TABLE OF CONTENTS

SOME TERMS YOU SHOULD KNOW

COURSE CODES: Course codes will be given in the school course calendar for all courses offered by the school.

CREDIT: A credit is granted when a course of at least 110 hours (that is, a regular full-year or full-semester course) is completed successfully.

ONTARIO STUDENT RECORD (OSR): Every Ontario school keeps an official record for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student.

ONTARIO STUDENT TRANSCRIPT (OST): The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

PREREQUISITE COURSES: These are courses that students are required to take before they can enroll in certain courses in Grade 10, 11 and 12.

SCHOOL COURSE CALENDAR: Provides information on school policies; sets out expectations about students' responsibilities, achievement, and attendance; outlines the school's code of student behaviour; and provides a description of the courses offered in the upcoming school year.

SEMESTERED SCHOOLS: Semestered schools are schools that offer courses on a half-year basis. Students normally earn four credits in the first semester, from September to January, and another four credits in the second semester, from February to June.

Lockerby Composite School

Profile 2017-2018

Lockerby Composite School (LCS) is located in the south end of Sudbury within walking distance of Health Sciences North, the Northeast Cancer Centre, Science North and Laurentian University. There are approximately 675 students enrolled in Grades 9 to 12. Our innovative inquiry based curriculum offers more than 170 courses in various pathways.

LCS is a magnet school for students interested in French Immersion and the Science and Technology Education Program (STEP). LCS's 2015-2016 Grade 12 class had 167 graduates. Of this cohort that chose to go on to post-secondary education, there were 43 confirmed college offers and 101 university offers. A total of 92 graduates were recognized as Ontario Scholars and this allowed many of these students to qualify for entrance scholarships. Other scholarship highlights included The National Schulich Leader Scholarship, a Laurentian University President's Scholarship, a Vivre en français Award and a number of athletic scholarships to Canadian and American universities.

Extracurricular Opportunities and Enrichment

LCS offers a rich extracurricular program that includes music and visual arts. The music program is comprised of a Junior and Senior Concert Band and a newly formed Guitar Ensemble. Recent band trips took students to Cleveland, Orlando, Washington and Chicago. Visual art students experiment with a variety of media, from drawing and painting to sculpting and print making. Student talent is celebrated all year round with works displayed throughout our school. Each year, student work is submitted to the Sudbury Art Gallery during the Emergence Art Show, a juried event that displays student art from Sudbury high schools. Visual art is a vital component of our arts programming here at Lockerby.

The English and Humanities Departments offer a wide range of enrichment opportunities. Students interested in reading and writing should consider writing for the Viking Voice (LCS's online magazine), joining the Book Club or participating in NaNoWriMo (National Novel Writing Month). Visiting authors, field trips and visits to Stratford's Shakespeare Festival are among the many opportunities available for the literary minded. Students interested in the humanities will be inspired by the wide range of initiatives available to them. Popular events include GPS Golf, Mock Trial and the Stock Market Competition. This department also offers international field trips each year to destinations in Europe and North America. These activities challenge students and positively impact their personal growth.

EQAO Results

The EQAO Math test is completed by Grade 9 students throughout the province. LCS' results over the last five years indicate that, on average, 55% of the Applied and 87% of the Academic students achieved a level three or higher, matching or exceeding the provincial averages which are 45% at the Applied and 84% at the Academic levels. These results demonstrate that students at LCS have an advantage over other local and provincial schools.

In Grade 10, students write the Ontario Secondary School Literacy Test (OSSLT). Results for the 2015-2016 assessment showed that LCS students had a 94% pass rate compared to 72% at the Board level and 81% at the Provincial level. This was the seventeenth year in a row LCS students placed first in OSSLT results for the Rainbow Board.

Sports

A strong school cannot focus on academics alone. LCS is fortunate to have an excellent extracurricular program. In athletics, students excel in a variety of team and individual sports. In 2015-16, the LCS Vikings won numerous city championships including, golf, swimming, boys' and girls' alpine skiing, boys' nordic skiing, and gymnastics. The Vikes also captured the Northern Ontario Secondary School Athletic Association (NOSSA) championships in swimming, senior girls' volleyball, boys' golf, alpine skiing, and boys' hockey. Several teams continued to showcase their athletic talents at the Ontario Federation of School Athletic Association (OFSAA) level including the boys' hockey team who qualified for the quarter finals. Our state of the art fitness room continues to support our athletes, physical education classes, and students and teachers with an interest in physical fitness.

STEP, STEP Laptop and SHSM

The STEP program has been in existence since 1991 and the secret to its success is that it develops academic excellence through hands-on learning. The program introduces students to unique learning opportunities, and it constantly evolves to meet the changing needs of our society and community. LCS continues to innovate through two Specialist High Skills Major Programs.

The Specialist focus in Health and Wellness offers unique experiences to those who wish to pursue a career in the health sector. Students will examine important health care issues, practice patient care procedures and diagnostic techniques with the aid of advanced equipment. Field trips to and guest speakers from the Sudbury & District Health Unit, Laurentian University, Health Sciences North Main Site and Simulation Lab, Northern Ontario School of Medicine and Laurentian University's Biology/Chemistry Department enrich student experiences. Students also benefit from the certification and awareness training provided for areas such as CPR and First Aid. Lastly, students' knowledge is solidified with a co-op experience that relates to the health and wellness sector.

The Specialist focus in Mining allows students to customize their learning path and gain specialized certifications in seven different areas. Partnerships with Hatch, Laurentian University, Sudbury Integrated Nickel Operations and other companies in the mining supply and service sector, expose students to the world of geology, mineral exploration and mining technology.

Our newest initiative emphasizes the world of design with three Grade 11 STEP courses in Engineering, Interior Design and Environmental Chemistry. In addition, starting in Grade 9, students can now design in 3D and print their objects on one of our four 3D printers. Our brand new S.T.E.A.M. room offers all students a hands-on environment in the areas of Science, Technology, Engineering, Art, and Math. Along with this, Forensics for the Grade 12 students remains a popular course. The renowned LCS STEP program has never before offered students so much choice and opportunity to explore their areas of interest.

With over 500 students enrolled annually, LCS's STEP and STEP Laptop Programs benefit students by providing these unique opportunities. The STEP Program remains the largest and most comprehensive program of its kind in Northern Ontario.

Advanced Placement - AP Capstone

LCS is very excited to launch its AP Capstone program this fall. We are the only school north of Toronto who will be offering this prestigious and advanced curriculum to our students. LCS is one of only twenty-one schools in Canada selected by the College Board to offer the innovative Advanced Placement (AP) Capstone Certificate. AP courses are designed to provide motivated high school students with the opportunity to take university level academic courses while still in secondary school. Our initial offering will include a two-course sequence: AP Seminar and AP Research.

The AP Seminar course will equip students with the power to explore academic and real-world issues through an interdisciplinary lens and consider multiple points of view. Through a variety of materials, from articles and research studies to foundational and philosophical texts, students will be challenged to explore complex questions, understand and evaluate opposing viewpoints, interpret and synthesize information, develop, communicate and defend their own points of view.

The subsequent AP Research course will allow students to design, plan, and conduct a year-long mentored investigation on a topic of their choosing. Students will build on the skills learned in the AP Seminar course by using research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information to present and defend an argument.

AP is the optimum route for university preparation, providing enriched and challenging academic courses that parallel and expand on the material covered in regular courses. In addition to writing high school exams, AP students are evaluated by The International College Board in Princeton, New Jersey, allowing students to gain valuable experience with international exams.

Clubs and Groups

At LCS, it is important to provide a wide range of interesting clubs and committees for which students can take part. The Anti-bullying Committee, Ontario Students Against Impaired Driving, Gay Straight Alliance, Blood Drive Committee, and Me-to-We Club promote activism. The Reach for the Top team, Woodworking Club, Robotics and Investment Club and Yearbook Committee complement a student's career path plans. Other clubs such as the Anime Club and the How Stuff Works Club allow a student to develop their skill set. No matter the interest, there is a club for everyone at LCS.

Charitable events are highly valued at LCS. This school year is special because it marks the 21st anniversary of the *Kids Caring for Kids Cancer Drive*. The annual Cancer Drive continues to play an important role in our community. In 2015-2016 our school raised over $111,000.00. To date, over $830,000.00 has been raised. In addition to our Cancer Drive, LCS supports a number of other charitable organizations. In October, the Me to We Club attended We Day where they were empowered to change the world. The event provided our students with the tools and inspiration to take social action, empower others and transform lives. This past December, our annual Adopt-A-Family supported fourteen families with food baskets, gift cards, and presents. Through the efforts of LCS students and their teachers, these families had a special Christmas. Encouraging students to participate in charitable events builds a caring school and these charitable efforts make a difference to our community.

