



ON MY WAY TO SUCCESS.



With thanks to Rainbow DSB for inspitation



Walkerton District
Community School

Student Transition Guide
From Grade 8 to Grade 9
A Guide For Students and Parents

YOUR FUTURE STARTS HERE

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This publication was produced by W.D.C.S ICT student Bryce Quanbury with funding from the Student Success program.

Welcome to Walkerton District Community School

a new and exciting time in your life where endless opportunities and pathways are yours to discover.

Throughout this journey, caring teachers and supportive school administrators will work with you to help maximize your potential and fulfill your aspirations.

As a secondary school student, you will have important choices to make that will open door for your future. You will also be given opportunities to gain hands-on experience and explore careers of interest.

This guide will also be of benefit to parents/guardians, our partners in the learning process. Parental/guardian involvement improves student achievement and we thank parents/guardians for supporting their children as they make the transition into secondary school.

At Walkerton District, we are committed to giving students every opportunity to achieve success in learning and life

Your future begins here.

Enjoy the journey!



TERMS and DEFINITIONS

Community Service Hours

Students must complete 40 community service hours, at any time in secondary school, as part of their Ontario Secondary School Diploma (OSSD) requirements.

Compulsory Course

This is a specific course students must take that fulfills part of the Ontario Secondary School Diploma (OSSD) requirements.

Course Code

This six-character code describes the subject, grade level and stream or destination of a secondary school course.

Credit

A credit value of 1.0 is granted upon successfully completing a 110- hour course with a minimum of 50%.

Culminating Activity

Students will be asked to complete a course culminating activity, which is a major project for each course. There are a variety of assessment practices that teachers may use to address the individual learning styles of all students.

Education Quality and Accountability Office (EQAO)

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn the OSSD. The purpose of this test is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in and up to the end of Grade 9.

Exams

Students may write an exam, which tests their knowledge on the entire course work, at or near the end of the semester.

Learning Goals

Brief statements that describe for a student what they should know and be able to do.

Optional Courses

Students will select 12 courses that are of specific interest to them and which will count towards the 30 credit OSSD

Prerequisite Course

This is a specific course students must successfully complete before taking another course at the next grade level.

Semester

The school year is divided into two 90 day semesters. A student will take four courses in each semester.

Student Success

Secondary schools have staff and programs in place to support and improve student learning.

Success Criteria

Standards or specific descriptions of successful attainment of learning goals.

DECODING A COURSE CODE

**This number
identifies the grade**

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

**This letter
identifies the
course type**

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

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

ENG 1D

These 3 letters identify the subject. The first letter in the course code denotes the course's department area.

A = Arts
C = Canadian and World Studies
F = French
H = Humanities and Social Sciences
M = Mathematics
S = Sciences

B = Business
E = English
G = Guidance and Career Education
N = Native Studies
P = Physical Education
T = Technology

What do I need to GRADUATE

18 compulsory credits

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

CREDITS	SUBJECT
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Health and Physical Education
1	French as a Second Language
0.5	Career Studies
0.5	Civics

Plus one credit from each of the following groups:

CREDITS	SUBJECT
1	GROUP 1
	English or French as a second language**
	A Native language
	A Classical or International Language
	Social Sciences and the Humanities
	Canadian and World Studies
	Guidance and Career Education
1	Cooperative Education***
	GROUP 2
	Health and Physical Education
	The Arts
	Business Studies
1	French as a Second Language**
	Cooperative Education***
	GROUP 3
	Science (Grade 11 or 12)
	Technological Education
	French as a Second Language**
	Computer Studies
	Cooperative Education***

In addition students must complete

✓	12 elective credits ¹
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

WHICH one DO I CHOOSE?

Academic, Applied, or Locally Developed

You will be asked to select a course type for Grade 9 compulsory courses (English, French, Geography, Math and Science). Read the information below to get a better idea of what course type is best for you. If you are uncertain, get help from your teacher or the Guidance department. They will be able to advise you

Course Types:

Academic “D”

Students will learn the essential concepts of a subject and explore related materials. Emphasis will be on theory and abstract thinking as a basis for future learning. Students should be working consistently at or above Level 2+, 3 or 4 in Grade 8. Students should be independent learners with learning skills at the “good to “excellent” level

Applied “P”

Students will learn the essential concepts of a subject. Emphasis will be on the practical and hands-on applications of the concepts. Students should be working consistently at Level 1+, 2- or 2 in Grade 8. Students are generally less independent learners and require greater teacher direction and instruction.

