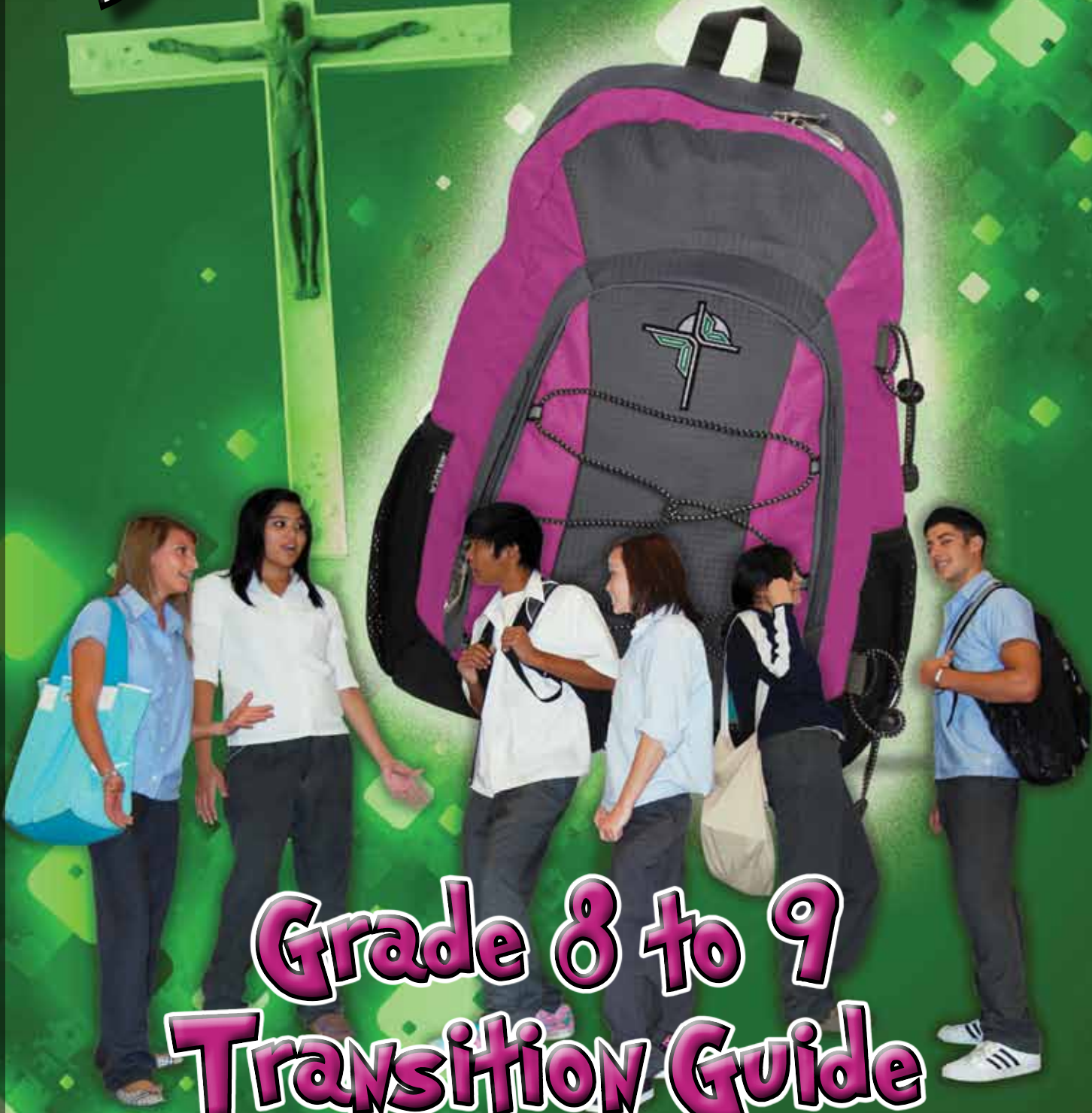


BLESSED ARE YOU



Grade 8 to 9 Transition Guide

What's in YOUR Backpack?





Windsor-Essex Catholic District School Board



Windsor Essex Catholic Education Centre • 1325 California Avenue, Windsor, ON N9B 3Y6

Director: Paul Picard • Phone: 519-253-2481 • Fax: 519-253-8397

Dear Grade 8 Students and Families,

The transition from elementary school to secondary school is an exciting time in the life of a student. Please know as your educational journey takes you from Grade 8 to Grade 9, we are dedicated to making this transition as smooth as possible. This resource will provide you with key information to support this transition. We encourage you to work closely with your secondary school's Guidance Department and take part in the various information sessions and transition activities offered by your Catholic high school. Our Catholic secondary schools are committed to providing students with a quality Catholic education and supporting them in the achievement of the Ontario Catholic Graduate Expectations. These expectations define what students are expected to know, do and value when they graduate from our Catholic schools. A graduate is expected to be:

