

Kincardine District Senior School



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2023-2024 Course Calendar



2023-2024 Common Course Calendar Table of Contents

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USING THE COURSE CALENDAR

General Information

Pages 2 to 19 provide information on diplomas, certificates, course codes, summer school, and Co-operative Education.

Availability of Subjects in Each School

Refer to the Individual School Section B for the summary of courses offered.

Program Planning

Each secondary school has a counselling service that places a high priority on assisting students with program planning. Do not hesitate to request a personal appointment with a guidance teacher/counsellor whenever necessary. Contact information is available in Individual School Section B.

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

Three types of recognition are granted to students, depending upon the number of credits and other requirements they complete while in secondary school: Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC), and Certificate of Accomplishment (COA).

Specialist High Skills Major Red Seal

Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with a SHSM red seal. For further information, go to [Specialist High Skills Major | ontario.ca](https://www.ontario.ca/en/education/specialist-high-skills-major).

Ontario Scholar

Upon graduation from high school, a student may be designated an Ontario Scholar if they satisfy *both* of the following requirements: they obtain an aggregate of at least 480 marks (top six Grade 12 course marks with a combined average of 80% or over) in any combination of ministry-approved, Grade 12 level courses that provide a total of six credits; and, the student has been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year. For more information on the Ontario Scholar designation, go to <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-53#section-0>.

Board Vision and Mission Statements

Bluewater's vision is Learning today, Leading tomorrow.

Our mission is to provide a quality education for every student in a safe, accepting, and caring environment. In conjunction with our mission and vision, we have established four key priorities:

1. Safe Supportive Learning Community
2. Quality Instruction
3. Community Engagement
4. Stewardship of Resources

www.bwdsb.on.ca/about_us/Strategic_Plan

What do you need to graduate from high school?

Ontario Secondary School Diploma (OSSD)

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

Plus one credit from each of the following groups:

4	credits in English (1 credit per grade) *	1	Group 1: <ul style="list-style-type: none">English or French as a Second Language**First Nations, Métis, and Inuit studiesan Indigenous Language (Ojibwe)a Classical or International Language (i.e., Spanish)Social Sciences and the HumanitiesCanadian and World StudiesGuidance and Career EducationCooperative Education***American Sign Language as a second language
3	credits in Mathematics (1 credit in Grade 11 or 12)		
2	credits in Science		
1	credit in Canadian History		
1	credit in Canadian Geography		
1	credit in Health and Physical Education		
1	credit in the Arts		
1	credit in French as a Second Language		
0.5	credit in Career Studies		
0.5	credit in Civics		
		1	Group 2: <ul style="list-style-type: none">Health and Physical EducationThe ArtsBusiness StudiesFrench as a Second Language**Cooperative Education***American Sign Language as a second language
In addition, students must complete:			
✓	12 optional credits****	1	Group 3: <ul style="list-style-type: none">Science (Grade 11 or 12)Technological EducationFrench as a Second Language**Computer StudiesCooperative Education***American Sign Language as a second language
✓	minimum of two online learning credits		
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement		

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) 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 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 approved dual credit courses.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)	CERTIFICATE OF ACCOMPLISHMENT (COA)
<p>The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:</p> <p>Compulsory Credits (total of 7): 2 credits in English 1 credit in Canadian Geography or Canadian History 1 credit in Mathematics 1 credit in Science 1 credit in Health and Physical Education 1 credit in The Arts or Technological Education</p> <p>Optional Credits (total of 7): 7 credits selected by the student from available courses</p>	<p>Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.</p> <p>The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.</p>

Safe Schools Policy

Bluewater District School Board is committed to establishing and maintaining a safe and secure environment for its students, staff, and community through the implementation of a Safe Schools policy.

Bluewater is committed to ensuring that its school community is a safe and welcoming place for all students, staff and community partners. Creation of a positive learning environment is important. Students with a positive self-concept can more easily appreciate the needs and concerns of others, show respect for others and resist negative peer pressure as it relates to rules of the school.

All violent acts of which the school community is aware will result in some form of intervention, which is designed to respond to the perpetrator and the victim. The level of intervention will be progressive in nature and contingent upon mitigating circumstances and the severity of the violence.

The policy has three components: prevention, intervention, and the development of procedures that define and outline consequences of prohibited behaviour on board property or at board sponsored events.

[Safe and Accepting Schools](#)

Student Success Teams

It is the requirement that students in the province of Ontario remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Bluewater strives to reach every student and to help him or her achieve a successful outcome from the secondary school experience.

Student Success Teams are one of the five ways that the Ministry of Education has implemented to meet the needs, interests, and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. Refer to the following link for additional information about Student Success initiatives: www.edu.gov.on.ca/eng/teachers/studentsuccess

Each team works with school staff, students, parents, and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. The Student Success program is supported by the Ministry of Education and is designed to provide supports for all students, with an effort to keep students in school and provide them with every opportunity to succeed.

Four key areas of curriculum and school life that are supported by Student Success funding are Literacy,

Numeracy, Program Pathways, and Community Culture and Caring.

Each secondary school has a dedicated Student Success Contact teacher (SSCT). This teacher performs key roles in looking at course offerings, and curricular supports to help students.

Credit Recovery, a Student Success initiative, is also an option for many of our students who previously failed a credit. Each school has a credit recovery team who review failed credits and determine whether the credit can be recovered.

<https://www.ontario.ca/page/programs-for-student-success>

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

Please note that programs are subject to student interest and funding and are reviewed annually.

Specialist High Skills Major (SHSM)

The Specialist High Skills Major program is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university, or the workplace. Each Specialist High Skills Major is a bundle of 8 to 10 courses within a selected field/sector completed in grades 11 and 12. Students choosing a SHSM program learn on the job with employers as well as in school, earning valuable industry certification and training related to their chosen sector.

Bluewater District School Board has been granted approval to run SHSM programs in the following sectors:

- Bruce Peninsula District School – Environment
- Georgian Bay Community School – Construction, Environment, Health and Wellness, Transportation
- Grey Highlands Secondary School – Arts and Culture, Construction, Environment, Horticulture and Landscaping, Manufacturing, Transportation
- John Diefenbaker Senior School – Construction, Health and Wellness*, Hospitality and Tourism, Information and Communications Technology, Manufacturing, Transportation, Non-Profit (French as a Second Language)*
- Kincardine District Senior School – Construction, Health and Wellness, and Energy*
- Owen Sound District Secondary School – Agriculture (available to all students in BWDSB), Arts and Culture, Construction, Health and Wellness, Manufacturing, Information and Communications Technology, Sports and Transportation
- Peninsula Shores District School – Health and Wellness and Construction
- Saugeen District Senior School – Arts and Culture, Construction, and Transportation*
- Walkerton District Community School – Health and Wellness, Information and Communications Technology, and Manufacturing

**pending application approval*

More details are available in the B Section of this publication, on school websites, or by calling the Guidance department of your school. Students are encouraged to check with their Guidance department for additional SHSM opportunities.

Specialist High Skills Major

Helping you on your Pathway to Success!

What is a Specialist High Skills Major?

The Specialist High Skills Major (SHSM) is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting secondary school graduation requirements. It also assists in the transition after graduation to apprenticeship, college, university, or the workplace with industry-related certifications.

Students who successfully complete an SHSM receive an Ontario Secondary School Diploma with an embossed SHSM seal, an SHSM record documenting their achievement, and recognition on their Ontario Student Transcript. The program includes experiential learning opportunities, and industry specific certifications and training.



Agriculture

Regional program open to students at a satellite campus at Grey Roots Museum and Archives, Owen Sound



Arts and Culture

Grey Highlands Secondary School
Owen Sound District Secondary School
Saugeen District Senior School



Construction

Georgian Bay Community School
Grey Highlands Secondary School
John Diefenbaker Senior School
Kincardine District Senior School
Owen Sound District Secondary School
Peninsula Shores District School-New
Saugeen District Senior School



Energy

Kincardine District Senior School *



Environment

Bruce Peninsula District School
Georgian Bay Community School
Grey Highlands Secondary School
Peninsula Shores District School - New



Health and Wellness

Georgian Bay Community School
Kincardine District Senior School
Owen Sound District Secondary School
Peninsula Shores District School-New
Walkerton District Community School



Horticulture and Landscaping

Grey Highlands Secondary School



Hospitality and Tourism

John Diefenbaker Senior School



Information and Communication Technology

John Diefenbaker Senior School
Owen Sound District Secondary School-New
Walkerton District Community School



Manufacturing

Grey Highlands Secondary School
John Diefenbaker Senior School
Owen Sound District Secondary School
Walkerton District Community School



Non-Profit: Community Action

John Diefenbaker Senior School *



Sports

Owen Sound District Secondary School-New



Transportation

Georgian Bay Community School
Grey Highlands Secondary School
John Diefenbaker Senior School
Owen Sound District Secondary School
Saugeen District Senior School*



* pending application approval (Spring 2023)

Contact your school guidance or student success teacher
for more information on SHSM opportunities!

www.bwdsb.on.ca

Grade 8-9 Transition

Our Grade 8 guidance teachers are instrumental in making the move to secondary as seamless as possible for all students. Students who have difficulty making the transition from elementary school to secondary school will get the support they need through increased individual attention and programming tailored to fit their individual strengths.

Ontario Youth Apprenticeship Program (OYAP)

An OYAP student is defined as a student who is receiving cooperative education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while in secondary school. The student's cooperative education personalized placement learning plan (PPLP) must be based on the on-the-job training requirements outlined in the government approved training standards for the trade. Formal registrations are decided on a case-by-case basis by the Employment and Training Consultants and Service Delivery Manager after careful assessment of a student's commitment towards the trade and of the employer's commitment towards the student.

To begin an apprenticeship, students must:

- have completed 16 credits and be enrolled full-time in school and be at least 16 years of age;
- have acceptable attendance records;
- apply for a Cooperative Education course;
- demonstrate competencies in Math, English, Science, and Technological Studies; and
- be responsible for their own transportation to and from the worksite.

For more information contact:

Justin Graham at oyap@bwdsb.on.ca or 519-363-2014

Bruce Power Cooperative Education Program

Prerequisite: 16 years of age for all placements.

Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college, or university.

The program offers a wide range of placements including business (accounting, communications, human resources, marketing, office administration), engineering, fire/emergency response, information technology, nuclear power careers, security, and skilled trades (electrical, mechanical, transportation).

A separate application (March deadline) and interview at Bruce Power are required. Program participation is also dependent upon Bruce Power security clearance.

For more information reach out to your guidance teacher.

Canadian Forces Cooperative Education Program

Students go through the military selection process and are then sworn into the Army reserve. They are immersed in a military environment as the Armory in Owen Sound becomes their schoolhouse where students earn four coop credits. This is a paid co-op placement and includes reserve benefits. *Pending sufficient enrolment, check with your guidance counsellor.*

To start the process, you must meet the minimum requirements:

- be a Canadian citizen;
- be 16 years of age, with parent or guardian consent;
- have 15 high school credits; and
- have no obligation to the legal system.

What are the steps to apply?

- meet the minimum requirements;
- indicate to your Co-op teacher or guidance teacher/counsellor that you are interested in this unique program;
- fill out application package that can be obtained from the school or the Grey and Simcoe Foresters Recruiter. Return completed application to the Unit Recruiter located at the Owen Sound Armoury;
- undergo testing which includes Aptitude Testing, Physical Fitness Test, Medical and Interview; and
- if you qualify, you will be sworn into the Army Reserve as an Infantry Soldier.

Online Learning – eLearning Ontario (eLO)

Students in Bluewater have access to eLearning Ontario (eLO) courses as a way to achieve success at school. *Contact your guidance teacher/counsellor for course offerings.*

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Summer School

Summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, or improve achievement in a course. Contact your guidance teacher/counsellor for further details.

[BWDSB Summer School](#)

Dual Credit Program

With the Dual Credit Program, high school students can earn a credit by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary college diploma, or apprenticeship certification. Bluewater District School Board currently offers night school dual credits as well as a day school, Adult Education and FLEX program dual credits. *Contact your guidance teacher/counsellor for further details.*

The FLEX program offers an opportunity for students to undertake their education in a flexible way. The student must meet the following criteria:

- must be academically capable of succeeding in a college dual credit course;
- has earned 24-26 credits out of the 30 credits required for OSSD to date (staff will consider students who have earned as low as 20-21 as it still may be possible for them to earn their diploma in a year (a year being the longest a student can be enrolled in FLEX));
- has a history of attendance or coping issues at school;
- 3rd, 4th, 5th year or beyond (could be Grade 12, or 17+ years old);
- has outgrown secondary school culture; and
- is at risk of not graduating, needing an off-site location to thrive.

