

Holy Cross Catholic Secondary School

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GRADE NINE COURSE PLANNER

2019-2020

Student Surname _____ First & Middle Names _____

Gender M/F _____ Birth Date: Mo (_____) Day (_____) Year (_____) _____

Address _____ Phone _____

Elementary School _____ Gr 8 Teacher _____

*****This section to be completed by Parent/Guardian and Grade 8 Student*****

COMPULSORY COURSES

Please (circle) the appropriate level of study based on the teachers recommendations.
 There are three choices in English, Math & Science; two choices in French & Geography;
 Religion is offered in Open level only.

Locally Developed (L) Applied (P) Academic (D) (See attached for explanations)

	English	Math	Science	Geography	French	Religion
Teacher's Recommendation →						
Parent/Student Choice (Circle) →	ENG1L ENG1P ENG1D	MAT1L MFM1P MPM1D	SNC1L SNC1P SNC1D	N/A CGC1P CGC1D	FSF1P FSF1D	HRE1O N/A N/A

• **Learning for Living-** Please (✓) if student is applicable for Program _____

OPTIONAL COURSES

Students will be scheduled into two (2) optional courses. (See attached course descriptions).
 Students are asked to select five (5) choices. **Number 1 through 5 in order of preference.**

	ADA1O	DRAMATIC ARTS		PPL1OX	HEALTHY ACTIVE LIVING- FEMALE
	AMU1O	MUSIC		PPL1OY	HEALTHY ACTIVE LIVING- MALE
	AVI1O	VISUAL ARTS		TCJ1O	CONSTRUCTION TECHNOLOGY
	HFN1O	FOOD AND NUTRITION		TDJ1O	TECHNOLOGICAL DESIGN
	*GLE1O	LEARNING STRATEGIES		TEJ1O	EXPLORING COMPUTER TECHNOLOGY
	(* Student must have an IEP)			TTJ1O	TRANSPORTATION TECHNOLOGY
				TXJ1O	EXPLORING HAIRSTYLING/AESTHETICS

This section to be completed by the Grade 8 teacher

Please check appropriate area:

Student progressing well towards promotion.

Student progressing with some difficulty towards promotion.

Promotion at risk.

Student is identified: YES NO

If Yes, please note identification _____

If No, and an IEP is being implemented, check (√) _____ (Copy of IEP must be submitted with registration package if student is NOT from a Holy Cross Feeder School)

Do you recommend a Credit Substitution for this student? YES ___ NO ___

If Yes, in which subject area(s)? _____

If applicable, please fill out a Compulsory Credit Substitution Form.

Teacher's Signature _____ Date _____

Additional Teacher Comments:

Parent/Guardian Signature indicates awareness of above.

Parent/Guardian Signature Student Signature Date

OPTION SHEET PACKAGES SHOULD BE RETURNED TO HOLY CROSS GUIDANCE DEPARTMENT BY THE END OF FEBRUARY

If a student at a Public Elementary school is considering Holy Cross, it is the family's responsibility to provide the Holy Cross Guidance Department with the following:

- copies of the two Grade Eight report cards as they become available
- copy of Birth Certificate & Immunization Card
- copy of IEP if applicable

Students entering Grade Nine will be asked to choose from four types of courses; Academic, Applied, Locally Developed and Open. Two of these courses, the applied and the academic, can appear quite similar. In order to assist you with choosing the appropriate level or “stream”, please review the following information.

DEFINITION OF ACADEMIC COURSE

In an **academic course**, the essential concepts of a subject are learned and related material explored. 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.

DEFINITION OF APPLIED COURSE

An **applied course** also covers the essential concepts of 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.

ACADEMIC AND APPLIED COURSES: SIMILARITIES AND DIFFERENCES - For Grades 9 and 10:

Similarities

- require students to learn the essential knowledge and skills
- prepare students for the Grade 10 Literacy Test and other national and international tests

Differences

- instructional strategies and materials
- methods of assessment and evaluation

LOCALLY DEVELOPED

Locally Developed courses have been developed to meet the needs of students who would have difficulty achieving credits through Applied or Academic courses.

HOW DOES A STUDENT CHOOSE COURSES?

- ◆ Talk to Grade 7 and 8 teachers, discuss with parents
- ◆ Examine academic strengths and interests and preferred way of learning with a view to a possible career
- ◆ Check high school course calendar and course descriptions

DESCRIPTIONS OF OPTIONAL CURRICULUM

CONSTRUCTION TECHNOLOGY

This course requires students to design, build and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of media; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

TECHNOLOGICAL DESIGN

This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

EXPLORING COMPUTER TECHNOLOGY

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

DRAMATIC ARTS

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. Students will explore the place of Dramatic Arts in expressing faith.

EXPLORING HAIRSTYLING & AESTHETICS

This exploratory course introduces students to concepts and skills related to hairstyling and aesthetics, including hair, nail, and skin care applications. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

FOOD AND NUTRITION

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

HEALTHY ACTIVE LIVING EDUCATION (Physical Education)

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, and safety / 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. Students will explore topics related to the respect and care of our bodies in light of the Christian moral tradition.

LEARNING STRATEGIES

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.

MUSIC

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. At Holy Cross, students selecting this course will receive a variety of experiences in the following areas: broadening knowledge of music generally, developing reading, listening, writing, and performance skills; developing instrumental capacity in traditional media.

TRANSPORTATION TECHNOLOGY - SMALL ENGINES

This course requires students to build projects and to learn service procedures related to different small engines. Students will learn about measurement systems and methods; the analysis design and construction of a system to convert and make practical use of energy; the function of major system components, the impact of small engine systems on the environment; communication skills and transportation related careers.

VISUAL ARTS

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 a selection of Canadian art and the art of other cultures. Students will explore the place of Visual Arts in expressing faith.