- A discerning believer
- A reflective, creative and holistic thinker
- A collaborative contributor
- A responsible citizen
- An effective communicator
- A self-directed, responsible lifelong learner
- A caring family member

This is our hope for all our students. We wish you a successful and rewarding high school experience as we work with you to make it so. Sincerely,

Paul Picard, Director of Education

Our Catholic High Schools



Assumption College

Address: 1100 Huron Church Road
Windsor, ON N9C 2K7
Phone: 519-256-7801
Principal: Joseph Ibrahim
Guidance Head: Frank Gioia

Cardinal Carter

Address: 120 Ellison Ave.
Leamington, ON N8H 5C7
Phone: 519-322-2804
Principal: Lou Conte
Guidance Head: Jeff Tellier



Catholic Central

Address: 441 Tecumseh Rd. E
Windsor, ON N8X 2R7
Phone: 519-256-3171
Principal: Amy LoFaso
Guidance Head: Kyle Cowan

F.J. Brennan

Address: 910 Raymo Road
Windsor, ON N8Y 4A6
Phone: 519-945-2351
Principal: Patti Moulard
Guidance Head: Christena Slivocka



Holy Names

Address: 1400 Northwood Street
Windsor, ON N9E 1A4
Phone: 519-966-2504
Principal: Kevin Hamlin
Guidance Head: Lisa Polidori

St. Anne

Address: 1200 Oakwood Dr., SS #3
Belle River, ON N0R 1A0
Phone: 519-727-8908
Principal: Rosemary LoFaso
Guidance Head: Alma Hogan



St. Joseph's

Address: 2425 Clover Street
Windsor, ON N8P 2A3
Phone: 519-735-3326
Principal: Patrica Hedderson
Guidance Head: Michelle Geiger

St. Thomas of Villanova

Address: 2800 County Road #8
LaSalle, ON N9A 6Z6
Phone: 519-734-6444
Principal: Pat Hickson
Guidance Head: Violette Armaly



What is the meaning behind your school crest?

What do you need to graduate?

18 compulsory credits

You must earn the following compulsory credits to graduate:

| | |
|-----|---|
| 4 | credits in English* |
| 3 | credits in mathematics |
| 2 | credits in science |
| 1 | credit in Canadian history |
| 1 | credit in Canadian geography |
| 1 | credit in the arts |
| 1 | credit in health and physical education |
| 1 | credit in French as a second language |
| 0.5 | credit in career studies |
| 0.5 | credit in civics |

In addition to compulsory credits, you must complete:

- ✓ 12 optional credits[†]
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement
- ✓ a Catholic Studies course each year

Plus one credit from each of the following groups:

| | |
|---|---|
| 1 | additional credit (Group 1) in English, or French as a second language,** of a Native Language, or a classical or international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education*** |
| 1 | additional credit (Group 2) in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education*** |
| 1 | additional credit (Group 3) in computer studies, or senior science, or technological education, or French as a second language,** or cooperative education*** |

* A maximum of 3 English credits as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In group 1, 2, and 3 a maximum of 2 credits in French as a second language can count as compulsory credit, one from group 1 and one from either group 2 or group 3.

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

[†] The 12 optional credits may include up to 4 credits achieved through approved Dual Credit courses.

What are your skills, hobbies and interests?

Skills/Hobbies/Interests

Favourite Subjects

DESTINATION 2020

YOUR INTERESTS

You can use your interests as a direction finder on your journey of exploration for jobs that interest you. Complete this inventory to help you discover your interests and how they are related to the categories used to cluster occupations.

Step 1: Circle the numbers that describe you best.

- | | | |
|--|--|--|
| 1. I'd rather make something than read a book. | 9. I enjoy designing, inventing and creating things. | 17. I can usually persuade people to do things my way. |
| 2. I enjoy problem-solving, games and working at puzzles. | 10. I enjoy expressing myself through art, music or writing. | 18. I enjoy building and repairing things. |
| 3. I like helping other people when they need it. | 11. I would like a job where I could deal with people all day. | 19. I enjoy the research part of my projects. |
| 4. I enjoy learning about new topics by reading about them. | 12. I like working with materials and equipment. | 20. I like interacting with people. |
| 5. I like working with my hands. | 13. I enjoy learning new facts and ideas. | 21. I enjoy thinking up different ideas and ways to do things. |
| 6. I like being the leader in a group of people. | 14. I find co-operating with others come naturally to me. | 22. I like hearing other people's opinions. |
| 7. I prefer to know all the facts before I tackle a problem. | 15. I like finding out how things work by taking them apart. | 23. I enjoy learning how to use different tools. |
| 8. I like to take care of other people. | 16. I would choose working with machines and things rather than working with people. | 24. I find it easy to follow written instructions. |

Step 2: Mark an X on the number of each statement you selected above, in the box below. The box with the most numbers marked indicates the area of your strongest interest. Your interests may change over time, and many types of work require interests and skills in two of three or three of three of these areas.

