



# *Napanee District Secondary School*

## **Grade Nine** **Program Calendar** **2017 - 2018**



Home of the "Golden Hawks"

From your Principal at Napanee District Secondary School ...

Dear Future Golden Hawk,

Life as a **Golden Hawk** is a wonderful, invigorating, learning experience. Each of you will have the opportunity to make your high school life unforgettable and enjoyable. This letter is intended to help you understand how to do that.

During the next four or five years you will be selecting courses that will determine your career path. Work, College or University are the types of destination choices that you will choose from. The courses that you pick now should be realistic for you and should be congruent with your chosen direction. Get advice from your grade eight teacher and, if necessary, from our counsellors to make the best choices.

While at high school it is important that you build a well balanced program. Along with the compulsory courses, we advise that you broaden your learning base by selecting courses from within the arts (visual art, music and drama), physical education, business, and technology of various types. Our guidance staff in People Place are more than willing to help you make the best choices.

No matter what decisions you make for course selections and your involvement, be sure to “be the best that you can be” in all of your efforts while at N.D.S.S. As a **Golden Hawk**, you will be able to “take flight” on a path that will be both meaningful and rewarding. Take care when selecting your courses this year and we will meet you soon.

We wish you success and happiness during the 2017 - 2018 school year at N.D.S.S.!

Sincerely,

Erin Pincivero  
Principal

## Choosing the Appropriate Level

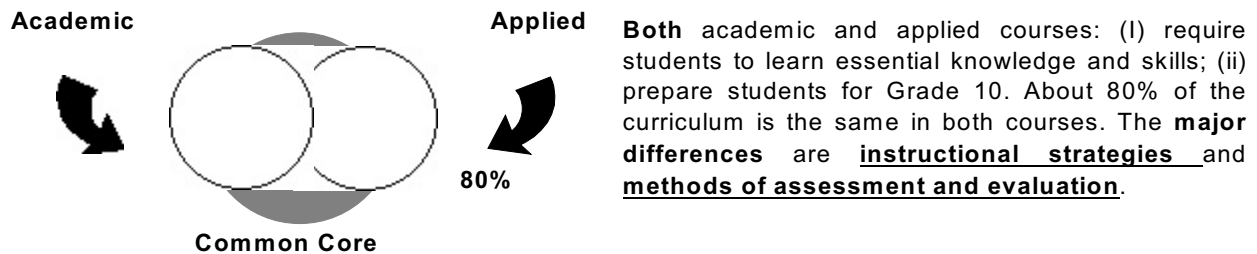
There are 4 different levels of Grade 9 courses: **academic**, **applied**, **locally developed** and **open**. Students should choose the level of course based on their own academic strengths, interests and preferred way of learning.

You may choose between **academic and applied courses**, or a **combination of applied and academic courses**, in your core subjects of English, Math, Science and Geography. Choices should be made based on your academic strengths, interests and on your preferred way of learning.

**Definition of an Academic Course:** In an **academic course**, the essential concepts of a subject are learned and related material explored as well. Although knowledge and skills in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving. Most students planning to go to university will select Grade 9 courses at the Academic level.

**Definition of an Applied Course:** An **applied course** also covers the essential concepts in a subject. Knowledge and skill will be developed through both theory and practical applications, but the focus will be on practical applications. In **applied courses**, familiar, real-life situations will be used to illustrate ideas, and more opportunities will be given to experience hands-on applications of the concepts studied. Many students planning to attend community college, an apprenticeship program, or go directly to the world of work will select courses at the Applied level.

