



**Clarendon Central Public School**



**Hinchinbrooke Public School**

# Sharbot Lake High School

Grade 9 Course Calendar  
2012-2013



**Land O' Lakes Public School**



**Sharbot Lake Intermediate/High School**

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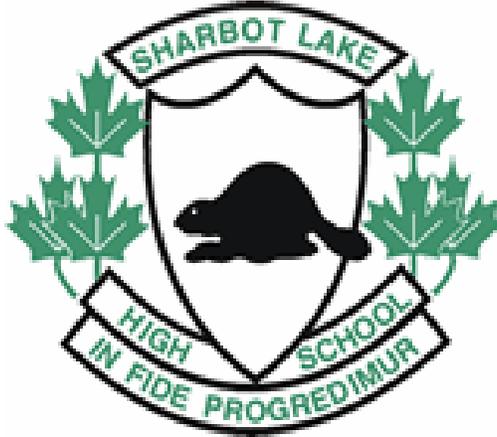
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## SECTION ONE: SCHOOL INFORMATION



In Truth We Progress

### CONTACT INFORMATION

Sharbot Lake High School  
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General Delivery  
Sharbot Lake, Ontario  
K0H 2P0  
**Website:** <https://shlhs.limestone.on.ca>  
**Email:** [shlhs@limestone.on.ca](mailto:shlhs@limestone.on.ca)  
**Phone:** 613 – 279 -2131

### ADMINISTRATION TEAM:

**Principal:** Heather Highet  
**Assistant Vice-Principal:** David Russell

### STUDENT SERVICES:

**Head of Student Services/Guidance Counsellor:** Elizabeth Steele-Drew  
**Adolescent Care Worker:** Cindi Scott  
**Cooperative Education Teacher:** Lynne Young  
**Lead Student Success Teacher:** Wendy Russell  
**Learning Program Support Teacher:** Christina Wotherspoon



From your new Principal at Sharbot Lake High School ...

### **Mrs. Highet's Message to Students**

Life as a ***Panther at Sharbot Lake*** really 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 guidance counsellors to make the best choices.

While at Sharbot Lake, 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, and technology of various types. Our guidance staff are more than willing to help you make the best choices.

I want to encourage you to get involved in the many positive activities that are offered outside of the classroom. If you live a balanced, active life you will do better academically. Join in the fun by choosing from colour house activities, student government, sports, band, drama, and more. This involvement helps to reduce stress and helps you to learn a great deal about yourself and others. Please begin to get involved in ***your school*** right away!

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 SLHS. Our unwritten motto, *We are Family*, is evident throughout our school community, and we look forward to welcoming you into the Sharbot Lake family.

Take care when selecting your courses this year and we will meet you soon. I wish you success and happiness during the 2012 - 2013 school year at Sharbot Lake High School.



Mrs. H. Highet  
Principal

## TRANSITIONING TO HIGH SCHOOL

Starting high school is one of the milestones in life and we want to help make this transition easier. To ease this process, various transition activities are held throughout the year. For example, SLHS hosted a Grade 8 day in the fall where students had an opportunity to meet with staff, visit the classrooms and to learn about the types of courses. The next step in this process is selecting appropriate courses. Things to consider: your career plan, your interests and skills. For assistance, please speak with the grade 8 teacher or a secondary school guidance counselor.

## SCHEDULE

The schedule at high school is slightly different than the elementary school. Our daily schedule is

<b>8:28 - 9:49</b>	<b>Homeform &amp; Period A</b>
<b>10:00 - 11:13</b>	<b>Period B</b>
<b>11:24 - 12:37</b>	<b>Period C</b>
<b>12:37 - 1:27</b>	<b>Lunch</b>
<b>1:27 - 2:40</b>	<b>Period D</b>

Periods C & D rotate weekly. The weekly rotation schedule is: Week 1 (ABCD) and Week 2 (ABDC). Buses depart 2:50.

Sharbot Lake High School is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February – June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar or the school website. Each course in each semester is 110 hours in length.

## EXTRA-CURRICULAR ACTIVITIES

### SLHS is home of the PANTHERS!

Extra-curricular activities are an important part of high school life and we encourage students to become involved to make the most of his/her secondary school time. On the first day of school, SLHS hosts a BBQ and an assembly outlining the various clubs, activities and teams being offered throughout the school year. Possible activities include: Athletic Council, Intramurals, Music Program (Band and Glee Club), Soccer, Students' Council, Basketball, Volleyball, Yearbook, Track and Field, Leadership Camp, Drama, 30 Hour Famine, and House Colour Activities.



