



I THINK.

I QUESTION.

I DESIGN.

I CREATE.

I STRUGGLE.

I TRY.

I COLLABORATE.

I SOLVE.

I INVENT.

I REFLECT.

I LEARN.

**GRADE 9
INFORMATION
BOOKLET**



December 2020

Dear Students and Parents,

Welcome to Westlane Secondary School!

We are excited that you have taken the time to visit us and to learn about the great things happening in the halls of our busy school. Regardless of what areas interest you, Westlane has something for you!

Westlane is a school dedicated to providing our students with opportunities for growth and for encouraging our students to take initiatives, to act as responsible community citizens, and to focus on their future career path. Our goal is to help our students further develop their learning skills and to become responsible for their own education. We believe that all students deserve to learn in a climate of openness, acceptance and tolerance. Our mission at Westlane is to provide a disciplined environment enhanced by mutual respect and support, and to graduate students who are lifelong learners, ready for the world of work, college, trade/apprenticeship, and/or university.

We hope that after reviewing the pages in this booklet, you will have a good understanding of the courses we have available for you. Please come and meet us; we have a wonderful team of staff who are committed to helping students be successful. We look forward to seeing you in September 2021 when you join the Spartan Nation as the ***Graduating Class of 2025!!***

Yours truly,

Karen Simpson
Principal



Westlane Secondary School

School Profile

School Population: 610

Westlane Secondary School is a public secondary school within the District School Board of Niagara. Westlane's rich and varied curriculum includes academic and applied level core subjects (Math, English, Science, History, Geography) as well as a vast array of elective courses to meet the interests of all our students (Business, Technology, French, Music, Visual Arts, Social Sciences). Westlane provides its students with a comprehensive offering of college-level courses as well as the university-level courses which are the prerequisites for university admission.

In addition to our excellent academic program, the school offers an abundant array of co-curricular programs in the arts and athletics as well as a variety of other clubs, teams, and activities. We encourage leadership development and service to our school community through student involvement in Student Council and through participation in our clubs, teams, and school-wide events.

Academic achievement and supporting student learning are priorities at Westlane. We expect our students to graduate and go on to either post-secondary education or the workplace as responsible community citizens. For those who are leaving for post-secondary destinations, we help prepare them to leave here with clearly defined goals and pathways.

Graduating Class of 2019

Total Graduates	137
Ontario Scholars (80% + Average)	67
DSBN Gold/Silver Medallions	87
Post-Secondary Studies	70%



Westlane Student Services



Our Team

Head of Guidance: Mrs. S. Bilon

Guidance Secretary: Mrs. P. Vani

Guidance Staff: Mrs. M. Miller

Social Worker: Mrs. Y. Chua

Youth Counsellor: Ms. R. Katzman

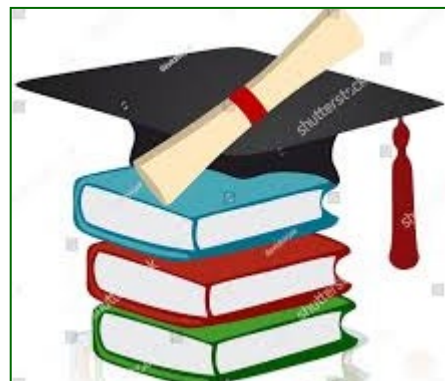
Guidance

We recognize that every student has diverse abilities, strengths, aspirations, and interests. The Guidance Department assists students with making responsible and informed decisions about career choices, course selections, and post secondary planning. Our department is located right down the hall from the Main Office. Students are encouraged to come down and make an appointment with one of our Counsellors.

Our services include:

- Assist with the transition from Grade 8 to Grade 9 through various activities
- Coordinate student participation in “Take Our Kids to Work” Day
- Individual Pathway Planning (Educational and Career Planning)
- Course Selections and Timetabling
- College and University Applications
- Scholarship and Bursary Information
- Leadership Opportunities
- Community Service Opportunities
- Post Secondary Planning- College, University, Apprenticeship or Workplace destinations
- Services from our School Nurse, Youth Counsellor, Social Worker, and Settlement Workers in Schools

Career development refers to the knowledge, skills and attitudes students require to make informed and appropriate choices as they transition successfully from school to work. Parents play a vital role in the career development of their children. To assist the school in this task, parents are asked to familiarize themselves with **Career Cruising**; an Internet-based career exploration and planning tool used by your son/daughter to explore career and post-secondary options and develop a career plan and is accessible through eLearning.



Ontario Secondary School Diploma Requirements



To earn an Ontario Secondary School high school diploma, students must earn the following:

- 30 credits (18 compulsory + 12 electives minimum)
- 40 hours of community service
- Successful completion of the Ontario Secondary School Literacy Test (OSSLT)

COMPULSORY credits include:

- 4 x English (one per grade)
- 3 x Math (one at the senior level)
- 2 x Science
- 1 x Canadian History
- 1 x Canadian Geography
- 1 x Arts (Music, Drama or Visual Arts)
- 1 x Health & Physical Education
- 1 x French
- 0.5 in Career Studies and 0.5 in Civics

COMPULSORY credits also include one credit from each of the following groups:

GROUP 1 An additional credit in *ONE* of the following:

- English or French* or Native language or Classical or International language
- Social Science and the Humanities
- Canadian and World Studies
- Guidance and Career Education
- Cooperative Education**

GROUP 2 An additional credit in *ONE* of the following:

- The Arts
- Business Studies
- Health and Physical Education
- French*
- Cooperative Education**

GROUP 3 An additional credit in *ONE* of the following:

- Computer Studies
- Science (senior level)
- Technology
- French*
- Cooperative Education**

*In Groups 1, 2, and 3, a maximum of 2 credits in French can count as compulsory credits, one from Group 1 and one free *either* Group 2 *or* Group 3.