| | | | |
|----|----|----|----|
| 1 | 5 | 9 | 12 |
| 15 | 16 | 18 | 23 |

Things are your thing. You enjoy:

- using tools and machines
- making objects with your hands
- maintaining or fixing equipment
- finding out how things work

Occupations may be found in:

- Engineering
- Product Manufacturing
- Construction
- Repair and Service
- Transportation
- Trades and Technology



| | | | |
|----|----|----|----|
| 3 | 6 | 8 | 11 |
| 14 | 17 | 20 | 22 |

People are your pastime. You enjoy:

- caring for or helping others
- persuading people or negotiating
- working as part of a team
- leading or supervising

Occupations may be found in:

- Health Care
- Education and Training
- Social Work and Counselling
- Religion



| | | | |
|----|----|----|----|
| 2 | 4 | 7 | 10 |
| 13 | 19 | 21 | 24 |

You are an information junkie. You enjoy:

- expressing yourself through writing, music, or art
- doing experiments or researching a topic
- solving puzzles or problems
- studying or reading

Occupations may be found in:

- Arts and Entertainment
- Business and Finance
- Scientific Research
- Law
- Sales and Services
- Tourism



INDIVIDUAL PATHWAYS PLAN (IPP) & Career Cruising

CAREER CRUISING is an Internet-based career exploration and planning tool your child uses to explore career and education options and develop a career plan. Career Cruising can be accessed from school through the board's website's Student Portal, from home, or wherever your son or daughter has access to the Internet. Features of the program include:

Interest and Skills Assessment, Career Profiles, Multimedia Interviews, College, University, and Apprenticeship Information, Electronic Career Portfolio, Resume Builder and Education Planning.

FALL (SEPTEMBER – DECEMBER)

Each student should create his/her IPP account. This is a very simple and quick step to integrate all your career exploration & planning activities

At school, go to the school board website (www.wecdsb.on.ca) > Student Portal > and Click on Career Cruising.

For your IPP Username, use the format: wecdsb-Student ID# (Example: wecdsb-457683122)

Password: use your Student ID# (Example: 457683122)

For at home access go to www.careercruising.com/login/wecdsb and login to your IPP

Remember to save an email address to your IPP Account (for ease of password retrieval)

- Complete the Career Matchmaker interest assessment
- Create a My Journal entry reflecting on the results of the Career Matchmaker assessment
- Enter a min. of 2 Hobbies & Interests
- Research careers by School Subjects and save at least 2 careers of interest to your IPP



WINTER (JANUARY – MARCH)

- Research careers by Cluster and save at least two careers of interest to your IPP
- Answer the additional Career Matchmaker questions so you will have completed all 116 questions
- Create a My Journal entry reflecting on why the careers in My IPP are a good fit
- Enter a minimum of two Skills & Abilities
- In your Education Plan enter the courses you intend to enroll in Grade 9
- Enter short and long term goals in the Career and Life Goals section of your IPP

SPRING (APRIL – JUNE)

- Make note of any new Hobbies and Interests
- Include Extra Curricular Activities in your IPP
- Review and update Career and Life Goals

School Subjects & Careers Activity

On the Main page, click on Explore Careers and then Search By School Subject. Choose your favourite subject.

Scroll through the list and click on a career that interests you.

Career:

1. Read the **Job Description** section.

Answer the following questions:

What duties do people in this career typically perform?

What skills do they require? _____

2. Click on the **Education** button.

What education and training do you need to enter this career?