## SECTION TWO: PROGRAM PLANNING AND COURSE SELECTION



Our goal is have all of our students reach their potential and be successful in whatever destination they pursue. We hope to provide you with information to help you and your son or daughter make the most appropriate choices that will help in selecting a pathway that provides the best opportunity for success.

# DIPLOMA & CERTIFICATE REQUIREMENTS FOR OSS STUDENTS

## ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

	Grade 9	Grade 10	Grade 11	Grade 12
<b>Compulsory Courses</b>	English* Math Science Geography French Healthy Active Living Arts Exploring Technology	English Math Science History Civic (.5) Career Studies (.5)	English Math	English
<b>Other Compulsory Courses</b>	<p><b>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</b></p> <p><b>Group 1</b> – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p><b>Group 2</b> – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p><b>Group 3</b> – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*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.</p> <p>**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
<b>Number of Optional Credits</b>	1 Option	3 options	5-6 options	5-7 options
<b>Summary of Graduation Requirements</b>	<p><b>Students need to complete the following criteria to earn their graduation diploma:</b></p> <ul style="list-style-type: none"> <li>• 18 compulsory courses (as described above)</li> <li>• 12 optional courses (as described above)</li> <li>• 40 hours of Community Involvement</li> <li>• Successful completion of the Ontario Secondary School Literacy Test or Course.</li> </ul>			
<b>Special Considerations</b>	<ul style="list-style-type: none"> <li>• Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses.</li> <li>• Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits.</li> <li>• Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4<sup>th</sup> English must be a Grade 12 English.</li> <li>• Up to four Dual Credits can be counted towards optional or elective credits.</li> </ul>			

It is possible to complete an Ontario Secondary School Diploma in 4 years. Many students, however, may decide to take 4 ½ to 5 years to complete their graduation requirements. An extended timeline will allow students to:

- **explore** dynamic options in various courses of study in order to expand their creative abilities and critical thinking skills;
- **participate** in workplace opportunities to investigate career options and enhance their employability skills;
- **balance** their rigorous academic timetables to prepare academically, socially, and financially for post-secondary education;
- **enrich** their high school experience by participating in school clubs, sports and activities.

Universities and colleges encourage students to maintain breadth in their secondary school courses and to keep their options open. Remember that to earn your diploma, you need **18 prerequisite credits, 12 optional credits, 40 hours of Community Involvement, and you must successfully complete the Ontario Secondary School Literacy Test.**

## REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they have earned a minimum of 14 credits distributed as follows:

- |   |  |
|---|--|
| 2 | English                                |
| 1 | Canadian Geography or Canadian History |
| 1 | Mathematics                            |
| 1 | Science                                |
| 1 | Health and Physical Education          |
| 1 | Arts, Technology or Computer Studies   |
| 7 | Additional optional credits            |

## REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement with either the OSSC or Certificate of Accomplishment.

## COMMUNITY INVOLVEMENT

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. ***Please note: You may now start your community involvement hours the summer prior to Grade 9.*** For more information, please contact Student Services.

## THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

## TYPES OF COURSES

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways. You may choose between **academic and applied courses**, or **a combination of applied and academic courses**, in your core subjects of English, French, Math, Science and Geography. Choices should be made based on your academic strengths, interests and on your preferred way of learning.

### Grades 9 and 10:

- **Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Locally Developed courses** develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.
- **Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

The **major differences** are **instructional strategies** and **methods of assessment and evaluation**.

## COMMON COURSE CODES

The common course code consists of the following components, designated by the Ministry of Education. For example, the Grade 9 Academic Mathematics course is MPM1D.

<b>Mathematics</b>	<b>MPM</b>	<b>2</b>	<b>D</b>
Course Title	Course Code	Grade of course	Course Type
		"1" - Grade 9	(L/P/D/O)
		"2" - Grade 10	(L/P/D/O)
		"3" - Grade 11	(U/C/M/E/O/L)
		"4" - Grade 12	(U/C/M/E/O/L)
<b>Grade 9/10 only:</b>			
	"D" – Academic	"L" – Locally Developed	"P" – Applied
<b>Grade 11/12 only:</b>			
	"C" – College		"E" – Workplace
	"M" – University/College		"U" – University
<b>All Grades:</b>			
			"O" – Open

## DEFINITION OF A CREDIT

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education.

## THE GRADE 9 PROGRAM

All of the courses in the grade 9 program at SLHS are compulsory courses. Every attempt is made to create a balanced timetable so that students do not become overwhelmed with homework. As it is sometimes difficult to change course type midway through the semester, parents should select courses carefully to determine the best and most successful placement for the child. Parents/Guardians who are unsure of the program level that would be appropriate for their child and their career goals should discuss this with the Grade 8 teacher or a Guidance Counsellor at SLHS.