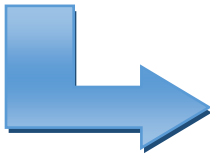
**A maximum of 2 credits in Co-operative Education can count as compulsory credits.

SAMPLE GRADE 9 TIMETABLE			
Time	Period	Semester 1	Semester 2
8:30 am – 9:30 am	1	ENG 1D1 (English)	MPM 1D1 (Math)
9:45 am – 10:45 am	2	CGC 1D1 (Geography)	PPL 1OF/M (Phys. Ed)
10:50 am – 11:50 am	3	MSIP	FSF 1D1 (French)
11:50 am – 12:35 pm	LUNCH		
12:35 pm – 1:35 pm	4	BTT 1O1 (Business)	MSIP
1:40 pm – 2:40 pm	5	AVI 1O1 (Visual Art)	SNC 1D1 (Science)



OPEN courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

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.



Choose **APPLIED** courses if you:

- learn best by “doing”
- are a hands-on learner
- enjoy discussion
- like to see the things you learn connected to real life

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.



Choose **ACADEMIC** courses if you:

- like independent work
- like to complete research to develop ideas
- are good at problem solving and can think creatively
- enjoy digging deep to understand WHY things happen

You are not required to choose all of the same level of courses. Based on the recommendations from your Grade 8 teacher, and input from parents, choose the type of course for each subject that will meet your learning style and post-secondary destination plan.



Community Involvement 40 Hours

ELIGIBLE activities would include:

- activities or events which are a benefit to the greater community
- must be performed outside the regular school day (lunch hours, weekends, after school, or school holidays)
- may take place in a variety of settings: not for profit organizations, public sector institutions, and informal settings
- may be a structured program to promote tutoring, mentoring, visiting, and coaching whose purpose is to assist others
- activities that support the work of a global nature or promotes environmental awareness
- activities with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community
- activities that promote and contribute to the health and well-being of any group, including some school-based activities (only those school-based activities which extend their service to a wider community)



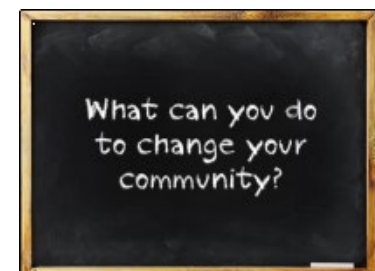
Students can select the Hour Republic logo within their eLearning (D2L) account to learn more about volunteer opportunities, to register, and to input their hours.

Our Guidance Counsellors will visit feeder schools in May to register all Grade 8 students.

What activities are INELIGIBLE?

The Ministry of Education and Training has developed a list of activities that may not be chosen as Community Involvement activities and are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (ie., Co-op Education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch break is permissible
- takes place in a construction, manufacturing, logging or mining environment, if the student is under sixteen years of age
- takes place in a factory, if the student is under fifteen years of age





MSIP Timetable

MSIP (Multi-Subject Instructional Period)

Westlane Secondary School uses an MSIP timetable. MSIP is a 5-period day consisting of four instructional periods of 60-minutes each and one MSIP period, also 60-minutes in duration. The MSIP class is created by reducing the other four instructional periods by 15 minutes each and combining them into one multi-subject instructional period where students are expected to work on their homework and other assignments from their four other classes. Students are permitted to sign out of their MSIP class and “travel” to another area of the school such as the library, computer lab ... where they can receive extra support and help from other teachers as required.



Benefits of MSIP

While MSIP was originally designed to improve timetable opportunities for students, it has ultimately been proven to provide the following benefits for student learning:

- Helps build a sense of whole school community through the multi-grade MSIP classes
- Increased opportunities for cooperative learning among students
- Students become self-directed learners
- Greater advantages to learning through improved academic support
- Reduction of “lost” instructional time due to extra-curricular activities
- Better access to school resources
- Improved timetable; better course availability (fewer conflicts)
- 60-minute classes are more manageable for students
- Students are more focused and motivated
- Improved time management skills
- Improved decision-making skills



Assessment and Evaluation Policy



DSBN Guiding Principles

In compliance with the Ministry of Education's document ***Growing Success***, the District School Board of Niagara implemented an Administrative Procedure for Assessment and Evaluation effective March 2016. Important information for parents and students is as follows:

Purpose of Assessment

- To improve student learning
- To gather information about students' strengths and needs as learners
- To provide timely feedback

Purpose of Evaluation

- the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality
- evidence of student achievement for evaluation is collected over time from three different sources: observations, conversations, and student products

Determining a Report Card Grade

- Evidence is collected through observations, conversations, and student products
- The number of incomplete assignments is tracked
- Evidence of achievement that is available for each overall expectation in a course is examined
- After considering all of the above evidence, teachers use their professional judgement to derive a mark that accurately reflects the student's most consistent level of achievement

Report Card Marks Below 50%

- Marks below 50% reflect a need for additional support to address a student's specific learning requirements
- Under the established DSBN guidelines, the lowest mark to be reported on the provincial report card is 35%. Marks of 35% are accompanied by the following report card comment: '... due to insufficient evidence, this mark is simply a placeholder and does not accurately reflect this student's actual achievement. To be successful ...'.

