

Grade 8 Information

Registration, Promotion and Course Options



PROMOTION FROM GRADE 8 TO GRADE 9

The language of the Education Act states that a student is “Promoted or Not Promoted” from Grade 8 to Grade 9.

Students who **do not achieve the expectations of the Grade 8 program are “Not Promoted” to Grade 9.** This does NOT necessarily mean that the student will be retained in Grade 8. Criteria for receiving a “Not Promoted” recommendation is that the student is achieving below Level 1 expectations (especially in Mathematics and English).

In cases such as this, the receiving school has the right to recommend the program for the student, and it is likely that an alternate program may be suggested by the receiving Principal. Students are not automatically admitted to the secondary school without a special review and an admission process. Often the results of the latest IPRC meeting are taken into account and an appropriate program is developed for the student.

Accommodations and Modifications

Unlike elementary school, in secondary, program modifications are infrequent and minimal. The content of a course cannot be significantly altered. For a student to be successful in achieving a credit, he/she must be able to achieve at least Level One expectations. Those expectations must be met in order to grant a credit.

However, accommodations can be made. For example:

- extensions
- oral versus written report
- alternative location to write a test
- alternate assignments

These specific accommodations must be listed in the student’s IEP.

CHOOSING THE APPROPRIATE STREAM

GRADE 9 PROGRAMS

ACADEMIC, APPLIED, LOCALLY DEVELOPED

In General

Academic and Applied courses identify high expectations for all students. They vary in emphasis on essential concepts and additional requirements, and the balance between theory and application. Locally Developed courses are recommended for students who have not yet met the expectations of the Grade 8 program in English, Math, and Science. Students in this category may have passed the Grade 8 program based on the expectations in the IEP, but still require assistance in basic skill development in these areas.

For Grade 9, students will choose between Academic, Applied and Locally Developed courses in Math, English, and Science. Geography and French are offered only at the Applied and Academic levels.

A student's experience in Academic, Applied, and Locally Developed courses in Grade 9 will give him/her the information needed to select the type of course in Grade 10 that will best suit their strengths, interests, and goals. Students considering a level change at the end of Grade 9 are strongly advised to meet with a Guidance Counsellor.

The type of course selected depends on many factors, including attitude, motivation, organizational skills, homework skills, independence, initiative, teamwork, and learning styles.

Choosing Academic

The students who choose Academic courses should be working consistently at or above the provincial standard (Level 3 or Level 4), and have a learning style that is suited to theoretical, abstract thinking. These students should be self-motivated and will require less teacher direction. In language-based courses, students should be able to explain and analyse what is heard or read. In Math or Science, students would be expected to work independently on multi-step problems and experiments where they explain, analyse, make conclusions, and extend investigations. ***University, College, or apprenticeships are possible destinations for the Academic level student.***

Choosing Applied

The students who choose Applied courses often benefit from additional time spent on a topic. These students have a learning style that is suited to hands-on application. Teachers employ a more direct, step-by-step approach to delivery of the curriculum. In language courses, students should be able to recognize and describe what is heard or read. In Math and Science, students would be guided through teacher-directed problems and experiments where they would be required to recognize, organize, report, and describe data and investigations. More time in the class is directed to the development of fundamental skills.

College, Apprenticeships, or the workplace are possible destinations for the Applied level student.

Choosing Locally Developed Courses

Locally Developed Courses are courses that meet educational needs not met by provincial policy documents. Such courses may be developed to accommodate educational and/or career preparation needs of the student. At St. Thomas, courses are offered at the Locally Developed level in English, Math, and Science. Students in these courses are not working at grade level and have been recommended to this level by Grade 8 Teachers, Special Education Teachers, and Guidance Counsellors.

Destination after secondary school is generally workplace, although there are apprenticeships and some programs at the college level that students may apply to. Work experiences and cooperative education are valuable options to assist with the transition from secondary school to the workplace.