There are a limited number of spots available for this program. An interview process is required. Please see your guidance teacher/counsellor for additional information.

Offered in partnership with Georgian College, OYAP Dual Credit – Level 1 Cook program and Level 1 General Carpentry program are a combination of co-op education and Level 1 Apprenticeship training at the Owen Sound Campus. Students earn five credits applicable to their high school diploma, register as an apprentice, and earn apprenticeship hours.

Adult Education

This program allows adults, 18 years or older, to gain secondary school credits with the intention of earning the Ontario Secondary School (OSSD). Students may be eligible for mature Prior Learning Assessment Recognition (mPLAR), which recognizes learning that happens outside of formal education, allowing adults to complete graduation requirements within a shorter period of time. For further details, check out the website, www.AdultEd.bwdsb.on.ca, or phone 1-800-288-4403 ext. 2169 or email adulthood@bwdsb.on.ca

Prior Learning and Assessment for Mature Students

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. The PLAR process for mature students involves two components: "equivalency" and "challenge." Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.

For more information contact:

AdultEd@bwdsb.on.ca

French Immersion

The aim of the French Immersion program is to expand students' knowledge of French literature and culture. By the end of the secondary school, students will participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

Bluewater offers two certifications:

- French Immersion: students complete four courses in French Immersion and a minimum of six courses in other subjects taught in French.
- Extended French: students complete four courses in French Immersion and a minimum of three courses in other subjects taught in French.

Immersion/Extended French is offered in the following high schools:

- Georgian Bay Community School, Meaford
- Grey Highlands Secondary School, Flesherton
- John Diefenbaker Senior School, Hanover
- Kincardine District Senior School, Kincardine
- Owen Sound District Secondary School, Owen Sound
- Saugeen District Senior School, Port Elgin

For more information about specific French Immersion/Extended French course offerings in each school, please refer to the French Immersion/Extended French segment of the school's B section of the course calendar.

All Bluewater District School Board secondary schools offer senior level French students the opportunity to participate in the DELF - Diplôme d'Études en Langue Française (Diploma in French Language Studies). Contact the Language Department at your school for more information.

Indigenous Studies

As the first people of Canada, Indigenous peoples are unique in Canada's mosaic. Exploration of the development and contributions of Indigenous societies is central to an understanding of the social fabric and history of this country. Indigenous Studies provides **all students** with an increased awareness and understanding of the history, cultures, worldviews, and contributions of First Nations, Métis, and Inuit peoples in Canada. Indigenous Studies is offered in many of our secondary schools in Bluewater. *Please contact your guidance department re: availability in your secondary school.*

Community Involvement Activities

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will have the opportunity to log their hours at Hour Republic www.hourrepublic.com in accordance with the *Secondary Student Community Involvement Guidelines*. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.

www.edu.gov.on.ca/extra/eng/ppm/124a.html

The Ontario Secondary School Literacy Requirement

All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will typically take the literacy test in Grade 10. Any student who has been eligible to write the test twice and who has been unsuccessful may take the Ontario Literacy Course (OLC40) to meet the secondary school literacy requirement. The test and course are based on the Ontario Curriculum expectations for language and communications--particularly reading and writing--up to and including Grade 9.

Adjudication Process

In June 2004, the Ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

Accommodations

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of their regular schoolwork, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the Ontario Secondary School Literacy Test must not be altered.

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language / English Literacy Development (ESL/ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult-student requests a deferral, the principal will determine whether a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school.

Exemptions

Students working toward the Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (COA) are exempt from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Should learning expectations be revised during the student's education to allow the student to work towards the attainment of the Ontario Secondary School Diploma, the student would be expected to successfully complete the OSSLT or the Ontario Literacy Course.

Substitutions for Compulsory Courses

Upon the approval of the principal, up to three substitutions may be made for compulsory courses where it is deemed the student's educational interests are best served by such a substitution. Either the parent or the principal may initiate a request. Substitutions may only be made from a list of courses considered to be compulsory. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

For further information go to: <https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>

Thirty-Four Credit Threshold

All secondary schools are encouraged to meet individually with current fourth year students who are planning to return for a fifth year of secondary school to complete pathways planning. The school will plan with students to meet their educational goals within 34 credits. Where this is not possible, schools will explore all options available to students beyond simply returning to secondary school for credits. This could include online learning, credit recovery, summer school, etc.

34-Credit Threshold Guidelines

- Students will not be charged for courses above the 34-credit threshold.
- If a student successfully completes a credit course more than once (e.g. to upgrade marks) each successful completion will count toward the 34-credit total.
- Fifth year students returning for more than 34 credits **may be part-time**.

Student Exemptions:

- students with an Individual Education Plan (IEP); and
- students who are enrolled in their first four consecutive years of secondary school and have earned more than 34 credits during this time.

Credit Course Exemptions:

- Credit courses in English as a Second Language (ESL); and
- Credit courses in English Literacy Development (ELD).

A 'Frequently Asked Questions' for Students can be found at: <http://www.edu.gov.on.ca/eng/students/faq-students.html>

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

TYPES OF COURSES

De-streamed in Grades 9 and Academic and Applied in Grade 10

Academic and applied courses set high expectations for all students. *Academic courses* focus on the essential concepts of the discipline and explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Applied courses also focus on the essential concepts of the discipline, and develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

As part of its efforts to ensure all students can reach their full potential, in September 2022, the Ministry of Education will offer the following courses in Grade 9 as academic only: English Grade 9 (ENG1D), French

Grade 9 (FSF1D or FIF1D), and Geography (CGC1D). Mathematics Grade 9 (MTH1W) and Science Grade 9 (SNC1W) will be offered as de-streamed.

Locally Developed Courses

Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. The locally developed courses offered in Bluewater include Grade 9 Math, Science, and English; and Grade 10 Math, Science, English, and History. These Grade 9 and 10 locally developed core courses count as compulsory credits. A student in Ontario may count *no more than seven* locally developed courses as compulsory credits.

Open Courses in Grades 9 and 10

An open course comprises a set of expectations that is suitable for all students at a given grade level. 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.

Grade 11 and 12 Destination Courses

The four destination-related types of courses are: workplace preparation courses, university preparation courses, college preparation courses, and university/college preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Co-operative education and work experience placements within the community are important components of workplace preparation courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will also be required to demonstrate that they have developed these skills. Workplace preparation courses also promote the importance of lifelong learning.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

University / College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Interdisciplinary Studies Courses in Grades 11 and 12

Interdisciplinary studies courses prepare students for the complexities of the world, postsecondary education, and the workplace. These courses combine the expectations and concepts of different courses in order to encourage students to think, analyze, use research and inquiry methods, and synthesize their learning. Students are also challenged to apply this learning to new contexts. Students can only earn 3 interdisciplinary studies credits.

Curriculum documents are available on the Ministry of Education website:

www.edu.gov.on.ca/eng/curriculum/secondary/index.html

Course outlines can be requested at any secondary school.

Each subject has a common course code for the purpose of record keeping. Courses are identified by 3 letters followed by a number and a letter. For example, **ENG2P** means English for Grade 10 students in an applied course.

The first character indicates the subject area:

- A – Arts
- B – Business
- C – Canadian and World Studies
- E – English
- F – French
- G – Guidance and Career Education
- H – Social Sciences and the Humanities
- I – Interdisciplinary Studies
- L – Classical and International Languages
- M – Mathematics
- N – First Nations, Métis, and Inuit
- P – Healthy Active Living
- S – Science
- T – Technological Studies

The next two characters differentiate between subjects within the subject area:

- e.g., CGC – Geography of Canada
- CHC – Canada in the 20th Century

The first number indicates the grade level:

- 1 – Grade 9
- 2 – Grade 10
- 3 – Grade 11
- 4 – Grade 12

The letter following the first number indicates the nature of the course type or pathway:

- D – Academic
- P – Applied
- L – Locally Developed
- O – Open
- E – Workplace Destination
- U – University Destination
- C – College Destination
- M – College or University Destination

The 6th character is used in Bluewater District School Board schools to differentiate between courses with the same first five characters; e.g., ENG2PI (6th character I) indicates a regular classroom full credit course and ENG2PA (6th character A) indicates an eLearning course.

Specialized Programs

Specialized programs are programs that provide students with a particular curriculum focus to assist them in meeting diploma requirements and in making the transition to postsecondary destinations (i.e. college, apprenticeship programs, the workplace, and university). Students who do not have a specific career in mind but who wish to pursue their studies at the postsecondary level could take a university preparation or college preparation program. Students who wish to go directly into the work force could take a school to work transition program. *Additional information on courses of study offered at each school and curriculum documents are available by contacting the guidance staff.*

PROCEDURES FOR CHANGING COURSES

Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 should consult with their guidance teacher/counsellor.

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

Many courses in Grades 11 and 12 have prerequisites which must be met before admission to the course is normally granted. Students and parents/guardians should consider prerequisites very carefully so that the highest degree of programming flexibility can be maintained as the student moves from year to year.

“Co-requisite” and “Recommended Preparation” courses are indicated in some cases as the teachers feel that students will experience more success if those courses are taken at the same time as (co-requisite courses) or prior to (recommended course) the course in question.

ALTERNATIVE PROGRAMMING

Below are delivery models available to students for whom the regular school environment is challenging and are better served through alternative methods of earning credits.

Private Study

In rare instances and with approval from the school principal, students may be permitted to take one or more courses where a) the student is deemed to have valid reasons for not attending classes or b) the school does not offer the course and c) home instruction forms have been completed. The school must be willing to monitor the student's progress and evaluate the student's work. ILC courses may form part of the private study program.

Supervised Alternative Learning

Policy and Implementation (2010) explains that “Although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, may be used by boards and schools to meet the needs of these students” (p 4). The goal is to support students with a return to school or proceed to a post-secondary destination. Applications for this program are submitted by the school with input from the student and parent/guardian, and they are approved by the members of the Supervised Alternative Learning Committee. “While in SAL, students can participate in a variety of learning activities, which can include taking courses and/or training, earning certifications, and developing job-search skills and

the various Essential Skills, work habits, and life skills that will help them lead productive adult lives, as well as doing volunteer work and/or other work" (p 5). Students in this program will be between 14 and 17 years of age.

Further information about the Supervised Alternative Learning Program in Bluewater District School Board can be found by visiting the procedure - [AP 5905-D](#)

PROGRAMS BEYOND YOUR HOME SCHOOL

Concurrent Students

In certain situations, and if timetables and class size allow, senior students may enroll in courses at two different schools. The responsibility for transportation, regular attendance, and punctuality lies with the students.

Transfer Policy – Choice of Schools

It is the policy of the Bluewater District School Board that students may apply to a secondary school other than their home school by requesting from their home school Principal a Request for Transfer form for presentation to the principal of their requested school. The principal of the receiving school will rule on the application according to the transfer policy of the Board which is printed on the Request for Transfer form. Transportation may not be available in all cases. An out-of-boundary transfer may not be approved if the receiving school is over capacity (i.e., full).

Student Exchanges

BWDSB fully encourages students to participate in summer, three-month, and full-year exchanges. These are valuable cultural and learning experiences. We also encourage foreign students to attend BWDSB schools through reciprocal and fee-paying programs. Ask your guidance counsellor for more information on these programs.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Primary Purpose

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs, and in assessing the overall effectiveness of programs and classroom practices.

What is Assessment?

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, observations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality.

In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf.