## PLANNING FOR HIGH SCHOOL GRADUATION

When selecting their Grade 9 courses, students must “begin with the end in mind”. This is often referred to as a student’s pathway. 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.

## COURSE OUTLINES

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>.

## REPORTING PERIODS

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at Sharbot Lake High School please refer to the SLH/IS Student Agenda.

# The Arts

## Drama, Grade 9, Open (ADA10)



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. **Prerequisite: None**

## Music, Band, Grade 9, Open (AMU10)



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 and critical 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 transferable to other areas of their life. **Prerequisite: None**

## Visual Arts, Grade 9, Open (AVI10)



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. **Prerequisite: None**

# English

## English, Grade 9, Academic (ENG1D)



This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret text from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. **Prerequisite: None**

## English, Locally Developed (ENG 1L)



This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Essential course. The course is organized by 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 in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite: None**

## English, Grade 9, Applied (ENG1P)



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. **Prerequisite: None**

## Literacy Skills: Reading and Writing, Grade 10, Open (ELS2O)



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, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

**Prerequisite: None**

# French

## Core French, Grade 9, Academic (FSF1D)



This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

**Prerequisite: None**

## Core French, Grade 9, Applied (FSF1P)



This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs and write brief descriptions, letters, dialogues, and invitations.

**Prerequisite: None**

# Guidance

## Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLS 10/GLE 10/GLE 20)



This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite: For GLS 10 - None For GLE 10 and GLE 20 - Recommendation of Principal**

# Health and Physical Education

## Healthy Active Living Education, Grade 9, Open (PPL10)



This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active 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.

**Prerequisite: None**

# Mathematics

**Reminder: Students require 3 Mathematics credits as Compulsory Credits for their OSSD.**

## **Mathematics, Grade 9, Locally Developed (MAT1L)**



This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by 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. **Prerequisite: None**

## **Foundations of Mathematics, Grade 9, Applied (MFM1P)**



This course enables students to develop 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 relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Learning through hands-on activities and the use of concrete examples is an important aspect of this course. **Prerequisite: None**

## **Principles of Mathematics, Grade 9, Academic (MPM1D)**



This course enables students to develop 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 relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: None**

# Science

## Science, Grade 9, Academic (SNC1D)



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. **Prerequisite: None**

## Science, Grade 9, Locally Developed (SNC 1L)



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 including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. **Prerequisite: None**

## Science, Grade 9, Applied (SNC1P)



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. **Prerequisite: None**

# SOCIAL SCIENCES, HUMANITIES, CANADIAN AND WORLD STUDIES

## **Geography of Canada, Grade 9, Academic (CGC1D)**



This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and methods of inquiry and communication methods to analyse and evaluate geographic issues and present their findings. **Prerequisite: None**

## **Geography of Canada, Grade 9, Applied (CGC1P)**



This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences to learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings. **Prerequisite: None**

# TECHNOLOGICAL STUDIES

Technological studies is divided into different focus areas: Communications, Computers, Construction, Manufacturing and Transportation. Students at Sharbot Lake High School are given the opportunity to explore and experience these different areas through the grade 9 program listed below. Students are given equal time in the various classrooms and rotate through each area during one semester.

## **Exploring Technologies, Grade 9, Open (TIJ1O)**



This 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 provide 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.

**Prerequisite: None**

# School to Community

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed.

Programming within the SCS program is comprised of alternative courses of study (K courses). The \* asterisk in the course description refers to grade level which varies ("A" for Grade 9, "B" for Grade 10, and so forth).

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

## **KFLANM, Personal Life Skills**



This course includes any combination of the alternative expectations or curriculum expectations from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

## **KENANM, Language and Communication Development**



This course involves the development of skills need for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversations Skills and/or Functional Language.



### **KMMANM, Numeracy and Numbers**

This course involves the development of mathematic skills required for daily living. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances.



### **KHDANM, Social Skills Development**

This course involves the development of the individual in his/her relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.



### **KGWANM, Exploring the World of Work**

This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.



### **KPPANM, Self Help and Self Care**

This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills.



### **KPFANM, Personal Health and Fitness**

This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre-ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills

## **FREQUENTLY ASKED QUESTIONS**

### **How many credits do I need?**

You need 30 credits to earn an OSSD or 14 credits to earn an OSSC. Diploma requirements listed on page 7.