What other qualifications are good to have? _____

3. Click on **one of the two interviews**.

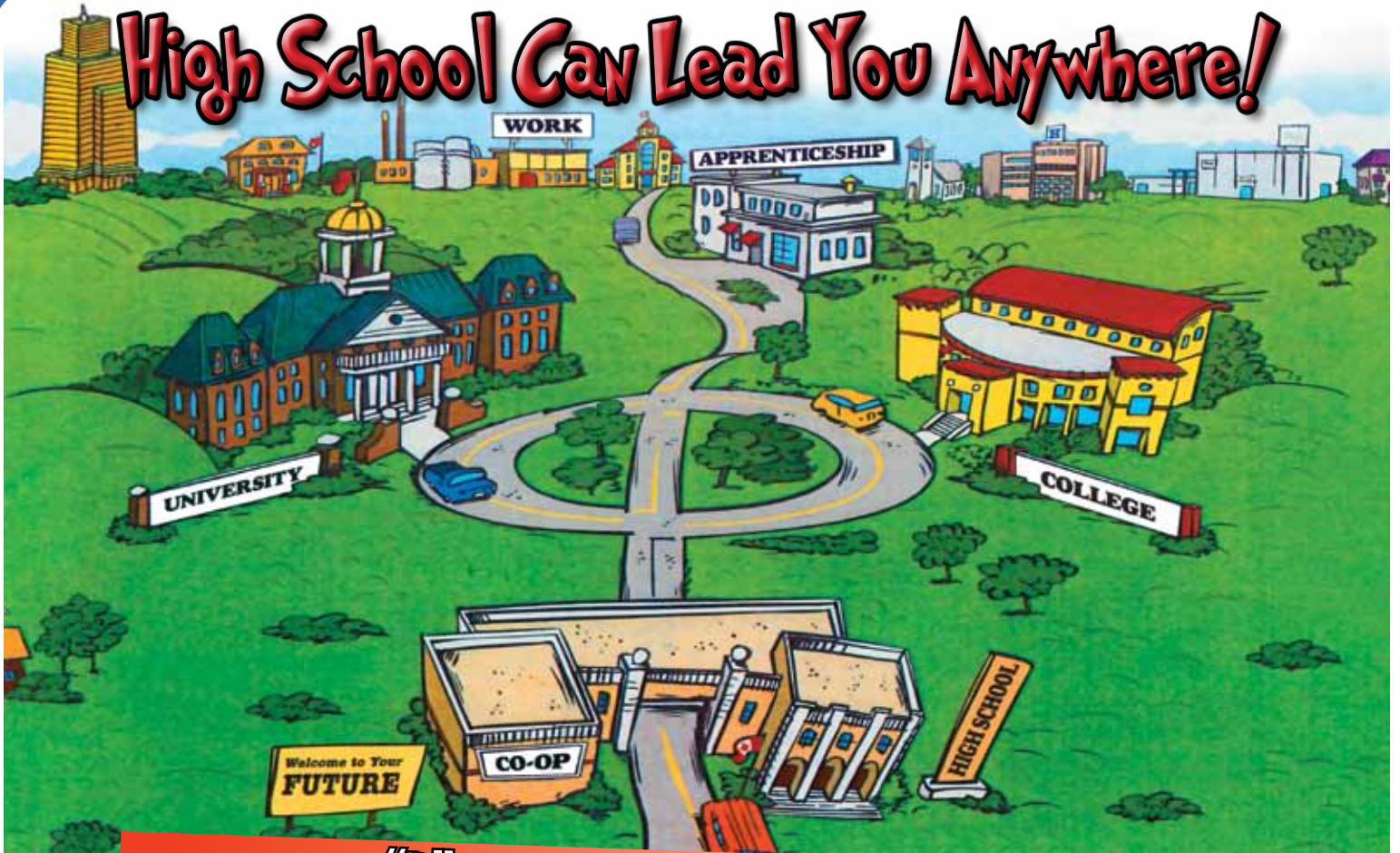
Read the person's interview and answer the following question.

What advice does this person have for people who want to get into this career?

4. **Summary – Your Views**. Now that you have learned a little about this career and the education and training you need to get started, answer the following questions:

Do you think this is a tough career to get into? What is the most difficult part? _____

High School Can Lead You Anywhere!



applied stream "p"

These courses focus on practical applications and concrete examples incorporating theoretical applications as appropriate. These courses typically lead to the _____ and _____ pathways.

locally developed compulsory courses "L"

Emphasis will be on skill acquisition required for success in Grade 11 and 12 Workplace and Open courses, and experiential learning. These courses typically lead to the _____ pathway.

academic stream "D"

These courses emphasize theory and abstract thinking incorporating practical applications as appropriate. Students should be working consistently at a level 3 or 4 in Grade 8. These courses typically lead to the _____ pathway.

open courses "O"

Students will learn concepts and skills designed to prepare students for further study in the subject area. Expectations are designed for and appropriate for all students regardless of pathway. Some compulsory and optional courses are only offered in the Open stream.

After reading the descriptions above, looking at my marks and speaking with my teacher and parent(s), I think my predominant pathway should be: _____

Ponder your path

DECODING A COURSE CODE

Every course in secondary school has a unique **COURSE CODE**.



These three letters identify the subject.

Subject Codes:

The first letter in the course code denotes the course's department area:

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

This number identifies the grade:

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

This letter identifies the course type:

- Grade 9-10
- P = Applied
- L = Locally Developed
- D = Academic
- O = Open

- Grade 11-12
- C = College
- E = Workplace
- U = University
- M = University/College
- O = Open

Semester 1

| Time | Period | Day 1 |
|--------------|--------------------|----------------------------------|
| | Period 1 Sem. 1 | PPL10F-04 Smith, J. GYM 1 |
| | Period 2 Sem. 1 | AMU100-02 Jones, M. 163h |
| LUNCH | | |
| | Period 3 Sem. 1 | ENG1D0-05 Richards, P. 268 |
| | Period 4 Sem. 1 | CGC1D0-05 Walker, G. 253 |