Clearly, Lockerby Composite School is unique. Statistical information regarding the school proves good things are being accomplished in academics, extracurricular activities and in charitable projects. Students are encouraged to check the school website www.lockerby.net for program details and educational opportunities. Parents and students are invited to attend Lockerby's **Open House** on **Thursday, February 16th, 2017** and/or arrange a personal tour.

A Tradition of Excellence
A Future of Promise

INTRODUCTION

Lockerby Composite School is committed to fostering a caring, challenging and safe environment, which nurtures the intellectual, personal, physical, and social potential of our students. This potential is nourished by a learning atmosphere that supports mutual respect, fairness, understanding, and co-operation among students, staff, and the Lockerby community.

To achieve this goal, a wide variety of English and French courses at all academic levels is available to help students meet their academic needs. Specialized programs in a variety of disciplines provide unique learning experiences that give students the foundation they need to be productive citizens.

Lockerby Composite School is a semester school. A student can take four courses during the regular school day from September to the end of January. Four new courses would begin in February and run till the end of June. There are three formal reporting periods within each semester.

Starting in Grade 9, students make choices about both the subjects and the types of courses that they take. Teachers, counsellors, and parents all work with students to help them make the best possible choices. These choices are based on students' interests, learning styles, preferences, past successes, future goals, and diploma requirements.

The Ontario secondary school program is designed to equip students with the knowledge and skills that they will need for further education and productive membership in the workforce. It also prepares them to become independent and responsible members of society.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

Students starting secondary school work towards an Ontario Secondary School Diploma (OSSD) under Ontario Secondary Schools (OSS). The OSS system is outlined in a series of documents released by the Ministry of Education and Training.

- *Ontario Schools Kindergarten to Grade 12 Policy & Program Requirements 2011* http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf
- *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS),* which outlines all policy related to secondary education in the province of Ontario;
- *Creating Pathways to Success – Policy and Program Requirements, Kindergarten to Grade 12 – 2013*, which provides additional information about guidance education and career choices and exploration for students in secondary school;
- Fifteen *Curriculum Policy Documents,* which outline the requirements for study in each subject available in Grades 9 -12; and,
- *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999,* which outlines the requirements for student assessment, evaluation, and reporting.
- *Policy and Program Memorandum No. 146: Revisions to Credit Requirements to Support Student Success and Learning to 18*

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in unique ways intended to ensure that education is relevant to both the students' needs and interests and to the requirements of post-secondary institutions and employers.

In Grades 9 and 10, students may explore a variety of interests and prepare for their future goals while keeping many options open. In Grades 11 and 12, the senior program is designed to allow all students to choose courses that are linked to their intended post-secondary destinations.

When students move from the elementary panel to the secondary system, they face increased challenges:

- increase in required number of courses
- 4 year program
- literacy test
- completion of 40 hours of community involvement
- rigorous curriculum
- effect of early decisions

Responsibility for planning the student's program is shared by the student, his or her parents, the guidance counsellor, the teachers, and school administrators. The Principal and staff of a school may make recommendations to students and their parents regarding the selection of courses. These recommendations are based on the best information available about the individual student's abilities, achievements, interests, and educational goals. Such advice should be considered carefully because it may have a significant influence on students' selections. Students and their parents have the right to make alternative course selections, but they should be aware of the requirements of the O.S.S.D. Students need not choose all courses at the same level of difficulty. Also, students should note that some subjects support national objectives such as personal fitness and health, and understanding of English and French as official languages, the benefits of multiculturalism, and an awareness of Canada's cultural heritage.

GRADUATION REQUIREMENTS FOR SECONDARY SCHOOL

Ontario Secondary School Diploma (OSSD)

The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are required to complete **30 courses**, each scheduled for 110 hours. **18** of these courses are "**compulsory**"; that is, all students must take specific courses in mandatory subject areas. The remaining **12** courses are "**electives**" which may be selected from many areas of interest.

Compulsory credits include

- 4 English/Français – one credit per grade *
- 1 French as a Second Language / English/Anglais
- 3 Mathematics – at least one in Grade 11 or 12
- 2 Science
- 1 of Grade 11 or 12 Science or Grade 9 – 12 Technology
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts (Music or Visual Arts)
- 1 Physical Education and Health
- 0.5 Civics
- 0.5 Career Studies
- **1 of Group 1** - an additional English credit
  - or French as a second language, **
  - or a Native language,
  - or a classical or an international language,
  - or a social science and the humanities,
  - or Canadian and World Studies
  - or guidance and career education, or cooperative education ***
- **1 of Group 2** - an additional credit in health and physical education
  - or the arts,
  - or business studies,
  - or French as a second language ,**
  - or cooperative education ***
- **1 of Group 3** - an additional credit in science (Grades 11 or 12)
  - or technical education,
  - or French as a second language, **
  - or computer studies,
  - or cooperative education ***

In addition to the compulsory credits, students must complete: 12 optional credits +
40 hours of community service
the provincial literacy requirement

***** A maximum of 3 credits in English as a second language (ESL) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

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

******* A maximum of 2 credits in cooperative education can count as compulsory credits.

+ The 12 optional credits may include up to 4 credits earned through the approved dual credit courses.

The above changes to compulsory credit requirements can be found in *Ontario Schools, Kindergarten to 12 Policy & Program Requirements 2011*. http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf. These revisions to secondary school program and curriculum requirements increase the flexibility and options available for students. They also allow students to create a personalized pathway based on their interests and needs within graduation requirements.

Elective credits
The remaining 12 credits are optional, allowing students to pursue individual interests and meet university, college or work requirements. These credits are selected from available courses.

Credits
A credit is granted when a course that has been scheduled for 110 hours is successfully completed. "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of curriculum expectations. Planned learning activities include the interaction between the teacher and the student as well as assigned individual and/or group work, excluding homework.

Substitutions for Compulsory Courses
In rare cases (with the Principal's permission) there is a need to be flexible and support students so they can obtain their secondary school diploma. To do this, up to three (3) substitutions may be made for a limited number of compulsory credit courses. These substitutions come from the remaining courses offered by the school that meet the requirements for compulsory courses. Credits earned through cooperative education and English as a second language courses may not be used through substitution to meet compulsory credit requirements.

Ministry Approved Credits Taken Outside of School
Students who complete approved Ministry Courses outside of school can have their results added to their high school transcript. This is a common practice for students who complete their Grade 8, Music Conservatory program.

Additional Diploma Requirements

Community Involvement
Students must complete 40 hours of community service in order to achieve their graduate diploma. These hours can begin the summer prior to starting high school. Local charities promote their upcoming activities and this information can be found on the school website and also in the Volunteer binder in Guidance. Parents and students are encouraged to visit http://www.rainbowschools.ca/students/communityhours.php for detailed information about volunteering in our community.

The Ontario Secondary School Literacy Test – OSSLT
Since 1999-2000, all students must successfully complete the OSSLT in order to earn their secondary school diploma. Most students take this test in Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing – up to and including Grade 9. Students who are unsuccessful on the test will have an opportunity to complete remedial assistance to better prepare them for a retake of the test. If upon repeated attempts, a student continues to be unsuccessful on the Literacy Test, opportunities will be made available for the student to take the Ontario Secondary Literacy Course OSSLC. A successful completion of this course will meet the Ministry standard for additional diploma requirements.

Accommodations will be made to ensure that students who are receiving special education programs/ services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT. Accommodations may come in alternative forms of print or extra time but the actual content of the secondary literacy test is never altered. Some students may benefit from a **deferral** of the test. Deferred students may include students registered in English as a second language course or students who have not yet acquired the level of proficiency in English required for successful completion of the test. Lastly, **exemptions** will be made for students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma. Before an exemption can take place, parental consent and approval from the principal must be obtained.