Meaning and Use of "I" as a Mark

- For Grades 9 and 10, the code "I" may be used in place of an overall grade to indicate that due to circumstances beyond the student's control, insufficient evidence has not been gathered to date to accurately determine a percentage mark.
- When used on the final report card, an "I" indicates that a credit will not be granted until the work is completed at a later date to be determined by the teacher.



Special Education Department



Who Are We and What Do We Do?

The staff in our Special Education Department work closely with the Grade 8 teachers and LRT's throughout the school year to transition students with Individual Education Plans



(IEPs) from elementary to secondary school. Students with an IEP in elementary school will continue to receive support in secondary school. Classroom teachers and the Special Education Resource Teachers (SERTs), Special Needs Teachers and Educational Assistants provide the accommodations as outlined on our students' IEP's. All IEPs are distributed to staff and parents each semester and continually monitored for their effectiveness.

It is the ongoing responsibility of the Special Education staff to assist "identified exceptional" students in the following ways:

- To develop an awareness of each student's abilities and needs;
- To review and implement the student's Individual Educational Plan (IEP) each semester;
- To provide teachers with a list of exceptional students and access to their IEPs each semester;
- To provide a copy of the IEP to students/parents/guardians at the beginning of each school year for review and input;
- To assist teachers in implementing accommodations for students;
- To be an advocate for students;
- To be a school contact for parents;
- To conduct a yearly IPRC meeting which parents are invited to attend;
- To provide a safe, secure alternative learning environment for students to receive support with assignments, reading, writing, tests/exams, EQAO assessments;
- To assist students with the transition to post-secondary education/work.

Tips for Parents from the Special Education Resource Staff

- Call your child's teacher whenever you have questions or information to share. Arranging a time to meet together will help us to better support your child's needs. Ongoing communication with your child's teacher is the best way to ensure your child is successful.
- Be ready and willing to share information about your child with their teacher. Keep notes about such things as allergies, medical problems, changes in the family, interests, sleeping and eating habits. For students with intensive needs, encourage health professionals to document and report your child's needs clearly.
- When speaking to teachers, ask for clarification if you are unclear about information that is being shared with you.
- Maintain a file at home that contains school information about your child such as report cards, individual education plans, assessments and IPRC forms
- Write down your questions or the information you wish to share before you go into a meeting with the teacher so that you do not forget to address all of your concerns.



History of Student Success

Purpose of Student Success Programs

In-School Student Success Team (ISSST) at Westlane

Available Programs and Resources

- Student Success Workroom
- Resource / Special Education Room
- Peer Tutors in Classrooms
- Credit Rescue / Credit Recovery / Credit Completion Opportunities
- Individualized Timetables
- Other DSNB alternative education programs (in-school and out-of-school opportunities available)



ARTS

Music – Vocal & Instrumental

It has been scientifically proven that the repetitive disciplined study of music improves overall cognitive ability. Students that continue to take music throughout their schooling score higher in all areas of academic functioning. It is not the goal in music education to turn students into professional musicians but rather to turn them into better functioning life-long learners. There is no better area of academic focus than music to compliment and supplement every other area of academic pursuit.

The Westlane Music Department has a long tradition of excellence. Students can study music from Grades 9 – 12 in the instrumental or vocal music areas whether they are beginner or experienced musicians.

Grade 9 Program Offerings

AMU 101 Instrumental Music – Beginner
For students with little to no experience on a brass, woodwind or percussion instrument.

AMI 201 Instrumental Music – Experienced
Same as above but this class is for students coming into Grade 9 with 2 – 3 years of previous experience on a brass, woodwind or percussion instrument.

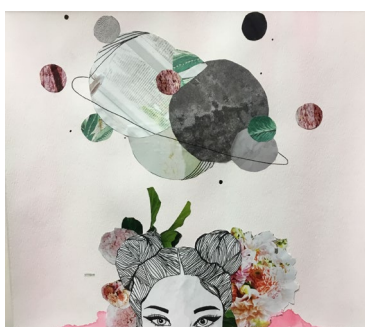


AMV 101 Vocal Music
Open to any Grade 9 student interested in studying vocal music. No previous experience is required however, previous experience is always welcome!

There is over \$61 billion dollars in the music and culture industry in Canada. The career opportunities are endless; the music industry employs engineers, technicians, manufacturing, publicity, managerial and legal professionals to name only a few.

Use your entire brain ... study MUSIC!!

ARTS - Visual Arts



Grade 9 Visual Arts AVI 101

Visual Arts at the Grade 9 and 10 level includes studio work and art appreciation. Within the Visual Arts courses, visual literacy expands into a broader perception – turning seeing into vision, translating reality into symbols and connections and enhancing all other learning experiences. Learning in, about and through visual art helps students use their imagination and make creative choices to communicate their ideas, observations, feeling and values.

Students will:

- Create art works that integrate the fundamental components of design known as elements (colour, form, line, shape, space, texture, and value)
- Explore design principles (balance, contrast, emphasis, harmony, movement, proportion, rhythm and repetition, unity and variety) and use them to arrange design elements to produce visual effects
- Explore the expressive character of art, their personal perceptions of art works, and the elements and principals of design
- Investigate and produce a variety of art works using various media, processes, and traditional and emerging technologies
- Develop skills in using art tools, materials, and techniques thereby enhancing students' abilities to respond to and interpret existing works
- Learn how art works construct and record the history, values, and beliefs of various societies and cultures. Through experiencing a wide range of art works, including pieces of Canadian art, students come to understand and appreciate the range and significance of artistic expressions.

