THINK ABOUT IT
A Guide for Grade 9 Students and Parents

Welcome to Secondary School !

This transition booklet is designed to help you choose the most appropriate level in each of the Grade 9 core subjects. There is also information about how to be successful in secondary school and diploma requirements. It is our hope that your transition to Meadowvale Secondary School is smooth and that this booklet helps that process.

In Grade 9, students take 8 courses:
5 courses are compulsory and 3 are optional.

Compulsory Courses – English, French, Geography, Math, and Science – are either <u>academic</u> or <u>applied</u>.

When selecting academic and applied courses,
the following should be considered:

- Achievement in Grades 7 and 8
- Learning Skills
- Post-secondary Plans
- Grade 8 Teacher Recommendations

Generally speaking:

- **Achievement of Level 3 or 4 (75 - 100%)**
  may indicate an academic course is appropriate in that subject.

- **Achievement of Level 2 (60 – 74%)**
  may indicate either academic or applied is appropriate in that subject, and both learning skills and post-secondary plans should be considered.

- **Achievement of Level 1 (50 – 59%)**
  may indicate an applied course is appropriate in that subject.

Achievement in Grades 7 and 8
Using your two most recent report cards, fill in the chart below

	Grade 7 (last report)	Grade 8 (last report)
ENGLISH		
Reading	☐	☐
Writing	☐	☐
Oral and Visual Communication	☐	☐
MATH		
Number Sense and Numeration	☐	☐
Science and Technology	☐	☐
History	☐	☐
Geography	☐	☐

LEARNING SKILLS
Check one answer for each question below to determine which course type (academic or applied) best matches your learning skills and preferences.

	Column A	Column B
Are you able to work independently?	☐ Yes	☐ No
Do you complete homework on a regular basis?	☐ Yes	☐ No
Do you complete assignments and hand them in on time?	☐ Yes	☐ No
Do you have success with problem-solving questions?	☐ Yes	☐ No
Are you good at reading and writing?	☐ Yes	☐ No
Are you able to work well within a group?	☐ Yes	☐ No
Are your notebooks complete and organized?	☐ Regularly	☐ Rarely
Do you set goals and try to achieve them?	☐ Regularly	☐ Rarely
When learning new things, do you ask yourself questions and seek answers to those questions?	☐ Regularly	☐ Rarely
When your teacher assigns a task, do you start right away or wait for further directions?	☐ Right Away	☐ Further Directions
TOTAL checkmarks for columns		

If most of your checkmarks are in Column A,
academic courses may be appropriate.

If most of your checkmarks are in Column B,
applied courses may be appropriate.

Extra help is available in high school through the following:

- Your teachers
- Counting on You – Literacy/Numeracy
- Learn study skills through GLS 1OO
- Math Tutors

Post Secondary Plans – Check these websites

www.apprenticesearch.com
www.ontariocolleges.ca
www.electronicinfo.ca

Be **Proactive**

Don't be afraid to ask

What do you need to graduate?

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

4	Credits in English
3	Credits in Mathematics
2	Credits in Science
1	Credit in Canadian History
1	Credit in 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

(continued next page)

Plus one credit from each of the following groups:

NEW	1	Additional credit in English, or French as a second language, or a native language, 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. **
NEW	1	Additional credit in health and physical education, or the arts, or business studies, or cooperative education, french. **
NEW	1	Additional credit in science, or technological education, or cooperative education, french, computer Science. **

In addition to the compulsory credits, students must complete

✓	12 optional credits ***
✓	40 hours of community involvement activities
✓	The provincial literacy requirement (OSSLT)

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

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

*** May include up to four credits achieved through approved Dual credit courses.

Considerations for Program Planning

The Ontario Secondary School Diploma may be completed in 4, 4-1/2 or 5 years depending on the number of options built into the timetable.

Refer to www.peelschools.org and *Chart Your Course* Common Course Calendar.

Compulsory Courses
ENGLISH

Academic English (ENG 1D)

If you take this course you can anticipate:

- One or more novels;
- Frequent writing activities;
- Independent reading assignments;
- Group projects and /or presentations.
- Media Studies
- One Shakespearean play

Below is a Level 3 student work sample for Grade 9 Academic English. The student was asked to write a paragraph about what makes a school community "good".

Applied English (ENG 1P)

If you take this course you can anticipate:

- At least one novel study;
- Writing activities;
- A variety of reading activities;
- Cooperative work.
- Media studies
- Study one play

Below is a Level 3 student work sample for Grade 9 applied English. The student was asked to write a paragraph about what makes a school community "good".