### Academic and Applied Courses Similarities and Differences:



		Academic Course Code	Applied Course Code
Gr. 9	English	ENG 1D0	ENG 1P0
Gr. 9	Math	MPM 1D0	MFM 1P0
Gr. 9	Science	SNC 1D0	SNC 1P0
Gr. 9	Geography	CGC 1D0	CGC 1P0
Gr. 9	French	FSF 1D0	

**Definition of a Locally Developed Course:** Grade 9 Locally Developed Courses are available for Grade 9 English, Grade 9 Math and Grade 9 Science. These courses are designed to help students strengthen their basic skills in the subject. Most students who have achieved Level 1 or been unsuccessful in achieving the Grade 8 curriculum standards, will consider taking one or more courses at the Locally Developed Course level. Students who successfully complete a Grade 9 Locally Developed course have several options. They may continue their skills development in a Grade 10 Locally Developed Course, they may proceed to a Grade 9 Applied course, or they may go directly to a Grade 11 Workplace course in the same subject area.

		Course Code
Gr. 9	English	ENG 1L0
Gr. 9	Math	MAT 1L0
Gr. 9	Science	SNC 1L0

**Definition of an Open Level Course:** Most interest courses in Grade 9 are only offered at the Open Level. An Open Level course can be taken by any student in Grade 9.

		Open Level Course Code
Gr. 9	Music	AMU 100
Gr. 9	Visual Arts	AVI 100
Gr. 9	Business Using Info. and Communication Tech.	BTT100
Gr. 9	Individual, Family and Social Living	HIF 100
Gr. 9	Healthy Active Living Education - Females	PPL 10G
Gr. 9	Healthy Active Living Education - Males	PPL 10B
Gr. 9	Exploring Technologies	TIJ 100/TIJ 10B
Gr. 9	Drama	ADA 100

## OSSD Diploma Requirements

**18 Compulsory Credits**  
**+ 12 (or more) Elective Credits**  
**30 (or more) Credits,**  
**AND**  
**40 Hours Community Involvement**  
**AND**  
**Grade 10 Literacy Test (or Grade 12 Literacy Course)**

### **Compulsory Credits (total of 18)**

- ❖ 4 credits in **English** (one credit per grade)
- ❖ 1 credit in **French**
- ❖ 3 credits in **Math** (at least 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 **Arts**
- ❖ 1 credit in **Health and Physical Education**
- ❖ .5 credit in **Civics**
- ❖ .5 credit in **Career Studies**

### **1 Additional Credit in: (Group 1)**

- ◆ English, or French as a second language or a Native language, or Third Language, or
- ◆ Social Sciences and the Humanities, or
- ◆ Canadian and World Studies, or
- ◆ Guidance and Career Education, or
- ◆ Co-op credit\*

### **1 Additional Credit in: (Group 2)**

- ◆ Health and Physical Education, *or*
- ◆ the Arts, *or*
- ◆ Business Studies, *or*
- ◆ Co-op credit\*

### **1 Additional Credit in: (Group 3)**

- ◆ Science (Grade 11 or 12), *or*
- ◆ Technological Education (Grade 9-12), *or*
- ◆ Co-op credit\*

\*A maximum of 2 Co-op credits can be used in Groups 1, 2, and 3.

In addition to the **18 compulsory credits**, students must earn **12 optional credits**. Selection of optional courses will be determined by students' planned career destination. Consultation with parents, classroom teachers and guidance counsellors will help students determine the best optional courses for their educational program.

### **Diplomas and Certificates Available to Students**

At Napanee District Secondary School we strongly recommend that students achieve the requirements for the Ontario Secondary School Diploma (OSSD). However, there are two other options also available to students.

#### **Ontario Secondary School Certificate (OSSC)**

Total of 14 credits:   7 compulsory  
                                  7 optional

#### **Certificate of Accomplishment**

The Certificate of Accomplishment can be awarded to students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate.

### **Where Can Grade 8 Students Get Help in Choosing the Best Courses For Them?**

- ✓ Talk to Grade 7 and Grade 8 teachers and principals.
- ✓ Discuss with parents and guardians.
- ✓ Think about your post-secondary plans.
- ✓ Examine your academic strengths, interests and preferred ways of learning.
- ✓ Attend the Grade 8 Open House (Thursday, February 16<sup>th</sup> at 6:30 p.m.) at Napanee District Secondary School.
- ✓ Talk to an NDSS guidance counsellor. Appointments can be made by calling 354-7515.
- ✓ Research using NDSS Course Calendar, Pathways Charts and NDSS website - [napaneedss.limestone.on.ca](http://napaneedss.limestone.on.ca)
- ✓ Use myBlueprint.ca @ [www.myBlueprint.ca/limestone](http://www.myBlueprint.ca/limestone) Enter your Ontario Education Number (OEN) and your birthdate.