Adjudication
To prepare for the OSSLT all Grade 10 students participate in a school based review process to ensure they are prepared for the demands of the test. Strict guidelines are followed for the adjudication of the OSSLT.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted on request to students who leave school before earning the OSSD, provided that they have earned a **minimum of 14 credits**, as follows:

- 2 English
- 1 Canadian geography **or** Canadian history
- 1 mathematics
- 1 science
- 1 health and physical education
- 1 arts **or** technological education
- 7 optional credits selected from any available courses in the school

The provision for substitution for compulsory credits applies to the OSSC.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This Certificate is a useful means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school. A student may return to school or take additional credit courses after having received the Certificate. The student's transcript (OST) will be updated, but a new Certificate will not be awarded when the student leaves again. A student who receives the Certificate and chooses to return to study at the secondary level may earn the OSSC and /or the OSSD after fulfilling the appropriate credit requirements for each.

PATHWAYS

All courses offered at Lockerby Composite School have been developed according to the requirements set by the Ontario Ministry of Education and Training. Lockerby is committed to equal educational opportunities. The courses of study for all subjects are available at the school for parental perusal.

Types of pathways at Grades 9 and 10

Grades 9 and 10 pathways are organized into four types of programs: Academic, Applied, Open, and Locally Developed Credit Courses. All programs build on the Grade 8 curriculum and have rigorous standards. All courses prepare students for study in the senior grades.

Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily, not in the level of skill required, but in the kinds of problems presented and application of the content and concepts.

Academic Courses
The course content focuses on the essential concepts of the discipline, and explores related concepts. Course delivery develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

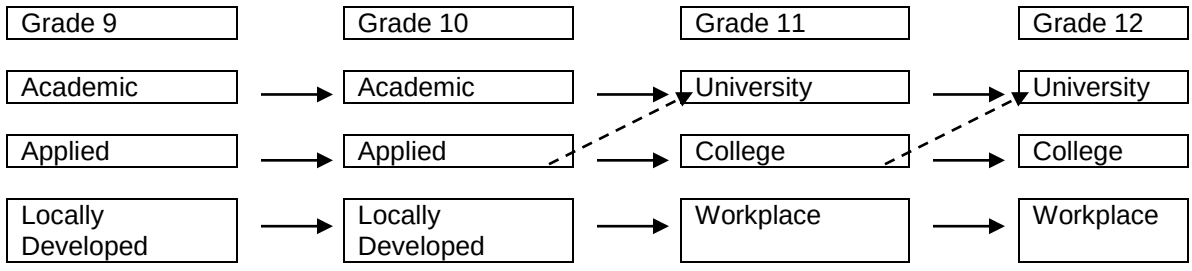
Applied Course
The course content focuses on the essential concepts of the discipline. Course delivery develops students' knowledge and skills by relating to familiar real-life situations and provides students with the opportunity for hands-on applications of the concepts studied with theory to support learning.

Open Courses
These courses have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12, and for productive participation in society.

Locally Developed Courses
These courses have been developed to meet educational needs not met by the existing provincial curriculum. The Ministry has expanded the courses available in Grade 9. At Lockerby, only English and mathematics are offered. Each of these courses may be counted as a compulsory credit in that discipline. These courses provide additional support for students who experience considerable difficulties in their studies. There are very strict guidelines for the development of such courses, and all local courses require Ministry approval.

English, Mathematics, Science, Geography, History, and French as a second language are offered as Academic or Applied courses in Grades 9 and 10. Courses in other subjects are offered as Open Courses. Students may select any combination of courses that is appropriate for their individual interests and present and future needs.

CHOOSING AN EDUCATIONAL PATHWAY



(- - - - - - - - - → Transfer course required to change pathways)

Students who are successful in an Academic or Applied course in Grade 9 will have the opportunity to enter either the Academic or Applied course in the same subject in Grade 10. The only exception to this rule is mathematics. A student cannot move from the applied stream to the academic stream in this area of study. A student would have to enroll in a Grade 9 Academic math before he or she could move to the Grade 10 Academic math program. However, students planning to change from one designated stream in Grade 9 to the other in Grade 10 may do so only after consultation with school staff (guidance counsellor, teacher, or administration) and parent/guardian. Grade 10 Academic and Applied courses will prepare students for specific Grade 11 courses, in accordance with the stated prerequisites. Lastly, students who are in the Grade 9 Academic and Applied level may choose to have a combination of both applied and academic classes in their schedule. This rebalancing of one's schedule should only be done in consultation with one's guidance counsellor to ensure a student can achieve the necessary prerequisites required for post secondary. In some cases these changes may not be possible due to timetabling constraints.

Types of pathways in Grades 11 and 12

After Grades 9 and 10, courses are no longer referred to as Academic or Applied. Courses in Grades 11 and 12 are now organized into five types, based on students' future destination. Students may choose from:

- Workplace Preparation Courses (E)
- College Preparation Courses (C))
- University/College Preparation Courses (M)
- University Preparation Courses (U)
- Open Courses (O)

Course codes

Each secondary school course is identified by a six-character code, as illustrated in the chart below:

- The first three characters refer to the subject and specific area of study
- In most cases the fourth character refers to the grade: 1 = Grade 9; 2 = Grade 10
- The **fifth** character refers to the type of course as outlined above:
  D = Academic; P = Applied; O= Open; L=Locally Developed Credit Course
- The **sixth** character is used by individual schools to identify special programs or credits:
  E = Enriched, I = French Immersion, L = a STEP course taught in Laptop format, T = STEP
  F = Female, M = Male, B = Band

EXAMPLES OF COURSE CODES					
Course	**Curriculum Policy Document**	**Subject**	**Grade or Level**	**Course Types**	**School Use**
AVI 1O0	A = Arts	VI = Visual Arts	1 = Grade 9	O = Open	0= 1 Credit
MPM 1DE	M = Math	PM = Principles of Mathematics	1 = Grade 9	D = Academic	E= Enriched
SNC 1DT	S = Science	NC = Science	1 = Grade 9	D = Academic	T = STEP
SNC 1DL	S = Science	NC = Science	1 = Grade 9	D = Academic	L = Laptop
MPM 1L0	M = MATH	PM = Principles of Mathematics	1 = Grade 9	L = Locally Developed Credit Course	0 = 1 Credit

http://www.edu.gov.on.ca/eng/curriculum/secondary/

Course Changes

Course changes can occur in consultation with a counsellor in the Guidance Department. The timelines for these changes are outlined in the school agenda. Before a change can be made in an area of study (moving from Academic to Applied), a parent's signature is required. A parent signature is also required if a course is dropped, such as a Business class. The replacement of a course (moving from Art to Music) does not require a parent's signature and can only be done if there is room in the class. School policy states that all students in Grade 9, 10 and 11 must carry a full course load unless permission has been received by the principal for an adjustment to one's schedule.

PLAR – Prior Learning Assessment and Recognition

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside Ontario secondary classrooms.

PLAR Processes

The challenge process is the process whereby students' prior learning is assessed for the purpose of granting a credit for a course developed from a provincial policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

PPM No.129, "Prior Learning Assessment and Recognition (PLAR):
Implementation in Ontario Secondary Schools" (July 6, 2001)
www.edu.gov.on.ca/extra/eng/ppm/129.html

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

At the start of each semester, students will receive a course profile and/or a course overview for each class they take. In this overview the assessment and evaluation procedures will be explained and students will learn whether they must complete a culminating activity or write a final exam.

The main purpose of assessment and evaluation is to improve student learning. The document, **Growing Success: Assessment, Evaluation & Reporting in Ontario Schools, Grades 1-12** outlines the new methods of assessment and evaluation to be used in the classroom.

http://www.edu.gov.on.ca/eng/policyfunding/success.html

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances, and tests. This information should demonstrate how well students are achieving the curriculum expectations. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement using the provincial curriculum expectations at a given time.

Achievement Levels

Levels or degrees of achievement of the curriculum expectations are presented in achievement charts in each of the curriculum policy documents. The charts are organized into four broad categories of knowledge and skills:

- knowledge / understanding
- thinking
- communication
- application / making connections

The charts contain descriptions of each level of achievement in each category; these categories are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices. They enable teachers to make consistent judgements about the quality of student work and to give clear and specific information about student achievement to parents.