Teacher

Period Number

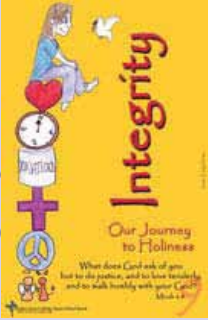
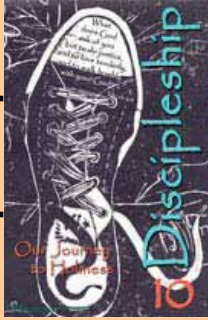
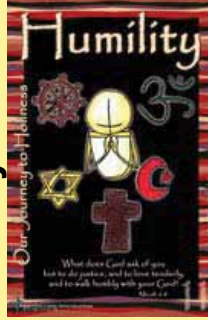

Room Number

Course Code

Semester 2

| Time | Period | Day 1 |
|--------------|--------------------|-----------------------------------|
| | Period 1 Sem. 2 | HRE100-11 Stevenson, H. 172 |
| | Period 2 Sem. 2 | FSF1D0-03 Gilbert, S. 174 |
| LUNCH | | |
| | Period 3 Sem. 2 | MFM1P0-04 Phils, T. 202 |
| | Period 4 Sem. 2 | SNC1P0-07 York, M. 211 |

OUR JOURNEY TO HOLINESS

| | | | | |
|---|--|---|--|--|
| Catholic Virtue |  <p>Integrity Gr. 9</p> |  <p>Discipleship Gr. 10</p> |  <p>Humility Gr. 11</p> |  <p>Justice Gr. 12</p> |
| Theme | Blessed Are You | Recognizing God in Others | Finding Christ in a Global Community | Living in God's Image |
| Statement of Belief | We believe that the Catholic tradition teaches us to be true to God, self and others | We believe that we are called to be Christ for others | We believe that the message of Jesus prevails within secular and interfaith communities | We believe that our role in the world is to embrace Catholic Social Teaching as we live out "our lifelong journey toward holiness" |
| Catholic Graduate Expectations | <p>A Reflective, Creative and Holistic Thinker</p> <p>An Effective Communicator</p> <p>A Collaborative Contributor</p> | <p>A Reflective, Creative and Holistic Thinker</p> <p>A Caring Family Member</p> <p>A Self-Directed, Responsible, Lifelong Learner</p> | <p>A Collaborative Contributor</p> <p>A Responsible Citizen</p> <p>A Caring Family Member</p> | <p>A Discerning Believer Formed in the Catholic Faith Community</p> <p>A Self-Directed, Responsible, Lifelong Learner</p> <p>A Responsible Citizen</p> |
| Learning Together Through Faith ~Examples | <p>Develop Drama stations with a religious theme</p> <p>Create opportunities for subject specific social awareness discussions</p> <p>Design a healthy mind and body self image bulletin board</p> <p>Incorporate prayer into every lesson</p> <p>Model the importance of reconciliation</p> | <p>Create an awareness of social injustices – Genocide</p> <p>Promote positive models of forgiveness (Mandela)</p> <p>Infuse specific subject skills into the Liturgy (music, drama, technology, art, etc.)</p> | <p>Use culinary skills to raise funds for charitable purposes</p> <p>Social justice mock trials</p> <p>Create opportunities for appreciation of multi-cultural media</p> <p>Promote leadership and peer mentoring in all subject areas</p> | <p>Honour the spirituality that inspires the theorists of each subject discipline</p> <p>Help to recognize and to nourish the "Catholic Social Teachings" in all subject areas</p> |
| Learning Together Through Service ~Examples | <p>Participate in a "B'Rad" bullying presentation</p> <p>Develop a class missions project</p> <p>Lead a can drive</p> | <p>Collect coats for the needy</p> <p>Participate in a cancer walk</p> <p>Develop a global mission project</p> | <p>Get involved in an anti – bullying campaign:</p> <p>Promote "Rachel's Challenge"</p> <p>Adopt a family at Christmas to give a food basket</p> <p>Sign up for Terry Fox Run</p> | <p>Conduct a penny drive for Easter Seals</p> <p>Lead a grade schools' sports tournaments</p> <p>Work with the "Homeless Coalition"</p> |

"What does God ask of you but to do justice, and to love tenderly, and to walk humbly with your God?" Micah 6:8

INCLUSIVE EDUCATION: LIFE SKILLS PROGRAM



BEST YEARS OF YOUR LIFE!

By Madeline Ellepola (Grade 12 student at F. J. Brennan HS and Student Trustee)

As I sit here typing this letter to you, the first thing I thought of was how I was feeling four years ago, when I was worrying about Grade nine. I don't know about you, but I definitely had butterflies in the pit of my stomach. Those butterflies stayed with me all summer long and seemed to multiply the night before school. The first thing I want to tell you is this is normal. Whether or not your friends admit it, deep inside, they're worried too! Will I fit in? Will I make friends? Will I find all my classrooms and not get lost on my way to Period 2? Completely, utterly and definitely normal. The best advice I got when I started grade nine was "the person next to you is only a stranger, until you say hello".