Visual Arts Beyond Grade 9

AVI 201	Grade 10 Visual Arts – Open
AVI 301	Grade 11 Visual Arts – Open
AVI 3M1 / AVI 4M1	Grade 11 and Grade 12 Visual Arts – Mixed – College/University Levels
AWD 3M1 / AWD 4M1	Grade 11 and Grade 12 Visual Design – Mixed - College/University Levels



Business Studies

The Westlane Business Studies curriculum will build strong foundational skills for those students who wish to move on to further study and train in specialized areas, such as management, human resources, finance, international business, marketing, accounting, information technology, computer applications or entrepreneurship. Young people need to understand how business functions, its role in our society, the opportunities it generates, the skills it requires, and the impact it can have on their lives.

Grade 9 BTT 101 Introduction to Information Technology in Business

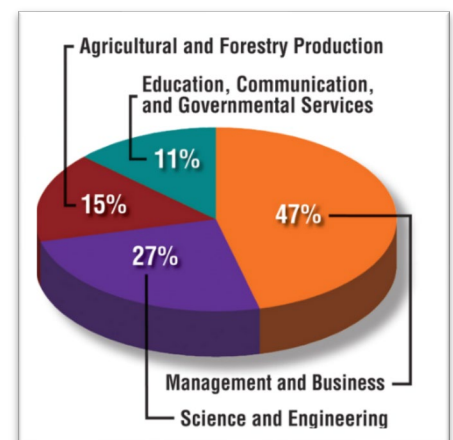
This course introduces students to the use of information technology in a business environment. Students will gain valuable knowledge and insight to cutting edge business technology. A must for all students to help prepare them for their high school career. Students will become proficient at using:

Microsoft Word, Excel, Powerpoint, Publisher 2016	D2L, Google Classroom
Computer Tech Trends and hardware	Twitter, Facebook –Social Media Marketing
Camtasia Studio, iMovie and Animoto —Video	Google Drive
Web page and graphic design— Weebly and Photoshop	TedTalks

Why Consider a Business SHSM in Grade 11?

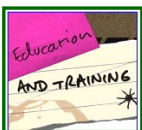
- Build a foundation of business focused knowledge and skills before graduating
- Business is the central pillar of Canada's economy and is bursting with opportunities
- Investigate different fields in business through co-operative education experiences
- Add relevant work experience and certifications to your resume
- Students will attain the credits, skills and knowledge that are critical in the field of business and will be prepared for life in an ever changing world.

Projected job growth between 2010 and 2020



Westlane DECA

Students from all grades and disciplines join DECA and improve their essential work skills. We will be practicing and attending DECA competitions in Marketing, Travel & Tourism, Retail and Apparel Marketing, Finance and other business areas. Through conferences and competitions, DECA instills professionalism and prepares youth to respond to authentic business cases and market demands. Westlane has attended and won at the Regional, Provincial and International levels the past 7 years.



Cooperative Education

What is Cooperative Education?

- Experiential learning for Grade 11 and 12 students
- An opportunity to gain experience in the world of work under the supervision of a teacher and professionals in the community
- Allows students an opportunity to explore a career area with the intent of planning for university, college or post-secondary employment
- Designed for the students to have on-the-job work experience for half-day blocks either in the morning or the afternoon for one full semester
- Students receive TWO credits for this out-of-school experience
- All day co-ops are also available in each semester which allow a student to earn FOUR credits
- Students are monitored regularly by the Cooperative Education teacher and they will receive formal appraisals from their employer at each site
- Westlane participates in the Brock University Science Mentorship Program and the Student Science & Technology Online Research Coop.

Who Can Apply?

- All students who are planning to attend college, university or enter post-secondary employment
- Students who wish to participate in any cooperative education program must select this as an elective on their course selection sheets between their Grade 10 and Grade 11 year

Why Get Involved?

- Discover the variety of options available to you in the world of work
- Enhance your post-secondary application
- Develop employability skills, leadership skills, and an entrepreneurial attitude
- Explore personal interests, abilities, and personal values
- Complete your SHSM diploma requirements (see SHSM section of this booklet)
- Participate in the OYAP (Ontario Youth Apprenticeship Program) earning hours towards your future apprenticeship while you are still in high school!



Who is Part of the Cooperative Education Program?

- Cooperative education is a partnership between education and business, industry, agriculture, labour or community organizations that include students, teachers, parents, employers, and placement supervisors
- Joint planning ensures students are provided with an introduction to career exploration, experiential learning, and career planning

What Can I Do to Prepare?

- Plan your secondary school courses for Grades 9 through 12 carefully by including a co-op component in your pathway
- Speak to the Co-Op teacher (Mr. Mazzone), your teachers and any students who have already participated in the Cooperative Education program for more information





Canadian and World Studies - Geography

Grade 9 Geography

CGC 1D1

Academic

CGC 1P1

Applied

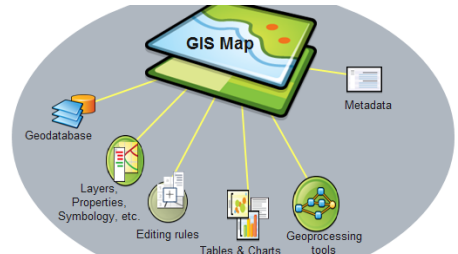
Course Description:

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies (**Geographical Information Systems**), to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Geography Pathways at Westlane:

Grade 9 Canadian Geography CGC 1D1 / CGC 1P1		Grade 11 Forces of Nature and Natural Disasters CGF 3M1 Travel and Tourism: A Geographic Perspective CGG 3O1		Grade 12 World Issues CGW 4U1
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Why Study Geography?

