8 and the high school they will be attending in the Fall.

The **Kickstart Summer Program** is a great way for in-coming Grade 9 students to address both challenges and opportunities. It helps to facilitate a soft-landing into secondary and their new home for the next four years.

The **Kickstart Summer Program** will focus on helping current Gr. 8 students develop the foundational literacy and numeracy skills for a successful transition into high school.

We recommend this program for all students coming into grade 9 as this is a fantastic opportunity to become a member of the vibrant culture and community.

In addition to these skills, the program will also focus on student well-being, which could include pathways planning, mindfulness, time and stress management techniques and gap closing curriculum and activities to better support students transition into high school.

Students in the Kickstart Summer Program will earn their first High School credit. This course will count as one (1) high school credit that students will use towards graduation.

PLEASE NOTE: This course will help better prepare students for a balanced entry into high school. Students will engage in literacy, numeracy and well-being activities to promote student success.

New beginnings bring as many new opportunities as they do challenges.

ONLINE RESOURCES

Visit your School Website



ycdsb.ca/schools

Pathways



www.ycdsb.ca/pathways

Explore College Programs



ontariocolleges.ca

Plan Your Pathways



myblueprint.ca/ycdsb

Pursue Ontario Catholic School Graduate Expectations



iceont.ca/ocsge

Research Scholarship Opportunities



yconic.com

Explore University Programs



ontariouniversitiesinfo.ca

Explore Skilled Trades



apprenticesearch.com

Research Scholarship Opportunities



scholarshipscanada.com

Research Financial Assistance Opportunities



Government of Canada



canlearn.ca

Research Post-Secondary Programs Outside Ontario



campusaccess.com

Explore Employment Opportunities



careerbuilder.ca

Access



accesemployment.ca

Research Financial Assistance Opportunities



ontario.ca/osap

Explore Volunteer Opportunities



civicyork.ca

ONTransfer



www.ontransfer.ca/index_en.php

Get Online Help



tvomathify.com

Know Your Rights & Responsibilities at Work



labour.gov.on.ca/english/atwork/young_workers.php

Student Mental Health and Wellbeing website:



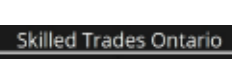
sites.google.com/ycdsb.ca/student-mental-health-ycdsb/home

Explore Volunteer Opportunities



neighbourhoodnetwork.org

Skilled Trades Ontario



www.skilledtradesontario.ca

Workforce Planning Board:



www.wpboard.ca/work-in-york/

Explore Work Projects Across Canada



katimavik.org



CHARACTER

IN YORK CATHOLIC SCHOOLS

He is risen
Matthew 28:6

A Discerning Believer

A Self-Directed, Responsible
Life Long Learner

MARCH

FEBRUARY

JANUARY

DECEMBER

NOVEMBER

OCTOBER

SEPTEMBER

AUGUST

JULY

Wisdom

Courage

Justice

Compassion

Responsibility

Perseverance

Reverence

Hope

Unity

*I will speak words
of wisdom*
Psalms 19:3

A Caring Family
Member

A Reflective, Creative
& Holistic Thinker

An Effective
Communicator

Easter

Advent

JUNE

MAY

APRIL

Honour your father and your mother
Exodus 20:12

We put our hope in God
Psalms 33:20

We are one body in Christ
Romans 12:5

*Strive first for the
Kingdom of God*
Matthew 6:33

Do not be afraid
Luke 1:29

*I am the way and
the Truth and the Life*
John 14:6

Pathways
YORK CATHOLIC DISTRICT SCHOOL BOARD

