

## HOW TO DECIDE WHICH COURSE LEVEL IS RIGHT?

- In grades 9 and 10, students will have the option of choosing a mix of Academic, Applied, Locally Developed Courses or Alternative programming options.
- The chart below outlines some of the key differences between secondary pathways to help determine which course levels are a better fit for a student.

NOTE: Students are not required to take ALL of their courses at the same level. Students are encouraged to select the most appropriate level for each course. There are options for moving from one level to another from year to year as well. Students are strongly encouraged to consult with their grade 7 and 8 classroom teacher, SERT and/or Pathways Itinerant when picking their courses. A transition meeting with the sending elementary school, Department Head of Special Education and parents will be scheduled to discuss the IEP in Secondary Pathways.

	ACADEMIC	APPLIED	LOCALLY DEVELOPED	Life Skills
<b>Description</b>	<p>Academic Courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the big idea and main concepts of a subject, and explore related concepts as well. Catholic Graduation Expectations are embedded across the curriculum.</p> <ul style="list-style-type: none"> <li>• Pacing is fairly fast (new concepts presented daily)</li> <li>• Many critical thinking and theoretical concepts presented</li> <li>• A good fit for students who consistently achieve and maintain a 75%+ average</li> <li>• Coded with "D" offered in English (i.e. ENG1D), Math, Science, Geography</li> </ul> <p><i>French* can be substituted for GLE10 open level</i></p>	<p>Applied courses also focus on the big idea and main concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete and hands-on applications of these concepts and incorporating theoretical applications as appropriate. Catholic Graduation Expectations are embedded across the curriculum.</p> <ul style="list-style-type: none"> <li>• Pacing is moderate (new concepts presented every few days)</li> <li>• A good fit for students with a 60-75% average</li> <li>• Students are generally more dependent learners and require greater teacher direction and instruction</li> <li>• Coded with "P" offered in English (i.e. ENG1P), Math, Science, Geography</li> </ul> <p><i>French* can be substituted for GLE10 - open level</i></p>	<p>Locally developed courses focus on essential skills, using relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making, and communication skills. Catholic Graduation Expectations are embedded across the curriculum.</p> <ul style="list-style-type: none"> <li>• Appropriate for student with modifications</li> <li>• Content will address possible gaps in their learning</li> <li>• Pacing is matched to the needs of individual learners</li> <li>• A good fit for students with a less than 60% average</li> <li>• Students are generally more dependent learners and require explicit teacher direction and instruction</li> <li>• Coded with "L" offered in English (i.e. ENG1L), Math, Science</li> </ul> <p><i>French* can be substituted for GLE10 - open level</i></p>	<p>Life Skills courses are alternative non-credit courses that are developed in collaboration with the student, family and SERT. They are based on the individual needs and goals of each student centering around 4 core areas:</p> <ul style="list-style-type: none"> <li>• Communication: Functional Literacy</li> <li>• Communication: Functional Numeracy</li> <li>• Daily Living and Employability</li> <li>• Social Skills</li> <li>• Coded with "K" – non-credit earning (i.e. KENANO)</li> </ul> <p>Catholic Graduation Expectations are embedded across the alternative curriculum.</p>
<b>Pathways</b>	<ul style="list-style-type: none"> <li>• Courses can lead to university, college and a vocation in Catholic Religious Life</li> </ul>	<ul style="list-style-type: none"> <li>• Courses can lead to College Programs including Diploma, Certificate Programs, apprenticeship, workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Courses can to lead to college preparatory programs, apprenticeship, workplace as well as vocation in Catholic Religious Life.</li> </ul>	<ul style="list-style-type: none"> <li>• Courses can lead to supported college preparatory programs (CICE, Pathways etc), workplace, employment support/sheltered</li> </ul>