# Planning For High School Graduation: “Begin With the End in Mind”

The Ontario high school program has been designed to enable students to graduate in four years. However, all Ontario students can stay longer than four years if they want to take additional courses, or spread their compulsory courses over a longer time period.

When selecting their Grade 9 courses, students must “begin with the end in mind”. They should already be thinking about what they plan to do after high school graduation:

- ✎ Many students will plan to go directly from high school **to the world of work**. These students will want to select Grade 9 and Grade 10 courses that will enable them to take Grade 11 and Grade 12 courses in the Workplace stream.
- ✎ Other students will plan to further their education **at a community college**, or **take an apprenticeship program**, after Grade 12. Their Grade 9 and Grade 10 courses should enable them to take courses in Grade 11 and Grade 12 at the College and College/University level.
- ✎ Still other students will plan **to attend university** after high school graduation. These students must select Grade 9 and Grade 10 courses that will enable them to take courses at the College/University and University level in Grades 11 and 12.

Although all students can change their destination plans after Grade 9 and Grade 10, prepared students will start high school in the courses that will help them get to their post-secondary destinations.

## **A Typical Grade 9 Program at NDSS**

In order to graduate from high school, students must successfully complete a minimum of 18 compulsory credits and 12 elective credits, for a total of 30 credits.

The typical Grade 9 student will be expected to complete six compulsory credits in Grade 9 and two elective credits:

### **Compulsory Credits (6)**

1. Grade 9 **English** - Academic/Applied/Locally Developed
2. Grade 9 **Math** - Academic/Applied/Locally Developed
3. Grade 9 **Science** - Academic/Applied/Locally Developed
4. Grade 9 **Geography** - Academic/Applied
5. Grade 9 **French** - Academic
6. Grade 9 **Healthy Active Living** - Open Level

### **Elective Credits (2)** (students select any two)

- Gr. 9 Music - Open
- Gr. 9 Visual Arts - Open
- Gr. 9 Business Using Information and Communication Technology - Open
- Gr. 9 Individual, Family and Social Living - Open
- Gr. 9 Exploring Technologies - Open
- Gr. 9 Drama - Open

## **French Immersion at NDSS**

Students may take a full 4 year Immersion program at NDSS. Each year, core courses are offered in French as well as a variety of electives. Elective courses will run based on sufficient enrolment. For more information, contact the Guidance Office at NDSS.

### **Student Success**

The Student Success Program is successfully established at Napanee District Secondary School. The strategy of this program is to develop innovative programs for students who are struggling with the curriculum or are disengaged with school life.

Helping grade nine students make the transition to high school, re-engaging early school leavers, supporting school-wide efforts to improve student outcomes and tracking the progress of students at-risk of not graduating are all part of the Student Success Strategy in Ontario high schools.

### **ADA100 DRAMA - Open**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. The course will include drama games and productions of small skits, mime, tableau, mask making and improv games.

### **AVI100 VISUAL ARTS - Open**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

### **AMU100 MUSIC - Open**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Students will select one instrument for study to develop musicianship skills, and literacy. A full semester will be devoted to the learning of a selected instrument to be used in a large ensemble setting and in small ensemble groups and activities. Students will choose one of: flute, clarinet, saxophone, oboe, bassoon, percussion, trumpet, trombone, baritone, tuba, french horn. This beginning course is designed for further study in music in the areas of instrumental music, vocal music, and musical theatre. Students from this course can become members of our co-curricular bands and choirs and participate in music concerts, festivals and trips.