ACADEMIC

There are many factors that affect making a "good" school community but I believe that the basis is 3 things: respect, teamwork and excellence. These qualities lead into one another, making the community. The first is respect, where every teacher and student respects each other, recognizing us for our own talents and knowing we are all equal. This can be strengthened through extra-curricular activities, so that "there is something for everybody". Once the respect is there, we can work together – also known as teamwork or the "school spirit". When working together, and with this respect, we can aim for excellence in whatever we set out to do – whether it be to raise money for a charity or to achieve outstanding academics. When a whole school enthusiastically works towards one goal, that is when respect, teamwork and excellence are evident. With these three traits, that is what truly makes a school community "good".

APPLIED

What are three essential elements of a positive and successful school community?

In my opinion three very important elements of a highly effective school community are basically what our school believes in. Respect, excellence and community which to me means teamwork. I find that these three are very important elements because when we go to school we learn, which falls under academics and academics is like excellence. We also come to school and make friends which is community and teamwork. Lastly, we come to school knowing how to be kind and that falls under respect which is learning process. Above all, my opinion on the elements of a school community is what our school believes in.

MATHEMATICS

**Academic Mathematics
Grade 9 (MPM 1D)**

If you take this course you can anticipate:

- Learning mathematical concepts through abstract reasoning
- Developing an understanding of mathematical concepts by exploring, investigating, problem solving and communicating
- Using technology with minimal instruction
- Regular homework

**Applied Mathematics,
Grade 9 (MFM 1P)**

If you take this course you can anticipate:

- Learning practical applications of math concepts
- Developing an understanding of mathematical concepts using a variety of methods, including hands-on activities, problem solving and communicating

Considering academic Math? Try the following questions:

1. When evaluated for x = –4, y = –1, the expression $x^2 + y - 4 =$
   (a) +11   (b) +13   (c) –19   (d) –11

2. Find the area of the parallelogram:
   (a) 23.6 m^2 (b) 14.76 m^2
   (c) 29.52 m^2 (d) 20.0 m^2
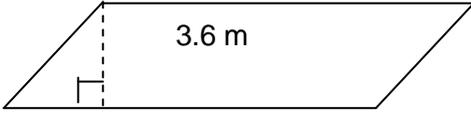
3. An eBay seller has struck a deal to sell old comic books for $1.75 each plus $12.50 for shipping. If the deal costs the buyer $35.25, how many comic books were purchased?
   (a) 13   (b) 14   (c) 15   (d) 16

4. A Grade 9 student spends 1/4 of each day in classes at school, 1/12 of the day doing extra-curricular activities, and 1/3 of the day sleeping. What fraction of each day does this student have left?
   (a) 4/12   (b) 1/4   (c) 1/3   (d) 2/3

5. Isabel wants to buy a computer game that costs $75.00. The games are on sale for 25% off. Considering that taxes total 14%, how much will Isabel pay?
   (a) $45.00   (b) $67.50   (c) $57.50   (d) $64.13

How did you do? (answers on last page)**.** If you found these questions difficult and/or challenging, **applied math** may be an appropriate choice. If you found these questions fairly straightforward and/or easy, **academic** math may be an appropriate choice. Also, take into consideration your achievement in Grades 7 and 8, your learning preferences, and your post-secondary plans.

SCIENCE

Academic Science, Grade 9 (SNC 1D)	Applied Science, Grade 9 (SNC 1P)
If you take **Academic Science** you can anticipate: • learning abstract science concepts as well as some concrete applications • learning through inquiry-based problem solving • applying math knowledge and skills with minimal instruction • taking notes independently • performing laboratory investigations	If you take **Applied Science** you can anticipate: • learning practical applications of science concepts as well as some abstract concepts • learning through inquiry-based guided problem solving • learning how to apply math knowledge and skills to science • taking structured notes • performing laboratory investigations

Read the questions in each of the **academic** and **applied** science quizzes below. You don't have to know the answers; instead, think about how the questions are similar and how they are different.

The following quiz on electricity is an example of the questions students in SNC 1D can expect to answer:

1. List four different examples of electric devices and put them in order from low to high power usage.
2. Lightening can be deadly. Describe how.
3. Set up and demonstrate several electrical circuits. Draw the resulting circuit diagram.
4. How does an electrician wire a house so that it is efficient and safe?

The following quiz on electricity is an example of the questions students in SNC 1P can expect to answer:

1. List four different examples of an electric device.
2. Define the term "electric current".
3. Why is it necessary to consider the positive and negative terminals when you connect an ammeter to a circuit?
4. Electronic air cleaners contain charged parts that attract neutral dust particles. Describe one way the *Laws of Electrostatic Charge* can be specifically applied in this situation.

How are academic and applied questions different from each other?
One of the differences you may have noticed is that the **academic** questions ask you to link ideas together and are open-ended, allowing you to explain some of your thinking. The **applied** questions ask you to provide more focused answers, sharing more factual information.