IMPORTANT INFORMATION REGARDING MATH PRE-REQUISITES

Strong Grade 10 applied Math students can consider the Grade 11 College/University Math courses as well as Grade 10 academic students not interested in pursuing Grade 12 Advance functions and or calculus. Students are advised that the Grade 11 College/University Math course is a requirement for the Grade 12 College Mathematics for Technology course. In some cases, College programs that are related to engineering, technology, or computers have this Grade 12 Tech Math as a prerequisite.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

A. PVNCCDSB REQUIRED COURSES:

4 *Religion and Family Life Education credits- one per year*

B. MINISTRY OF EDUCATION REQUIREMENTS: COMPULSORY CREDITS

Students must earn the following compulsory credits to obtain the Ontario Secondary Diploma

4	English (one per grade)
3	Mathematics (at least on credit at the Grade 11 or 12 levels)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts (Music, Visual Arts, Drama or Dance)
1	Health and Physical Education
1	French as a second language
0.5	Civics
0.5	Career Studies

Plus One Credit from each of the following groups:

- 1 **Additional credit in English OR French as a second language OR a Native Language, OR a Native Studies, OR a classical or an International language, OR Social Sciences and the Humanities OR Canadian and World Studies, OR Guidance and Career Education or Cooperative Education ***

- 1 **Additional credit in Health and Physical Education OR Business/Entrepreneurial Studies OR Arts (Music, Art, Drama, or Dance), OR Cooperative Education***

- 1 **Grade 11 or 12 Science OR Grade 9-12 Technological Education, OR Computer Studies OR Cooperative Education***

*a maximum of 2 Credits in Cooperative Education can count as Compulsory Credits

C. OPTIONAL CREDITS

Students must take 8 optional credits of their choice along with one Religious Education Course per year. Optional Credits will allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements. THE TOTAL REQUIREMENT OF CREDITS FOR AN OSSD IS 30 CREDITS.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in Arts or Technological Education

7 credits selected by the student

Certificate of Accomplishment

The **Certificate of Accomplishment** may be used to recognize the achievement of students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or Ontario Secondary School Certificate and who plan to take certain vocational programs or further training, or who plan to find employment.



EXPLANATION OF COURSE CODING SYSTEM

All Ontario Secondary School Course Codes have **FIVE** characters as mandated by the Ministry of Education's Common Course Codes.

Example 1: **ENG1D**

Example 2: **AMU2O**

- A.** The first three characters are assigned by the ministry and represent the discipline, the subject, and the course, e.g. **ENG** = English Discipline, **AMU** = Arts Discipline: Music
- B.** The fourth character refers to the grade of the course.

1= Grade 9	2 = Grade 10	3= Grade 11	Grade 12= Grade 12
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- C.** The fifth character identifies the type of course.

GRADE 9 AND 10 COURSES		GRADE 11 AND 12 COURSES	
TYPE OF COURSE	CODE	TYPE OF COURSE	CODE
O= Open	AMU1 O	O= Open	BTA3 O
L = Locally Developed	SNC1 L	E= Workplace	ENG3 E
D= Academic	CHC2 D	U = University	MHF4 U
P= Applied	ENG2 P	M= University/College	HRT3 M
N= Not for Credit	KAL AN	C= College	ENG3 C
		N= Not for Credit	KAL CN

- D.** A sixth character may be used for specific school needs.

GRADE 9 COURSES OFFERED IN 2011-2012

ELECTIVES		COMPULSORY		
Art	AVI1O	English	Locally Developed	ENG1L
Exploring Technologies	TIJ1O		Applied	ENG1P
Learning Strategies*	GLE1O		Academic	ENG1D
Music-Instrumental	AMU1O	French	Applied	FSF1P
Music- Vocal/Choral	AMV1O		Academic	FSF1D
Physical Education-female	PPL1OX	Geography	Applied	CGC1P
Physical Education- male	PPL1OY		Academic	CGC1D
		Math	Locally Developed	MAT1L
			Applied	MFM1P
			Academic	MPM1D
		Religion	Open	HRE1O
		Science	Locally Developed	SNC1L
			Applied	SNC1P
			Academic	SNC1D
<ul style="list-style-type: none"> • This Learning Strategies Course may be achieved through a resource period on the students' timetable. Students must demonstrate acquisition of the overall expectations of the GLE or GLS curriculum to be recommended for a credit at the end of the semester in this course. The acquisition of expectations will be monitored by the resource teacher in the Special Education Department. 				