The achievement levels are associated with percentage grades and are defined as follows:

- 80 to 100 % **Level 4**: a very high to outstanding level, above provincial standards
- 70 to 79 % **Level 3**: a high level of achievement, at provincial standards
- 60 to 69 % **Level 2**: a moderate level of achievement, below but approaching the provincial standards
- 50 to 59 % **Level 1**: a passable level of achievement, below the provincial standard
- below 50 % insufficient achievement of the curriculum expectations, no credit granted

Provincial Report Card

The Standard Provincial Report Card includes the following information:

- each subject that the student is studying
- student's mark expressed as a percentage grade, along with the course median
- number of classes missed and times late for class
- student's achievement in six learning skills and Work Habits: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation
- comments by each subject teacher including student strengths, areas for improvement, and suggested next steps, as appropriate
- an indication of the credit(s) granted for each course in which the student's mark is 50% or higher

The report card includes information with respect to a student's Individual Education Plan (IEP), where appropriate. Sections where the student and the parent or guardian can comment on the student's progress so far are included at the end of the mid-term or mid-semester report card.

A summary of credits earned to date, including a breakdown of compulsory and optional elective credits, is provided at the end of the final report card of the semester or year.

http://www.edu.gov.on.ca/eng/document/forms/report/card/reportcard.html

Attendance

Regular attendance at school is critical for student learning and achievement of course expectations. *Ministry of Education* regulations allow for credits to be granted upon the completion of 110 hours of classroom instruction per subject. It is the students' responsibility to communicate reasons for absences. Students who have **more** than **10** unexcused absences may jeopardize their ability to successfully attain a credit.

SUPPORT FOR STUDENTS

Guidance and Career Education

The Guidance and Career Education program is a vital and integral part of the secondary school program. Through the program, students acquire the knowledge and skills they need in order to learn effectively, to live and work co-operatively and productively with a wide range of people, to set and pursue educational and career goals, and to carry out their social responsibilities. This program will be delivered in various ways, including classroom instruction, orientation and exit programs, career exploration activities, and individual assistance and counselling. Students are also required to complete a Grade 10 half-credit course in career studies. Each secondary school has a Guidance or Student Services Department, staffed by specially trained teachers, who are equipped with resources and information related to careers and education opportunities. A Student Success teacher, along with the counsellors, will develop a Grade 8 to 9 transition program and provide struggling students with intervention strategies.

Introduced in September 2013, all students in the secondary panel must produce a web based Individual Pathway Plan (IPP). Using the software myBlueprint, students will be responsible for discovering their strengths, interests and plan their courses related to learning and work. The student's IPP will be reviewed a minimum of twice a year with a teacher and/or guidance counsellor. This IPP planning process will help students develop a fuller understanding of the career/life inquiry process needed for post-secondary planning.

Special Education

Lockerby Composite School recognizes the needs of exceptional students and responds by providing a variety of program options for students who have been identified with special needs. After an IPRC (Identification, Placement, and Review Committee) identifies a student as exceptional, an IEP (Individual Education Plan) is developed and maintained for that student. An IEP may also be prepared for students who are receiving Special Education programs and services but who have not been identified as exceptional by an IPRC. To learn more about the Rainbow School Board's Special Education Advisory Committee (SEAC) parents may refer to the Special Education Parent's Guide pamphlet available in Guidance and may contact the Special Education Department in the school.

http://www.edu.gov.on.ca/eng/parents/speced.html

Credit Intervention Strategies

Today an important focus in education is to improve student achievement by giving specific attention to the individual learner. At Lockerby Composite School, Student Success Teams work closely with the classroom teachers to help provide supports for struggling students. Examples of interventions used to support students are peer tutoring programs, after school remediation, intervention with the home, differentiated instruction and intervention, customized timetables, tracking and monitoring system, assigning of a caring adult, homework contracts as well as other specialized programs provided by the school board.

myBlueprint Education Planner 2.0 (www.myBlueprint.ca/Rainbow)

Plan your steps. Track your progress. Unlock your future.

Did you know?	You can interactively plan your courses, track your progress towards a high school diploma and instantly discover the opportunities available to you entirely online using a resource called myBlueprint! **Ensure you are making the best decisions by following these easy steps:** 1) Visit www.myBlueprint.ca/Rainbow 2) Select our school from the dropdown menu under "New User" and click "Create Account" 3) Select your grade to start planning your future

SPECIAL PROGRAMS

Lockerby Composite School offers thirteen special programs for students.

Co-operative Education

Co-operative education is a unique educational process designed to promote skill development, individual career development and self awareness by means of integrating classroom theory with planned and supervised practical experience in a business, industry or community service organization. This program is available to students in Grades 11 and 12 only.

Credit Recovery

A credit recovery program is available at Lockerby Composite to improve a student's overall credit accumulation. The credit recovery program is developed to address a student's individual academic concerns and promote student success.

Dual Credit Program
Students can earn up to four dual credits toward the 12 optional credits required for an OSSD. This is done by participating in apprenticeship training and post secondary courses offered at Cambrian College. These courses count towards both their secondary school diploma and their post secondary diploma or apprenticeship certification. This program is available to senior students in their final year of schooling.

e-Learning Program
The e-Learning program is not to be confused with Laptop Learning offered through Lockerby's STEP Program. Rainbow District School Board teachers deliver online courses using a learning management system that students can access at school and at home. Students can supplement their timetable with an online course, giving them greater flexibility and choice in completing their secondary school diploma. Students can take courses that are not available at their home school or not accessible due to scheduling conflicts. The online courses provide a new learning option for students – one that maximizes the use of technology. e-Learning courses are very interactive. A wide variety of technology is used to support online learning, including electronic whiteboards, chat rooms, e-mail, and discussion groups. Contact your Guidance Department for the current list of e-Learning courses offered by Rainbow District School Board.

Enrichment
Enriched classes are offered within STEP. These courses are designed to challenge the students with special topics, independent study, and research projects. Students will be invited to enter these programs based on academic success. Students are encouraged to check the Lockerby Web Page under the heading of Guidance for a list of enrichment activities offered outside of a regular school day.

French Immersion Program
This program is intended for those students who have been in a Grade 8 French Immersion or French Language program. In order to receive a Rainbow District School Board of Education French Immersion Certificate, a student must complete ten (10) credits in French Immersion from Grades 9-12. Four of these credits must be a *français* taught in each grade level.

Ontario Youth Apprenticeship Program (OYAP)
Students must be 16 years of age to participate. This program is ideal for a student who wants to participate in a work experience placement in a skilled trade; develop trade related skills; begin training in a skilled occupation as a registered apprentice.

Continuous Intake Co-Op
This program is for students who have left secondary school short of a few credits and did not complete their Ontario Secondary School Diploma. A key factor to the success of this program is that students do a full day co-op/ OYAP experience and earn four secondary school credits. Students will be able to do their pre-placement activities outside of a regular classroom setting.

Special Status / Elite Athlete Program
This program is designed to suit the needs of exceptional students who are participating in out of school programs such as athletics or other special programs at the provincial, national or international level. Students may see the Guidance Department for details.

Science and Technology Education Program (STEP)
STEP is a specialty program focussing on Science, Technology, Mathematics, and English. It is a successful learning opportunity for talented students in preparation for careers and leadership in the areas of Science, Engineering, Mathematics, Medicine, Design, Business, and Computer Technology. STEP relies on integration of a student's courses for its success, particularly in Grade 9. A detailed description of the programme is outlined on page 13.

Pre-Advanced Placement Program (Pre-AP)
This program prepares students for high intellectual engagement by starting the development of skills and acquisition of knowledge during the intermediate grades. The curriculum provides an engaging and challenging learning environment that utilizes inquiry-based and problem-solving learning strategies.

The specialized curriculum begins with unique opportunities within the STEP program in Grade 9 and continues to include a specialized interdisciplinary course in Grade 10. Students who have met with personal and academic success can then apply for the ***AP Capstone Certificate Program***, which beings in Grade 11.

Specialist High Skills Major – Mining and Health & Wellness
This program enables students to customize their high school experience to suit their interests and talents. It prepares them for successful transitions to apprenticeship training, college, university or employment while meeting the requirements of the Ontario Secondary School Diploma. The major provides an engaging learning environment where students make informed career decisions and gain sector-identified credits, skills, and knowledge.

Summer School Co-operative Education

A summer Co-operative experience is being offered to Grade 11/12 students in the Rainbow District School Board to allow students to earn 1 or 2 credits toward their OSSD. Written assignments will be involved in this program. Pre-employment and integration activities must be completed before July. Preference will be given to students who need only 1 or 2 credits to graduate, or are part of the Specialist High Skills Major program. Enrolment will be limited.

Summer School e-Learning

A variety of summer e-learning courses are available for students in Grades 11 and 12. Students can earn one credit in a 5 week time span. The course offerings vary year to year.