*"The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered to be interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application." ~ **Growing Success**, p. 17*

www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

THE ACHIEVEMENT CHART

Each discipline in the achievement chart is organized into four broad categories of knowledge and skills:

- **Knowledge / Understanding:** subject-specific content acquired in each grade/course (*knowledge*), and the comprehension of its meaning and significance (*understanding*)
- **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

The achievement chart below describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enabling teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

Percentage Mark	Achievement Level	Achievement of the Provincial Curriculum Expectations
80-100%	Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
70-79%	Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
60-69%	Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approached the provincial standard.
50-59%	Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.
Below 50%		Student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I		Insufficient evidence to assign a percentage mark <i>(for Grade 9 and 10 courses only)</i>

The table provides a summary description of achievement in each percentage grade. Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

It should be noted that an evaluation of achievement in the 80-100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that student demonstrates a greater command of the requisite knowledge and skills than a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Reporting Student Achievement

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9-12. The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths, knowledge or skills needing improvement, and ways in which this improvement might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- **70% of the grade will be based on assessments and evaluations conducted throughout the course**
- **30% of the grade will be based on a final evaluation suitable to the course content and administered toward the end of the course. This could take the form of a culminating task, an examination, a performance, essay, and/or other method(s).**

In all courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations in a balanced manner with respect to all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits – with a maximum of 2 in a subject area – towards the secondary school

diploma. This involves two components: “challenge” and “equivalency.” Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. It should be noted that in the summer of 2009 the Ministry stipulated that the OSSLC (Ontario School Literacy Course) may not be challenged for credit.

The PLAR process is not an independent study, nor does it involve classroom teachers in any way.

For additional information on PLAR, check out:

https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links, *contact the principal at your school.*

THE ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult), may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.

THE ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of a student’s overall achievement in high school. The credits that a secondary school student has gained towards fulfillment of the requirements for the graduation diploma will be recorded on the OST.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student’s achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course);
- identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement;
- the student’s final result on the Ontario Secondary School Literacy Requirement; and
- indication of any extraordinary circumstances affecting the student’s achievement in a Grade 11/12 course.

In addition to recording the number of credits earned, schools may indicate on a student’s transcript that the student has taken a specialized program or a program in a specialized school. Students completing their secondary school diploma in a second language or with a Specialist High Skills Major may thus be given recognition on their OST for their participation in such a program.

Full Disclosure

If a student withdraws from a Grade 11 or 12 course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a W in the Credit Column. The student’s percentage grade at the time of the withdrawal is recorded in the Percentage Grade column.

Extraordinary Circumstances

A student’s parent(s)/guardian(s), or students who are adults (18 years of age or older), may request that the principal identify (by means of a special indicator) those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student’s ability and/or performance.

A principal may also initiate consideration of whether a special indicator should be added. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

FORMS OF EXPERIENTIAL LEARNING

Introduction

These programs are designed to prepare students for work and to introduce them to specific career areas. Many exciting school-to-work programs are in place across the district and many more are in development.

*Students interested in any of these programs should contact their guidance teacher/counsellor, their co-operative education teacher, or their Student Success teacher for more information. **Not all programs are available in all schools.***

Job Shadowing and Job Twinning involves a half to a full day one-on-one observation of a worker at a place of employment. No additional credits are awarded.

Work Experience involves a one-to-four-week placement at a work site related to a particular program of study. Work Experience is part of an in-school course, and no additional credits are awarded.

Cooperative Education

A planned learning experience for which credits are earned (1 credit per 110 hours), that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course.

School-to-Work Transition Program

This program is typically not less than 2 years and is a combination of school and work-based education and training involving a variety of learning opportunities. Credits will vary with type of planned workplace experience.

Special Education

Many students have educational needs that cannot be met through regular instruction and assessment practices at secondary schools:

Schools address these needs through accommodations, educational programs that modify course expectations, and and/or alternative expectations that help students acquire knowledge and skills that are not part of the curriculum. Individual education plans (IEPs) map the accommodations, modifications, and services that the school will provide for the student.

To learn more about IEPs and additional supports for students with special education needs, go to: [Individual education plans | ontario.ca](https://www.ontario.ca/individual-education-plans)

To access more information about how secondary students are supported within Bluewater District School Board, go to: [https://www.bwdsb.on.ca/departments/learning_services - student support/special education](https://www.bwdsb.on.ca/departments/learning_services_-_student_support/special_education)

English Language Learners

Learning opportunities to enable English Language Learners (ELLs) to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students. For more information about Ministry of Education programming for English Language Learners go to: www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

Settlement Workers in Schools (SWIS)

The Owen Sound YMCA runs the Settlement Workers in Schools (SWIS) program. The main objective of the program is to assist new children, youth, and families to integrate into their school and community by organizing group information sessions, helping with translations, running orientation weeks for newcomers, and supporting families to join activities in the school and community

Special Programming Pathways

The Ontario Ministry of Education has encouraged all Ontario School Boards to develop pathways that meet the needs of, and provide opportunities for, the success of every student. Bluewater secondary schools are committed to offering a variety of excellent programming options, and every destination pathway provides students with four years of meaningful and productive secondary school education.

Locally Developed Grade 9 courses in Mathematics, English, and Science are designed to prepare students to:

- reach the standards needed for success in Grade 9 courses; *or*
- continue into Locally Developed Grade 10 courses and then to Workplace Destination courses, working toward achieving an Ontario Secondary School Diploma (30 credits, 18 of which are compulsory), and moving from school to work or college, or apprenticeship; *or*
- continue taking courses that will lead to achieving an Ontario Secondary School Certificate (minimum of 14 credits, 7 of which are compulsory); *or*
- take a mixture of credit and non-credit life skills courses that are available for students with significant learning needs.

Pathways vary from school to school. Every student should begin to choose courses with a view to a destination beyond high school. Destinations may include: college, the workplace, university, apprenticeships, or a mixture of these. Students and their parents/guardians are encouraged to meet with Guidance teachers/counsellors, Learning Resource teachers, or Student Success teachers to discuss pathways that will be interesting, challenging, and helpful. Success in secondary school can lead to many valued post-secondary opportunities, including work placements, university, apprenticeships, and college.

GUIDANCE AND CAREER EDUCATION

Each secondary school provides a range of information and counselling programs to its community. Guidance teachers perform many functions. Among those offered are:

- providing information and programs on careers and post-secondary education;
- counselling regarding educational planning, career awareness, and personal concerns;
- facilitating applications to universities, colleges, and other educational institutions;
- making available information on scholarships, bursaries, and student awards;
- assisting students to achieve their academic potential and to determine interests in and aptitudes for certain careers; and
- referring students to appropriate community agencies/organizations.

Strict confidentiality is maintained. Each school has its own policy for arranging student interviews with the guidance teacher.

Individual Program Plan (IPP)

Starting in Grade 7, students begin to document what they learn in the Education and Career/Life Planning Program in an Individual Pathways Plan (IPP). The IPP becomes the primary planning tool that students use as they proceed through school towards their initial post-secondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources needed for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.

www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf

To support educational planning and the course selection process, all parents and students are encouraged to access myBlueprint.ca.

My Blueprint (<https://myblueprint.ca/bluewater>) lets you build customized high school course plans, instantly identify the post-secondary opportunities that you have unlocked, and explore valuable information for every destination in Canada. *See your guidance teacher for the activation code.*

eLEARNING ONTARIO

Below are the courses that the Bluewater District School Board will potentially be offering through the Ontario eLearning Consortium. BWDSB students will also have access to a greater variety of courses offered by other Boards associated with [e-Learning Ontario: Online Courses \(elearningontario.ca\)](http://elearningontario.ca). Guidance Counsellors will be able to provide students with a list of the courses available.

eLearning Ontario courses are offered asynchronously and are facilitated through the Brightspace platform.

Arts
AWQ3O/M <i>Photography</i>
Business Studies
BAF3M <i>Accounting</i>
BAT4M <i>Accounting</i>
BDI3C <i>Entrepreneurship</i>
BOH4M <i>Business Leadership</i>
Canadian & World Studies
CGF3M <i>Forces of Nature</i>
CGG3O <i>Travel and Tourism</i>
CGW4U <i>Canadian and World Issues</i>
CIA4U <i>Analysing Current Economic Issues</i>
CLN4U <i>Canadian and International Law</i>
CLN4C <i>Legal Studies</i>
English
EMS3O <i>Media Studies</i>
EWC4U <i>The Writer's Craft</i>
Health and Physical Education
PPZ3C <i>Health for Life</i>
Interdisciplinary Studies
ICS3U/C <i>Introduction to Computer Science</i>
IDC4O <i>Mental Health</i>
Mathematics
MBF3C <i>Foundations for College</i>
MCF3M <i>Functions and Applications</i>
MCV4U <i>Calculus & Vectors</i>
MDM4U <i>Data Management</i>
MAP4C <i>Foundations for College Mathematics</i>
MHF4U <i>Advanced Functions</i>
Science
SBI3U <i>Biology</i>
SBI3C <i>Biology</i>
SCH4U <i>Chemistry</i>
SCH4C <i>Chemistry</i>
SPH4U <i>Physics</i>

SPH4C <i>Physics</i>
SVN3E <i>Environmental Science</i>
Social Sciences & Humanities
HHS4U/C <i>Families in Canada</i>
HRT3M <i>World Religion</i>
HSB4U <i>Challenge and Change in Society</i>
HSP3U/C <i>Intro to Anthropology, Psychology, and Sociology</i>
HZT4U <i>Philosophy</i>
Technology
TGJ3O/M

**Individual Secondary School Course Calendars
are posted to the BWDSB website.**

To view a calendar electronically, please visit:
https://www.bwdsb.on.ca/programs/secondary_programs/course_calendar

Kincardine District Senior School
2023-2024
Section B

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Guidance Department Contact:
Keith Colley 519-396-9151 ext. 552
Carrie Houghton 519-396-9151 ext. 551

Kincardine District Senior School

School Web Page: www.kdss.bwdsb.on.ca

School Goals and Philosophy

The Vision

At Kincardine and District Senior School (KDSS) everyone can learn, and learning is for everyone.

The Mission

The Kincardine and District Senior School community is dedicated to providing a welcoming, caring, and inclusive environment committed to serving student needs and to encouraging lifelong learning.

School Organization

Kincardine District is a semestered school. Students take four courses in each semester. Semester one runs from September until the end of January. Semester two runs from February to the end of June. Each semester is divided into two terms. Students receive a midterm report and a final report for each semester. Midterms reports are sent home in November and April. Final reports are sent home in February and June.

School Programs

KDSS has a broad range of programs designed to meet the needs of as many students as possible. Here are some of the highlights:

- A strong academic program that prepares students for post-secondary destinations;
- An outstanding athletic program;
- An innovative general construction program that provides a skill-building transition to work;
- A diverse arts program, including Visual Art, Media Art, Music, and Drama;
- A comprehensive activity program including Students' Council, GSA, Knights' Mindset; Ontario Students Against Impaired Driving (OSAID),
- A wide variety of supports for learning: Resource support; Student Success; extra help meetings at lunch, tutor program, the developmental learning program; and
- A comprehensive guidance program to assist with course selection, education planning, and career decisions.

Specialist High-Skills Major (SHSM)

The Specialist High Skills Major (SHSM) enables students to customize their high school experience to suit their interests and talents and prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning experience more engaging for students, focusses them on graduation and prepares them to pursue their career goals.

KDSS is host to two SHSMs:

- **Construction Specialist High-Skills Major (SHSM)**
- **Health and Wellness Specialist High-Skills Major (SHSM)**

Requirements to receive a SHSM Red Seal

- A selected bundle of Grade 11 and 12 credits
- Sector-recognized certifications and/or training courses/programs (eg. First Aid/CPR)
- Experiential learning and career exploration activities within the sector
- Reach ahead experiences connected with the student's post-secondary pathway
- Development of essential skills and work habits required in the sector, and documentation of them using the Ontario Skills Passport
- Completion of six hours of ICE (Innovation, Creativity and Entrepreneurship) Training. ICE training is an experience in which student teams will use a process called the 3 Gears to solve a real-world challenge specific to a sector partner's organization.

KDSS students can also access the **Agriculture Specialist High Skills Major** which will be located at the Grey Roots Museum in 2022-23.

Developmental Learning Program

This program is designed to provide education in life skills, vocational skills and personal life management for students up to 21 years of age. Instruction is on an individual or small group basis. Students participate in non-credit bearing courses with a focus on skills such as cooking, housekeeping, functional math and literacy, work skills and social skills.

