

The Academic Course Calendar is an important source of information and a planning tool designed to assist parents and students understand high school and post-secondary programs and opportunities. It provides information on assessment and evaluation standards at the school, ways we assist in maximizing student potential and strategies used to support children through the various learning processes. Ontario Ministry of Education requirements regarding the granting of secondary school diplomas (OSSD) are also outlined in the following pages. Finally, you will find a comprehensive list of all the academic courses offered by Crestwood Preparatory College.

Crestwood Preparatory College is a full year, non-semestered, enriched academic program. Students begin with a diverse, experiential program in grades seven and eight, and then are strongly encouraged to take advantage of the variety of opportunities provided at the school in all grades. We seek to teach and inspire a love of learning and emphasize process in all learning stages and modules.

Crestwood offers a full range of courses at the academic and university preparatory levels that meet and surpass Ministry of Education guidelines. Organizational keys, study skills, time management, and effective work habits are worked on daily. Our teachers are instinctively drawn to provide the extra help and support required to master material and concepts. Extra help, academic mentoring, and Guidance support are mainstays at CPC. Our after school programs are an essential part of our purpose and mandate, and we strongly encourage our young people to participate in everything from chess matches to championship basketball games in building their skill levels and personal relationships.

At Crestwood Preparatory College, students are encouraged to achieve to their highest potential, balancing academic, physical and social pursuits within an enriched, structured and disciplined environment. We are committed to academic excellence, while fostering integrity, creativity and responsibility to self and community. We educate adolescents to develop positive personal relationships, to embrace differences of appearance and opinion, to underline daily the importance of civility and the sensitivities required to achieve it, and to grasp the necessity of diligence in realizing one's goals. Students will have the guidance, nurturing and adult role models to inspire their work and efforts on a daily basis.

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ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

COMPONENTS OF ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “**assessment for learning**” and “**assessment as learning**”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, performances, peer and self-assessments, self-reflections, essays, and tests. Teachers will ensure that students’ demonstration of their achievement is assessed in a balanced manner with respect to the four categories and that achievement of particular expectations is considered within the appropriate categories.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on **assessment of learning** that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a

teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The **assessments of learning** occur at or near the end of a period of learning such as a unit of study and address four categories of knowledge and skills. These categories help teachers to focus not only on the acquisition of knowledge but also on the development of thinking, communication, and application skills.

- **Knowledge** – Subject-specific content acquired in each course, and the comprehension of its meaning and significance
- **Inquiry and Thinking** – The use of critical and creative thinking skills and/or processes
- **Communication** – The conveying of meaning through various forms
- **Application** – The use of knowledge and skills to make connections within and between various contexts

LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of a student’s learning. Responsibility, organization and collaboration are lifelong skills that translate beyond the realm of learning into the world of work.

Crestwood Preparatory College examines six skills that help students to become more effective learners. These were determined to be fundamental to the learning process.

Students will be provided with learning opportunities that will develop their skills and work habits. Each Learning Skill is observed and developed by teachers. Specific comments on strengths, areas of concern or ways to move forward will be included on each report card for each subject.

Teachers will consider how well your child performs at each of the following.

- **Responsibility**
 - fulfills commitments in learning environments
 - completes and submits class work, homework, and assignments according to agreed upon timelines
 - manages his/her behaviour
- **Independent Work**
 - monitors, assesses, and revises plans to complete tasks and meet goals
 - uses class time appropriately to complete tasks
 - follows instructions with minimal supervision
- **Collaboration**
 - accepts various roles and an equitable share of the work within a group
 - responds positively to the ideas, opinions, values, and traditions of others
 - builds healthy peer relationships

- works with others to resolve conflicts and builds consensus to achieve group goals
- shares information, resources, and expertise to solve problems and make decisions
- **Organization**
 - creates and follows a plan to complete work and tasks
 - establishes priorities and manages time to achieve goals
 - gathers, evaluates and uses information, technology and resources to complete tasks.
- **Initiative**
 - acts upon new ideas and opportunities for learning
 - demonstrates a willingness to take risks
 - demonstrates curiosity and interest in learning
 - approaches new tasks with a positive attitude
 - recognizes and advocates appropriately for the rights of self and others
- **Self-Regulation**
 - sets his/her individual goals and monitors progress towards achieving them
 - seeks assistance when needed
 - assesses and reflects critically on her/his strengths, needs and interests
 - identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
 - perseveres when facing challenges