### **BTT100 INFORMATION & COMMUNICATION TECHNOLOGY IN BUSINESS - Open**

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

### **ENG1D0 ENGLISH - Academic**

This course is designed to develop oral communication, reading, writing, and media literacy skills that students need for success in secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Reading selections in this course include a variety of fiction and non-fiction works, a class novel, as well as grade appropriate independently selected materials. Assignments will include but are not limited to: paragraph writing, an opinion piece, a news report, a literary essay, creative writing, and poetic analysis.

### **ENG1P0 ENGLISH - Applied**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. Reading selections in this course include a variety of fiction and non-fiction works, with a focus on pieces in preparation for the OSSLT. Students will also read a class novel, as well as grade appropriate independently selected materials. Assignments will include but are not limited to: opinion pieces, news reports, paragraph writing, and various reading responses.

### **ENG1L0 ENGLISH - Locally Developed**

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language. This course is intended for students who have significant difficulties with literacy skills. The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

### **ELS200 LITERACY SKILLS: READING AND WRITING - Open**

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, and newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, writing clear, accurate, coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling. This course will be of particular help to students preparing for the Grade 10 Ontario Secondary Literacy Test (OSSLT). Reading selections in this course will include a variety of narrative, informational and graphical selections, with a focus on practice and preparation for the OSSLT. Assignments will include a variety of textual responses, paragraph writing, opinion pieces and news reports. Grade 8 transition meetings help to identify students who would benefit from ELS.

### **HIF100 EXPLORING FAMILY STUDIES - Open**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

### **PPL10G HEALTHY ACTIVE LIVING EDUCATION - Female**

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.



### **PPL10B HEALTHY ACTIVE LIVING EDUCATION - Male**

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

### **PPL103 HEALTHY ACTIVE LIVING EDUCATION - for French Immersion Students**

#### **FSF1D0 FRENCH - Academic**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

#### **FIF1D0 FRENCH IMMERSION - Academic**

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

**Prerequisite:** Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent.

#### **CGC1D0 ISSUES IN CANADIAN GEOGRAPHY - Academic**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

#### **CGC1P0 ISSUES IN CANADIAN GEOGRAPHY - Applied**

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.

#### **MPM1D0 PRINCIPLES OF MATHEMATICS - Academic**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

#### **MFM1P0 FOUNDATIONS OF MATHEMATICS - Applied**

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

### **MAT1L0      MATHEMATICS - Locally Developed**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

### **SNC1D0      SCIENCE - Academic**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

### **SNC1P0      SCIENCE - Applied**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

### **SNC1L0      SCIENCE - Locally Developed**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics within the topics of biology, chemistry and environmental science. Students will have the opportunity to extend mathematical and scientific process skills and to develop their skills in reading, writing, and oral language through relevant and practical science activities.

### **TIJ1O0      EXPLORING TECHNOLOGIES**

This project-based course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provides services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.

### **TIJ1OB      TECHNOLOGICAL DESIGN (“BUILD A BOT”)**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research a robotics project, design a chassis, build models and/or prototypes, and assess the final products and/or processes using appropriate tools, techniques, and strategies. Student projects shall include design of robotics parts, and operating software in order to achieve the goal of producing a fully functioning robot. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and post-secondary education and training leading to careers in the field.

#### **Useful Websites for Students and Parents**

1. [www.osca.ca](http://www.osca.ca) (Ontario School Counsellors Association)  
- excellent resources, including self-assessment, post-secondary options, and current issues
2. [napaneedss.limestone.on.ca](http://napaneedss.limestone.on.ca) - the website for NDSS
3. [www.limestone.on.ca](http://www.limestone.on.ca) - Limestone District School Board’s website



All Grade 8 parents, guardians and students  
are encouraged to attend

# **Grade 8 Open House**

**Thursday, February 16<sup>th</sup>**

**6:30 p.m.**

**in Gym 1**

Displays, demonstrations, tours, information, conversations  
with staff, refreshments, etc.

**Hope to see you there!**

Grade 8 Orientation Morning  
Thursday, May 4<sup>th</sup>, 2017