Locally Developed Courses “L”

Students will learn the most essential concepts of a subject. School staff generally recommend these courses for students with specific learning needs. Students should be working consistently at Level 1 or below in Grade 8 or on expectations from a lower grade. Students require greater teacher direction and instruction to accommodate learning needs.

Open Courses “O”

Students will learn concepts and skills designed to prepare for further study in the subject area. Expectations are designed and appropriate for all students. Generally, the optional courses (such as Physical Education, Art, etc.) are offered in the Open pathway. Students can have a variety of learning skills.

Is there somewhere or someone I can go to for help if I have questions about course selection?

Yes.

Your classroom teacher can assist you with selecting courses. You can also attend our secondary school information evenings for assistance or call the school for more information. Don't forget that your parents/guardians will also be helpful in providing advice and assisting you with your planning.

Do all the courses I select have to be the same- academic, applied or locally developed?

No.

You are encouraged to take the one that best suits your needs and/or abilities. You can select a variety of courses



How do I know if my child is at **RISK?**

Defintion of “at risk”

According to the Ministry of Education, the following students may be considered at risk of not being successful in their courses, which significantly reduces their chances of graduating:

- Elementry students who are performing at level 1 or below grade expectation.
- Secondary students who are performing significantly below the provincial standard, earning marks in the low 50s or 60s, and who do not have the foundations to be successful in the next curriculum
- Students who are disengaged from classes for a variety of reasons, which tend to be reflected in poor attendance.
- Students who are skipping classes.
- Students who are performing poorly on assessments.

Did you know?

- Students who fail one course in Grade 9 significantly decrease their chances of graduating.
- Students who miss three or more days a month are considered at risk of not being successful.

How schools can help students

- Homework websites posted by individual teachers for students to access daily homework assignments and due dates
 - Additional one-on-one assistance from classroom teachers
 - Summer School Programs
 - Credit Recovery Programs
 - Student Success Teacher support
 - Guidance Counsellor support
 - Attendance Counsellor support
 - Social and Child and Youth Workers
- Secondary schools have a variety of programs and resources available to students to ensure their success:

WHAT PARENTS NEED TO KNOW...

Find out what is available to you and your child to ensure success in secondary school.

Six ways to succeed:

1. Co-operative Education- The Co-operative Education Program integrates classroom theory with practical experience. Students divide their time between the school and the workplace. This opportunity is offered to Grade 11 and 12s.
2. Ontario Youth Apprenticeship Program (OYAP) - This Co-operative Education Program gives senior students an opportunity to begin a career in a skilled trade while attending high school.
3. Dual Credit Programs- Georgian College students can earn credits that can be applied towards both their secondary school diploma and their postsecondary diploma, degree or apprenticeship certification.

4. Specialist High Skills Major (SHSM) - The Specialist High Skills Major (SHSM) is a Ministry of Education approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD). SHSMs assist students in their transition from secondary school to apprenticeship training, college, university or the workplace. We offer SHSMs Landscaping/ Horticulture, and Transportation.
5. Student Success Teams - Each secondary school has a dedicated team that supports students to ensure they earn the credits they need to graduate

Grade 8 to Grade 9 Transition- Elementary and secondary teachers work together to ease the transition, through special information nights for students /parents, transition activities in secondary schools, more dialogue between teachers in both panels, increased professional learning to share best practices and improved tracking of students and their progress

how *PARENTS* can help *STUDENTS*

Parents can help students be successful in secondary school by doing the following:

Be aware of your child's strengths and weaknesses. This will allow you to help your child choose the appropriate courses.

Closely monitor your child's attendance.

Continue to notify the school should your child be absent from school.

Communicate with your child's teachers on a regular basis.

Closely monitor your child's progress.