Cooperative Education

Cooperative Education programs help students to develop employability skills while exploring career options. A cooperative education course must be based on a related course (or courses) in which the student is enrolled or which they have successfully completed. Through the workplace setting, students will apply and extend the knowledge, and practice and refine the skills acquired in the related course (or courses). This practical experience will assist students in making successful transitions to apprenticeship, post-secondary education, or the workplace.

KDSS is your school. Get involved. Take advantage of all we have to offer.



Support Services

The KDSS guidance and counselling service is available to assist all students from Grade 9 to 12. Students are encouraged to make an appointment to see a counsellor when they need to discuss a matter of concern. Counsellors also visit with groups of students in all grades to talk about different parts of the guidance program.

Career Counselling

Counsellors assist students in examining future career possibilities. Career and post-secondary educational guests are invited to the school on a regular basis and students are encouraged to take the opportunity to listen to these speakers. Senior students in Grades 11 and 12 also have the option to take an interest survey as part of the senior career search program.

myBlueprint.ca

myBlueprint is an exciting new educational planning tool. Students can plan out their entire high school program and discover where courses lead. Parents are also invited to assist their child with their planning. See www.myBlueprint.ca/bluewater. Use your school login to log on to this valuable educational planning tool.

Educational Counselling

Students are assisted in planning courses of study. Counsellors attempt to help students who are having difficulty in courses and work closely with teachers and parents as well as the students to help in this area. Information sessions are held on colleges, universities, apprenticeships, armed forces, and other post-secondary opportunities during the year.

Personal Counselling

Students have the opportunity to discuss their personal problems with counsellors. What is discussed in a counselling session is confidential. The trained counsellor will listen to the student and help the student to develop strategies and find solutions to problems, including referring them to appropriate community agencies/organizations.

Student Success

There are many initiatives at KDSS to assist students who are at risk of failing courses. Students who are experiencing difficulties may be referred to the student success teacher who will work with them to develop strategies to achieve their credits. The student success teacher can help with course selection, credit recovery, credit rescue, and many other options available to them.

Resource Program

The resource program at KDSS is in place to support students who have identified needs through Identification Placement and Review Committee (IPRC), an Individual Education Plan (IEP) or as a result of circumstances that put them at risk in the learning environment. Through direct delivery in individual or small group situations, or through indirect consultation with teachers, the resource program provides support that may involve:

- Liaison with classroom staff to address specific accommodations
- Study techniques in preparation for testing
- Assistance with homework and assignment completion
- Support for test and examination writing
- Accommodations during EQAO testing in Mathematics and during the OSSLT

- Assistance with referrals to BWDSB Psychological Services and other outside support agencies
- Supports that facilitate transition from the elementary to secondary panel as well as beyond to post-secondary destinations

Community Partners

KDSS has developed a community partnership with a number of community groups and agencies with the intent of providing assistance to meet the needs of all students. Some of these community partners include:

Wes for Youth Online: www.wesforyouthonline.ca
 Canadian Mental Health – Kincardine: 519-396-4523
 Family and Child Services Grey Bruce: 1-855-322-4453
 Keystone Children's Services: 1-800-567-2384
 Grey-Bruce We C.A.R.E. Project: www.wecaregreybruce.ca
 The Sexual Assault Centre of Grey Bruce: 24 Hour Help Line: 1-800-720-7411
 Victim Services: 1-866-576-9852
 Bruce County Social Services (Ontario Works): 1-800-265-3005

Bruce Grey Health Unit: 1-800-821-7714
 Women's House: 1-800-265-3026
 Community Mental Health: 1-877-888-5855
 Kid's Help Phone: 1-800-668-6868
 Choices (Youth Addiction): 1-800-265-3133
 Southwest Ontario Aboriginal Health Access Centre: 519-376-5508
 OYAP: 1-800-661-7509
 Ministry of Community Social Services – Probation: 519-376-9151 ext. 261

KDSS School Library Resource Centre

KDSS Library provides a library resource-based environment where students and staff are welcome to read, research, participate in, and explore varied avenues of learning. The library provides space for class instruction, computer access, and individualized study.

Library Routine and Procedures

1. Most books circulate for a 3-week period and may be renewed.
2. Reference books and magazines must remain in the library at all times.
3. Food and drinks are not allowed in the library.
4. A well-rounded collection of titles geared to curriculum requirements, as well as recreational reading geared towards young adults, is available.
5. Computers are available for student use and access to the Internet. Internet use is limited to school-related purposes and must meet KDSS Internet Use Terms and Conditions.

Student Activities

Participation in co-instructional activities can make school a richer, more meaningful, and rewarding experience for students. Personal skills of socialization and independence and practice in decision-making, as well as handling responsibility and time management skills are all benefits of getting involved. There are opportunities to get involved in student government and other social activities. A balance between academic pursuits and co-curricular activities is encouraged so that a student's marks do not suffer. Statistics prove that students who get involved do better both academically and socially – not only in high school, but also in post-secondary. In addition, your participation can be fun and can be a real boost for feeling good and taking pride in KDSS.

Student Council

The KDSS Student Council represents the student body of KDSS and communicates between the student body and the KDSS administration, and the School Community Council. The Council organizes activities for the student body, and promotes school spirit, community pride, and citizenship. Along with the executive, there are also several sub-committees such as: athletics, community projects, school culture, entertainment, and school spirit.

For an active and efficient council, it is imperative that we have a variety of conscientious and dedicated student volunteers to act as representatives of their peers. Get involved; volunteer for the committee that interests you.

School Clubs

There are many different clubs available to KDSS students. The following is a sample of some of the clubs/activities which may be offered:

Gender and Sexuality Alliance (GSA)	Prom	Games Club
Students' Council	Concert and Rock Band	Academic Contests
Improv Club	Skills Ont. Tech. Challenge	Knights Mindset
Travel Club		

Athletics

At KDSS, you can participate in a variety of sporting activities, both at the inter-collegiate and club level. Listen for try-out opportunities on the announcements or ask a Phys. Ed. teacher, athletic director, or guidance counsellor. The following is a list of some of the athletic opportunities available at KDSS:

Basketball	Volleyball	Soccer	Badminton	Baseball
Track and Field	Rugby	Cross Country	Swimming	
Golf	Curling	Tennis	Hockey	

The School Letters

Involvement in some of the above activities qualifies a student to become eligible to receive school letters. School letters are awards given to students who excel in three main areas of school life: ACADEMICS, ACTIVITIES, AND ATHLETICS. A letter may be earned in any of the three areas. The letters are awarded annually at the Spring Awards Assembly.

Student Exchanges

Bluewater District School Board (BWDSB) encourages opportunities for study in other countries and provinces, and for sharing your home, school, and country with someone from another part of the world. The usual exchange experience involves a visiting student spending three months in the fall as part of your family and studying in your school, and you spending three months in the spring with their family, studying in their school. There are also year-long exchanges. Applications are usually made midway in the school year before the planned exchange. For information, see your guidance counsellor.

Academic Roles and Responsibilities

Assignments/Test Policy

At KDSS, it is an understanding that all tests and major assignments are important, and it is an expectation that all tests and major assignments be submitted for assessment.

Procedures for Tests

Teachers will provide all students with a reasonable amount of lead time for all test dates. Students who are absent from class with school approval or for co-curricular activities are expected to:

- a) Negotiate alternative arrangements with the teacher **prior to the absence.**
- b) In case of illness, where it is not possible to make prior arrangements, the test will be completed on the first day back after the missed class. If a student fails to write the test after returning, the student needs to negotiate with the teacher as to whether there will be another opportunity to demonstrate the curriculum expectations at a later date. Students who do not complete assignments and/or tests place themselves in jeopardy of receiving a failing grade or incomplete credit.

Procedure for Assignments

Teachers will provide all students with a reasonable amount of lead time for all assignment due dates.

Students who are absent from class with school approval or for co-curricular activities, are expected to:

- a) Negotiate alternative arrangements with the teacher **prior to the absence.**
- b) The student and teacher will come to an agreement on when the assignment will be submitted.
- c) A contract will be signed by the student, teacher and parent/guardian (if under the age of 18), and it is expected that the contract be returned to the teacher, signed by the parent or adult student, by the next class. If a student fails to submit the assignment by the agreed upon date indicated on the contract, the student may not be given an opportunity to complete the assignment at a later date. Students who do not complete assignments and/or tests place themselves in jeopardy of receiving a failing grade or incomplete credit.

Procedure for 30% Culminating Activities

Students who are absent from class with school approval or for co-curricular activities, are expected to:

- a) Negotiate alternative arrangements with the teacher **prior to the absence.**
- b) Hand in the assignment ahead of the planned absence. If a student fails to submit a final culminating activity or misses an exam without having made prior arrangement with the school, the student will not have completed the expectations of the course and will receive a failing grade and incomplete credit.

Exams

In many courses, end of semester exams are compulsory. The exam dates for the school year are set in advance and can be found by referring to the school year calendar. **It is expected that vacations and appointments will be avoided during the exam periods.** Generally, failure to write a final examination will result in a mark of zero and possible loss of credit. Deferral or possible excusal from writing an exam is given only for a valid medical reason. A medical certificate will be required clearly indicating that the examination could not be written.

Changing Pathways During Academic Year

Students are permitted to change academic pathways during the regular school year. The move is made after consultation with parents, teacher, and the guidance counsellor, preferably no later than one week following the mid-term report card. This regulation is subject to timetabling and class sizes.

Policy Regarding Prolonged Absences for Medical Reasons

When students miss long periods of school due to illness or medical cause, special provisions may be made. Students who are able to complete work that approximates the schoolwork missed and be tested on this may be considered for credit. Teachers will use their professional judgment in assigning work that approximates the normal workload and testing.

Alterations to Timetable

New courses in most cases cannot be added to students' timetables after the beginning of the school year. In some cases, additional courses can be added for educationally sound reasons after consultation with the principal or counsellors. The addition of courses will only be allowed early in the school year. Students need to take 8 subjects in both Grades 9 and 10; study periods in place of credit courses are available to Grade 11 and 12 students.

Full Disclosure

A student has 5 school days after receiving the mid-term report to drop a course so that it is removed from their permanent transcript. This applies to senior level students (Grades 11 and 12).

Attendance

Regular attendance at school is critical for student learning and achievement of course expectations. Each credit bearing course requires 110 hours of classroom instruction. Parents should notify the school through a note or telephone call, prior to 9:00 a.m., if their child is going to be absent from school. The office will investigate any absence that has not been reported. A call will be made home for any unexplained absence or lateness. Students who are frequently absent jeopardize their chances of successfully attaining their credits. Students who miss too many classes may be withdrawn from the course. Lengthy absences are discouraged. Students are responsible for all work missed, no matter the reason for the absence.

Cheating and/or Plagiarism

Plagiarism occurs when you copy or use ideas from someone else's work and say they are your own. You are plagiarizing when you copy exact phrases or paragraphs without using quotes and citing the section. Also, if you use an idea that you did not come up with yourself you must give the author credit by citing his/her work. If in doubt give the person credit by putting the author in your bibliography.

The KDSS Plagiarism/Cheating policy is as follows:

- Work submitted by students will be their own original ideas and wording.
- Examinations, tests, essays and projects are means by which your teacher can grade your achievement. You may not pass off other people's work as your own.
- A failing mark will be assigned for either cheating or plagiarism.

Course Selection Guidelines

Program Pathways

A program pathway consists of the combination of courses that make up your educational program and the supports provided by that program. It is designed to lead you to a particular destination and should reflect the goals that motivate you to complete your secondary education. Establishing a program pathway will help you be successful in your transition to the workplace, apprenticeship, college, or university.

Successful journeys begin with careful planning. In secondary school, the courses you choose will take you to a career destination. Your journey to that career begins as early as Grades 7 and 8. There are many people available to help you plan your journey: guidance counsellors, teachers, parents, and community members.

You can select from a variety of types of courses to meet the needs of your individual pathways, including: Academic, Applied, Locally Developed Compulsory Courses (LDCC), Open, Workplace, College, and University/College.

There are many different pathways to success including: student success programs, intervention programs, credit recovery, apprenticeships, co-operative education experiences, job-shadowing, courses, extra-curricular activities, and experiential education.

You may consider the following as part of your program pathway:

- Co-operative Education
- Guidance and career education opportunities
- Ontario Youth Apprenticeship Program (OYAP)

Your individual pathway depends on you, your interests, and your talents.