ASSIGNMENT AND TEST EXPECTATIONS

Every effort is made to ensure a balance between daily homework, tests and larger assignments. Teachers publish test dates and assignment due dates in Edsby to support students in planning their time accordingly. Parents also have access to this listing to assist in the planning process.

Unless ill, all students are expected to be in class during tests and on presentation days. We also expect assignments to be submitted on time. We ask that parents contact teachers if a student is too ill to write a test or to present his/her work on a scheduled date.

FAILED ASSESSMENT OR NOT MEETING EXPECTATIONS

In the case of a failed assessment or not meeting expectations, the teacher will:

1. Confer with student about the mark to examine preparation, their understanding of the material and to find out if there is any additional info we should know about the writing of this assessment?
2. Determine learning plan moving forward:
 - Teacher and student determine a learning plan include mandatory extra-help, redoing the assignment or completing a new assignment for adjusted marks.
3. Teacher phone/Email call home to inform parents of mark along with next steps that include teacher and student implement plan.
4. A mentor may be assigned to assist the student with their organization, planning and completion of work.

DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with Ministry requirements as outlined in the curriculum policy documents.

Partial credits may be granted for the successful completion of certain locally developed courses.

For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or through community placements related to work experience and cooperative education.

REPORT CARDS

There are four formal report cards. There is an interim report card in early November, a first term report card is issued in early January, the midterm report card is issued in March, and the final report card issued in June.

On the November report card letter grades are used to provide a general range of student achievement and are designed to allow for Teachers, Parents and Administration to address any concerns early in the learning process. All other report cards will contain numeric grades with a 50% being considered a passing grade. Report Cards include grades, subject comments, learning skills, medians, and absences for each course.

DETERMINING A REPORT CARD GRADE

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students’ skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student’s report card grade. The

report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

For all courses at Crestwood Preparatory College, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in Grades 9 to 12 in which the student's final percentage mark is 50 per cent or higher.

ATTENDANCE

Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, Crestwood will ensure that students and their parents are informed about the school's policy on attendance. Where, in the Administrations judgement, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

EXAMINATIONS

Formal examinations are written once a year –June. Students and families will be advised in advance as to the academic weight of each exam. Students in grades 7 – 10 will write one and one half hour exams. Students in grade 11-12 will write two hour exams. A student must complete all of his/her term academic requirements before he/she will be allowed to sit for an exam. Please be advised that examinations will be virtually impossible to reschedule and that holidays must be scheduled with examination periods in mind.

EXTRA HELP

In an effort to further support student learning and to address individual needs, each teacher offer extra help sessions throughout the year prior to the start of classes in the morning and at the end of the day until 4:00 pm. Students are encouraged to seek extra help on a regular basis from their teachers. Teachers will request that students attend these extra sessions when they see a student is struggling with a particular concept or topic.



HOMWORK

The student's homework is his/her responsibility and they should be encouraged to develop independent study skills.

Listed below are some suggestions to help foster independence:

- establish a homework routine and adhere to it
- make sure your child has a quiet place, free of distractions
- check that all assigned work is recorded in the student agenda
- divide assignments into long-term assignments and daily work
- research assignments should be planned into the time frame allowed
- contact the teacher immediately if your child is struggling with the homework
- make sure completed homework is taken back to school.

Good study habits, once established, will enhance your child's learning and success through to university. Time spent now will pay dividends later.