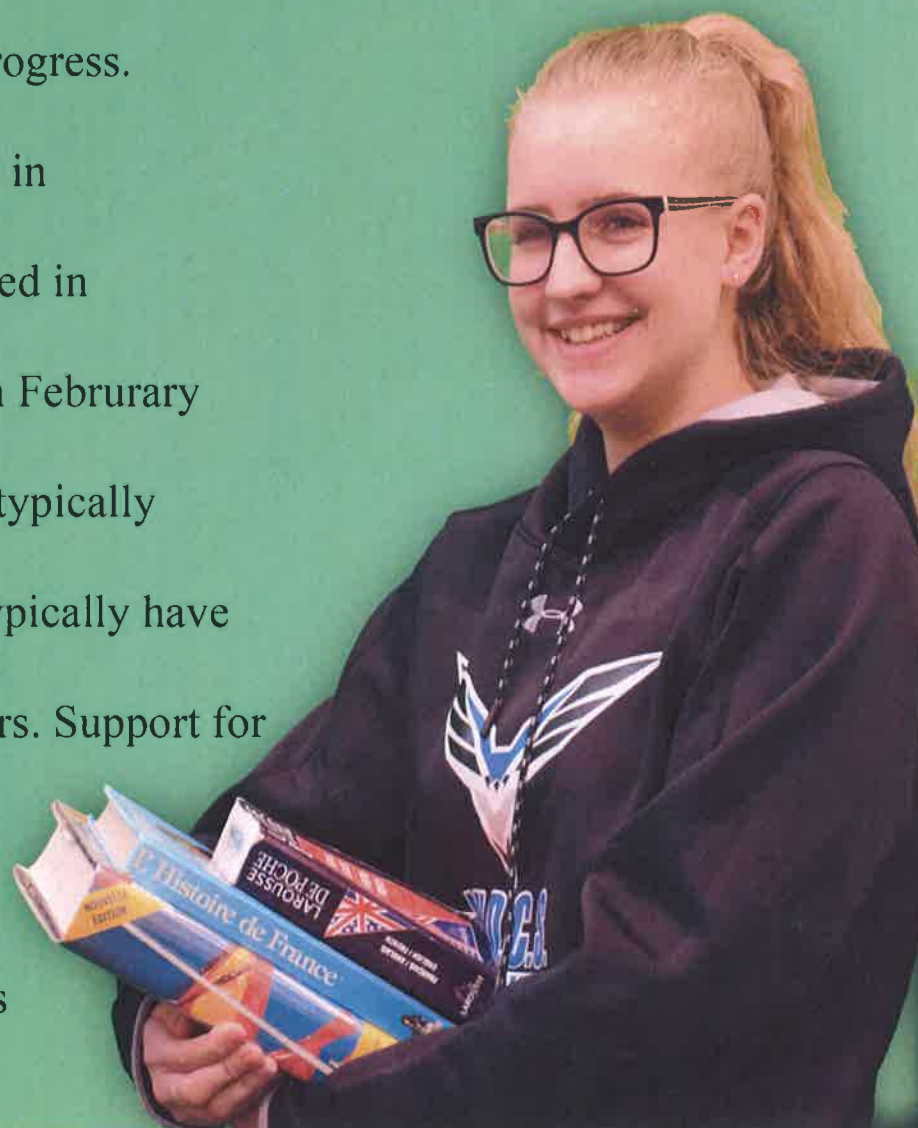
Report card cycle:

- Interim reports are distributed in October and March
- Mid-term reports are distributed in November and April
- Final reports are distributed in February and July
- Parent/teacher interviews are typically held in October and March.

Be aware that your child will typically have four teachers per semester.

Know who to turn to for answers. Support for students includes:

- Student Success Teachers
- Guidance Counsellors
- Special Education Teachers
- Vice-Principals and Principals



Six important learning skills necessary for student success

Striving to be successful in each learning skill
will ensure overall academic success

Responsibility

Fulfills responsibilities and commitments within the learning environment

Completes and submits class work, homework and assignments according to agreed-upon timelines

Takes responsibility for and manages own behaviour

Organization

Devises and follows a plan and process for completing work and tasks

Establishes priorities and manages time to complete tasks and achieve goals

Identifies gathers, evaluates and uses information, technology and resources to complete tasks

Self- Regulation

Sets own individual goals and monitors progress towards achieving them

Seeks clarification or assistance when needed

Assesses and reflects critically on own strengths, needs and interests

Identifies learning opportunities, choices and strategies to meet personal needs and achieve goals

Perseveres

and makes an effort when responding to challenges

Collaboration

Accepts various roles and an equitable share of work in a group

Responds positively to the ideas, opinions, values and traditions of others

Builds healthy peer-to-peer relationships through personal and media-assisted interactions

Shares information, resources and expertise and promotes critical thinking to solve problems and make decisions

Initiative

Looks for and acts on new ideas and opportunities for learning

Demonstrates the capacity for innovations and a willingness to take risks

Demonstrates curiosity and interest in learning

Approaches new tasks with a positive attitude

Recognizes and advocates appropriately for the rights of self and others

Self- Regulation

Sets own individual goals and monitors progress towards achieving them

Independent Work

Monitors, assesses and revises plans independently to complete tasks and meet goals

Uses class time appropriately to complete tasks

Follows instructions with minimal supervision



ensure #SUCCESS

As parents, you can focus on a few key areas that can positively impact your child's opportunity for #success.