Below are some very useful websites through which you can access valuable information and access to many post-secondary options. Other valuable links can be found on the KDSS Home page.

www.myblueprint.ca/bluewater

www.ontariocolleges.ca (plan, find, apply, confirm – Ontario College Application Service)

www.ontariouniversitiesinfo.ca (plan, search – Ontario Universities)

www.osca.ca / (Ontario School Counsellors' Association – student resources)

www.payforschoolgreybruce.com (search scholarships / bursaries)

<https://yconic.com> (search scholarships / bursaries)

Courses Offered 2023-2024					
Area of Study	Courses Offered	Grade 9	Grade 10	Grade 11	Grade 12
The Arts	Dramatic Arts		ADA2OI	ADA3MI	ADA4MI
	Media Arts		ASM2OI	ASM3MI	ASM4MI
	Music	AMU1OI	AMU2OI	AMU3MI	AMU4M
	Visual Art	AVI1OI	AVI2OI	AVI3MI AWS3MI AWD3MI AVI3OI	AVI4MI AWS4MI AWU4MI AWM4MI
Business Studies	Business Studies		BBT2OI	BDI3CI (23/24) BMI3CI (24/25)	
Canadian and World Studies	Geography	CGC1DI			CGW4UI
	History		CHC2DI CHC2PI CHC2LI CHV2OH	CHT3OI	CHY4U/4C
Co-operative Education				ZCOOP2 (Co-op) ZCOOP4 (Co-op) ZBNPD4 (Bruce Power) ZMIL4 (Military Co-op)	ZCOOP2 (Co-op) ZCOOP4 (Co-op) ZBNPD4 (Bruce Power) ZMIL4 (Military Co-op)
English		ENL1WI ENG1LI	ENG2DI ENG2PI ENG2LI	NBE3UI NBE3CI NBE3EI	ENG4UI ENG4CI ENG4EI ETS4UI (24/25) IDC4UI (23/24) OLC4O (Literacy)
French	Core French	FSF1DI FSF1OI	FSF2DI	FSF3UI	FSF4UI
	French Immersion	FIF1DI SNC1WL CGC1DL	FIF2DI SNC2DL GLC2OL CHV2OL	FIF3UI NBF3C	FIF4U
Guidance		GLE1OI GLS1OI (Math)	GLE2OI GLC2OH	GLE3OI	GLE4OI
Health and Physical Education		PPL1OF PPL1OM PPL1OI	PPL2OF PPL2OM	PPL3OI PPL3OF	PAI4OI PPL4OF PPL4OI PSK4UI
Mathematics		MTH1WI MAT1LI	MPM2DI MFM2PI MAT2LI	MCR3UI MCF3MI MBF3CI MEL3EI	MCV4U MHF4U MDM4UI MCT4CI
Science		SNC1WI SNC1LI	SNC2DI SNC2PI	SBI3UI SBI3CI SCH3UI SPH3UI SVN3EI	SBI4UI SCH4CI SCH4UI SPH4UI SPH4CI
Social Sciences and Humanities			HFN2OI	HPC3OI (23/24) HSP3CI HSP3UI HFC3MI	HSB4UI HZT4UI HPD4CI (24/25) HIP4OI
Technological Education	Design	TDJ1OI	TDJ2OI	TDJ3MI	TDJ4MI
	Integrated Technologies	TIJ1OI			
	Transportation		TMJ2OI	TMJ3CI	
	Construction Wood Working		TCJ2OI	TCJ3CI TWJ3EI	TCJ4CI TWJ4EI
	Computer Programming and Engineering		ICD2OI	ICS3UI	ICS4UI

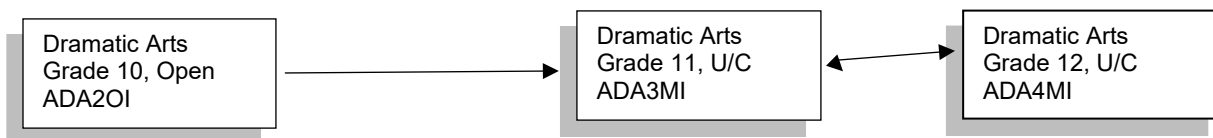
Please check course descriptions for prerequisites.

Course Descriptions and Prerequisites

The Arts

The Arts flow chart depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.

Dramatic Arts



ADA2OI – DRAMATIC ARTS (OPEN)

Prerequisite: None

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA3MI – DRAMATIC ARTS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Grade 9 or 10 Dramatic Arts

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

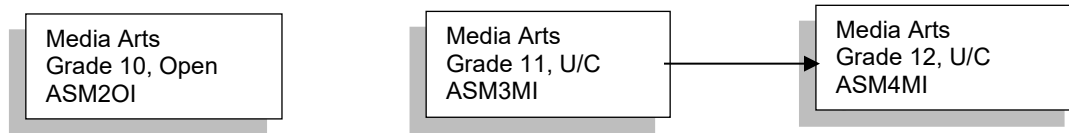
ADA4MI – DRAMATIC ARTS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Grade 10 or 11 Dramatic Arts

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will understand how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.



Media Arts



ASM2OI – MEDIA ARTS (OPEN)

Prerequisite: None

This course enables students to create media artworks by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media arts works.

ASM3MI – MEDIA ARTS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Any Grade 9 or 10 course in the Arts

This course focuses on the development of media arts skills through the production of artworks involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media artworks, and critically the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

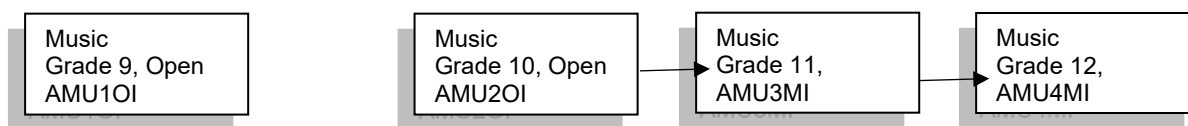
ASM4MI – MEDIA STUDIES (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Media Arts, Grade 11

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation arts, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or post-secondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.



Music



AMU1OI – MUSIC (OPEN)

Prerequisite: None

This course emphasizes the creation and performance of music 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 while developing a variety of skills transferable to other areas of their life.

AMU2OI – MUSIC (OPEN)

Prerequisite: None

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

AMU3MI – MUSIC (University/College)

Prerequisite: Music, Grade 9 or 10, Open

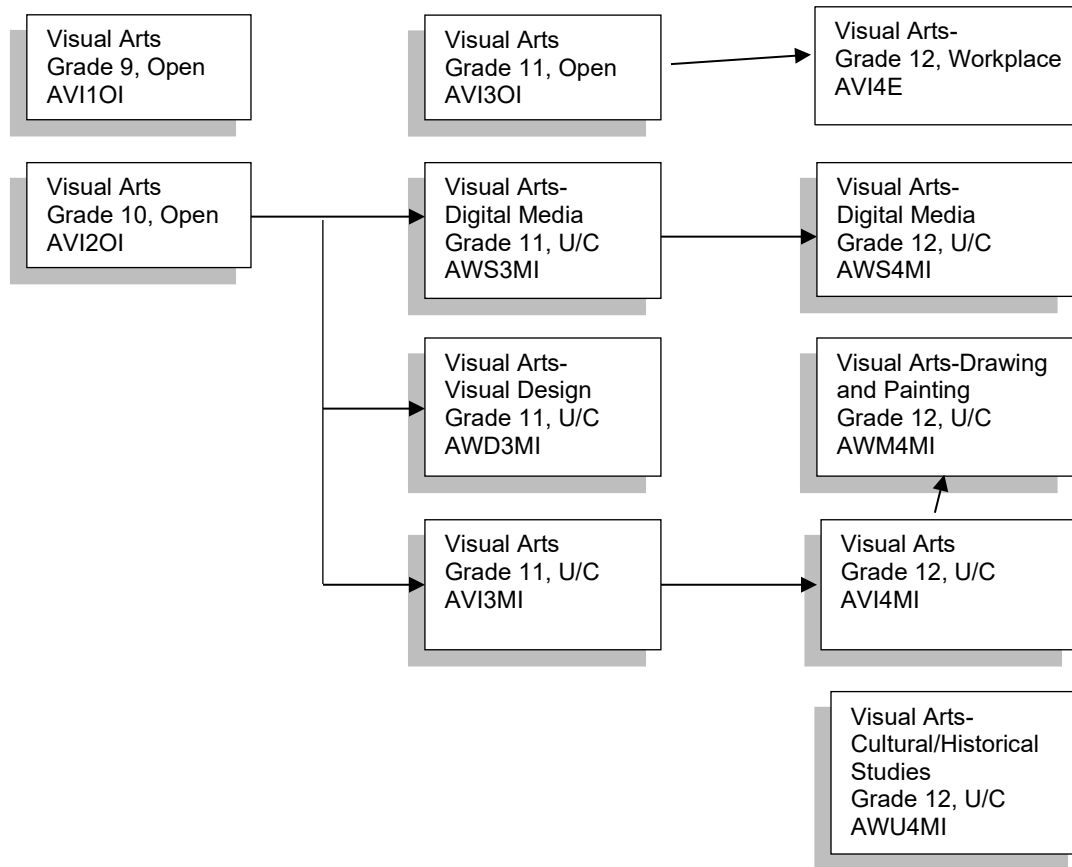
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

AMU4MI – MUSIC (University/College)

Prerequisite: Music, Grade 11, University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

Visual Arts



AVI1OI – VISUAL ARTS (OPEN)

Prerequisite: None

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.

AVI2OI – VISUAL ARTS (OPEN)

Prerequisite: None

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

AVI3MI – VISUAL ARTS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Any Grade 9 or 10 Visual Arts course

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills in the areas of pencil shading, sculpture, oil pastel, printmaking,

and watercolour. Students will also analyse artworks and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

AVI3OI – VISUAL ARTS (OPEN)

Prerequisite: None

This course focuses on studio activities in one or more of the visual arts. Students will create artworks that explore a wide range of subject matter, and will evaluate artworks, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. This course is designed for students who enjoy art but may not want to continue at the university or college level.

AWD3MI – APPLIED DESIGN (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Any Grade 9 or 10 Visual Arts course

This course provides students with opportunities to further develop their commercial skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills in the areas of logo design, lettering, package design, presentation, illustration, and printing. Students will also analyse artworks and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

AWS3MI – DIGITAL MEDIA (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Any Grade 9 or 10 Visual Arts course

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through the major industry graphic design program, Adobe Illustrator. Students will also analyse artworks and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

AVI4MI – VISUAL ARTS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Visual Arts, Grade 11, University/College or Open

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will develop art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Indigenous) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

AWS4MI – DIGITAL MEDIA (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Visual Arts, Grade 11, University/College or Open

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will develop art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Indigenous) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. This course is a continuation of AWS3O. You will reinforce your knowledge of Adobe Illustrator and learn Adobe Photoshop.



AWM4MI – DRAWING AND PAINTING (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Visual Arts, Grade 12, University/College

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will develop art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Indigenous Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. This course will build on the drawing and painting skills developed in AVI4M. Focus will be on: figure drawing, expressive large scale drawing, technical drawing, cultural painting and developing a personal style.

AWU4MI – ART HISTORY (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: None

The approach to art history in this course is chronological. Students study the development of sculpture, painting, drawing, and architecture through the ages. Slide identification is part of the material covered, as is the understanding of the medias used. What is egg tempera painting? Bronze casting? This course would be a great asset to anyone intending to pursue a career in art, or architecture, but an arts background is not a prerequisite.

Business Studies

The Business flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.

Information and
Communication Technology
in Business
Grade 9, Open
BTT2OI

Introduction to Business
Grade 10, Open
BBI2OI

Entrepreneurship: The Venture
Grade 11, C
BDI3CI (23/24)

Marketing: Goods, Services,
Events
Grade 11, C
BMI3CI (22/23)

BTT2OI – INFORMATION and COMMUNICATION TECHNOLOGY IN BUSINESS (OPEN)

Prerequisite: None

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 technologically 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.

BDI3CI – ENTREPRENEURSHIP: THE VENTURE (COLLEGE PREPARATION)

(Offered in alternate years: 2023/2024)

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits and skills most often associated with successful entrepreneurs.