STUDY ENVIRONMENT

- study in a suitable environment
- organize the environment: clear desk
- post test schedule or calendar of test dates; use a bulletin board for reminders; post reminder cards
- remove visual distractions
- provide adequate lighting

TIME MANAGEMENT

- break up large sections of material into manageable bits
- make a study schedule for the upcoming week(s)
- prioritize study time, giving more difficult subject matter more, and perhaps an earlier study time
- study more frequently for shorter time periods (i.e. 20-30 minutes studying followed by a 5-minute break, repeat)
- study earlier in the day if possible and utilize weekend time

READING AND REMEMBERING

- read all notes and text material that will be tested
- recite information to help remember it
- write down main ideas and headings from memory, then check for accuracy
- review class notes nightly

MAKE STUDY SHEETS/REVIEW CARDS

- make jot notes, study sheets, flash cards, Quizlets
- use Mnemonics: such as rhymes, acronyms or silly sentences

TEXTBOOKS

Students are required to purchase all their textbooks each year. The list for textbooks is provided in May of the previous school year. Textbook lists are available on the website and can be purchased from Alpha Textbooks. Opportunities for parents to purchase used books and sell their child's used books are provided in June.

PARENT – TEACHER CONFERENCES

Parent– Teacher Conferences are scheduled in November and January approximately two weeks following each report card. Information on how to book your Parent-Teacher conferences is included with the report card. Parents will book appointments with any of the student's teachers online through Edsby by following the instructions. Parent's may set up additional times to speak with any of their child's teachers as needed.

PARENT INFORMATION SESSIONS

Members of the Administration and the Guidance Department hold several information session throughout the year to provide parents with some insight into the program at Crestwood.



- In the fall, there is a Grade 11 & 12 Parent Session on University Applications that work with the in class student workshops.
- In November, sessions regarding the transition from the Lower School to the College for parents of Grades 5 & 6 students as well as the transition to high school to parents in and 7 & 8 take place.

- In January, a Parent Session for Grade 9 & 10 families takes place discussing course selection and the implications of course choice.

Including parents in the process is an important part of the education process.

REACH AHEAD CREDIT

Under certain conditions, elementary students may “reach ahead” to take secondary school credit courses. The principal of a student's elementary and secondary school may decide, with parental consent, that it is appropriate for students to enroll in one or more secondary courses provided they have demonstrated that all expectations of the Grade 8 elementary curriculum have been met.

At Crestwood Preparatory College there are several possible ‘reach ahead high school credits’ that the students may be enrolled in during Grade 8, provided they have met the Grade 8 curriculum expectations according to the principal and the teachers. The possible Reach Ahead Credits for the Grade 8 students at Crestwood Preparatory College are as follows:

- CGC1D - Geography of Canada, Grade 9, Academic
- TGJ10 – Exploring Communications Technology, Grade 9, Open
- MPM1D – Principles of Mathematics, Grade 9, Academic
- FSF1D - Core French, Grade 9, Academic

COURSE DEVELOPMENT & ACCESS TO COURSES OF STUDY

Crestwood Preparatory College will offer courses based on the curriculum expectations set out in Ministry curriculum policy documents, and may also offer courses that are developed locally.

Crestwood Preparatory College teachers work from course outlines that meet Ministry requirements. In ALL cases, we have enhanced these outlines to allow for more student enrichment as required. These documents, although often long and potentially complicated, are kept on file and are available to parents and students for review purposes.

Students and parents may also access the Ontario Ministry of Education curriculum documents at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>.

WHAT IS THE VALUE IN COMPLETING A SECONDARY SCHOOL EDUCATION?

There is much research, backed up statistically, showing that a secondary school education and the successful completion of a secondary school education have long-term benefits to a student including success in their chosen career, health and wellness and engagement and contribution to their community.

At Crestwood Preparatory College, we see the educational journey that leads to graduation as a component of a lifelong, reflective commitment to becoming the best person possible. It is important to graduate because it's good for you, your family and your community. A person with a high school education is more likely to earn more, to have better health and to have stronger personal relationships than someone who does not complete high school.

WHAT ARE THE RULES ABOUT STUDENTS REMAINING IN SECONDARY SCHOOL?

As per the Ministry of Education:

Every student is required to remain in secondary school until the student has reached the age of 18 or until the student has obtained the Ontario Secondary School Diploma.