SCHOOL RECORDS

Ontario Student Record

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario school system and moves with the student from school to school. Every Ontario school keeps an OSR for each student enrolled.

The OSR folder contains achievement results, credits earned, and other information important to the education of the student. The OSR is created under the authority of the *Education Act*, and the contents of the OSR are protected under the *Freedom of Information and Protection of Privacy Act*. Parents and the students may examine the contents of the OSR upon request, with the assistance of the principal or designated administrator.

Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The transcript, which is part of the OSR, includes the following information:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the students, with percentage grade obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement; and,
- confirmation that the student has successfully completed the provincial secondary reading and writing test (OSSLT- Ontario Secondary School Literacy Test).

REPORTING STUDENT PROGRESS

Evaluation Policies

Students will receive a detailed evaluation procedure from each teacher. Three reports of students' progress will be sent home each semester:

- Interim – October/March
- Mid-term – November/April
- Final – January/June

A Parent-Teacher consultation evening will be held in October and March of each semester after the interim reports have been sent home.

Subject Promotion

During the academic year, students are evaluated on the basis of tests, projects, essays, or presentations and examinations. When a course is passed (50%) the student receives the credit value as stated in the handbook. Failed courses (below 50%) are given no credit value. Students may repeat a failed option or they may change to another option in the following semester. Compulsory Ministry subjects must be passed.

Viking Scholars

Students who achieve an average of 80% or more on the year's work are designated as Viking Scholars. These students are given special recognition for their achievement at an assembly in October to which parents and families are invited. A full year's work is defined as:

- Grade 9 8 credits
- Grade 10 8 credits
- Grade 11 8 credits

Averages of 79.5% - 79.9% will be rounded to 80%. Eligibility for Viking Scholar recognition will be calculated once per year in June.

Science and Technology Education Program (STEP)

STEP is a specialty program focusing on Science, Technology, Mathematics, Humanities, and English. It is an opportunity for academically motivated students to learn in a unique way as they prepare themselves for careers in the areas of Science, Engineering, Design, Medicine, Business, and Computer Technology.

STEP relies on the integration of Science and Technology courses for its success. Our program emphasizes 'hands-on' learning as opposed to a traditional textbook approach. Students will design, build, assemble, create and manipulate. The teacher's role is that of a facilitator: assisting the student with learning and exploration as opposed to simply providing direct instruction. As a result, in addition to the student acquiring the required knowledge as outlined in the curriculum, the student also acquires a variety of transferable skills.

STEP continues in Grade 10, 11 and 12 with a designated curriculum. Upon the successful completion of this curriculum students receive a **STEP certificate**. This certificate and the student's ongoing portfolio of work may be used in the selection of students for particular programs at the post-secondary levels, such as in engineering and the graphic arts.

Students in STEP are expected:

- to maintain an overall 70% average in each semester of high school;
- to submit all assignments on time; and
- to participate in projects.

STEP has the following objectives:

- to encourage an interest in Science, Technology and how they interrelate in the student's life;
- to give students the opportunity to explore their curriculum in non-traditional ways through the use of inquiry based learning;
- to introduce students to careers related to Science and Technology;
- to assist students in developing their problem solving skills and thinking skills by analyzing, correlating, comparing, experimenting and synthesizing; and
- to develop proper methods of communication and collaboration through written and electronic media.

To achieve these objectives, students in STEP are offered the opportunities to experience:

- traditional science fair projects
- environmental group actions
- enhanced competency with various forms of computer communication
- mentorships with professionals in our community
- the benefits from partnerships with local post-secondary institutions.

STEP students will, if outside the Lockerby area, be **eligible for school bus transportation** according to the policies of the Rainbow District School Board

STEP Certificate Criteria

- Grade 9 - six designated STEP courses, whose codes end with a "T" or an "L"
- Grade 10 - three or more designated STEP courses, whose codes end with a "T" or an "L"
- Grade 11 - choose one of the three specialized tech courses and any two of the sciences whose codes
- end with a "T", L" or "Z"
- Grade 12 - any one of the sciences whose codes end with a "T", "L" or "Z"

STEP Admission

- To be admitted to STEP, a student must have an overall Grade 8 average of 75% (level 3+).
- The applicant must submit:
    1. the enclosed **STEP application form**,
    2. the enclosed **program selection form (PSF-02)**,
    3. a **completed student registration form**, and
    4. a copy of the applicant's first term **Grade 8 report card**.

STEP Laptop Program Option

STEP students who elect the Laptop Learning Option receive instruction using a laptop computer in specially outfitted classrooms with Internet connections, projectors and printers.

Students who elect this option:

- will receive their instruction in Grade 9 in both semesters using their own purchased or privately leased laptop computer, and
- must, in addition to the regular STEP application, complete the enclosed **Grade 9 Laptop Commitment Form**.

Space in the STEP Laptop Learning Option is limited and selection will made from **qualified applicants** on a first come first served basis.

APPLICATION DEADLINE: See page 27 for details on completing the application package. The STEP application deadline is **Tuesday, February 28th, 2017**

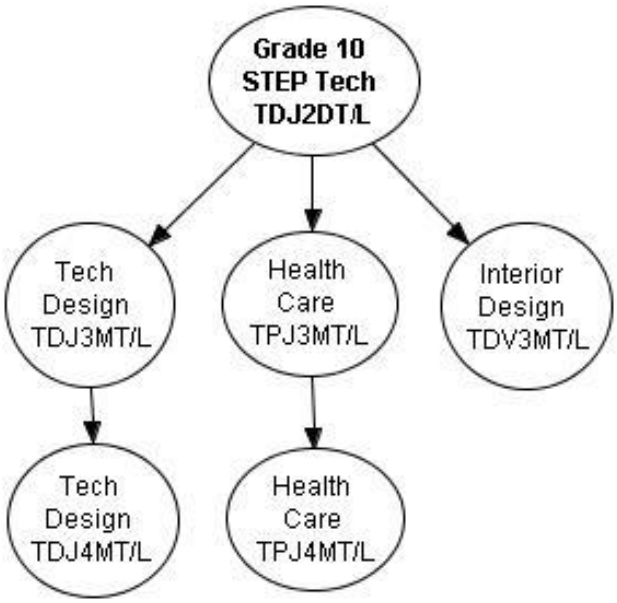
STEP Courses for 2017- 2018

TIJ1OT / TIJ1OL - Exploring Technologies

This course enables students to explore and develop technological knowledge and skills in a variety of areas including web page development, woodworking, transportation, electrical applications, and drafting (AutoCAD). Students will apply the design process to design and build a variety of projects such as solar cookers, balsa bridges, and airplanes. Emphasis will be placed on linking projects to scientific concepts as this course is a mandatory course for students enrolled in the STEP program.

TDJ2OL - Tech Design

This course provides students with opportunities to apply a design process in a variety of new ways. Students will develop 3D design and printing skills. They will also further develop their woodworking skills while learning new skills in graphics/photo editing and film making. This course will prepare students for other technological course options in Grade 11 while linking projects to scientific concepts where possible. This course will fulfill the Grade 10 technological component for students in the STEP program.



TDJ3M - Technological Design (Engineering)

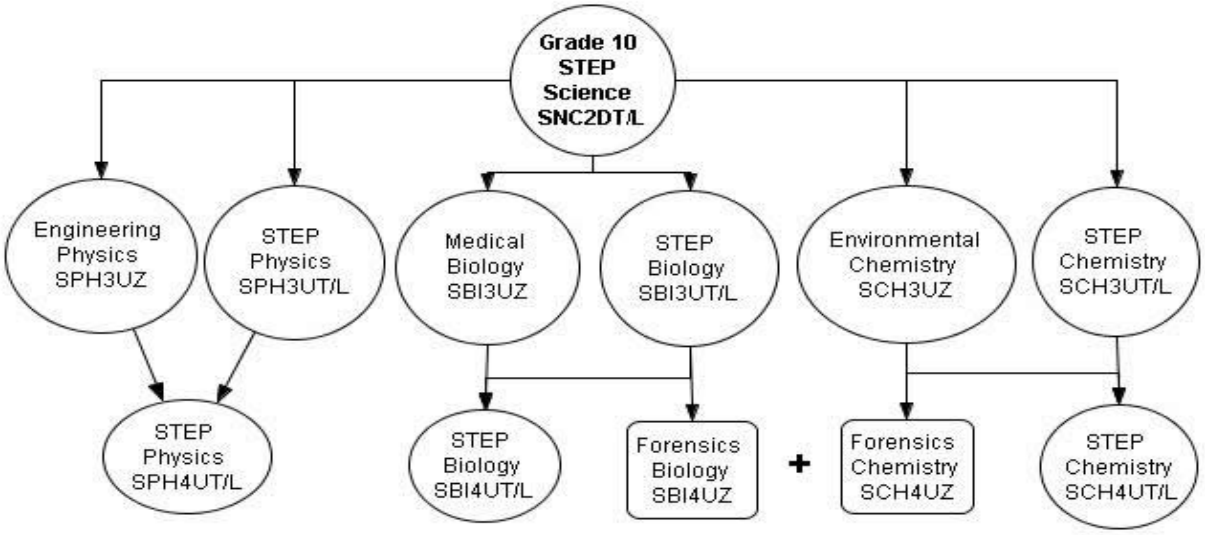
Students will be focused on designing and building solutions to a number of problems that relate to the construction and engineering field. Design projects will compliment the Engineering Physics Course and focus on these key areas: Robotics, Surveying and Road Construction, Deck Design and Construction, Renewable Energy, Mine Design, Catapult Design and Construction, and Crane Design and Construction.