A few examples include:

#Attendance

Recommendations

- Students attend school each day.
- Students arrive to class on time.

Warning Signs

- Your child is missing school more than 10% of the time.
- Your child's report card shows more absences than you expected.

Strategies

- Discuss your child's attendance record with the school administration and plan to ensure regular attendance.
- If your child is absent, ensure missed work is completed and submitted.

#Organization and time management

Recommendations

- Students are taking accurate notes and keeping binders well organized.
- Students are using an agenda to plan for assignment completion and evaluations.

Warning Signs

- Your child does not have or use an agenda
- Your child's notebooks are disorganized and appear incomplete.

Strategies

- Obtain an agenda for your child.
- Monitor the use of the agenda and notebooks.

#Homework and submission of assignments

Recommendations

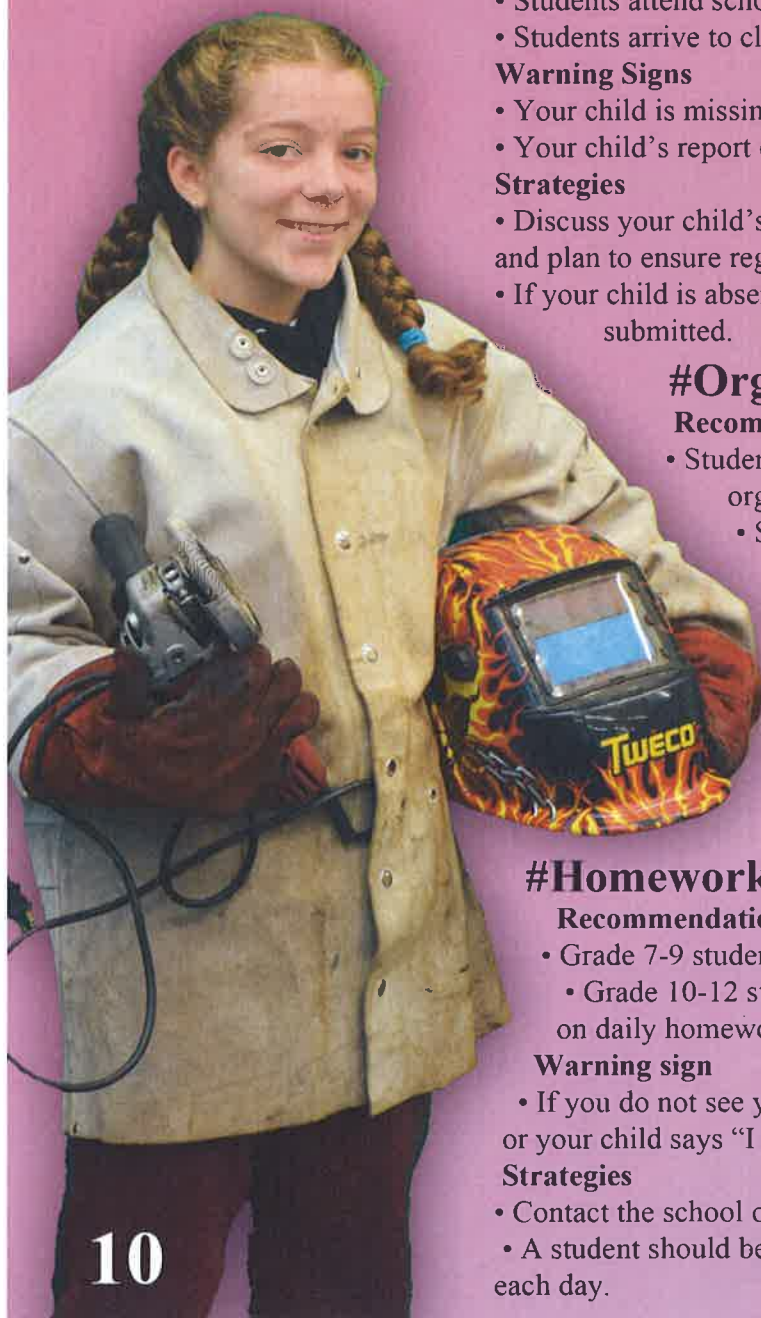
- Grade 7-9 students should spend 45 to 90 minutes on daily homework.
- Grade 10-12 students should spend 1.5 to 3 hours on daily homework

Warning sign

- If you do not see your child doing homework regularly or your child says "I don't have homework" on a regular basis.