Fast forward four years to 2013. I can barely recognize myself. I used to be very shy and quiet and before I would even think of raising my hand in class, I had to be 98.2% sure I had the correct answer. Four years later, I can honestly tell you that my high school, F.J. Brennan, is my second home. I know every hallway, every short cut, almost every teacher, and almost every face.

When I started Grade nine, I made up my mind to put myself out there, as they say and try new things. Within the first few weeks, I joined our Student Council, tried out for the volleyball team and cross country (because everyone who can run, makes the team). And you know what? I had a blast. As each year has gone on, I have built on those things I started with and also branched out. I became a Minister of Affairs. I am in charge of organizing the semi-formal and school dances. I played volleyball and soccer (and offered to manage the volleyball team the year I couldn't play due to surgery) and read for our school Masses. Last year, I was elected as a Student Trustee and this year I was elected President of the Catholic Board Council for the Province. Recall that once upon a time, I was afraid to raise my hand.

But this letter to you is not about listing my accomplishments because believe me high school is not about a check list – it's about making the next four years of your life an amazing journey and becoming the YOU, God intended you to be. It's about what you want to do and what things interest you. Find out what your school has to offer and put yourself out there. My parents always told me, enjoy these years because some day, you will proudly look back on the memories you made – and they weren't wrong. Join clubs, play sports, cheer on your team, play chess, debate – whatever is your passion – be true to you and make these years full of memories, laughter and learning. With God's help, anything is possible!

- Maddie Ellepola

Community, Culture and Caring



Blood Drive
School Masses

Goodfellows

Neighbourhood
Fall Clean Up

40 Hours Community
Involvement



Terry Fox Run
Food Drives
Giving Tree
Charity
Basketball

Habitat
for Humanity

Trips to the
Downtown Mission



What are you going to do to show you care?

Please read each statement and highlight the one choice for each statement that best describes you.

What Type of

| | STATEMENT | VISUAL | AUDITORY | KINESTHETIC |
|-----|--|--|--|--|
| 1. | When learning something new I prefer to... | read the instructions | listen to an explanation | try it out and learn by "trial and error" |
| 2. | I remember things best if I... | write them down | repeat them again and again | physically do something with them |
| 3. | Most of my free time is spent... | watching television or reading | talking to friends | doing physical activities |
| 4. | To teach someone else how to do something I... | write instructions | explain in words | demonstrate and let them try it out |
| 5. | When I learn a new skill, I like to... | watch what the teacher is doing | talk though with the teacher exactly what I am supposed to do | give it a try and work it out as I go along by doing it |
| 6. | I remember things best by... | writing notes or keeping printed details | saying them aloud or repeating words and key points in my head | doing and practicing the activity, or imagining it being done |
| 7. | When I spell I... | try to see the word in my mind | sound out the word | write the word down to find if it feels right |
| 8. | I am most easily distracted by... | untidiness or movement | sounds or noises | activity around me |
| 9. | When shopping I like to... | look and decide | discuss with the staff in the store or with my friends | try on, handle, or test the item(s) |
| 10. | When listening to a band I... | sing along to the lyrics (in my head or out loud!) | listen to the lyrics and beat | move in time with the music |
| 11. | When concentrating I... | focus on the words or pictures in front of me | discuss the problem and possible solutions in my head | move around a lot, fiddle with pens and pencils and touch unrelated things |
| 12. | When worried about something, I... | picture the worst-case scenarios | talk about what worries me most, in my head or out loud | can't sit still... I fiddle with things and move around constantly |
| 13. | I first notice how people... | look and dress | sound and speak | stand and move |
| 14. | I find it easiest to remember... | faces | names | things I have done |
| 15. | When making a presentation, I prefer to... | present a written report | present an oral report | present a physical model |
| 16. | I prefer it when the teacher uses... | charts, diagrams, or overheads | discussion, guest speakers | models, hands-on activities |

Learner Are You?

Colour one box for each question you answered, either in **Visual, Auditory, or Kinesthetic** column.
Start at the bottom of each column, and work your way up for each question.

| 16 | | | |
|------------|-------------------|---------------------|------------------------|
| 15 | | | |
| 14 | | | |
| 13 | | | |
| 12 | | | |
| 11 | | | |
| 10 | | | |
| 9 | | | |
| 8 | | | |
| 7 | | | |
| 6 | | | |
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |
| Question # | Visual (Choice A) | Auditory (Choice B) | Kinesthetic (Choice C) |

I am predominantly a _____ learner.

What does it mean?