If you enjoy linking concepts and considering how our world works in a big picture kind of way, **academic science** may be for you. If you enjoy learning the facts about how specific things work, then **applied science** may be for you.

GEOGRAPHY

Academic Geography, Grade 9 (CGC 1D)	Applied Geography, grade 9 (CGC 1P)
If you take this course you anticipate:	**If you take this course you can anticipate:**
• Abstract geography concepts will be emphasized	• Concrete geography concepts will be emphasized
• One or more major projects	• At least one major project
• Independent research and writing assignments	• A variety of writing activities
• Applying math knowledge and skills with minimal instruction	• Learning to apply math knowledge and skills to geography
• Independently reading the textbook and other texts	• A variety of reading activities and texts

Try the questions below based on the map:
(answers on last page)

1. The largest town in the area covered by the map is:
   (a) East Harbour (b) Grantville
   (c) Abbotsville (d) Norton

2. The distance by road from Norton to Otway is approximately:
   (a) 3 km (b) 8 km (c) 30 km (d) 75 km

3. If you were travelling by road from Iona to Berry, in which general direction would you be travelling?
   (a) northeast (b) northwest
   (c) southeast (d) southwest

4. In order to get from Berry to Easter Harbour by the shortest road route, it would be necessary to pass through:
   (a) Corby (b) Grantville (c) either Corby or Grantville (d) neither Corby nor Grantville

5. A person leaving Grantville by car finds himself driving directly into the setting sun. He is driving towards:
   (a) Corby (b) Berry (c) Fulham (d) Otway
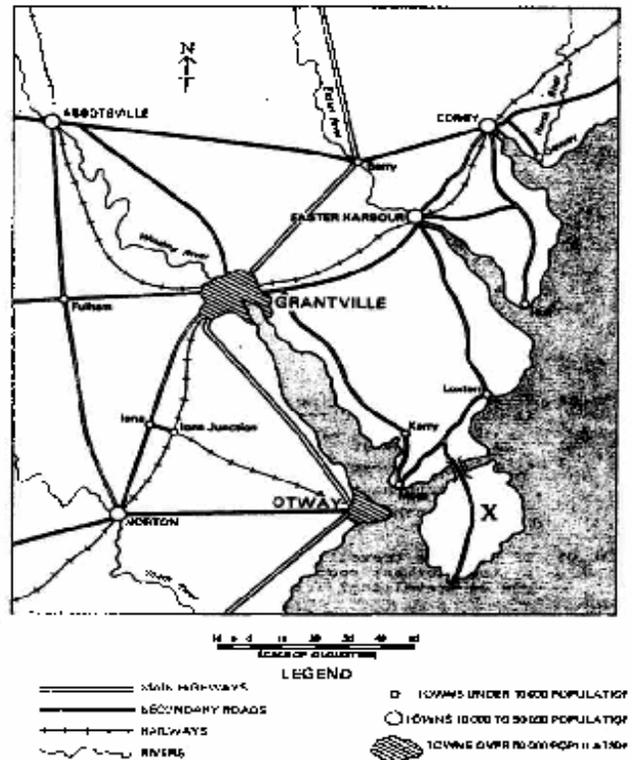
How did you do? If you found these questions difficult and/or challenging, **applied** Geography may be an appropriate choice. If you found these questions fairly straightforward and/or easy, **academic** Geography may be an appropriate choice. Also, take into consideration your achievement in Grades 7 and 8, your learning preferences and your post-secondary plans.

FRENCH – Le français

Academic French Grade 9 (FSF 1D) **If you take this course you will:** • Learn essential language structures and link them to practical applications as well as new situations and/or concepts • Develop an understanding of French language and culture by elaborating on previous knowledge, exploring new concepts and applying them to real-life or theoretical situations • Continue to apply the language with concrete examples in addition to focusing on themes of interest	Applied French Grade 9 (FSF 1P) **If you take this course you will:** • Learn essential language structures and link them to practical applications • Develop an understanding of French language and culture by elaborating on previous knowledge, exploring new concepts and applying them to real-life situations • Focus on practical applications and concrete examples of the language in action

The language structures studied are the same for both Academic and Applied French. Read each of the following texts. Which one comes from the Academic or Applied textbook?

Paragraph #1:
Voici mon œuvre d'art. Elle s'appelle *Me voilà*. Comme procédé, j'ai choisi l'art numérique. D'abord, pour créer mon œuvre, j'ai placé ce carré noir au centre parce que je suis mystérieux et logique. Puis, j'ai ajouté partout ces triangles et cercles pour indiquer le désordre, parce que ma vie est turbulente. Ensuite, j'ai ajouté cette texture rugueuse pour créer l'effet de friction…   (Bernard, 25)

Paragraph #2 :
Je m'appelle Sonja Parisé. J'ai 14 ans. Je suis aventureuse et sportive. J'aime faire des randonnées en montagne près de chez moi avec ma meilleure amie. Nous découvrons parfois des cavernes mystérieuses! Je suis aussi très patiente et j'adore les enfants. Souvent, pendant les fins de semaine, je garde les enfants de mes voisins. Je veux gagner de l'argent pour des leçons de planche à neige.