At Crestwood Preparatory College, all decisions on course selections rest with the students' parents or legal guardians.

ACCESS TO THE ONTARIO SCHOOL RECORD (OSR)

STUDENTS – Every student has the right to have access to his or her OSR.

PARENTS – The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

EDUCATIONAL PERSONNEL – Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

STUDENT CODE OF CONDUCT

A Student Code of Conduct is designed to assist the student body in the achievement and maintenance of a safe and positive learning environment for every member of our school community. For the most part, the rules governing conduct at Crestwood Preparatory College are determined by the usual and necessary standards dictated by respect, common sense and civility. Violence, verbal abuse, bullying, opposition to legitimate authority, truancy, destruction of school property, improper or profane language, and chronic neglect of duty will not be tolerated at Crestwood Preparatory College.

The following rules apply while on school premises, or any other school related facility during school activities at or away from school, or off the school grounds if the situation is initiated at school or if they affect the climate of the school

regardless of where they take place. Students shall be given due process before any disciplinary action is taken.

A violation of any rule may result in discipline including, but not limited to:

- Detention
- In-School Suspension
- Out-of-School Suspension
- Probation
- Expulsion
- Compensatory payment of damages
- Loss of credit for assigned work or tests
- Assigned work related to the offense
- Loss of other privileges

The Administration will impose disciplinary action based upon the specific facts of each case. In the event that disciplinary action is necessary, the school will inform parents of the offence and the subsequent decision of the Administration, with a view to remedying the problem. In the interest of fairness and a genuine concern for students and staff, the Administration reserves the right to suspend or expel a student depending on the severity of the situation. It is important for families to understand that any disciplinary measure is designed to ensure an orderly, productive and safe environment for all students and staff.

The Headmaster is the final recourse in disciplinary situations and reserves the right to interpret and apply any and all disciplinary rules at his discretion.

Specifics will be found in the Student Code of Contract that students and parents agree to each year at Crestwood Preparatory College.

STUDENT SUPPORT

STUDENT SERVICES

Student Services at Crestwood Preparatory College plays an integral part in supporting the school's mission of ensuring success for all students. Recognizing that all students learn differently and each student possesses different strengths is a focus of the school. This is accomplished in a variety of ways.

At the beginning of the school year, Student Services staff creates or updates the Student Support Plan and learning profile of each identified student. This profile provides a summary of the learner's strengths and needs, as well as any necessary classroom and assessment accommodations. These accommodations relate to how a student learns, the learning environment, or the way in which a student represents his or her understanding of a concept. The learning profile is reviewed with the student's subject teachers at the beginning of the school year and is revisited throughout the year. When necessary, appropriate adjustments are made and communicated to the student, as well as the student's teachers and parents. This information is also presented to each student in order to ensure they are incorporating these strategies and reaching their potential. Students may meet with a member of Student Services at any time throughout the year to get assistance.

MAXIMIZING ACADEMIC PERFORMANCE PROGRAM (MAP Program)

Crestwood Preparatory College enriches the lives of our students with learning approaches and programs that maximize both achievement and post-secondary success. These approaches can be both reinforcement of fundamentals or through added enrichment. Crestwood understands that added student support is essential to the success of each student. This support is both integrated in, and supplemental to, the daily curriculum. The MAP Program provides a supportive environment where students can look for enrichment, overcome academic challenges, embrace opportunities, and meet their individual goals.

There are several components involved in the MAP Program;

- Grade 7, 8 and 9 Support Centres: daily after school homework and academic centres in which teachers assist students in homework, organizational and study related areas. Students are also able to receive peer tutoring in a variety of subjects
- Grade 7 "Integrated Study Skills" Course – part of the regular program and schedule for all grade 7 students.
- Crestwood's ROOTS program provides a smaller class setting for identified students from Grade 7 to 8 who would benefit from a more intensive support-based learning environment. While following the Ministry of Education guidelines mandated for each grade level,

ROOTS is differentiated by pace, volume and strategic skill building.