	<ul style="list-style-type: none"> <li>Many Ontario Colleges offer Degree Granting Programs which require Academic (University Levels) in order to be admitted, including "Combined Programs".</li> </ul>	<p>as well as a vocation in Catholic Religious Life.</p> <ul style="list-style-type: none"> <li><b>This does not close the door to University. i.e. Can take Applied Math and Science and still be eligible for many university programs.</b> <i>*Please see your Guidance Counsellor for post secondary entry requirements*</i></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>employment, day programs, supported independent care and residential home care pathways.</p>
<b>Teaching &amp; Learning Strategies</b>	<ul style="list-style-type: none"> <li>teaching style is geared to self-motivated and independent learners</li> <li>emphasis on theoretical, abstract application</li> <li>more abstract</li> <li>more student initiated and learning from a variety of sources</li> <li>independent activities build on skills</li> <li>for students that think creatively and like to problem solve</li> <li>understanding the "why's"</li> <li>developing ideas from research</li> </ul>	<ul style="list-style-type: none"> <li>teaching style supports small and large group learning</li> <li>learning is practical and concrete</li> <li>hands-on (learn by doing)</li> <li>concrete</li> <li>teacher directed activities &amp; teaching</li> <li>focus on skills by emphasizing practical, concrete applications (see connections with real-life)</li> <li>students require greater teacher direction and instruction to accommodate learning needs</li> <li>develop new ideas from reading</li> <li>share ideas and apply them to their own lives</li> </ul>	<ul style="list-style-type: none"> <li>teaching style supports small and large group learning with enhanced support</li> <li>learning is practical and hands-on (learn by doing)</li> <li>most structured, chunked lessons and assignments</li> <li>students require greater teacher direction and instruction to accommodate learning needs</li> <li>focus on functional skills/concepts that apply to real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>teaching style geared to small group learning and 1:1 (<i>where applicable</i>) with enhanced support</li> <li>medical, OT, PT needs are integrated into the day as/where required</li> <li>learning is meaningful and purposeful mapped out through individualized expectations on the IEP</li> <li>students require individual pacing that reflects their functional level and ability, and considers their motivational interests</li> <li>focus on functional skills/concepts that apply to real-life situations that then can be <i>independently transferred</i> from the classroom, to the school community, home and eventually into the larger Burlington Community (<i>where appropriate</i>)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>more emphasis on abstract, theoretical</li> <li>reports, projects, based on application and higher living skills</li> <li>focus on written forms of assessment verses hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>reports, projects, based on application</li> <li>more frequent, assessments – multiple quizzes as opposed to one unit test</li> <li>hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>projects, presentations, discussions</li> </ul>	<ul style="list-style-type: none"> <li>demonstration, oral</li> </ul> <p>A4 (<i>Alternative programming</i>)  AFAC  AFLS <i>coming this fall</i>  ABLLS-R <i>coming this fall</i></p>
<b>Strengths of Learner</b>	<ul style="list-style-type: none"> <li>self-motivated</li> <li>reads well and comprehends material</li> </ul>	<ul style="list-style-type: none"> <li>reads for specific purpose</li> <li>benefits from more structure</li> </ul>	<ul style="list-style-type: none"> <li>benefits from additional reinforcement of concepts</li> <li>enjoy a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>benefits from many multiple learning strategies</li> </ul>

	<ul style="list-style-type: none"> <li>enjoys / values reading</li> <li>benefits from more independence</li> <li>likes to explore <u>beyond</u> related Learning</li> <li>completes tasks independently and makes connections cross-curricular</li> <li>enjoys learning by doing and by more extensive theoretical work</li> <li>recognizes need for daily homework and review</li> <li>exceptional time management skills</li> </ul>	<ul style="list-style-type: none"> <li>likes to learn and master skills and knowledge</li> <li>completes tasks in directed environment</li> <li>enjoys learning by doing and through the use of some theoretical work</li> <li>lessons broken down into chunks</li> </ul>	<ul style="list-style-type: none"> <li>use of technology to support learning</li> </ul>	<ul style="list-style-type: none"> <li>additional opportunities to transfer and reinforce concepts in a variety of settings</li> <li>enjoys an assortment of activities and opportunities for social interactions and social skills building</li> <li>use of technology to support learning</li> </ul>
<b>Workload</b>	<ul style="list-style-type: none"> <li>Workload is demanding (requires daily homework completion and review)</li> </ul>	<ul style="list-style-type: none"> <li>Workload is moderate (some homework is required)</li> </ul>	<ul style="list-style-type: none"> <li>Work completion is supported with classroom assistance (homework is minimal)</li> </ul>	<ul style="list-style-type: none"> <li>Work completion is supported with classroom assistance (homework is not assigned)</li> </ul>

## OPEN COURSES

**Open courses** are the only type offered in some subjects. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students must select either academic, applied or available locally developed compulsory courses in each of the core subjects. All levels of courses set high expectations for students while preparing them for studies in the senior grades. Students in Grades 9 and 10 will choose the level of course primarily on the basis of their strengths, interests, and needs.

Students who are successful in a course in Grade 9 will be able to proceed to the same level of course in the same subject in Grade 10. When a student wishes to switch from one course level in Grade 9 to another in Grade 10, he and his parents should consult with a guidance counsellor.

In grades 11 and 12, students choose from courses designed to prepare them for post-secondary destinations.