If you have more boxes coloured for **Visual**, then you most likely learn by seeing, and prefer:

- pictures rather than words
 - being shown an example
 - using graphic organizers, such as charts, graphs and photographs
 - writing down what you need to learn
 - drawing or doodling while listing

If you have more boxes coloured for **Auditory**, then you most likely learn by hearing, and prefer:

- oral instructions
- listening to recorded books
- giving oral reports
- participating in discussions
- talking through problems and solutions

If you have more boxes coloured for **Kinesthetic**, then you most likely learn by hearing, and prefer:

- hands-on activities
- moving while learning
- using manipulative
- creative drama; acting out stories and events
- writing on the computer instead of by hand

HIGH SCHOOL DICTIONARY

Match the terms to the definitions

- | | |
|---------------------------|---|
| ___ Credit | A - is a schedule of a student's courses and lunch break; outlines the time, room number, and teacher for each course |
| ___ Course Code | B - is a 5-character code that indicates the subject, grade level, and course type |
| ___ School Agenda | C - earning a minimum of 30 credits including 18 compulsory credits and 12 optional credits, as well as fulfilling the literacy and community involvement requirements |
| ___ Timetable | D - a course that must be completed before taking another course |
| ___ Optional | E - this assessment is written in Grade 9 |
| ___ Compulsory | F - a course that all students must take |
| ___ Pre-requisite | G - courses in which you have a specific interest |
| ___ Pathway | H - granted on the successful completion of a 110-hour course with a minimum grade of 50% |
| ___ Community Involvement | I - students must complete 40-hours of this |
| ___ Retreat | J - a collection of courses that prepares a student for a specific career |
| ___ OSSD | K - a requirement of Catholic Studies courses |
| ___ OSSLT | L - an assessment that meets the literacy requirement for a high school diploma |
| ___ EQAO Math Assessment | M - a book containing all of the school rules and space to record assigned homework |

Top Tips for Surviving High School



Get involved.

Use your agenda daily.

Get yourself to class on time.

When you are not sure about something, ask!
Your teachers are happy to help you.



Incorporate prayer in your day.

Check your school's policy on
perfume and cologne.

Eat breakfast everyday.

Be respectful.

Give a helping hand
to someone in need.



WWJD

Get involved.



Join in on the lunch time activities.

Take your school work seriously. Do your
homework, study and submit all assignments on
time. Your grade 8 teachers were not kidding.

Don't be afraid to make new friends -
there are a lot of really nice people out there.

Deodorant is our friend.

Get 9 to 10 hours of sleep each night.
You will feel and learn better.

Get involved.



Don't leave things to the last minute.
You don't want to get overwhelmed.

Be yourself!



Answers for page 10: Credit - H, Course Code - B, School Agenda - M, Timetable - A, Optional - G, Compulsory - F, Pre-requisite - D, Pathway - J, Community Involvement - I, Retreat - K, OSSD - C, OSSLT - L, EQAO Math Assessment - E

Customize Your High School Experience

Specialist High Skills Major

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace.

Every SHSM must include the following five components:

1. a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - i 4 major credits that provide sector-specific knowledge and skills
 - ii 2–4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - iii 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practise sector-specific knowledge and skills
2. sector-recognized certifications and/or training courses
3. experiential learning activities within the sector
4. “reach ahead” experiences connected with the student’s chosen postsecondary pathway
5. development of key Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

Currently WECDSEB high schools offers 19 SHSM programs

| | | | |
|---------------------------|---|--|---|
| Agriculture | Cardinal Carter | Environment | St. Anne |
| Arts and Culture | F. J. Brennan, St. Joseph’s, St. Thomas of Villanova | Health and Wellness | St. Anne, St. Joseph’s |
| Aviation/Aerospace | Assumption | Hospitality and Tourism | Assumption |
| Business | Holy Names | Justice, Community Safety, & Emergency Services | St. Anne |
| Construction | Cardinal Carter, St. Joseph’s | Information & Communications Technology | Cardinal Carter, St. Anne, St. Thomas of Villanova |
| Energy | St. Anne | Sports | Cardinal Carter, F. J. Brennan |

International Baccalaureate Programme

The International Baccalaureate programme is offered at Assumption College Catholic High School for all successful applicants throughout Windsor-Essex County. It is an internationally recognized two-year programme, which provides a rigorous and academically demanding curriculum for highly motivated university, bound students. This programme guides students toward critical thinking, international understanding and respect for all cultures. The IB is a liberal arts curriculum whose successful graduates can attain the International Baccalaureate Diploma as well as the Ontario Secondary School Diploma. It is recognized as a hallmark of educational excellence by the finest universities worldwide. This curriculum is taught in public and private schools across the world, and is governed by the International Baccalaureate Organization (IBO).

For more details about this program, visit the website: WWW.IBO.org

Application packages for the International Programme are available at Assumption College University or on our website at www.wecdsb.on.ca
Contact the IB Coordinator – Michael Naicker at 519-256-7801 ext. 2206

Deadline for the application is January 31, 2014.

French Immersion Program

Why study French?

Ontario schools must enable students to build a basic foundation for later learning and successful adult life. Learning a second language is part of this foundation. It is part of being Canadian. French is the mother tongue of one-quarter of all Canadians and one of Canada’s two official languages. French is also one of the international languages of the world and one of the six international official languages of the United Nations.

