

## **GRADE 8 PARENT FAQs**

### **When is the Gr. 9 program application deadline?**

The application deadline for all programs at LCVI will be **February 6th, 2018, by 4:00 pm**. Applications need to be dropped off in person to Laura Varrette in the Main Office. Applications will be time-stamped. School office hours are 7:30 am – 4:00 pm.

### **What happens if we live 'out of area' and my son/daughter wants to apply?**

Out of area students applying to regular programs will be automatically wait-listed. These students should register and communicate with their home area high-schools, as there is no guarantee there will be a spot at LCVI in September.

### **When will we know if our 'out of area' application has been processed?**

The wait-list will be acted upon during the week before school starts in September.

### **How do we choose the best 'pathway' for my son or daughter?**

The process of discovering the right 'pathway' includes exploration, observation, reflection, and consultation, and may become evident over time. Be reassured the pathway chosen is not 'fixed in stone'. In grade 9, try out a pathway and see if it 'works'. Look at what each pathway requires and has to offer. Observe and reflect on which pathway seems to best fit with your son/daughter's learning style and future goals. Consult your son/daughter and ask what he or she thinks fits best. Your son/daughter's grade 8 teachers are a great resource.

### **How do students plan for taking AP courses?**

Students discuss their plans for their senior years with their guidance counsellor in the winter of grade 10.

### **What is the best determinant of success in high-school?**

Students in ALL pathways must come to the realization that focusing on their learning skills ultimately will be sole route to their success in high-school and in their post-secondary lives.

By grade 11 the density and complexity of the curriculum outstrips almost all students' natural ability. Therefore, Grade 9 and 10 are key years for students to work on the foundation of their learning skills, so that they will have the wherewithal and grit to meet and surpass expectations in their senior credit courses, college, university, and the world of work. Moreover, they will be able to balance their volunteer work, extra-curriculars, and any other demands on their time with greater confidence and expertise. During the process of post-secondary application, colleges and universities do not see the final numerical grades for any grade 9 or 10 courses. These junior years are critical for students to solidly figure out their learning skills in preparation for their senior courses. It is worth the time and struggle. Remember: *The numerical grades will take care of themselves, if the learning skills are truly in order.*

As well, students need to be encouraged primarily to develop, and foster their learning skills as part of their approach to life for coping strategies, personal growth and future achievement.

## What are these learning skills and what do Teachers look for from students?

<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Fulfills commitments in learning environments</li> <li>• Completes and submits class work, homework, and assignments according to agreed upon timelines</li> <li>• Takes responsibility for and manages his/her own behaviour</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process to complete for completing work and tasks</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals</li> <li>• Identifies, gathers, evaluates and uses information, technology and resources to complete tasks.</li> </ul>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals</li> <li>• Uses class time appropriately to complete tasks</li> <li>• Follows instructions with minimal supervision</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of the work within a group</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions Works with others to resolves conflicts and builds consensus to achieve group goals</li> <li>• Shares information, resources, and expertise to solve problems and make decisions</li> </ul>
<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Acts upon new ideas and opportunities for learning</li> <li>• Demonstrates a willingness to take risks with his/her learning</li> <li>• Demonstrates genuine curiosity and interest in learning</li> <li>• Approaches new tasks with a positive attitude</li> <li>• Recognizes and advocates appropriately for the rights of self and others</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Sets his/her individual goals and monitors progress towards achieving them</li> <li>• Seeks assistance when needed</li> <li>• Assesses and reflects critically on her/his strengths, needs and interests</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals Perseveres when facing challenges</li> </ul>

### Can program pathways be mixed depending on the subject area?

The timetable does not always allow for a hybrid of pathways. However, with planning and communication in partnership between students, parents and Student Services, a hybrid of courses may be possible.

### Can the Academic Arts Enriched and the Challenge Programs be mixed?

In grades 9 & 10, the timetable does not always allow for a hybrid of these programs. All students may choose Arts courses for their specific option areas. In the senior years of grade 11 & 12, all students may opt for the Advanced Placement Program in their chosen subject areas.

### When are the interviews for Gr. 9 Academic Arts and/or Gr. 9 Challenge programs?

Interviews for the Academic Arts and Challenge programs will take place **February 12<sup>th</sup> – 16<sup>th</sup>, 2018**. Parents/Guardians of students who have applied to either AAEP or Challenge BY the deadline will be called after February 5<sup>th</sup> to inform them of their son/daughter's interview slot time. (\*NB Anyone who applies after the deadline will automatically be placed on a waiting list. If there are spaces AFTER the first round of interviews, there may be a second round to place anyone on the wait-list. The second round of interviews is always in the last week of August.)

## **What is the purpose of the interview process for these programs?**

All students wishing to be considered for placement in either the Academic Arts Enriched or Challenge Programs will be interviewed. To ensure equity for all students, anyone inside or outside the Limestone District School Board has an opportunity to apply for one of these programs, whether they have had previous experience with specialized programming or not. This process allows students to showcase their capacity at the grade 8 level in these specific areas, as well as their personal goals and motivations. Seats are limited. The interview process is meant to be a dialogue between the student and relevant members of our LCVI support team to ensure the best fit for each student who applies.