- Math Tutoring Centre – teacher and peer assistance for all grade levels.
- Reach Ahead Credits – Grade 7 & 8 students have the opportunity to reach ahead in subjects such as Geography, Computers, Mathematics and French allowing them to earn up to 4 high school credits prior to the start of Grade 9.
- Advanced Placement (AP) - Crestwood Preparatory College offers AP opportunities oversee by the College Board. This makes it possible for interested students to complete post-secondary level studies while still in high school. Crestwood offers AP courses in conjunction with, and as an enhancement of, Ontario courses. High school teachers find that AP courses enhance their students' confidence and stimulate their academic interest. University faculty report that AP students are far better prepared for serious academic work.
- Mentoring Programs- regularly scheduled meetings with teachers and mentor groups- more individualized program for students with greater need.

STUDENT OUTREACH

A positive school climate exists when all members of the community feel safe and supported. Crestwood provides a safe schools environment through effective intervention strategies that actively promote Student Success, Mental health awareness, Bullying prevention, and Character education. Teacher and student mentoring programs are in place to address the needs of all students, both academically and emotionally. Crestwood understands that students take in and process information differently. As such, teachers take into account the various learning styles of their student's, academic needs and provide support in the form of teaching accommodations, teaching strategies and extra help through programs such as Maximizing Academic Performance Program and Peer Tutoring. At Crestwood our students feel supported academically, emotionally and socially.

PROGRAMS TO SUPPORT ENGLISH LANGUAGE LEARNERS

Crestwood Preparatory College's ESL program is generally intended to support newcomers. For their first few years in Ontario schools, many English language learners receive support designed to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario:

Our English as a Second Language (ESL) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds.

THE GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career education program is a vital and integral part of the Crestwood Preparatory College program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. This program will be delivered through various means, including classroom instruction, the teacher-adviser program, orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counseling.

The goals of the guidance and career education program are outlined in the policy document entitled *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013*. Creating Pathways to Success sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This is a whole-school program delivered through classroom instruction linked to the curriculum and through broader school programs and activities.

To help students achieve these goals, the content of the guidance and career education program is organized into three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of knowledge and skills needed in getting along with others), and career development (i.e., the development of knowledge and skills needed for setting short-and long-term goals and for planning for the future).

Crestwood Preparatory College has implemented ccPathfinder for the 2013-2014 school year, building on its use of ccSpringboard at all grade levels to ensure students select courses appropriate for university and college programming. This will include individualized online credit summaries to be updated annually, displaying students' progression towards their academic goals. Students will be able to create and modify their high school plan to ensure that it aligns to their life goals and meets graduation requirements for the school. Parents will have access to students' profiles and will be able to monitor their son or daughter with the same intensity as a counselor.

Students will work closely with the program in GLC2O (Careers) through Career Cruising to develop an understanding of career choices and futures. While this is not the beginning of students' work with guidance, it intensifies the one-on-one relationship with the student's counselor who will review his or her online interactions to individualize counseling when meeting with guidance. Reviews of students' progression towards the OSSD are completed throughout the school year,

particularly in January (during course selection) and April (when counselors meet one-on-one with students to discuss postsecondary planning).

Individualized counseling begins in grade 8 where students develop their understanding of credits and the requirements for graduation. Parents are educated through evening workshops, focused to target specific needs of grades-level students. Grade 9 and 10 parents attend an evening in January around course selection and how the selection of appropriate courses is integral to the postsecondary planning process. As well, grade 11 and 12 parents receive informative workshops assisting them with the application process and how to best help foster research at an early age.

The guidance department visits grade 8-11 English classrooms in January for a full-period workshop on course selection, helping students to answer the "What next?" question and explore options. Grade 12 students participate in three workshops (September, October and November) regarding postsecondary applications and they, along with parents, are encouraged to utilize online tools such as eInfo (<http://www.electronicinfo.com>) to research programs, in conjunction with regularly scheduled one-on-one meetings with guidance. This is meant to supplement individual meetings grade 11 students have around postsecondary planning in the spring, meant to inspire research in the summer between grades 11 and 12.