Career Opportunities	GIS (Geographical Information Systems) What is GIS?
 The following are a few examples of careers that students can pursue with a background in geography: Aerial Photo Interpreter, Cartographer-Draftsman, Community Developer, Computer Cartographer, Earth Scientist, Ecologist, Environmental Impact Specialist, Geographic Analyst, GIS Data Base Manager, Hazardous Waste Specialist, Health Care Planner, Land Surveyor, Land Use Planner, Librarian, Map Editor, Map Librarian, Marketing Analyst, Recreational Resource Planner, Regional Planner, Research Analyst, Site Researcher, Soil Scientist, Teacher, Transportation Planner, Urban Planner, Water Resource Specialist.	A GIS stores information about the world as a collection of thematic layers that can be linked together by geography. This simple but extremely powerful and versatile concept has proven invaluable for solving many real-world problems from tracking delivery vehicles, to recording details of planning applications, to modeling global atmospheric circulation. This new computer technology is re-defining the direction of geographical study. 

Canadian and World Studies - History

Grade 10 History CHC 2D1 Academic
 CHC 2P1 Applied

Grade 10 Civics CHV 2OH Open

“Who controls the past controls the future” (George Orwell)

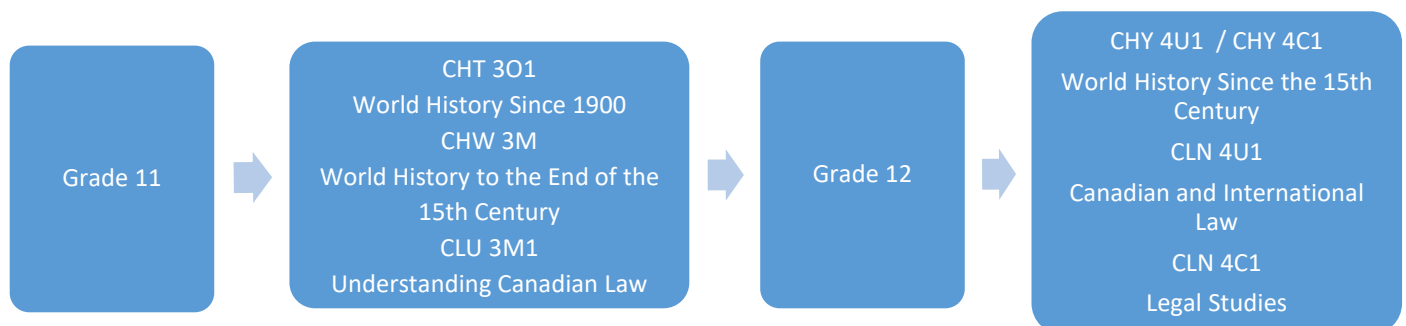
The Westlane history program teaches students valuable skills such as; research, organization, writing, public speaking, and analytical skills. These skills give students the flexibility and transferable knowledge to be successful in **ANY** undergraduate program.

Did you know?

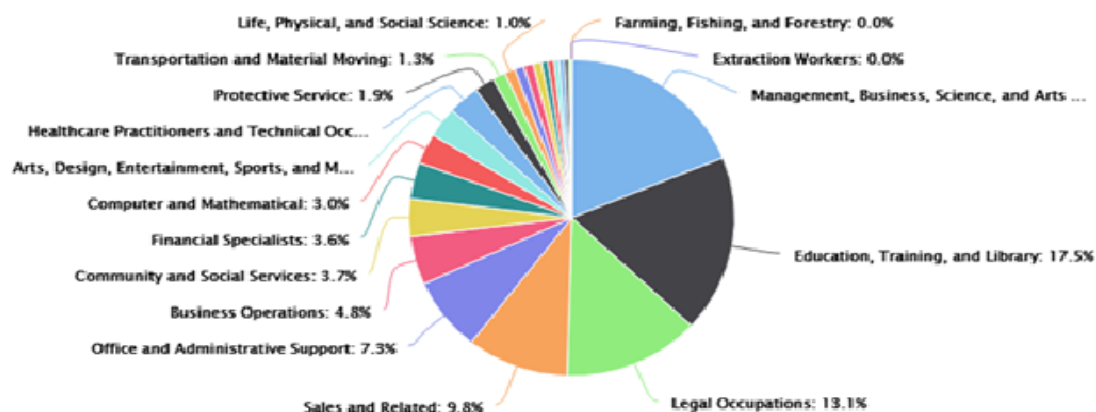
- Understanding past and current cultures is a key component in today’s competitive business market in our modern global world
- Law degrees and Paralegal studies are the single most post-graduation destination for history degrees
- A degree in history is perfect for a career in international relations, museum studies, public administration, politics, journalism, police services, education and so much more

Why consider taking History in grade 11 and 12?

Cultural employment has grown faster than the overall labour force, increasing 50% in the last 25 years.



History Major Career Outcomes



History = Marketable skills that employers value in today’s global economy.

Academic
Applied

This course explores all areas of the English language: analytical reading, prose and poetic writing and various forms of communication. Independent thinking skills are also highlighted. The Academic and Applied levels both incorporate a variety of texts and sources of information including those from current and diverse cultures as well as those from historical periods. An important focus of both courses is the correct and effective use of spoken and written language.

