

Academic vs Applied – What’s Right For You?

| Academic | Applied |
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| Leads to the university/college pathway (can switch levels after Grade 9 if course material is too challenging, Academic English is required for university pathways and some college programs) | Could lead to the college/workplace pathway (can switch after Grade 9 if not challenged enough, taking applied <i>math</i> does not eliminate a university pathway) |
| For students who enjoy reading and writing | For students who find reading and/or writing challenging and unsatisfying |
| Assignments will involve a number of creative and critical thinking tasks (essays, seminars and reader responses) | Assignments will focus on a few creative and real-life tasks (news, reports, journals, opinion pieces and presentations) |
| Students will study a variety of literary texts (novels, Shakespearean plays and essays) | Students will study a variety of print texts (novels, plays, short stories and graphic novels) |
| Very focused and specific analysis of concepts and ideas | General and broad analysis of concepts and ideas |
| Challenging curriculum | Engaging curriculum |
| Critical & abstract thinking, critical analysis required | Guided analysis and prompts |
| Individual accountability for learning, able to use class-time efficiently without teacher direction, good organizational skills | Monitored learning (homework checks, in-class work checks), needs to keep on task with reminders, working on organization skills |
| Concept and theory based | Less theory – practical application |
| Class and group discussions for learning (literature circles) | Teacher led discussion |
| Oral Comprehension skills required (lecture, verbal discussion, verbal instruction), | Guided lessons and instructions (hands-on, oral and written instruction) |
| Independent reading (a lot is read outside of class), has a good work ethic, takes initiative in learning, needs little direction | Novel units and short stories read together as a class with explanations throughout (assistive technology and resources provided), needs teacher assistance, working on work ethics |
| Some class time to complete assignments but class work outside the instructional time is expected, more homework expected | Class time provided to complete most assignments |
| Faster pace | Slower pace |
| Homework daily (dependent on teacher) 1-3 hours | Homework assigned less often, usually completed in class, 1-2 hours maybe required in the evenings, pair-based work |
| Good Note-taking skills required (from teacher lectures, whiteboards, etc.) able to create individual notes, group work & assessments, leadership skills | Handouts with notes and worksheets generally provided, working towards independent note taking |