### **Do you need to take a course in all periods?**

Yes, you will be scheduled to take a course in all four periods in grades 9 and 10. When you are a senior student, you will be able to discuss with the guidance counsellor the scheduling of a study period.

### **How do I find my classes on the first day?**

All grade 9 students meet in the cafeteria on the first day of school where students are able to meet his/her homeform teacher.

### **Do all of my courses have to be the same type (i.e Applied, Academic, or Locally Developed)?**

Each student has different strengths and so, may not excel in every subject. Therefore, a student does not have to take all courses of the same type.

### **How many courses do I have to take in a semester?**

A student takes four classes in a semester. Senior students may earn more than four credits if they are taking a coop.

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

If you have questions about course selection or changing courses, you may speak to your classroom teacher or any member of the Student Services department but all course changes are made through the guidance counsellor.

### **Where do I go for help?**

There are a lot of resources available to students. You can come to Student Services for help with academic, social, and emotional concerns. The administration team and the entire staff are also available for assistance.

### **How long do I have to get to my next class?**

There is a break after each class which lasts about 10 minutes, giving you enough time to have a snack, go to your locker and move to the next classroom.

### **What happens if I am late to class?**

Students are expected to attend class on a regular basis. Good attendance improves chance of success. If you are late for a class, the classroom teacher marks that on the attendance sheet. The classroom teacher will speak to you about this and you may be expected to make up that class time. If you are late on a regular basis, you will be referred to the administration team and your parents/guardians will be notified.

### **Do I have to share a locker?**

You do not have to share a locker with another student. Your locker is your responsibility and you can purchase a combination lock from the resource centre.

**Can I change from Academic to Applied and vice versa?**

Yes, if you feel that you are not being successful or if you feel that you are not being challenged, you can change the type of course. This should be done early in the semester so that you do not fall too far behind. You will not be able to change a course without parental/guardian approval and approval through guidance. Before you make the decision, you should speak to your classroom teacher, parents/guardian and the guidance counsellor.

**How much does a meal cost in the cafeteria?**

The cost of a meal varies depending on the food item. Usually \$7 will be more than adequate to get you the meal of the day.

**Do we get to leave school at lunch?**

Students are permitted to leave the school grounds at lunch as long as they return in time for the regularly scheduled class. If you are leaving for an extended period of time, you have to sign out at the main office.

**Can I complete volunteer hours during school?**

Volunteer hours are to be completed during non-instructional hours. Students must complete and submit a Community Volunteer Hours Form in order for the hours to be counted.

**Do I have to write exams?**

You do not have to write an exam in every class. Your classroom teacher will inform you about the final assessment early in the semester and it will be included in your course outline. You may have to complete an oral or a practical exam depending on the type of the course.

**How do I know what bus to take?**

You will get a letter from Tri-Board transportation informing you about your bus information. Should you need to change buses you must come to Student Services. If you need to ride on another bus, you will need a bus note from the main office.

**When will I know my schedule?**

You will get a welcome letter and a copy of your schedule in the mail during the summer. This letter will inform you about supplies.

**Is there going to be a lot of homework?**

The amount of homework will vary depending on your course workload. Every attempt is made to ensure that the amount of homework is realistic.

**What do I do if I fall behind in my courses?**

You should speak to your classroom teacher. Student Services and the Student Success teacher will help you with assignment completion, creating a workable schedule and getting caught up in class.

**How do I get home from a practice?**

A late bus is provided after school on practice nights provided that a significant number of students sign up for the run. There are two routes: a north and a south.

**What do I do if I want to change my class?**

You need to make an appointment in Student Services to meet with the guidance counsellor in order to change your courses.

## SECTION THREE: STUDENT SUPPORT AND RESOURCES



## **GUIDANCE/STUDENT SERVICES**

The Guidance and Career Education Program is a vital and integral part of Sharbot Lake High School. The main purpose of the Guidance Program is to help students acquire the skills, knowledge and attitudes necessary to:

- ✓ Know and appreciate themselves;
- ✓ Relate effectively to others;
- ✓ Develop appropriate educational plans;
- ✓ Explore career alternatives.

Teacher Counsellors in Student Services encourage students and parents to participate in the programs, workshops, lessons and individual sessions intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning. Post-secondary calendars, workplace information sessions, the Ontario Youth Apprenticeship Program as well as online career programs such as Career Cruising and My Blueprint. For more information, please see Student Services.

The Student Services Department consists of six different areas: Guidance, Adolescent Care Worker (ACW), Learning Program Support (LPS), Student Success, Co-operative Education and Adult Education. The goals of Student Services are to help students successfully complete their secondary education and provide a post-secondary career planning program for all students.