All new students receive intensive feedback on course selection as previous credits achieved (both in- and out-of-province) are reviewed and discussed to help develop plans for the future. Particular attention is paid to students who come from outside the province to ensure they understand what is required for graduation from an Ontario high school, in addition to the prerequisites required for their program(s) of choice.

INTERMEDIATE PROGRAM

Crestwood Preparatory College offers a varied, enriched and experiential program for all its students. This is especially evident in grades seven and eight. We provide an environment that recognizes the emotional and social needs of our learners while encouraging individuality, good citizenship, global awareness and character development. As a school, we don't operate from a "one size fits all" approach. Instead Crestwood Preparatory College differentiates instruction and seeks to meet the individual needs of each student. This approach is in everything we do. We cultivate the passion a child brings with them, or help them to discover one here. Academically, we want our students to be open to different academic subjects and styles of learning. Our staff is constantly checking and enhancing the curriculum – all with an eye on providing students with opportunities to achieve success.

GRADE 7

ARTS

Dramatic Arts
Instrumental Music
Visual Arts

LANGUAGE

English
French
Literacy Support
English as a Second Language

MATH, SCIENCE and TECHNOLOGY

Mathematics
Science
Introduction to Exploring Communications Technology

SELF and SOCIETY

Geography
History
Physical Education

COURSE DESCRIPTIONS FOR GRADE 7

Dramatic Arts 7

Students in Grades 7 focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analysing drama works. At this level, an issues-based focus encourages students to deepen their capacity for empathy and for critical analysis of issues. Because drama is a highly social

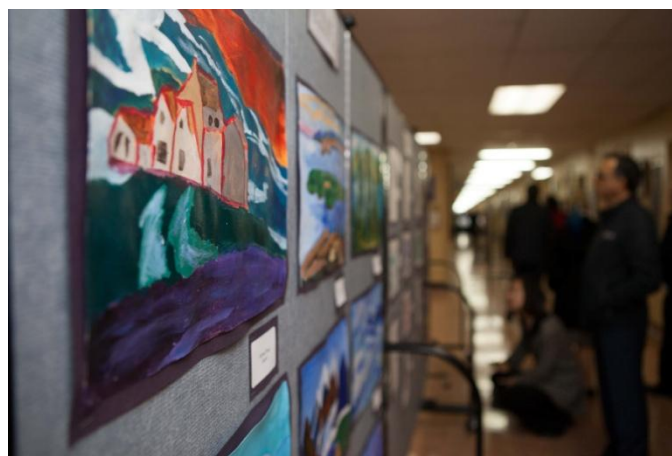
art form, teaching, modelling, and guidance in the development of effective group skills are essential.

Instrumental Music 7

This programme aims to develop an appreciation and understanding of music through playing an instrument in band class. Reading and writing of music and examining the historical context of the music played, help students understand cultural connections.

Visual Arts 7

The Grade 7 art programme is history-based, stressing the viewing and discussion of important works. Studio projects are based on the periods studied and highlight important styles and artists from the Prehistoric to Modern art periods. Students have the opportunity to work with a variety of media. They develop projects using their understanding of the elements of design.



English 7

This course covers the following four areas of study: language, writing, literature and oral communication. Language study involves vocabulary development and the teaching of formal grammar. Within the writing area, students will communicate ideas and information for a variety of purposes, using forms appropriate for their purpose and topic – such as short stories, research compositions, speeches and proposals. In literature, students will read and/or analyze a variety of age appropriate creative work (e.g. novels, short stories, poetry, plays, films). As well each student will be responsible for selecting and reading those novels that will be discussed through in-class book reports. Finally, within the oral communication domain, students will generate ideas for their own speeches before writing, editing and delivering these in a class setting – with the aim of participating in the school's public speaking competition.

French 7

In Grade 7, students listen to and talk about short, oral texts in structured and open-ended situations. They read a variety of classroom and simple authentic materials and communicate information in writing for different purposes. Students identify and use the vocabulary and grammar and language

conventions appropriate for this grade level in oral communication and in reading and writing.