Learning a second language is valuable for a number of reasons:

Enhances critical and creative thinking abilities
Increase respect and understanding of other cultures

Strengthens first language skills
Increase appreciation of the value of language and its functions
Distinct advantage to pursue a number of careers, both in Canada and internationally

A certificate in French Immersion may be granted if a student has successfully completed the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French.

Sample French Immersion Program:

| | |
|--|--|
| Grade 9: French Language Religion Géographie Art Dramatique | Grade 10: French Language Religion Histoire La Citoyennete et l’Exploration du Choix de Carrieres |
| Grade 11: French Language Religion | Grade 12: French Language Religion |

For further information about French Immersion Programs, contact:

| | | | |
|---|--------------|--|--------------|
| Michael Jraiche, Cardinal Carter Catholic Sec. School | 519-322-2804 | Kim Koekstat, St. Anne Catholic High School | 519-727-8908 |
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BE SMART WITH YOUR PLANNING!

The setting of *SMART* goals is a crucial factor for success and greatly pushes the odds in your favour of having a successful high school experience. The setting of clear goals is a valuable skill, which anyone would do well to master.

The *SMART* acronym can help us through this goal setting process:

- Specific** The goal should identify a specific action or event that will take place: What is to be achieved? By whom? Where? When? Why?
- Measurable** The goal and its benefits should be quantifiable: How much? How often? How many?
- Achievable** The goal should be attainable given available resources. Is the goal realistic?
- Relevant** The goal must be relevant to what you want to achieve in the short term and long term and fits with your personal vision.
- Timely** The goal should state the time period in which it will be accomplished.



Doing this careful planning will save you lots of time and disappointment later on.

Review the example below. Complete the chart to customize 3 *SMART* goals for you.

| Short vs. Long Term | Intention | Specific | Measurable | Attainable | Relevant | Timely |
|----------------------------|---|---|--|---|---|--|
| | What is it that you want to achieve? | Who? What? Why? Where? When? | What do you expect to see? How much? How often? How many? | Achievable? Is this possible? | Is it important to what you ultimately want to achieve? | When will you achieve this? |
| Example | I want to achieve all 8 credits with a minimum average of 70% | 8 credits: English, Math, Science, Geography, Phys. Ed. French, Art, Catholic Studies | At midterm I am passing all my courses and final marks at the end of semester 1 & 2 demonstrate an average over 70%. | Yes. With hard work, good attendance, completing assignments, studying for tests, and staying organized | Yes. I want to achieve my OSSD then get into a post secondary institution of my choice. | Throughout the year with final marks at the end of Semester 1 and Semester 2 (June 2013) |
| 1st week of Grade 9 | | | | | | |
| End of Grade 9 | | | | | | |
| After high school | | | | | | |

TOP 10 MOST COMMON QUESTIONS ASKED BY GR. 8 PARENTS/GUARDIANS

10. ***How do I become involved in Catholic School Council?***
You can call the school and talk to your principal.
9. ***Who do I talk to if my son/daughter has special needs, an accommodation log, an IEP or is IPRC'd?***
Contact the Department Head of Special Education.
8. ***Once in high school, to whom do I direct a question regarding a specific course?***
Contact the classroom teacher first. Each subject area has a designated department head who is the curriculum leader. After you have contacted the classroom teacher, you may wish to further the discussion with the department head.
7. ***How does my son/daughter find out about extra-curricular activities such as clubs and team tryouts?***
These activities are communicated to the students via the announcements.
You may also access the school's web site at <http://www.wecdsb.on.ca>.
6. ***What do I do if my son/daughter is failing a course?***
Contact the classroom teacher and/or student success teacher and devise a plan that will encourage your son/daughter to implement strategies for success. These can include: homework completion, attending class regularly, using agendas consistently, completing and submitting all assignments on time, and preparation/study for tests. Regular communication with your son/daughter and his/her teacher may be necessary.
5. ***What is an open course?***
An open course has learning expectations that are appropriate for all learners.
Six character course codes use the letter "O" in the 5th character (i.e. HRE1O0).
4. ***What is an applied course?***
The focus of applied level courses is on practical and concrete applications of concepts.
Course codes use the letter P in the 5th character (i.e. ENG1P0).
3. ***What is an academic course?***
Here the emphasis is on theory and abstract thinking and problem solving.
Course codes use the letter D in the 5th character (i.e. ENG1D0).
2. ***Can my son/daughter have a mixed schedule?***
Yes. Students will have a mixed schedule as courses such as Grade 9 Physical Education, Arts, Technology or Catholic Studies are only offered as Open courses. In addition, students may select applied, academic or locally developed courses in English, Science, Math, Geography, and French based on their Grade 8 marks in that subject area and/or recommendations by their Grade 8 teacher.
1. ***The real number ONE QUESTION PARENTS/GUARDIANS WANT ANSWERED***
Will my child grow up, clean his/her room, be successful and take care of me in my old age?
We can only hope!

What question do you think your parents might have?

Pick up
uniform @

Attendance
Line #

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District School Board