- Studies in Literature and Reading

- Writing

- Media

- Oral Communication

[illegible]

- Creative writing contests
- Public speaking
- DSNB anthology
- Written Word Festival



ESL – English as a Second Language



ESL Teacher: Mr. D. Etherington ESL Itinerant Teacher: Ms. T. Terrick

“At Westlane Diversity Is Our Strength”

Our school fosters a welcoming and inclusive environment. This committed effort from both staff and students results in a dynamic and vibrant school environment that celebrates diversity as an asset and enriches the learning experiences of all.

OVERVIEW OF THE PROGRAM

Westlane’s ESL program is designed to provide English language learners with the knowledge and skills they need to achieve linguistic and cultural competence in English. The ESL classes are designed to help English language learners develop the skills they need to develop proficiency in everyday English and, most especially, the proficiency in academic English that will allow them to integrate successfully into the mainstream school program. The program we offer our English language learners integrates academic language and literacy skills with subject-matter concepts and critical-thinking skills from the very beginning levels of instruction, so that students can gain as much momentum as possible as they progress to full participation in mainstream classes in the various subjects.

PROGRAM SPECIFICS

English language learners in any grade may be placed in appropriate ESL courses depending on learners’ previous experience with English. There are four ESL courses offered at Westlane. The courses are designated according to levels of proficiency in English and literacy development, not by grade. Students progress through their ESL courses into mainstream English courses. Once they have completed ESL D they can move onto ENG1P/1D, ENG 2P/2D, or ENG 3E/4E.

Course	Course Type	Course Code	Credit Value	Prerequisite
ESL Level 1	Open	ESLAO	1	
ESL Level 2	Open	ESLBO	1	ESL Level 1 or equivalent*
ESL Level 3	Open	ESLCO	1	ESL Level 2 or equivalent*
ESL Level 4	Open	ESLDO	1	ESL Level 3 or equivalent*
ESL Level 5	Open	ESLEO	1	ESL Level 4 or equivalent*

*“Equivalent” may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

EXTRA-CURRICULAR OPPORTUNITIES

- Thursday Lunch Fun with Folk Arts
- Duke of Edinburgh Program
- ELL Leadership Program
- ELL and Diversity Art Projects





French Language Studies

Grade 9 French

FSF 1D1

Academic

FSF 1P1

Applied

The following sub-disciplines (strands) of French are studied:

- **Oral Communication** - opportunities both to listen to and to speak French for practical purposes in everyday situations
- **Reading** - will provide students with opportunities to consolidate language learned orally, to build vocabulary, and to develop comprehension skills using materials that are high interest.
- **Writing** - challenge students to think critically and creatively and will help them achieve a fuller and more lasting mastery of the French language.

Why Study French?

- Official language in 33 countries in the world. Over 200 million people around the world understand, speak, read, or write French.
- It is a principal language of diplomacy and of many international organizations.

Personal Benefits of Learning a Second Language

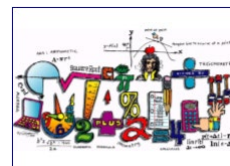
Personal Advantages - Language acquisition enriches one's personal and professional life. It fosters personal growth, a comprehension of a diversity of cultures and people, and helps develop effective use of verbal and non-verbal clues to grasp the meaning of any situation. Students who study a foreign language often have higher test scores in math, reading, and language arts, as many of the skills used in these subjects are reinforced through the acquisition of a second language.

Communicative Competence - can help a person to become a better communicator. Good communicators are able to tell, explain, relate, listen, compare, contrast, discuss, analyze, synthesize, report, and to write effectively. Good communicators are more successful at work and in their personal life.

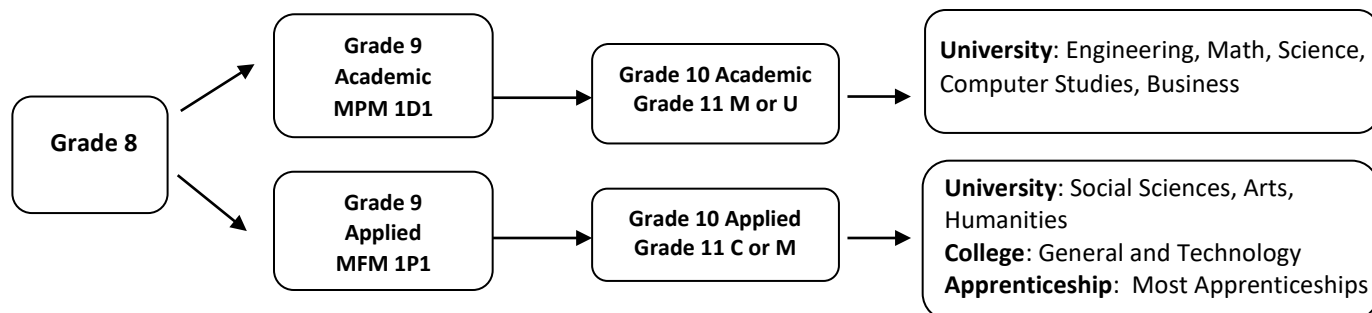
Enhanced Career Choices - Bilingualism is a skill which will increase one's marketability. It is key to employment with the government, diplomatic services, businesses, museums, cultural centres, and the media. In an ever-increasing global economy, multilingualism has become more and more of a necessity. In tourism, the largest industry in the world, second and third language knowledge assists in finding full-time placements.