Literacy Support

The purpose of Literacy Support is to provide students with an opportunity to read, write and create with and for understanding. Students will learn effective reading and writing strategies, and apply those strategies across a variety of content areas. This course is specifically designed to support students by improving their literacy skills by providing extra support for students as they venture to improve their reading, writing and oral language skills. These skills are transferable across various course offerings at Crestwood Preparatory College. Students will be assessed through a number of components including written, oral and media assignments.

English as a Second Language

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Mathematics 7

This course covers Mathematical knowledge and skills in detail. The following are highlights of areas the student will be expected to learn in Grade 7: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Science 7

This course includes topics from all scientific disciplines: biology, physics, chemistry, ecology, and design and technology. These are taught through the four strands of the Ministry curriculum: Interactions in the Environment; Form and Function; Pure Substances and Mixtures; and Heat in the Environment. The scientific method, scientific literacy, and research skills are stressed throughout the course.

Introduction to Exploring Communications Technology

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Geography 7

In order to develop a solid foundation of the knowledge and skills required in geography, students in Grade 7 are

introduced to the concepts and methods of geographic inquiry. The curriculum also focuses on physical patterns and how they affect human activity. Students recognize patterns as an essential concept in geography. As well, students examine the various ways resources are used and the environmental implications of their use. Students demonstrate an understanding of the impact technology has on natural resources. As well the study of geography focuses on patterns in human geography, economic systems, and migration. Students explain population distribution and characteristics, and investigate how human activities are affected by these patterns. They examine economic systems and the relationship between Canada and the global community, as well as the major types of migration and factors affecting human mobility



History 7

In Grade 7 history, students will examine social, political, economic, and legal changes in Canada between 1713 and 1850. They will explore the experiences of and challenges facing different groups in Canada during this period, and will compare them to the experiences of present-day Canadians. In this grade, students will be introduced to the historical inquiry process and will apply it to investigate different perspectives on issues in eighteenth- and early-nineteenth-century Canada, including issues associated with the shift in power from France to Britain. Students will learn about various groups that existed in colonial Canada and how they were affected by the conflicts and changes that characterized this period. They will begin to apply the concepts of historical thinking to their study of Canadian history, leading to deeper and more meaningful explorations of life in colonial Canada. Students will also develop their ability to gather and critically analyse evidence from primary sources in order to form their own conclusions about historical issues and events.

Physical and Health Education 7

In physical education, students participate on a regular basis in physical activities that maintain or improve physical fitness. They combine a variety of movements in various games and activities and apply the principles of movement while refining skills. Students relate healthy living to body image and self-esteem. They discuss age-appropriate matters related to sexuality, harassment, personal safety, and peer pressure related to substance use and abuse.

GRADE 8

ARTS

Dramatic Arts
Instrumental Music
Visual Arts

LANGUAGE

English
French
Literacy Support
English as a Second Language

MATH, SCIENCE and TECHNOLOGY

Mathematics
Science
Exploring Communications Technology
(TGJ10 1.0 Ontario School Credit)

SELF and SOCIETY

Geography
(CGC1D – 1.0 Ontario School Credit)
History
Physical Education
Study Skills/Guidance

COURSE DESCRIPTIONS FOR GRADE 8

Dramatic Arts 8

Students in Grades 8 will continue to focus on role play and the development of believable characters as foundational components of both process drama and theatre performance. In addition to role/character, they incorporate the elements of relationship, time and place, tension, focus, and emphasis in drama works they create, and apply their knowledge of the elements in analysing drama works. At this level, an issues-based focus encourages students to deepen their capacity for empathy and for critical analysis of issues. Because drama is a highly social art form, teaching, modelling, and guidance in the development of effective group skills are essential.



Instrumental Music 8

In Grade 8, students continue to develop an appreciation for and understanding of music through playing an instrument in band class. They read, write, and perform from musical notation and examine the characteristics of music of different historical periods.