The program also enables students to:

- have access to counselling (individual, personal, group, crisis)
- have access to accurate and up-to-date information which is necessary for planning
- develop and maintain a plan of progress towards educational and career goals

The Student Services staff at Sharbot Lake High School will remain the key personnel in all aspects of counselling work.

Student Services provides the following for students:

Academic planning	Interest Tests to help determine career choices
Career planning	Information - books, pamphlets
Program and career information	Experiential Learning - job shadowing
Guest speakers on career opportunities	Individual and/or group counselling (ACW)
Post-secondary school information	Learning Program Support
Assistance with apprenticeship programs	Assistance with credit recovery and accumulation of credits

## THE STUDENT SUCCESS TEAM – REACHING EVERY STUDENT

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

Sharbot Lake High School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's **Program Pathway** is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on **Student Success**. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. **It is our goal that every student will be a success!**

## **LEARNING PROGRAM SUPPORT (LPS)**

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

- ✓ Working with classroom teachers to deliver supports for students within the regular classroom;
- ✓ Ongoing monitoring of students' progress;
- ✓ Providing students with a scheduled support period during the school day;
- ✓ Delivering Learning Strategies courses;
- ✓ Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time for classroom assignments, summative evaluations, and culminating activities; facilitating assistive technology support, etc.)
- ✓ Providing support to classroom teachers with program modifications;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services.

## **THE PANTHER PIT**

The Panther Pit is a resource room available to students as a support for all classes. A teacher supervises the room during each class period of the day. Some students may be assigned to the Panther Pit to complete credit recovery or as a resource to support their individual timetable. Also, students may periodically be referred to the Panther Pit to support a specific subject. As well, students have access to the resource centre and/or computer rooms to help support their academic needs.

## **TUTORING**

Tutoring assistance is available in many different forms. Many classes have peer tutors working within the class to provide extra support and some peer tutors, where possible, are able to provide extra assistance outside of class time. For more information, contact Student Services.

## **THE RESOURCE CENTRE**

The Resource Centre is an important support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time library technician who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection or research help. The library provides computers with Internet access and printer capabilities. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

## **THE ADOLESCENT CARE WORKER (ACW)**

The Adolescent Care Worker (ACW) supports students with social and emotional concerns that may interfere with academic success. Adolescent Care Workers act as student advocates and mentors, as well as provide support through individual and small group programs and counseling.

Adolescent Care Workers facilitate referrals to community resources and work with agencies and school personnel to bring about positive outcomes for youth by acting as a liaison between school, community agencies and family.

## **ABORIGINAL SUPPORT COUNSELLOR**

The Limestone District School Board has a student support counsellor to support self-identified First Nation Metis and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

## **COMMUNITY RESOURCES**

SLHS is fortunate to have many community resources to access. A number of businesses support SLHS through various events, (North Frontenac Little Theatre) and by hosting students on job placements (Grade 9 Take Your Kid to Work Day, co-op, job shadowing, etc.) SLHS is proud to work in partnership with our feeder schools and with other community organizations, such as NFCS, Sharbot Lake Family Medical Team and KFLA Health Unit.

## GLOSSARY OF TERMS

The following is a list of terms that are commonly used in secondary school.

**Colour House:** The Colour House system is a long-standing SLHS tradition. Each student is placed on one of four Houses (Blue Cobras, Green Hornets, Red Falcons and White Cougars) for their entire high school time. Houses compete for the Spirit Cup.

**Compulsory Course:** A compulsory course is a mandatory course. There are 18 compulsory courses needed to meet the requirements of an Ontario Secondary School Diploma.

**Elective Course:** Elective courses are selected by the students. There are 12 elective courses needed to earn an Ontario Secondary School Diploma.

**Homeform:** A homeform is the first period class. A homeform is used to organize students so that report cards, notices and information can be distributed more effectively. A homeform changes each semester.

**Panther Pit:** The Panther Pit is our resource room where students can get assistance in a smaller setting.

**Pathway:** A pathway is a student's educational program that is identified by the desired post-secondary destination. The pathway guides a student's program during high school. There are four possible pathways: apprenticeship, college, university and workplace.

**Periods:** There are four periods in a day each lasting 76 minutes. They are labeled A,B,C and D and the last two rotate on a weekly basis.

**Pre-requisite:** A pre-requisite is the course that is needed prior to taking a subsequent course. Usually the course needs to be the same type in the same subject.

**Semester:** A semester is the length of a term of study. There are two semesters in a school year.

**Timetable:** A timetable is the daily schedule. It lists the class, the teacher and the room along with the time.