TPJ3M - Health Care

Students enrolled in Grade 11 health care will examine the major body systems, organ donation, spread of infections, age-specific health topics, clinical skills and career options. While covering this content students will also have opportunities to investigate health care topics of interest to them. This is accomplished with the use of a variety of tools such as nursing manikins and guest speakers from the community. This course is an excellent opportunity for students to practice skills that could be useful in a future career in a health care field and explore careers of interest to them. This course prepares students for Grade 12 Health Care.

TDV3M - Interior Design

In this activity based course, students use the elements and principles of design to remodel interior and exterior spaces. Specialized software helps to create virtual models. Students will visit the shop on a regular basis to extend their knowledge of building structures, accessories and finishes. An academic design portfolio will be produced using a variety of media.



SPH3UZ – Physics for Engineers
Engineering is applied science that has engineers using scientific principles to solve real world problems. The new grade eleven physics offering will introduce students to the principles of engineering through the format of SPH 3U. All units will have a special focus on engineering and community members will serve as guest speakers who will introduce students to the various disciplines of engineering.

SBI3UZ – Medical Biology
Students will complete a contextualized course on medical topics to cover the required curriculum for Grade 11 biology. While covering the topics of organ systems students will have an opportunity to work on case-based problems to examine the normal function of an organ and diagnose problems that may arise. They will also have an opportunity to go on related field trips to places such as the Northern Ontario School of Medicine and Laurentian University. This course will introduce students to a possible future in a health care field while also allowing them to be prepared for the Grade 12 biology options.

SCH3UZ – Environmental Chemistry
Environmental chemistry is the study of chemical reactions that take place in nature, with a focus on aquatic, atmospheric and land based ecosystems. The new grade eleven chemistry offering will introduce students to the principles of environmental chemistry through the format of SCH 3U. Students will have the opportunity to analyze and interpret regional chemical findings and seek ways to reduce the impact of human activities on the natural environment.

SBI4UZ - Forensics Biology
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Grade 12 STEP biology will have an emphasis on real life scenarios and interactive forensic activities.

SCH4UZ - Forensics Chemistry
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Grade 12 STEP chemistry will have an emphasis on real life scenarios and interactive forensic activities.

To learn more about Lockerby Composite School and its unique programs check the school website at www.lockerby.net

Laptop Program: Minimum Computer Specifications

Minimum Requirements

Our courses utilize advanced software therefore students will require a PC or Apple computer. Please note that tablets, Chromebooks, and the like are not an adequate substitute for a laptop because they are not capable of running some of the powerful programs we use in our unique program.

Most teachers in our laptop program use a Windows operating system, and teach software applications from that platform. Teachers will do their best to accommodate students with Mac computers by directing them to comparable software downloads.

We recommend a laptop with a screen size of 13" or more and a minimum 4GB of RAM. The processor can be as low as a Core i3. A used laptop meeting these specifications is welcomed. Students will have ample room on the GAFE cloud for storage so hard-drive size is not a critical factor.

We also suggest purchasing an extended warranty and buying or leasing from a local vendor who offers a replacement laptop should yours ever fail.

Accessories

For Health and Safety reasons, laptops must be carried in briefcase-style laptop bags no larger than: 50cm long, 40cm high, 20cm thick**.** Backpack bags are not permitted because for safety reasons, all students must keep backpacks in lockers.

Software

Lockerby uses a wide variety of free, publicly available software in our laptop program, therefore no software purchases are required.

COURSE DESCRIPTIONS – STEP IMMERSION/LAPTOP GRADE 9 September 2017

CGC1DI Issues in Canadian Geography (STEP-Immersion/Laptop)

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, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. This compulsory course must be selected by all Grade 9 STEP Immersion students. Laptop Immersion students will integrate laptop computers with course expectations. The language of instruction is French.

ENG1DL English (Academic – STEP/Laptop)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. STEP students will integrate concepts and computer skills from other STEP courses with English expectations and word processing skills to promote critical thinking and writing skills. This compulsory course must be selected by all Grade 9 STEP Immersion laptop students and will integrate laptop computers with course expectations.

FIF1DI FRENCH (Immersion)

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

MPM1DE (See page 19) Enriched Mathematics

MPM1DL Principles of Mathematics (STEP/Laptop)

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding. This compulsory course must be selected by all Grade 9 STEP laptop students and will integrate laptop computers with course expectations.

PPL1OI Health & Phys. Ed. (Open-STEP Immersion/Laptop)

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. Students will participate in activities designed to develop goal-setting, communication and social skills including: flag football, soccer, fitness, badminton, softball, basketball, volleyball, outdoor activities, ultimate frisbee, and lacrosse. A fee for additional out of school activities such as hiking in Killarney, swimming, and alpine skiing may be necessary. This compulsory course must be selected by all Grade 9 STEP Laptop French Immersion students and will integrate laptop computers with course expectations.

SNC1DL Science (Academic – STEP/Laptop)

This course enables students to 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. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will 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. This compulsory course must be selected by all Grade 9 STEP Immersion Laptop students, and will integrate laptop computers with course expectations.

TIJ1OI Exploring Technologies (Open – STEP/Laptop)

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 the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **This hands-on course offers students project experience in Automotive, Woodworking, Drafting and Computer Technology.** This compulsory course must be selected by all Grade 9 STEP Immersion Laptop students and will integrate laptop computers with course expectations.

It is possible for students who live in the Lockerby School Boundary to take Immersion courses without being part of the STEP program. Contact the Guidance department for details or complete Program Selection Form PSF-01.

COURSE DESCRIPTIONS – STEP ENGLISH/LAPTOP GRADE 9

September 2017

CGC1DL **Issues in Canadian Geography (STEP-English/Laptop)**

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, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. This compulsory course must be selected by all Grade 9 STEP English laptop students and will integrate laptop computers with course expectations.

ENG1DL **English (Academic – STEP/Laptop)**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. STEP students will integrate concepts and computer skills from other STEP courses with English expectations and word processing skills to promote critical thinking and writing skills. This compulsory course must be selected by all Grade 9 STEP Immersion laptop students and will integrate laptop computers with course expectations.

MPM1DE (See page19) **Enriched Mathematics**

MPM1DL **Principles of Mathematics (STEP-English/Laptop)**

This course enables students to develop generalizations of mathematical ideas through exploration of applications, the effective use of technology and abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume and surface area of objects in measurement and apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge and enrich their understanding. This compulsory course must be selected by all Grade 9 STEP laptop students and will integrate laptop computers with course expectations.

PPL10L **Health & Phys. Ed. (Open-STEP/Laptop)**

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. Students will participate in activities designed to develop goal-setting, communication and social skills including: flag football, soccer, fitness, badminton, softball, basketball, volleyball, outdoor activities, ultimate frisbee, and lacrosse. A fee for additional out of school activities such as hiking in Killarney, swimming, and alpine skiing may be necessary. This compulsory course must be selected by all Grade 9 STEP Laptop English students and will integrate laptop computers with course expectations.

SNC1DL **Science (Academic – STEP/Laptop)**

This course enables students to 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. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will 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. This compulsory course must be selected by all Grade 9 STEP Laptop students, and will integrate laptop computers with course expectations.