Visual Arts 8

The Grade 8 art programme builds on the historical knowledge students gained during the Grade 7 course. Studio projects are based on specific artists, and they have the opportunity to develop and create independent projects. Students will continue to work with a variety of media. They study the principles of Colour Theory and the employment of those principles. Students develop projects in paint and clay using their understanding of the elements and principles of design.

English 8

This course covers the following four areas of study: language, writing, literature and oral communication. Language study involves vocabulary development and the teaching of formal grammar. Within the writing area, students will communicate ideas and information for a variety of purposes, using forms appropriate for their purpose and topic – such as short stories, poetry, speeches and literary essays. In literature, students will read and/or analyze a variety of age appropriate creative work. (e.g. novels, short stories, poetry, plays, films). As well each student will be responsible for selecting and reading those novels that will be discussed through in-class book reports. Finally, within the oral communication domain, students will generate ideas for their own speeches before writing, editing and delivering these in a class setting – with the aim of participating in the school's public speaking competition.

French 8

In Grade 8, students continue to listen and talk about simple oral texts in structured and open-ended situations. They express ideas, feelings, and opinions in conversations and discussions, using learned language structures and a variety of vocabulary and expressions. As well, they write in a variety of forms adjusting language to suit the audience. They continue to identify and use the vocabulary and grammar conventions appropriate for this grade level in oral communication and in reading and writing.

Literacy Support

The purpose of Literacy Support is to provide students with an opportunity to read, write and create with and for understanding. Students will learn effective reading and writing strategies, and apply those strategies across a variety of content areas. This course is specifically designed to support students by improving their literacy skills by providing extra support for students as they venture to improve their reading, writing and oral language skills. These skills are transferable across various course offerings at Crestwood Preparatory College. Students will be assessed through a number of components including written, oral and media assignments.



English as a Second Language

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Mathematics 8

This course covers Mathematical knowledge and skills in detail. The following are highlights of areas the student will be expected to learn in Grade 8: Number Sense and Numeration, Measurement, Geometry and Spatial Sense, Patterning and Algebra and Data Management and Probability.

Science 8

This course continues to allow students to increase their scientific knowledge in the disciplines of biology, physics, chemistry, ecology, and design and technology. The students will learn scientific concepts and conduct investigations related to Cells, Systems in Action, Fluids, and Water Systems. Research, experimentation, and scientific literacy remain an integral part of the program.

Exploring Communications Technology TGJ10 (1 Ontario School Credit)

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technology driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Geography of Canada 9 (CGC1D) (1 Compulsory Ontario School Credit)

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 in which to live.

History 8

In Grade 8 history, students will build on their understanding of earlier Canadian history, examining how social, political, economic, and legal changes in Canada between 1850 and 1914 affected different groups in an increasingly diverse and regionally distinct nation. They will explore experiences of and challenges facing Canadians around the beginning of the twentieth century and will compare them to those of present-day Canadians. Students will examine the internal and external forces that led to Confederation and territorial expansion and of the impact of these developments on long-time Canadians, including First Nations, as well as new immigrants. Through an examination of inequalities in the new nation, students will learn that many of the rights and freedoms we have in Canada today are the result of actions taken by people in this era to change their lives. Students will develop their ability to apply the concepts of historical thinking as well as the historical inquiry process, using both primary and secondary sources to explore the perspectives of groups on issues of concern to Canadians from the mid-nineteenth century to the eve of World War I.

Physical and Health Education 8

In physical education, students continue to participate on a regular basis in physical activities that maintain or improve physical fitness. They apply a variety of sport specific skills related to balance, coordination, flexibility, power and speed, and develop various manipulation skills in sport situations. Students consider the adoption of personal goals that reflect the physical, emotional, interpersonal, and spiritual aspects of healthy living. They discuss living skills needed to respond to matters related to sexuality, drug use, and healthy eating habits.



Study Skills 8

This course is designed to provide students entering high school with the tools necessary to be successful students. It will include the teaching of organizational skills, proper use of textbook, study skills, note taking skills, research skills, and the mechanics of writing.