Mathematics



There are many different options available for choosing a sequence of mathematics courses in high school. The first step is to decide between Grade 9 Applied and Grade 9 Academic mathematics.



The decision between Applied and Academic should be based on learning style, strength of fundamental math skills (operations with integers and fractions, simple algebra and equations), and post-secondary goals.

Choose Grade 9 APPLIED Math if you ...	Choose Grade 9 ACADEMIC Math if you ...
• learn best when you can relate math to real life applications • enjoy using technology and manipulatives to develop math concepts • plan on attending College (non-technology) or University (Social Sciences, Arts, Humanities)	• excel at fundamental math skills (integers, fractions, algebra) • are able to learn through abstract reasoning • plan on attending College (technology) or University (Math, Science, Computers, Business)

The Westlane Math Department provides the following strategies to support your learning and success:

Teaching Expertise

- Westlane Math teachers are routinely called upon to present at local and provincial conferences, develop resources for the School Board, and coach teachers from other schools
- Westlane teachers use a spiraled curriculum in Grades 9 and 10 which has been proven to result in higher achievement and better retention for future mathematics courses.

Technology

- Graphing calculators and software (ie., Desmos) are used extensively
- SMARTBoards in all classes
- Computer Labs: Geometer's Sketchpad, Fathom, Excel, Stats Canada
- Data Collection Devices (ie., motion, force, temperature sensors, clinometers)

Extra Help

- Daily help available during lunchtime 'Math Clinic'
- MSIP – math teachers available every period
- EQAO prep sessions for all Grade 9 students
- Online Homework Help for Grades 9 – 12 in evenings

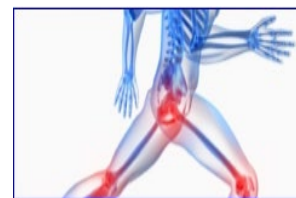
Communication with Parents

- Interim, midterm reports
- Course web sites – Keep up to date with Google Classroom or Schoology
- Email / Phone – Please feel free to contact your child's teacher



Physical Education

(Healthy Active Living)



Grade 9 Health and Physical Education

PPL 1OF / PPL 1OM

Grade 9/10 Hockey Focus Course (Double Credit Course)

PAF 1OH / PAL 2OH

Grade 10/11 Court Sports Focus Course (Emphasis on Basketball)

PAL 2OB / PAL 3OB

Goals of physical education at Westlane:

- To provide an opportunity for physical activity which is essential in developing a fit body and mind
- To develop a positive self-image through activity and commitment
- To provide knowledge of major health and social issues
- To provide knowledge concerning techniques and strategies of various activities
- To promote an on-going lifestyle of health and fitness

This course emphasizes regular participation in a variety of physical activities that promote lifelong, healthy, active living. Students participate in activities designed to develop goal-setting and to improve communication and social skills while learning about personal fitness and physical competence as well as safety and injury prevention. They will also investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco and other drugs.



Available courses in Health & Physical Education:

Grade 9 PPL 1OF/M Healthy Active Living PAF/PAL 1OH Hockey Focus Course	Grade 10 PPL 2OF/M Healthy Active Living PAF/PAL 2OH Hockey Focus Course PAL 2OB Court Sports (Basketball Emphasis)
Grade 11 PPL 3O1 Healthy Active Living PAF 3O1 Personal and Fitness Activities PAL 3OB Court Sports (Basketball Emphasis)	Grade 12 PPL 4O1 Healthy Active Living PAF 4O1 Personal and Fitness Activities PSK 4U1 Introductory Kinesiology

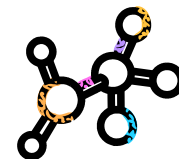
Spartan Athletics

Our Physical Education staff, along with other staff in the building and volunteers from the community, offer a wide range of competitive and recreational athletic clubs and teams including:

- Baseball
- Badminton
- Basketball
- Cross Country
- Curling
- Fitness Club
- Golf
- Boys/Girls Hockey
- Rowing
- Soccer
- Slo-pitch
- Swimming
- Tennis
- Track/Field
- Volleyball



Science



The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. This aim can be achieved by meeting three overall goals for every student:

- to relate science to technology, society, and the environment
- to develop the skills, strategies and habits of mind required for scientific inquiry
- to understand the basic concepts of science

Grade 9 Academic Science SNC 1D1

Students 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 while developing their skills in the processes of scientific investigation. Students will also 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.

Grade 9 Applied Science SNC 1P1

Students develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and apply their knowledge of science to everyday situations while being 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.



Science Courses Available in Grades 9 through 12

Biology **SBI 3U1, SBI 4U1 and SBI 3C1**

These courses study biological systems which prepare students for further study in the various branches of life sciences and related fields.

Chemistry **SCH 3U1, SCH 4U1 and SCH 4C1**

These courses examine modern chemistry through the development of an understanding of its concepts and theories. An emphasis is placed on relating chemistry to daily life, its impact on our society and on the environment.

Physics **SPH 3U1, SPH 4U1 and SPH 4C1**

These courses examine the basic concepts of the laws of physics, the relationship of physics to technology and to our society.

Science **SVN 3M1 and SVN 3E1**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school.