TIJ1OL **Exploring Technologies (Open – STEP/Laptop)**

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 the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **This hands-on course offers students project experience in Automotive, Woodworking, Drafting and Computer Technology.** This compulsory course must be selected by all Grade 9 STEP English Laptop students and will integrate laptop computers with course expectations.

COURSE DESCRIPTIONS – STEP – GRADE 9

September 2017

CGC1DT — Issues in Canadian Geography (Academic-STEP)

.
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, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. There will be more emphasis on independent and library research as well as computer applications e.g. graphing.

ENGIDT — English (Academic-STEP)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. STEP students will integrate concepts and computer skills from other
STEP courses with English expectations and word processing skills to promote critical thinking and writing skills.

FSF1DT — Core French (Academic-STEP)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. Students will enhance problem-solving, reasoning and creative thinking skills and be encouraged to produce multimedia projects through the use of the Internet, CD Rom media and other software.

MPM1DE — Enriched Mathematics

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This class is for motivated students who enjoy mathematics and want to explore some challenges beyond the course requirements. Students can also prepare for, and write, national mathematics contests for Grade 9.

MPM1DT — Principles of Mathematics (Academic-STEP)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

SNC1DT — Science (Academic-STEP)

This course enables students to 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. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will 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. This compulsory course must be selected by all Grade 9 STEP students.

TIJ1OL — Exploring Technologies (Open – STEP/Laptop)

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 the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **This hands-on course offers students project experience in Automotive, Woodworking, Drafting and Computer Technology.**

COURSE DESCRIPTIONS – GRADE 9 – ACADEMIC

September 2017

ENG1D0 — English (Academic)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

CGC1D0 — Issues in Canadian Geography (Academic)

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, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

FSF1D0 — Core French (Academic)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

MPM1D0 — Principals of Mathematics (Academic)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

SNC1D0 — Science (Academic)

This course enables students to 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. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will 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.

COURSE DESCRIPTIONS – GRADE 9 – APPLIED

September 2017

CGC1P0 — Issues in Canadian Geography (Applied)

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada

ENG1P0 — English (Applied)

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

FSF1P0 — Core French (Applied)

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

MFM1P0 — Foundations of Mathematics (Applied)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

SNC1P0 — Science (Applied)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also 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.

LOCALLY DEVELOPED COMPULSORY CREDIT COURSES

September 2017

ENG1L0 — English

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 locally developed or the Grade 9 applied course. This course is organized by strands that develop listening and speaking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in speaking, listening, reading, viewing, writing and thinking, and they will reflect regularly upon their growth in these areas.

MAT1L0 — Mathematics

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing and oral language through relevant and practical math activities.
Prerequisite: None

COURSE DESCRIPTIONS – OPEN – GRADE 9

AMI1OB — Instrumental Music Junior Band (Open)

This course emphasizes the creation and performance of music **on a traditional concert band instrument** at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.
Note: This credit is achieved through full year co-curricular participation in concert band which takes place outside the normally scheduled school day.
Prerequisite: None

AMU1O0 — Music (Open Elective)

This course emphasizes the creation and performance of music on a **traditional concert band instrument** at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.
Prerequisite: None

AVI1O0 — Visual Arts (Open Elective)

This course is exploratory in nature, offering 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 by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

GLS1O0/GLE1O0/GLE2O0 — Learning Strategies 1: Skills for Success in Secondary School (Open)

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. This course (GLS1O1/GLE1O1/GLE2O1) is not listed on the course selection form. Students will be invited to take this course by recommendation of the principal.
Prerequisite: Recommendation of principal.

HIF1O0 — Exploring Family Studies (Open Elective)

This course 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, and how to become responsible members of society. Students will explore adolescent development and will have opportunities 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.

PPL1OM **Health and Physical Education (Boys)**

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. Students will participate in activities designed to develop goal-setting, communication and social skills including: flag football, soccer, fitness, badminton, softball, basketball, volleyball, outdoor activities, ultimate frisbee, and lacrosse. A fee for additional out of school activities such as hiking in Killarney, swimming, and alpine skiing may be necessary.

PPL1OF **Health and Physical Education (Girls)**

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. Students will participate in activities designed to develop goal-setting, communication and social skills including: flag football, soccer, fitness, badminton, softball, basketball, volleyball, outdoor activities, ultimate frisbee, and lacrosse. A fee for additional out of school activities such as hiking in Killarney, swimming, and alpine skiing may be necessary

TIJ1O0 **Exploring Technologies (Open – STEP/Laptop)**

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 the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and social issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **This hands-on course offers students project experience in Automotive, Woodworking, Drafting and Computer Technology.**

Following pages:

Rainbow District School Board

Secondary Registration Form

SCHOOL NAME: LOCKERBY COMPOSITE SCHOOL **PRINCIPAL:** C. RUNCIMAN

STUDENT INFORMATION

Legal Last Name	Legal First Name	Middle Name	Preferred Name	☐ M ☐ F Gender

Birthdate (dd/mmm/yyyy): _____ **Proof of Age:** ☐ Birth Certificate ☐ Passport ☐ Other: _____

Province of Birth: _____

First Language Spoken: ☐ English ☐ French ☐ Ojibwe ☐ Other: _____

Country of Origin: _____ Date of Entry into Canada (if applicable): _____ YYYY/MM

Status in Canada: ☐ Canadian Citizen ☐ Permanent/Landed Resident
☐ Student Exchange ☐ Student Study ☐ Other: _____

PROPERTY ADDRESS INFORMATION

Street (House #, Building/Block, Street Name) | Apt. # / Suite | P.O. Box | R.R.

City / Town | Province | Postal Code

Home Phone Number: (____) _____ ☐ Unlisted

Mailing Address (only if different from property address)

Street (House #, Building/Block, Street Name) | Apt. # / Suite | P.O. Box | R.R.

City/Town | Province | Postal Code

PARENT / GUARDIAN INFORMATION

Last Name _____ **First Name** _____

Relationship to Student _____

Address (if different than Student) _____

_____

Home Phone ( ) _____ Work Phone ( ) _____

Cell Phone ( ) _____ E-mail _____

Lives with student? ☐ Yes ☐ No

Last Name _____ **First Name** _____

Relationship to Student _____

Address (if different than Student) _____

_____

Home Phone ( ) _____ Work Phone ( ) _____

Cell Phone ( ) _____ E-mail _____

Lives with student? ☐ Yes ☐ No

CHECK BOTH COLUMNS

Student Lives With		Legal Custody Y/N
Both Parents		
Father		
Mother		
Grandparent(s)		
Foster Parent CAS		
Other*		

*Specify: _____

_____

_____

OFFICE USE ONLY

Pupil Number _____ OEN _____

Resident Pupil? ☐ Yes ☐ No **If No** - Tuition Paid By: ☐ Native Education Authority ☐ VISA International Student

Has this student ever been identified through an IPRC process? ☐ Yes ☐ No

CONTINUED OVER.....

1391 Ramsey View Crt., Sudbury, Ontario P3E 5T4 | Tel: 705.522.1750 | Fax: 705.522.0658 | *rainbowschools.ca*

EMERGENCY CONTACTS (OTHER THAN Parent or Guardian)

Call First: Can Pick Up Student? ☐

Relationship _____
Last Name _____
First Name _____
Address _____
Home Phone ( ) _____
Business Phone ( ) _____ Ext.: _____
Cell Phone ( ) _____

Call Second: Can Pick Up Student? ☐

Relationship _____
Last Name _____
First Name _____
Address _____
Home Phone ( ) _____
Business Phone ( ) _____ Ext.: _____
Cell Phone ( ) _____

MEDICAL / HEALTH CONDITION

Doctor Name _____ Phone Number ( ) _____
Health Card _____ Revision Code _____

Allergies and Health Conditions:

_____ Life Threatening ☐ _____ Life Threatening ☐

I, the Parent/Guardian, give my permission to the school to transport my child to a medical facility in case of emergency. ☐ Y ☐ N

EDUCATION

Grade: _____

Previously attended a school in RDSB? ☐ Yes ☐ No

Program(s):

☐ Regular English Program
☐ French Immersion
☐ Arts Education Program
☐ Bilingual Trades Program
☐ Other: _____
☐ Science Technology Education Program (STEP)
☐ International Baccalaureate Program
☐ School of Integrated Technology
☐ College Certificate Program

Previous School Name: _____ **City/Town:** _____ **Province:** _____

Previous School Board Name: _____

FIRST NATION, MÉTIS AND INUIT VOLUNTARY SELF-IDENTIFICATION

Parents/Guardians have the opportunity to self-identify their child(ren) as First Nation, Métis or Inuit. This information will be used to improve the educational outcomes and promote equal opportunity for First Nation, Métis and Inuit students of the Rainbow District School Board. **I am…**

☐ First Nations (off-reserve) ☐ First Nations (on reserve) ☐ Métis ☐ Inuit First Nation: _____

DISTRIBUTION LIST

☐ YES. I would like to be included on the distribution list to receive information from and about my child's school and education, including newsletters, school and Board updates, announcements, event invitations, and other electronic messages which may contain advertising or promotions regarding school fundraisers, field trips, the sale of yearbooks, student pictures, uniforms, books, prom or dance tickets, or other events or activities associated with the school or the community. Consent is being requested in accordance with Canada's Anti-Spam Legislation (CASL). If you have any questions, or if you would like to withdraw your consent at any time, please contact your child's school.