BMI3CI – MARKETING: GOODS, SERVICES, EVENTS (COLLEGE PREPARATION)

(Offered in alternate years: 2023/2024)

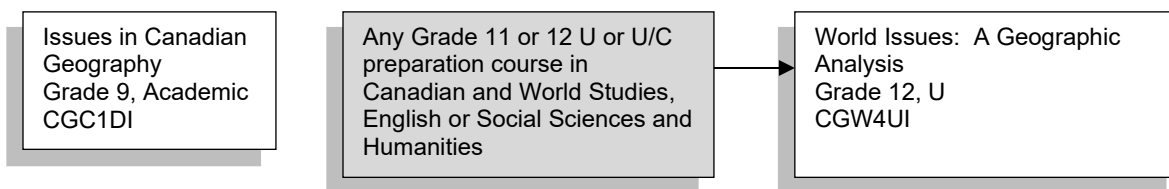
Prerequisite: None

This course introduces the fundamental concepts of marketing, with an emphasis on in-depth analysis of the influence of changes in the economy and global marketplace, trends and issues, and the impact of technology. Students will analyze the buying patterns of various consumers and the effect of marketing strategies, and will engage in marketing research. Students will also develop and present a marketing plan for a specific product.

Canadian and World Studies

Geography

The Geography flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.



CGC1DI – ISSUES IN CANADIAN GEOGRAPHY (ACADEMIC)

Prerequisite: None

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.

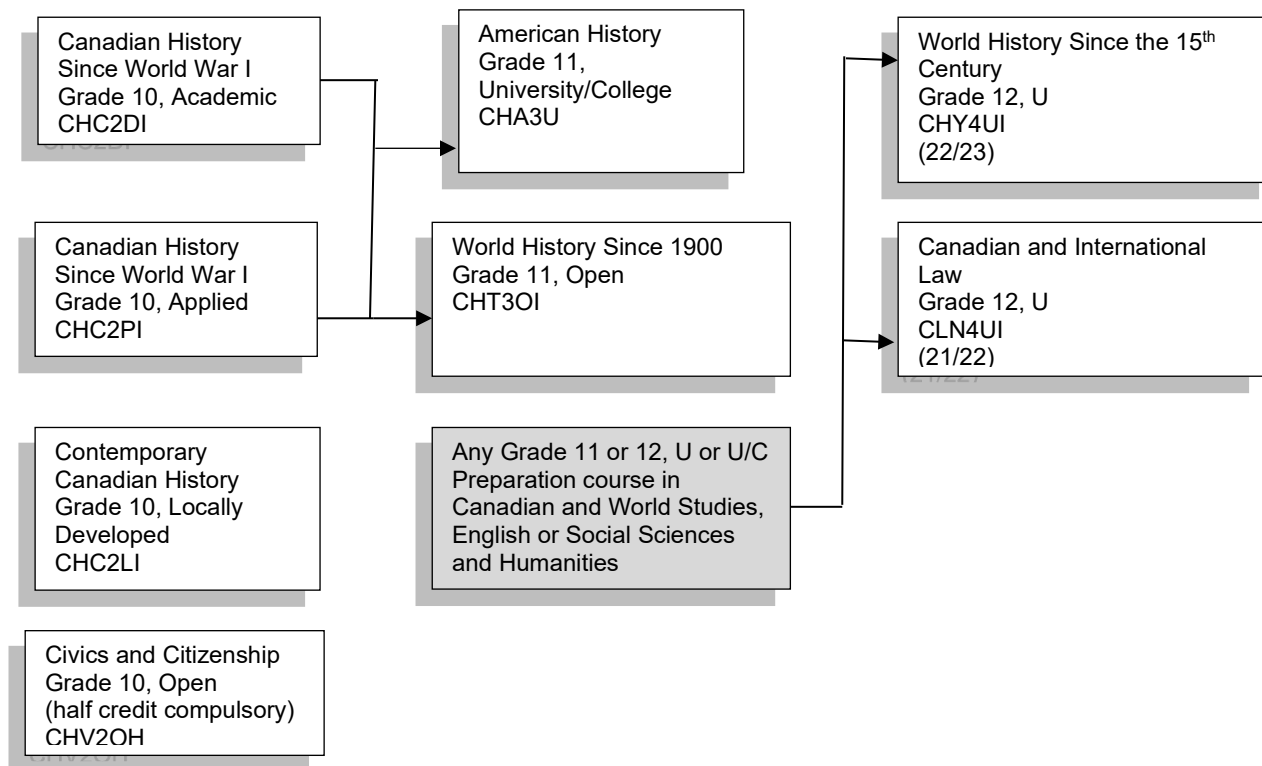
CGW4UI – CANADIAN AND WORLD ISSUES: A GEOGRAPHIC ANALYSIS (UNIVERSITY PREPARATION)

Prerequisite: Any university, university/college preparation course in Canadian or World Studies, English, or Social Science and Humanities.

This course draws on geographic concepts, skills, methods, and technologies to significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, and regional disparities in the ability to meet basic human needs, and protection of the planet's life-support systems.

History

The History flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.



CHC2DI – CANADIAN HISTORY SINCE WORLD WAR I (ACADEMIC)

Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and co-operation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHC2LI - CANADIAN HISTORY SINCE WORLD WAR I (LOCALLY DEVELOPED)

Prerequisite: None

This course focuses on the connections between the student and key people, events, and themes in Canadian contemporary studies. Students prepare for Grade 11 Canadian and World Studies, Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

CHC2PI – CANADIAN HISTORY SINCE WORLD WAR 1 (APPLIED)

Prerequisite: None

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHV2OH – CIVICS AND CITIZENSHIP (OPEN) – 0.5 credit combined with GLC2OH Career Studies

Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

CHT3OI – WORLD HISTORY SINCE 1900: GLOBAL AND REGIONAL INTERACTIONS (OPEN)

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts as well as responses to social, economic, and political developments in various countries and regions. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process – including the interpretation and analysis of evidence – when investigating historical developments and events, including those that continue to affect people in various parts of the world.

CHY4U/C – WORLD HISTORY SINCE THE FIFTEENTH CENTURY

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and co-operation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

CGW4U – World Issues: A Geographic Analysis (UNIVERSITY PREPARATION)

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them.

Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Co-operative Education

KDSS CO-OPERATIVE EDUCATION

Prerequisite: Grade 11 or 12

Co-operative Education provides students with the opportunity to gain firsthand knowledge about specific careers through a work experience. The program consists of a classroom component and a workplace component. The Co-op program is planned to accommodate students and/or employer requirements.

The typical 2 credit program consists of 220 hours of work experience throughout the school year as well as the in-school component. The program is usually every day for 3.5 hours at a workplace. Additional credits may be achieved based on the number of hours a student works. In addition to the 2 credit package the 4 credit package is also very popular. Students must complete daily work journals as well as assignments throughout the semester. Co-op teachers as well as employers evaluate students.

Requirements and Process:

- students must provide their own transportation to their workplace;
- students must be 16 years of age or older before September 1 for some placements (e.g., construction);
- students should have a minimum of 16 credits;
- application process involves interviews with Co-op department and potential employer;
- all potential co-op students must complete a "Co-op package" prior to interviews, which includes an application form, a resume and a cover letter;
- all Co-op placements are to be found by the Co-op department;
- Co-op applications are usually due during the course selection period
- interviews will take place in April and May for both semesters of following year; and
- all students will know where their Co-op placement is before they leave for the summer holidays

OYAP – Ontario Youth Apprenticeship Program

Co-op students can enroll in this program and use their hours towards an apprenticeship in a trade. See the Co-op department for more specific details.

Bruce Power Co-operative Education

These Co-op opportunities are a full semester onsite at Bruce Power for senior students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college, or university.

How to Apply: Student sends an email with a single attachment that includes a cover letter, resume and names of three current references to highschoolcoop@brucepower.com by the first Wednesday after March Break. Student indicates in the cover letter first and second choices of career areas by name and number from the list of 11 listed below. The resume must include a Career Objective that states post-secondary plans.

Career Areas:

1. Business I (Accounting/Finance. Power Marketing, Supply Chain)
2. Business II (Human Resources, Community Relations, Communications, Business Improvement)
3. Engineering I (Mechanical/Electrical)
4. Engineering II (Chemical/Environmental)
5. Information Technology
6. Power Engineering/Nuclear Operations (OYAP trade: Process Operator/Power)*
7. Mechanical maintenance (OYAP trades: Millwright, Welder, HVAC)
8. Control maintenance (OYAP trades: Industrial Electrician, Instrumentation, Electronics)
9. Transportation maintenance (OYAP trades: Automotive, Truck, Heavy Equipment, Small Engines)
10. Fire Protection/Emergency Services*
11. Project Planning

**Possible day/night shift work involved*

Contact the Guidance Department for information sessions.

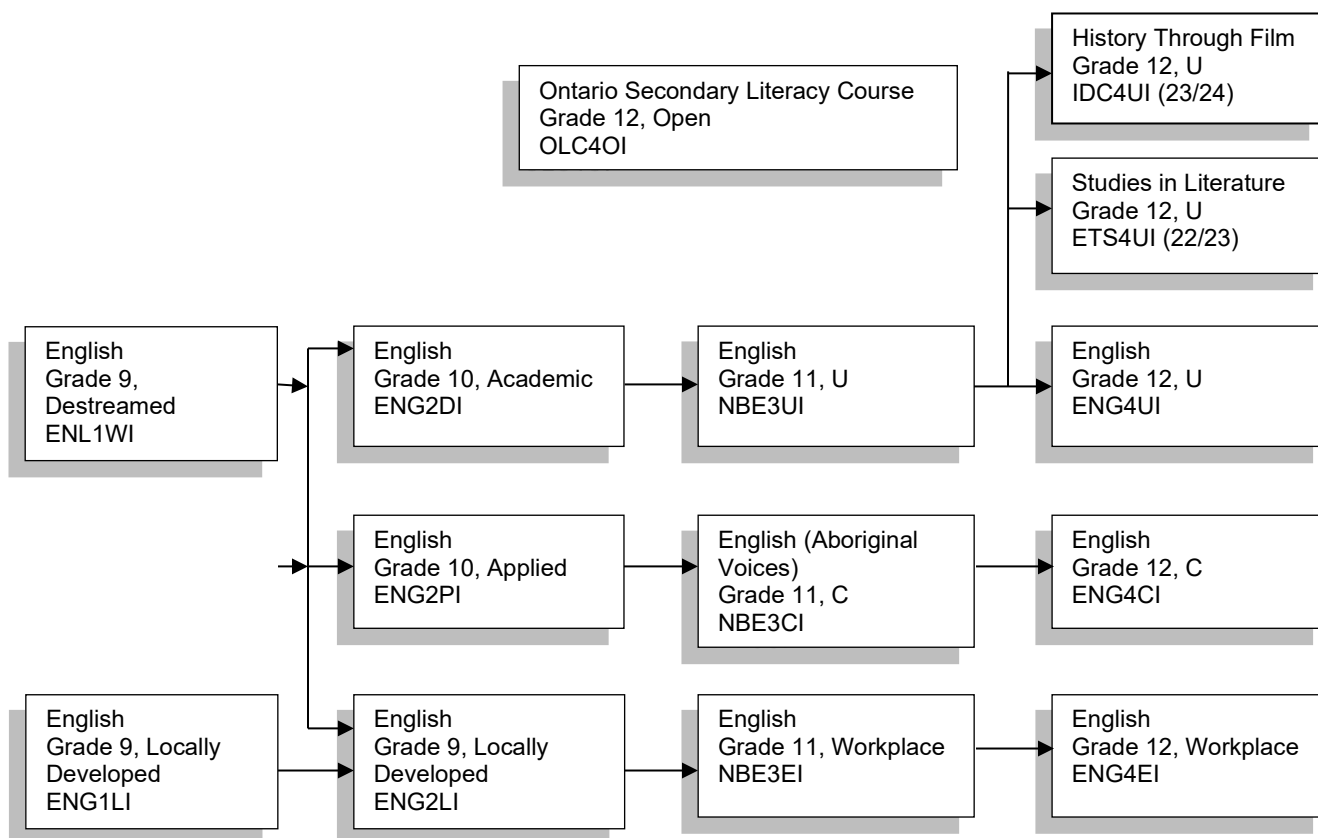
Canadian Forces Co-operative Education

The Grey and Simcoe Foresters and Bluewater District School Board offer an innovative program to those who successfully pass all the criteria during the military selection process. The student is sworn into the Army Reserve and then immersed into a military environment. This placement offers four credits and pay. The Canadian Forces Co-op Program is based on the Primary Reserve Basic Military Qualifications. Lessons taught during the course will include:

- | | |
|--|-----------------------------|
| * Applying General Service Knowledge | * Operate the Service Rifle |
| * Operative Under Nuclear Biological Chemical Conditions | * Perform Drill |
| * Maintain Safe Working Environment | * Administer First Aid |
| * Origin and History of the Canadian Army | * Law of Armed Conflicts |
| * Survive in a Field Environment | |

English

The English Compulsory and Optional Credit Courses flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements



English: Compulsory Courses

ENL1WI – ENGLISH (DESTREAMED)

Prerequisite: None

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENG1LI – ENGLISH (LOCALLY DEVELOPED, COMPULSORY)

By recommendation

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 9 Destreamed course, or the Grade 10 Workplace course in English, and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school and life. This counts as a compulsory English credit.