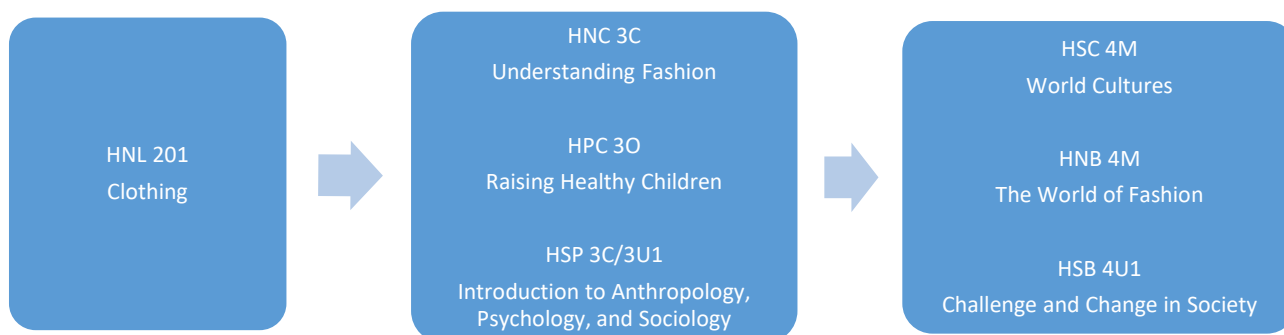
Social Sciences and the Humanities

Although Family Studies and the Social Sciences differ in content and delivery, all of these courses shed light on aspects of culture, and build a foundation for the improvement of society. Skills students gain from taking courses in the Social Sciences are: the ability to examine models of research, problem solve, collect and analyze data, critical thinking, and practice different methods of communication. These skills are valuable assets in today's job market.

Grade 9 Exploring Family Studies (HIF 101)

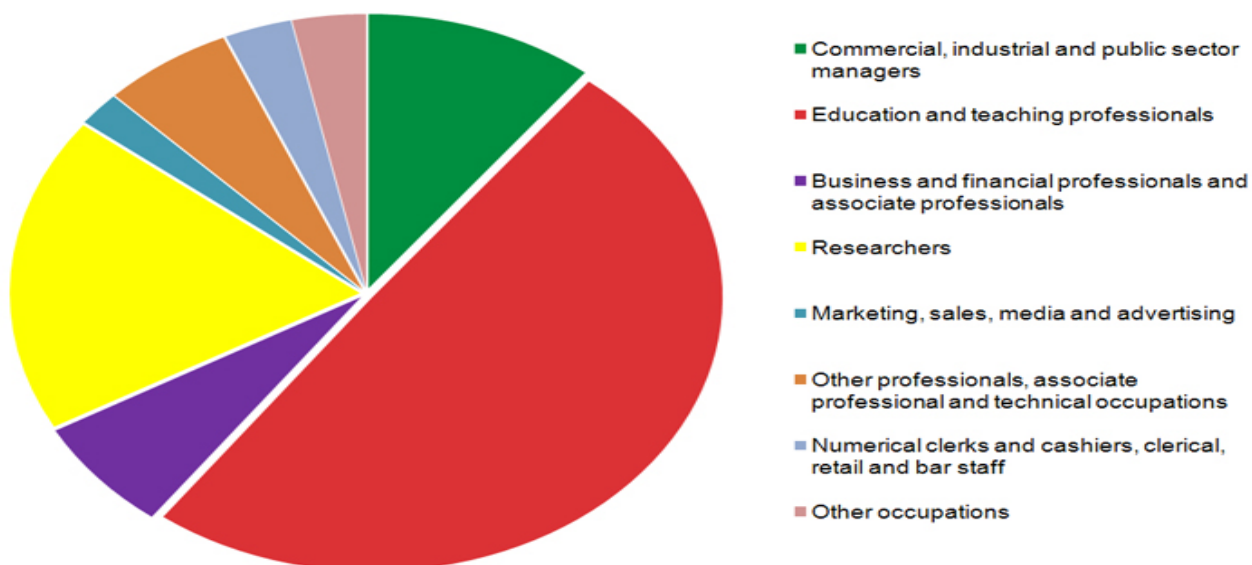
Explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, how to become responsible members of society. Students will explore adolescent development and will have the opportunity to develop interpersonal, decision-making and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Pathways in Social Sciences and Humanities:



Did you know?

- Studying a Social Science or Humanities discipline prepares you for a wide range of possible careers, such as the arts, media, marketing, public administration, education, or politics





Technological Education

Explore Your Interests - Discover Your Future.

why

Why Take Technological Education?

- There is a tremendous demand for technically trained people
- By the year 2025, it is estimated that Canada's skilled labour shortage will reach 1.2 million!
- 40% of all occupations in the year 2025 will be in Skilled Trades!



Exploring Technology (TIJ 101)

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 an opportunity to design and create products and/or provide services related to the various technological areas offered at Westlane Secondary School.

Technological Education Skills Offered In...

- Construction
- Communication Technology
- Computer Engineering
- Design
- Electricity
- Horticulture
- Manufacturing
- Transportation



The journey starts with TIJ101



Specialist High Skills Major Program



what

What is Specialist High Skills Program? (SHSM)

- Allow students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma.
- Assists students in their transition from secondary school to apprenticeship training, college, university or the workplace.
- Enables students to gain sector specific skills and knowledge in the context of engaging, career-related environments and helps them focus on graduation and on pursuing their post-secondary goals.

SHSM Programs available at Westlane

Business • Construction • Horticulture
Information & Communication Technology • Transportation



Explore Your Interests - Discover Your Future.

Speak to your Guidance Department and Visit

DSBN.org/SHSM



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