NOTICE OF COLLECTION OF PERSONAL INFORMATION

In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, personal information on this form, and any other correspondence relating to your child's involvement in our programs, is being collected by Rainbow District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2), Sections 58.5, 265 and 266 as amended. The information will be used in accordance with the Education Act and the regulations and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records or for a consistent purpose such as the allocation of staff and resources. Employees will have access to this information to carry out their job duties. The information will also be used for matters related to health and safety or discipline. The Board is required to disclose personal information in compelling circumstances, for law enforcement purposes, or in accordance with any other Act that permits disclosure. This information will automatically be shared among schools within the jurisdiction of Rainbow District School Board for registration purposes. It will also be shared with the Sudbury Student Services Consortium and school bus operators for the purpose of providing student transportation. Questions regarding this collection should be directed to the School Principal.

_____ _____
Parent/Guardian Signature Date

_____ _____
Principal Signature Date

1391 Ramsey View Crt., Sudbury, Ontario P3E 5T4 | Tel: 705.522.1750 | Fax: 705.522.0658 | *rainbowschools.ca*

LOCKERBY COMPOSITE SCHOOL
GRADE 9 PROGRAM SELECTION FORM
2017 – 2018

*****This form is to be used by students living in the Lockerby Composite School boundary.***

NAME _____ FEMALE _____ MALE _____

1. **CIRCLE** the level selection for each of the following **compulsory** courses:

COURSE	LEVEL	GRADE 8 TEACHER RECOMMENDATION
ENGLISH	ENG1D0 - Academic ENG1P0 - Applied ENG1L0 - Locally Developed	Academic Applied Locally Developed
MATH	MPM1D0 - Academic MFM1P0 - Applied MAT1L0 - Locally Developed	Academic Applied Locally Developed
SCIENCE	SNC1D0 - Academic SNC1P0 - Applied	Academic Applied
FRENCH	FSF1D0 - Academic FSF1P0 - Applied FIF1DI - Immersion	Academic Applied Academic Immersion
GEOGRAPHY	CGC1D0 - Academic CGC1P0 - Applied CGC1DI - Immersion	Academic Applied Academic Immersion
PHYS ED	PPL1OM - Boys PPL1OF - Girls PPL1OI - Co-Ed Immersion	

2. **CIRCLE** the selection for **one** of the following **elective** courses:

AMU1O0 Music	AVI1O0 Art

3. **CIRCLE** the selection for **one** of the following **additional elective** courses:

HFN1O Food and Nutrition	TIJ1O0 Exploring Technology

Optional: AMI1OB - Band Credit Open to all students. Band runs all year, outside of school hours. **Circle** if selecting this credit <u>in addition</u> to other 8 selections.

To be completed by the grade 8 teacher or elementary school principal:

Will an IPRC be required? _____ If Yes, identification _____

Student's Signature _____ Parent's Signature _____

Date _____

LOCKERBY COMPOSITE SCHOOL
GRADE 9 STEP PROGRAM SELECTION FORM
2017 – 2018

NAME _____ FEMALE _____ MALE _____

1	Check **ONE** Program Only ► Required Courses Below	**STEP**			
		☐ **Laptop STEP** [2] [3] **Immersion**	☐ **NonLaptop STEP** [2] **Immersion**	☐ **Laptop STEP** [2] [3] **English**	☐ **NonLaptop STEP** [2] **English**
	English	ENG1DL*	ENG1DT	ENG1DL*	ENG1DT
	Science	SNC1DL*	SNC1DT	SNC1DL*	SNC1DT
	Int. Tech.	TIJ1OI*	TIJ1OI	TIJ1OL*	TIJ1OT
	Phys. Ed.	PPL1OI*	PPL1OI	PPL1OL*	PPL1OM/F
	Math	MPM1DL*	MPM1DT	MPM1DL*	MPM1DT
	French	FIF1DI	FIF1DI	FSF1DT	FSF1DT
	Geography	CGC1DI*	CGC1DI	CGC1DL*	CGC1DT
		☐ **Pre-Advanced Placement** Open to all STEP students. Pre-AP curriculum is embedded throughout Grade 9 STEP curriculum. ☐ **MPM1DE-Enriched Math** **Students with a minimum of 85% in 4 Grade 8 mathematical** strands ☐ **AMI10B-Band Credit** Open to all students. Band runs all year, outside of school hours			
2	**All Students:** **Check ONE ► Elective**	**Choose One:** ☐ **AMU1O0 Music Instrumental** ☐ **AVI1O0 Art**			

All students must take eight (8) courses: the required courses (shaded) and one elective.

To be completed by the grade 8 teacher or elementary school principal:

Will an IPRC be required? _____ If Yes, identification _____

Is STEP recommended for this student: Yes _____ No _____

Student's Signature _____ Parent's Signature _____

Date _____

*Course taught using Laptop Computer
[2] Student must also complete STEP Application
[3] Student must also complete Laptop Commitment Form

Lockerby Composite School - STEP Application
2017 - 2018

75% AVERAGE REQUIRED

STUDENT'S NAME: _____

ELEMENTARY SCHOOL: _____ **PHONE**: _____

To the Parent and Student: **Be sure** you have included the following with your STEP application:

1. This ***STEP Application Form***
2. The ***Student Registration Information Form*** (REG-02)
3. The ***Grade 9 Program Selection Form*** (PSF-02)
4. The winter ***Grade 8 Report Card***
5. The ***Laptop Commitment Form*** (for Laptop option)

Parent's Signature: _____ Date:_____

Student's Signature: _____ Date:_____

ALL COMPLETED FORMS WILL BE COLLECTED BY THE ELEMENTARY SCHOOL PRINCIPAL IN THE RAINBOW BOARD AND FORWARDED TO THE PRINCIPAL OF LOCKERBY COMPOSITE SCHOOL.

FOR STUDENTS OUTSIDE THE RAINBOW BOARD, PARENTS ARE RESPONSIBLE FOR SUBMITTING THEIR COMPLETED STEP APPLICATION PACKAGE DIRECTLY TO:

C. Runciman, Principal
Lockerby Composite School
1391 Ramsey View Court
Sudbury, ON P3E 5T4

APPLICATION DEADLINE IS FEBRUARY 28TH, 2017

LOCKERBY COMPOSITE SCHOOL
GRADE 9 LAPTOP COMMITMENT FORM
2017-2018

This form is to be read and signed by parents of students wishing to enrol in the **STEP, LAPTOP OPTION** only.

STUDENT NAME: _____

Students enrolling in the laptop option must have a laptop computer for both semesters of Grade 9. Lockerby Composite School will contact students in May to provide further information on this requirement.

Parents may lease or purchase a laptop from their vendor of choice. The laptop's operating system MUST comply with Lockerby Composite School's specification. Minimum and recommended configurations are listed previously on page 16 (Laptop Program: Minimum Computer Specifications).

E-mail accounts will be assigned to each student.

Laptop computers must be used according to the policies outlined in Lockerby's *Acceptable Computer Use Policy*.

Although not mandatory, students will find Internet access at home useful.

It is Lockerby's intention to provide at least one semester per year of laptop instruction for STEP students in Grades 10, 11, and 12.

To be completed by the Parent:

I wish my daughter/son to be considered for the STEP-Laptop Option at Lockerby Composite School for the 2017-2018 school year. I understand that it is my responsibility to make a laptop available for my son or daughter's use.

Parent's Signature :_____ Date : _____

Return all forms to
C. Runciman, Principal
Lockerby Composite School
1391 Ramsey View Court
Sudbury Ontario P3E 5T4