ENG2DI – ENGLISH (ACADEMIC)

Prerequisite: Grade 9 English, Academic or Applied

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays and opinion pieces and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language.

ENG2PI – ENGLISH (APPLIED)

Prerequisite: Grade 9 English, Destreamed

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design and produce effective media works. An important focus will be the clear and coherent use of spoken and written language.

ENG2LI – ENGLISH (LOCALLY DEVELOPED, COMPULSORY)

Prerequisite: Grade 9 English, Destreamed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 workplace Preparation Course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

NBE3UI – ENGLISH (UNIVERSITY PREPARATION)

Prerequisite: Grade 10 English, Academic

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from [First Nations](#), [Métis](#), and [Inuit](#) cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, [sovereignty](#), or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

NBE3CI - ENGLISH: Contemporary First Nations, Metis, and Inuit Voices (COLLEGE PREPARATION)

Prerequisite: Grade 10 English, Academic or Applied

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous authors. Students will study the content, form, and style of informational texts and literary and media works and will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

NBE3EI – ENGLISH: Contemporary First Nations, Metis, and Inuit Voices (WORKPLACE PREPARATION)

Prerequisite: Grade 10 English

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Indigenous authors. Students will study the content, form, and style of informational texts and literary and media works and will develop an appreciation of the wealth and complexity of Indigenous writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

ENG4CI – ENGLISH (COLLEGE PREPARATION)

Prerequisite: Grade 11 English, or Contemporary First Nations, Metis, and Inuit Voices, College or University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

ENG4UI – ENGLISH (UNIVERSITY PREPARATION)

Prerequisite: Grade 11 English, or Contemporary First Nations, Metis, and Inuit Voices, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

ENG4EI – ENGLISH (WORKPLACE PREPARATION)

Prerequisite: Grade 11 English or Contemporary First Nations, Metis, and Inuit Voices

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, resumes, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

OLC4OI – ONTARIO SECONDARY SCHOOL LITERACY COURSE (OPEN)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Students who have been eligible to take the Ontario Secondary School Literacy Test (OSSLT) at least twice and have been unsuccessful at least once, are eligible to take the course to achieve both a Grade 12 credit and their literacy credential for graduation. (Students who have already met the literacy requirement for graduation may be eligible to take the course under exceptional circumstances, at the discretion of the principal.)

ENGLISH: ELECTIVE COURSES

ETS4UI – STUDIES IN LITERATURE (UNIVERSITY PREPARATION)

Prerequisite: Grade 11 English, or Contemporary First Nations, Metis, and Inuit Voices, University Preparation (*Offered in alternate years: 2024/2025*)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. This course will focus on the graphic novel.

IDC4UI – History through Film, Grade 12 (UNIVERSITY PREPARATION)

Prerequisite: Any University Preparation course.
(*Offered in alternate years: 2023/2024*)

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; analyse historical innovations and exemplary research; and investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

This course will combine the curriculum requirements of CHW3M, CHY4U, CHA3U, ENG4U and EWC4U. An emphasis will be placed on developing research skills and the writing process.

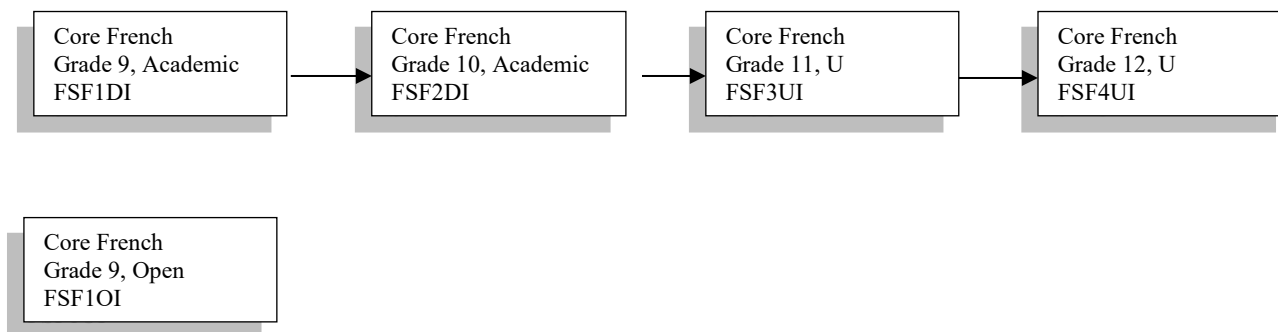
French

Students have much to gain by taking a second language! French is one of our official languages in Canada and is also the ninth most widely spoken language in the world. Many opportunities are open to students who pursue French studies, for example:

- French aids students who are pursuing a career in travel and tourism industries, as well as law enforcement or the military;
- having a second language can improve your career and education prospects;
- learning a second language breaks down the barriers that divide peoples and cultures; and
- French, in addition to English, is the official working language of many international panels, such as the United Nations, UNESCO, and NATO.

The French charts below depict movements from course to course with regard for prerequisites, but do not include all possible movements from course to course.

Core French



FSF1DI – CORE FRENCH (ACADEMIC)

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

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 develop their skills in listening, speaking, reading and writing 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 skills necessary for lifelong language learning.

FSF1OI – CORE FRENCH (OPEN)

Prerequisite: None

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

FSF2DI – CORE FRENCH (ACADEMIC)

Prerequisite: Core French, Grade 9, Academic or Applied

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their skills in listening, speaking, reading and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

FSF3UI – CORE FRENCH (UNIVERSITY PREPARATION)

Prerequisite: Core French, Grade 10, Academic

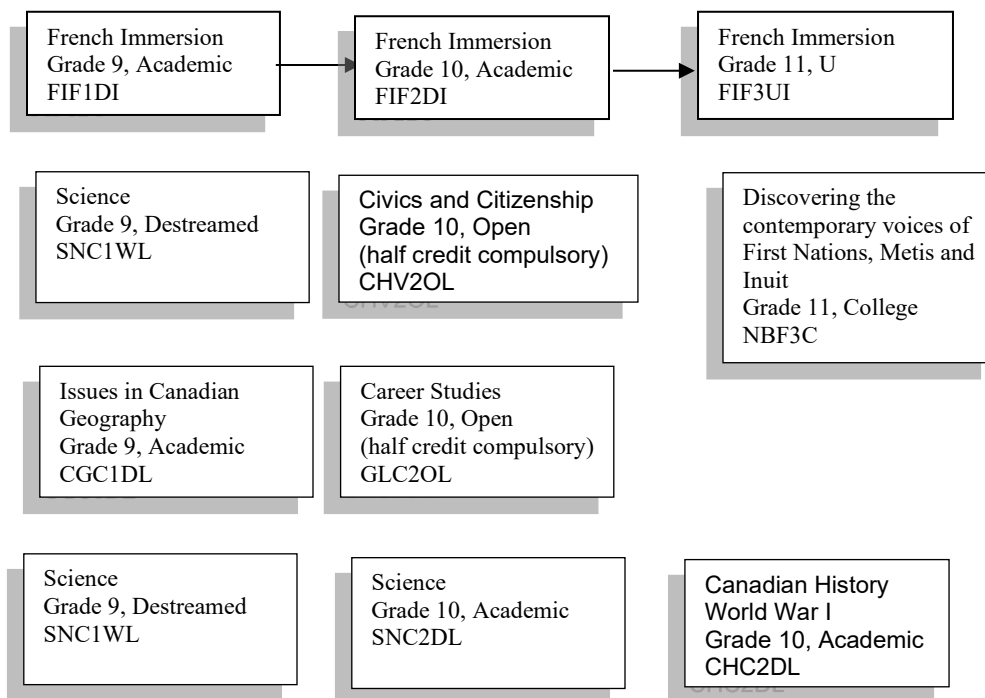
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF4UI – CORE FRENCH (UNIVERSITY PREPARATION)

Prerequisite: Core French, Grade 11, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

French Immersion



FIF1DI - FRENCH IMMERSION (ACADEMIC)

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent.

This course enables students to enhance their knowledge of the French language and to further develop their language skills through the study of twentieth-century North American Francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study an authentic novel and selected authentic poems, legends, songs, films, and newspaper articles from French-speaking parts of North America.

FIF2DI – FRENCH IMMERSION (ACADEMIC)

Prerequisite: French Immersion, Grade 9, Academic

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles

FIF3UI – FRENCH IMMERSION (UNIVERSITY PREPARATION)

Prerequisite: French Immersion, Grade 10, Academic

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FIF4UI – FRENCH IMMERSION (UNIVERSITY PREPARATION)

Prerequisite: French Immersion, Grade 11, Academic

This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

SNC1WL – SCIENCE – FRENCH IMMERSION

Prerequisite: None

See course description for SNC1WI. This course will be offered in French as it is part of our French Immersion program.

SNC2DL – SCIENCE – FRENCH IMMERSION

Prerequisite: SNC1WI

See course description for SNC2D. This course will be offered in French as it is part of our French Immersion program.

CGC1DL - ISSUES IN CANADIAN GEOGRAPHY (ACADEMIC)

Prerequisite: None

See course description for CGC1D. This course will be offered in French as it is part of our French Immersion program.

CHV2OL – CIVICS AND CITIZENSHIP – FRENCH IMMERSION (OPEN)

(0.5 credit combined with GLC2OH Career Studies)

Prerequisite: None

(Offered in 22/23)

See course description for CHV2OH. This course will be offered in French as it is part of our French Immersion program.

GLC2OL – CAREER STUDIES – FRENCH IMMERSION (OPEN)

(0.5 credit is combined with CHV2OH Civics)

Prerequisite: None

(Offered in 22/23)

See course description for GLC2OL. This course will be offered in French as it is part of our French Immersion program.

NBF3C – English: Discovering the contemporary voices of First Nations, Métis and Inuit – FRENCH IMMERSION (OPEN)

Prerequisite:None

This course allows students to deepen their knowledge of the themes and stylistic elements of cultural forms of expression, by studying various texts by authors of First Nations, metis and Inuit of Canada or their cultures. From a contemporary perspective, students examine the use of cultural forms of expression by Indigenous authors from various time periods to express themselves on themes such as identity, relationships, self-determination, sovereignty and the Self-government in Canada. Students develop oral, written, or created texts using a variety of electronic media to explore their own ideas and understanding of themes, while developing literacy, communication, critical and creative thinking skills that will enable them to succeed in their studies and in their daily lives. This course is designed to prepare the student to take the 12e year giving entitlement to a mandatory credit.

Guidance and Career Education

Career Studies:

GLC2OH – CAREER STUDIES (OPEN)

(0.5 credit is combined with CHV2OH Civics)

Prerequisite: None

Career Studies
Grade 10, Open
(half credit compulsory)
GLC2OH

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Learning Strategies:

Learning Strategies 1:
Skills for Success in
Secondary School
Grade 9, Open
GLE1OI and GLS1OI

Learning Strategies
1: Skills for Success
in Secondary School
Grade 10, Open
GLE2OI

Advanced Learning
Strategies: Skills for
Success after
Secondary School
Grade 11, Open
GLE3OI

Advanced Learning
Strategies: Skills for
Success after
Secondary School
Grade 12, Open
GLE4OI

GLE1OI / 20 / 30 / 40 – LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

Prerequisite: Recommendation of Principal

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.