(Goepfert, 15)

Both of these texts included a lot of adjectives, which are reviewed in Grade 9. The answer is provided on the last page. The grade 9 academic French course involves independent work, literacy-skills development and reading about a variety of themes. The grade 9 applied French course involves literacy-skills development and reading that is straight-forward and practical.

Consider this:
The language structures (grammar expectations) are the same for both Academic and Applied French. Take into consideration your achievement in Grade 7 and 8 French, your learning preferences, your goals and your future plans. Studying French can be both challenging and rewarding!
Something to think about:
"A survey of 63 Canadian companies (representing over 156, 000 employees) across the country revealed that 84% of employers consider knowledge of English and French to be an asset or said that they give preference to English/French bilinguals."
 -Chorney, H. (1998). Bilingualism in employee recruitment and the role of symbolic analysts in leading export-oriented firms. In A. Breton (Ed.).
 Economic Approaches to Language and Bilingualism (pp. 185–223. Ottawa,ON: Canadian Heritage, Government of Canada.

Answers:
Paragraph #1 = Applied
Paragraph #2 = Academic

OPTIONAL COURSES

Open Level Courses

In Grade 9 you will take your three optional courses at the <u>Open</u> level. Optional courses are designed to help provide you with a broad subject base that will enrich your education and prepare you for future studies in a given subject area. Examples of these Open level courses are:

Music – AMG 1O0
> This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination. Students will develop musical literacy skills by using the creative analysis processes in composition, performance and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferrable to other areas of their life

Music – AMI 1O0
> This course is designed as an experienced level to concert band. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including theory, terminology and history. Please note: All students enrolled in AMI 100 are required to participate in after school (once a week) Concert Band-Lynx Junior Winds. Further, students have the opportunity to learn a different instrument and to play in other ensembles such as: small ensembles, stage band, guitar and world drumming.

Technological Education – TIJ 100
> Exploring Technologies is an exciting, hands-on course that allows students to try out the different areas of technology offered at SLSS. Students complete projects in Communications Technology (while using iMAC computers, digital video cameras, digital sound recording, and using our state of the art broadcast studio), Computer Engineering and Information Science (using computers to design and create interesting projects), Technological Design (working in our wood construction lab to design and build projects) and Transportation (students construct rockets, cars, etc.) This course will help you decide which technology course is the right one for you in Grade 10 and beyond.

Drama – ADA 100
> This course emphasizes the active exploration of dramatic forms and techniques, using material from a wide range of authors, genres and cultures. Students will construct, discuss, perform, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form and the world around them.

Business Studies – BTT 100
> This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social

responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Visual Arts – AVI 100

This course offers 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 through working with a range of materials, processes, techniques and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and selection of Canadian art and the art of other cultures

Family Studies – HIF 100

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

Physical Education – PPL1OF (Female)

This course emphasizes regular participation in a variety of physical activities that promote lifelong healthy living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence and safety and injury prevention. 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.

Physical Education – PPL1OM (Male)

This course emphasizes regular participation in a variety of physical activities that promote lifelong healthy living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence and safety and injury prevention. 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

SUMMARY

Use the chart below to show the Grade 9 compulsory core courses you are to take. Refer to each section of this handout and record your results in the academic or applied columns.

Record the course level most appropriate to you.

Compulsory	Academic	Applied
1. English		
2. French		
3. Geography		
4. Math		
5. Science		
Optional		
6.		
7.		
8.		

ANSWERS

Math Answers

1. (a) … solution … $(-4)^2 + (-1) - 4 = 11$

2. (c) … solution …   3.6 m x 8.2 m = 29.52 m^2

3. (a) … solution … $35.25 - $12.50 = $22.75; $22.75 $\div$ $1.75 = $13.00

4. (a) and (c) … solution … $\dfrac{1}{4} + \dfrac{1}{12} + \dfrac{1}{3} = \dfrac{3}{12} + \dfrac{1}{12} + \dfrac{4}{12} = \dfrac{8}{12} ; \dfrac{12}{12} - \dfrac{8}{12} = \dfrac{4}{12} = \dfrac{1}{3}$

5. (d) … solution … $75 x 25% = $18.75; $75.00 - $18.75 = $56.25;
$56.25 x 14% = $7.88; $56.25 + $7.88 = $64.13

Geography Answers

1. (b)
2. (d)
3. (a)
4. (a)
5. (c)