## **What should my son/daughter do to prepare for the interview for the Academic Arts Enriched Program?**

Interviews are 15 minutes in length.

1. Students should bring a covering letter with them that introduces who they are, what their interests are, what they hope to gain from the program, and what they hope to bring to the program.
2. If unavailable previously, students should bring their most recent report card.
3. Students should be prepared to answer questions from a panel of interviewers based on their interests, goals, and current activities.
4. Students should prepare ONE demonstration of their preferred arts area. This demonstration could be a dance, a monologue, a reading of original creative writing, a visual art portfolio (a variety of media are encouraged), or a brief instrumental performance. (\*NB If supporting technology or equipment is required for the demonstration, students must request specifically what their needs will be when they are notified of their interview time/date. Eg. Piano, Drum kit, SMART Board etc.)
5. Students should be prepared to ask questions of the panel.

## **What should my son/daughter do to prepare for the interview for the Challenge Program?**

Interviews are 15 minutes in length.

1. Students should bring a covering letter with them that introduces who they are, what their interests are, what they hope to gain from the program, and what they hope to bring to the program.
2. If unavailable previously, students should bring their most recent report card.
3. Students should be prepared to answer questions from a panel of interviewers based on their interests, goals, and current activities.
4. Students should bring a piece of their academic work of which they are particularly proud, and be prepared to discuss the effort and process that went into creating it. If relevant, students may bring medals, awards, & certificates of recent (grade 7 or 8) accomplishments.
5. Students should be prepared to ask questions of the panel.

## **Who is on the panel?**

The panel may be comprised of the Coordinator for Academic Arts, Challenge, & AP Programs, an administrator, and relevant subject teachers.

## **Is busing available for the specialized programs?**

Busing is available for each of the specialized programs and is arranged through the Tri-Board Transportation Service. An application form for busing is included in the application package.

## **What happens if my son/daughter is scheduled on a late arrival/early departure bus?**

Busing is not guaranteed for either AAEP or Challenge. If a bus cannot be provided or the route provided is inconvenient, students will need to get to school on their own, be that with a parent, other relative, neighbour or car pool.

## **When will we know if my son/daughter has been accepted into a program at LCVI?**

Acceptances for Academic Arts Enriched and Challenge programs will roll out after February 26<sup>th</sup>, 2018. You will receive an acceptance letter via email with 'next steps', including the return of a signed permission form for the field study component, and a \$75.00 activity fee for the program (gr. 9 & 10) to confirm the seat. Families requiring assistance with the activity fee should speak to Laura Varrette in the main office.

## **When is the final date by which my son/daughter needs to confirm their seat in the Academic Arts Enriched or Challenge program at LCVI?**

The final acceptance date is Monday, March 5<sup>th</sup>, 2017 before March break. Students will be pre-registered if their seat is confirmed.

## **Is the grade 8 LEAP Program and automatic feed into the grade 9 & 10 the Academic Arts Enriched program?**

No. The Academic Arts Enriched Program (AAEP) is an **entirely** different program than LEAP.

### **Grade 7 & 8 LEAP**

### **Grade 9 & 10 AAEP**

This program is operated in the elementary panel and is a year-long in all its courses, with plenty of time for skill development along the way in conjunction with its arts focus.	All programs at high-school are credit based by semester, and diploma driven. This program is attached to specific credits only: Grade 9 & 10 English, Grade 9 Canadian geography, Grade 10 Canadian history, and Grade 9 Communications Technology.
Students learn the grade 7 and 8 curriculum through an integrated, hands-on approach that uses arts as a foundation. Students will participate in experiences that develop their skills and interests in movement, drama, visual arts and music.	Students must be able to operate at the academic level in English, Canadian geography, and Canadian history. A strong language arts/literacy ability is required. Students must be reading at a grade 8 level for entry into grade 9 AAEP. Academic programming emphasizes abstract and theoretical learning as its foundation.
The purpose of the LEAP Program is to provide students with the opportunity to achieve their personal best through arts-based activities that emphasize teamwork, self-direction, motivation, innovation and creativity.	Ontario Ministry Academic Curriculum is infused with an arts focus only where applicable and appropriate. The arts perspective is valued as an interpretation of academic curriculum content.
Showcase is a performance goal for all LEAP students. All LEAP students participate in ALL the arts areas emphasized in the program: Music (band/strings), Dance, Drama, Visual Arts, Media Arts.	High-school students may take credit courses in the arts areas of their choice. An 'Evening of the Arts' in each semester may be part of the performance assessment but only for those specific courses: Music(Beginner & Advanced), Concert Band, Strings, Vocal Music, Guitar, Dance, Drama, Visual Arts, Communications Technology.

## **Are the Academic Arts Enriched and Academic Challenge Programs the only automatic feeds into the Advanced Placement Program?**

No. Students in ANY of our grade 10 Academic Programs may choose to take on AP courses in specific areas once they are in grade 11. It depends on their readiness to take on 1<sup>st</sup> year university material, their post-secondary planning, their interest, and/or their facility in a specific subject area. Advanced Placement is by student choice.