

Course Selection - Academic, Applied or Locally Developed?

	Academic	Applied	Locally Developed
Work Habits	<ul style="list-style-type: none"> <input type="checkbox"/> homework/studying is part of daily routine <input type="checkbox"/> work is performed thoroughly <input type="checkbox"/> completes work on time <input type="checkbox"/> always comes to class prepared to participate and learn 	<ul style="list-style-type: none"> <input type="checkbox"/> homework may require prompting or monitoring <input type="checkbox"/> requires assistance with review and studying for tests <input type="checkbox"/> needs reminders to submit work on time <input type="checkbox"/> occasionally comes to class unprepared to participate and learn 	<ul style="list-style-type: none"> <input type="checkbox"/> daily homework often incomplete <input type="checkbox"/> study skills need to be taught and reviewed on a regular basis <input type="checkbox"/> requires one on one attention to stay on task <input type="checkbox"/> often attends class unprepared
Organizational Skills	<ul style="list-style-type: none"> <input type="checkbox"/> sound time management <input type="checkbox"/> notebook is well organized <input type="checkbox"/> student can balance academics with extra-curricular activities 	<ul style="list-style-type: none"> <input type="checkbox"/> may require assistance with time management <input type="checkbox"/> may require assistance with notebook organization <input type="checkbox"/> usually completes individual tasks in an established time frame <input type="checkbox"/> student can balance academics and extra-curricular activities with assistance and monitoring 	<ul style="list-style-type: none"> <input type="checkbox"/> requires assistance taking notes and organizing time and notebook <input type="checkbox"/> completes work with prompting and extra time provided <input type="checkbox"/> student can balance academics and extra-curricular activities with considerable assistance and monitoring
Learning Styles	<ul style="list-style-type: none"> <input type="checkbox"/> is an independent learner <input type="checkbox"/> can understand abstract concepts <input type="checkbox"/> uses a variety of sources to learn <input type="checkbox"/> takes notes from oral or written presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> works well with instructions, direction and reinforcement <input type="checkbox"/> works well with concrete examples <input type="checkbox"/> enjoys hands on learning <input type="checkbox"/> usually takes notes when prompted during presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> requires structured program which is closely monitored <input type="checkbox"/> often needs to reread text and complete tasks <input type="checkbox"/> requires clear, concise instructions <input type="checkbox"/> responds well to audio-visual support <input type="checkbox"/> requires oral instructions to be limited and repeated
FIRST Post Secondary Destination	<ul style="list-style-type: none"> <input type="checkbox"/> University/College/Apprenticeship 	<ul style="list-style-type: none"> <input type="checkbox"/> College/Apprenticeship/Workplace 	<ul style="list-style-type: none"> <input type="checkbox"/> most Apprenticeships/Workplace

Guiding Principles:

This chart should be used as a guideline. Check the box that best describes the student's habits then use the results to assist you in selecting their pathway.

The student's abilities and efforts should be examined for each subject area. What may be true in English may not be true for math.

Generally, if a student has obtained marks in the high seventies or above in grade 8, the recommendation would be to take academic courses in grade 9.

If lack of academic effort and success is a concern in grade 8, the academic courses with their accelerated pace and increased depth of material covered may not be the appropriate choice.

When moving from grade 9 to grade 10 the students may switch pathways. The one exception is moving from grade 9 applied mathematics to grade 10 academic mathematics where a summer school course is required. Alternately, a student can take MPM1D > MPM2D in their grade 10 year.

Course Types

Academic Courses

- Develop students' knowledge and skills through the study of theory and abstract problems
- Focus on the essential concepts of a subject and explore related concepts as well.
- Course materials are taught at an accelerated pace.

Applied Courses

- Develop students' knowledge and skills through practical applications and concrete examples.
- Focus on the essential concepts of a subject
- Students are given more opportunities to experience hands-on applications

Locally Developed Compulsory Courses

- Available in English, math and science
- For students not working at grade level
- Count as compulsory graduation requirements
- Provides background for grade 10 LDCC or the grade 9 applied courses.
- Helps students develop confidence in their abilities

Open Courses

- Designed to broaden students' knowledge and skills in subjects that reflect their interests.
- One level of study for all students.

Course Selection

Students may:

- Take a combination of Locally Developed, Academic, Applied, and open courses
- In most cases, change between Academic and Applied when moving from grade 9 to grade 10. Math is an exception to the rule (Grade 9 applied to grade 10 academic requires a reach-ahead summer school course. Alternately, a student can take MPM1D > MPM2D in their grade 10 year.)

When selecting courses, students and parents are encouraged to consider:

- Academic abilities (grade 8 marks and teacher comments)
- Interests
- Work habits
- Organizational skills
- Learning styles