Strategies

- Contact the school or teacher and get informed about the situation
- A student should be reading and studying for the time recommended each day.



#TIPS from secondary school students

Money

Each school will charge a voluntary student activity fee which covers many student activities planned throughout the year. Fees may also be charged for participation in clubs and school teams to cover extraordinary costs.

- #tip: Keep extra change in your locker for unexpected purchases, such as a snack from the cafeteria

Be prepared

Obtain general school supplies during the summer. Teachers will let you know if you need specific course supplies on the first day of class.

- #tip: Exchange phone numbers with a class buddy who can pick up notes or homework or you if you are absent from school.

Getting good grades

Getting good grades is easier if you follow these tips from students.

- #tip:
- Attend and participate in all classes.
 - Plan a regular time to study each evening,
 - Balance recreational activities with school work

Locks/lockers and books

You will be given your own lock and locker. Keep your lock combination a secret to protect the belongings you have in your locker.

- #tip: You don't need to carry all your books for the day at all times. Store some in your locker and return to your locker during the day to exchange books.

Relationships

Building positive relationships with your teachers and classmates will make school a great place - one that is more than just books and classes

- #tip:
- Build new friendships by joining clubs and teams. You will be happy you did.
 - Know when and where teachers offer extra help or ask them for help when needed.

Get Involved

Our school offers many different sports, clubs, and activities. There's something for everyone to enjoy, and getting involved is a great way to make new friends

- #tip: Try things that benefit you by choosing activities that match your strengths. Or challenge yourself by trying something completely new.



GETTING STARTED FOR PARENTS



Attention Parents:

WDCS is pleased to provide an exciting education planning resource available immediately to your students at school or from home. To access the site, visit www.myBlueprint.ca and input the Activation Key.

Activation Key: walkerton1

myBlueprint helps ensure you can assist your child in making the most informed decision about their education.]

We encourage you to get started today and explore the website with them.

Please contact the guidance department with any questions!

GETTING STARTED

Visit www.myBlueprint.ca

- In the New User box, enter your Activation Key and click Create Account
- Select "I am a Parent..." and complete the sign-up form

Existing User

Your E-Mail Address

Your Password

LOGIN [Forgot your password?](#)

New User

CREATE ACCOUNT ?

Demo Student (10) ⚙️

- Print
- Reflections 2
- My Files
- My Links
- Account Settings
- Logout

LINK WITH YOUR CHILD (Optional)

- You can link with your child to view their myBlueprint account
- From your Home Screen, click on the Toolbox and select My Links
- Click Add Student, and search for your child by email address

EXPLORE STUDENT FEATURES

- ✓ **Goal Setting** – add interactive SMART goals and action plans
- ✓ **High School Planner** – visually plan courses, track towards graduation and instantly identify post-secondary eligibility for opportunities in every pathway
- ✓ **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada
- ✓ **Occupation Planner** – compare comprehensive information on Occupations
- ✓ **Resume & Cover Letter** – record experiences, build a resume, write a cover letter
- ✓ **Assessments** – complete interest and learning styles inventories
- ✓ **Financial Planner** – build a budget to track income and expenses
- ✓ **Job Finder** – find real-world job postings that relate to occupation interests



Link Crew is a high school transition program that welcomes Grade 9 students and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this proven high school transition program trains mentors from senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the Grade 9 students to discover what it takes to be successful during the transition to high school and help facilitate success.

Link Crew is a year long transition program with four components that contribute to its success:

- High School Orientation
- Academic Follow Ups
- Social Follow Ups
- Leader Initiated Contacts

The First Day of High School:

Grade 9 students at WDCS have the school to themselves on the first day of Semester One!

Link Crew leaders provide Grade 9 students with a fun and informative orientation to help them get comfortable on their first day.