GLS1OI / LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL

Prerequisite: Recommendation of Principal

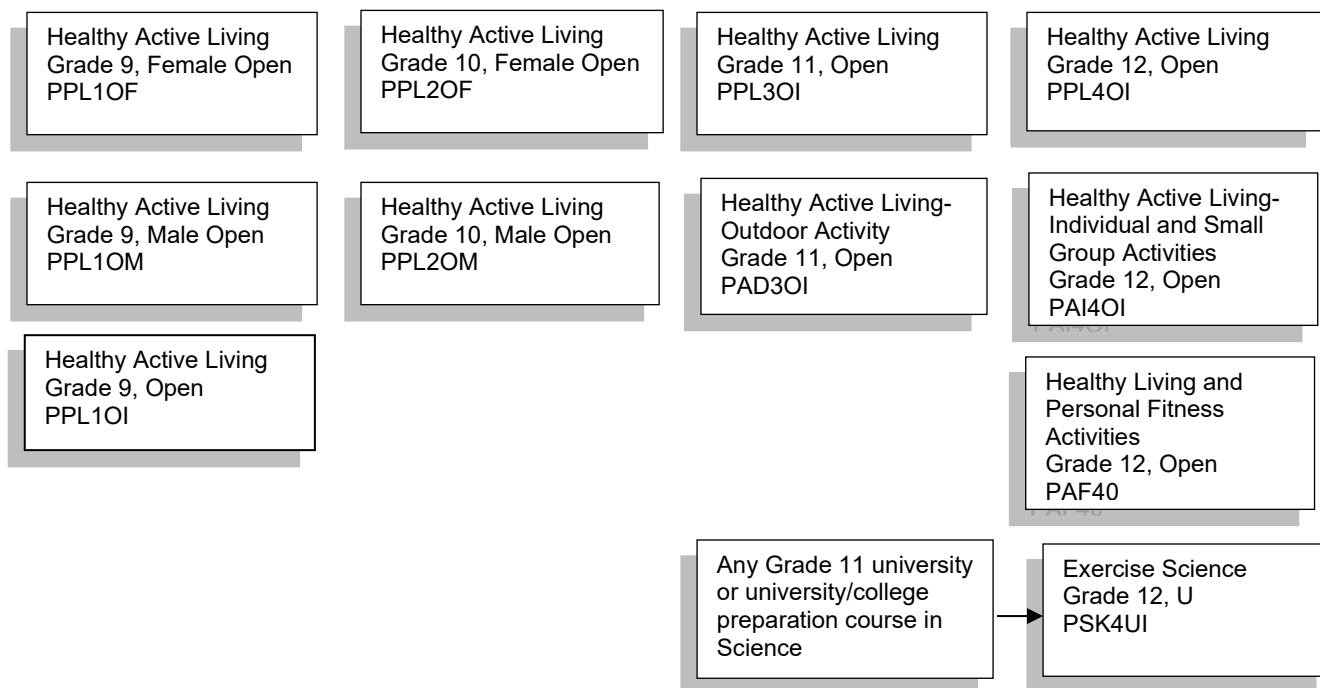
(This course is math-specific and is intended to prepare students for math at the Grade 9 level.)

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.



Health and Physical Education

The Health and Physical Education flow chart below depicts movements from course to course with regard to prerequisites, but does not include all possible movements from course to course.



Physical Education is compulsory in Grade 9

It is important that students participate safely and comfortably in the Physical Education program. For your best interest we recommend the following:

- An annual medical examination;
- Appropriate attire (e.g., a gym uniform) as prescribed by the teacher;
- A mouth guard for some team sport activities; and
- The Physical Education teacher should be made aware of any medical or health condition that may affect or limit the student.

Parents should be aware that there is a risk of injury in every athletic activity. Be assured that the safety and well-being of students is a prime concern and risks are managed as effectively as possible.

Some activities such as swimming, cross-country running, cross country skiing, cycling, tennis, etc., are conducted off the school campus and students are expected to walk to the necessary facility.

Grade 9 Physical Education will be offered in male, female, or Co-ed classes.

PPL1OF – HEALTHY ACTIVE LIVING EDUCATION – FEMALE (OPEN)
PPL1OM – HEALTHY ACTIVE LIVING EDUCATION – MALE (OPEN)
PPL1OI – HEALTHY ACTIVE LIVING EDUCATION – COEDUCATIONAL (OPEN)

Prerequisite: None

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Specific activities will include: interactive games, volleyball, cross-country running, basketball, swimming, badminton, fitness methods, soccer, lacrosse, and track and field.

PPL2OF – HEALTHY ACTIVE LIVING EDUCATION – FEMALE (OPEN)
PPL2OM – HEALTHY ACTIVE LIVING EDUCATION – MALE (OPEN)

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Specific activities include the following: field hockey, lacrosse, outdoor activities, an arena unit, badminton, indoor games, and volleyball.

PPL3OI AND PPL3OF (FEMALE)– HEALTHY ACTIVE LIVING EDUCATION – COEDUCATIONAL (OPEN)

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Activities include the following: strength training, aerobics, orienteering, swimming, cross-country skiing, badminton, curling, indoor games, leadership activities, and an arena unit.

PAI4OI – HEALTHY ACTIVE LIVING EDUCATION – COEDUCATIONAL (INDIVIDUAL AND SMALL GROUP ACTIVITIES) (OPEN)

Prerequisite: None

Please see PPL4OI for curriculum expectations.

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict resolutions, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. This course is designed for the student who wishes to remain active and would like to experience a variety of physical pursuits which fall within the realm of individual and

small group activities. Activities may include tennis, canoeing, bowling, golf, archery, lawn bowling, horseshoes, badminton, and/or wall climbing.

PPL4OI AND PPL4OF (FEMALE) – HEALTHY ACTIVE LIVING EDUCATION (OPEN)

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Activities will include; games such as soccer, field hockey, lacrosse, 'Aussie Rules' football, ringette, ice hockey, ball hockey, ultimate, badminton, beach volleyball, slow pitch, snowshoeing, and aquatics.

PSK4UI – INTRODUCTORY KINESIOLOGY (UNIVERSITY PREPARATION)

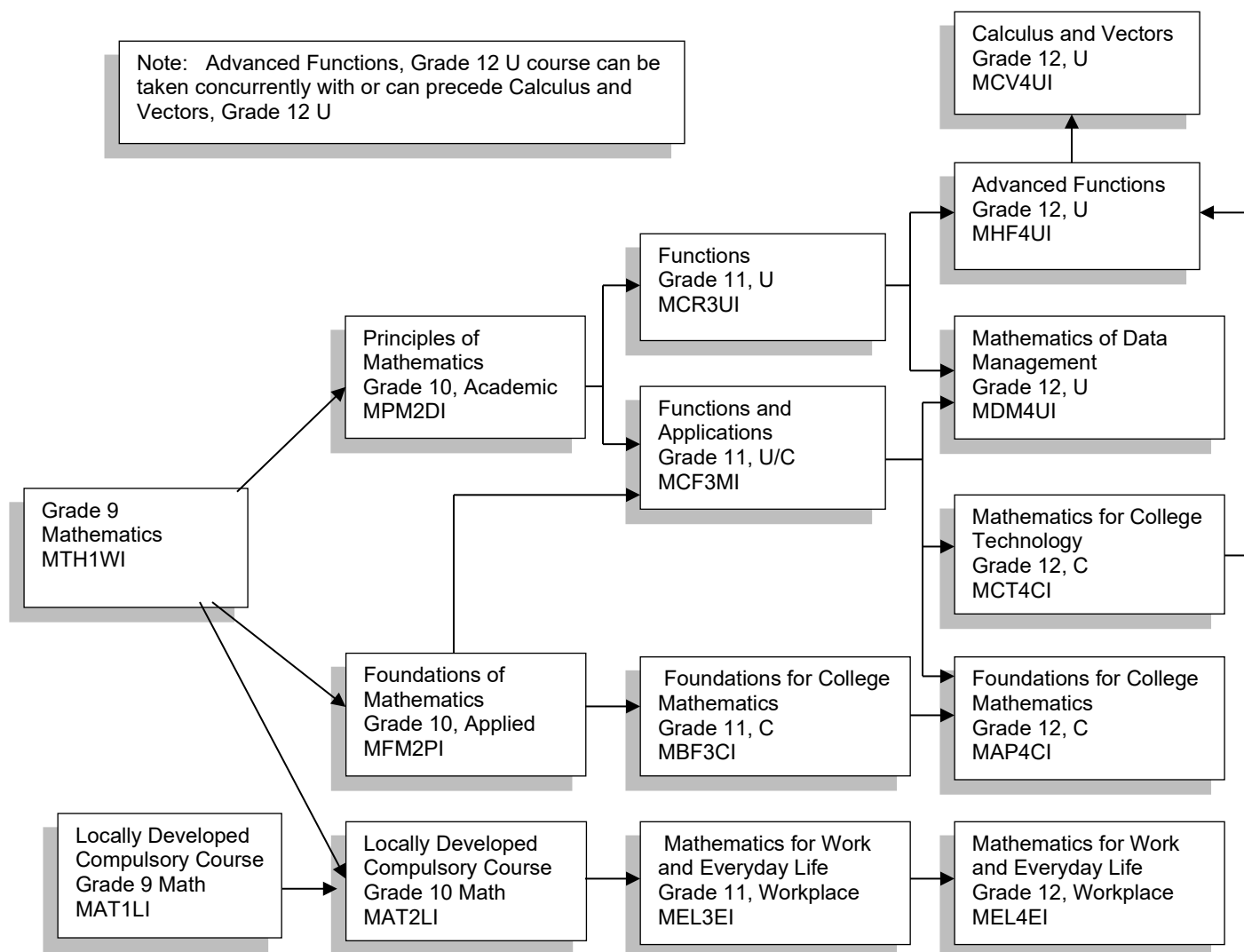
Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education.

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.



Mathematics

The Mathematics flow chart below depicts movements from course to course with regard to prerequisites, but does not include all possible movements from course to course.



MAT1LI – MATHEMATICS (LOCALLY DEVELOPED, COMPULSORY)

Prerequisite: None

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 Locally Developed Compulsory 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.

MTH1WI - MATHEMATICS, Grade 9

Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MPM2DI – PRINCIPLES OF MATHEMATICS (ACADEMIC)

Prerequisite: Grade 9 Mathematics, Destreamed (with transfer course)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications, solve and apply linear systems, verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking.

MFM2PI – FOUNDATIONS OF MATHEMATICS (APPLIED)

Prerequisite: Grade 9 Mathematics, Destreamed

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry, solve and apply linear systems using real-life examples, and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MAT2LI – MATHEMATICS (LOCALLY DEVELOPED, COMPULSORY)

Prerequisite: Any Grade 9 Mathematics credit

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in 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 strengthening and extending key foundational and mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend 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.

MCR3UI – FUNCTIONS (UNIVERSITY PREPARATION)

Prerequisite: Principles of Mathematics, Grade 10, Academic

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MCF3MI – FUNCTIONS AND APPLICATIONS (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MBF3CI – FOUNDATIONS FOR COLLEGE MATHEMATICS (COLLEGE PREPARATION)

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MEL3EI – MATHEMATICS FOR WORK AND EVERYDAY LIFE (WORKPLACE PREPARATION)

Prerequisite: Any Grade 9 or 10 Mathematics credit

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MCV4UI – CALCULUS AND VECTORS, GRADE 12, (UNIVERSITY PREPARATION)

Prerequisite: Advanced Functions, Grade 12, University Preparation, *must be taken prior to or concurrently with Calculus and Vectors*

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

MHF4UI – ADVANCED FUNCTIONS, GRADE 12, (UNIVERSITY PREPARATION)

Prerequisite: Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also

refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MDM4UI – MATHEMATICS OF DATA MANAGEMENT (UNIVERSITY PREPARATION)

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information, solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.

MCT4CI – MATHEMATICS FOR COLLEGE TECHNOLOGY (COLLEGE PREPARATION)

Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, rational, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, and vectors. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

MAP4CI – FOUNDATIONS FOR COLLEGE MATHEMATICS (COLLEGE PREPARATION)

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

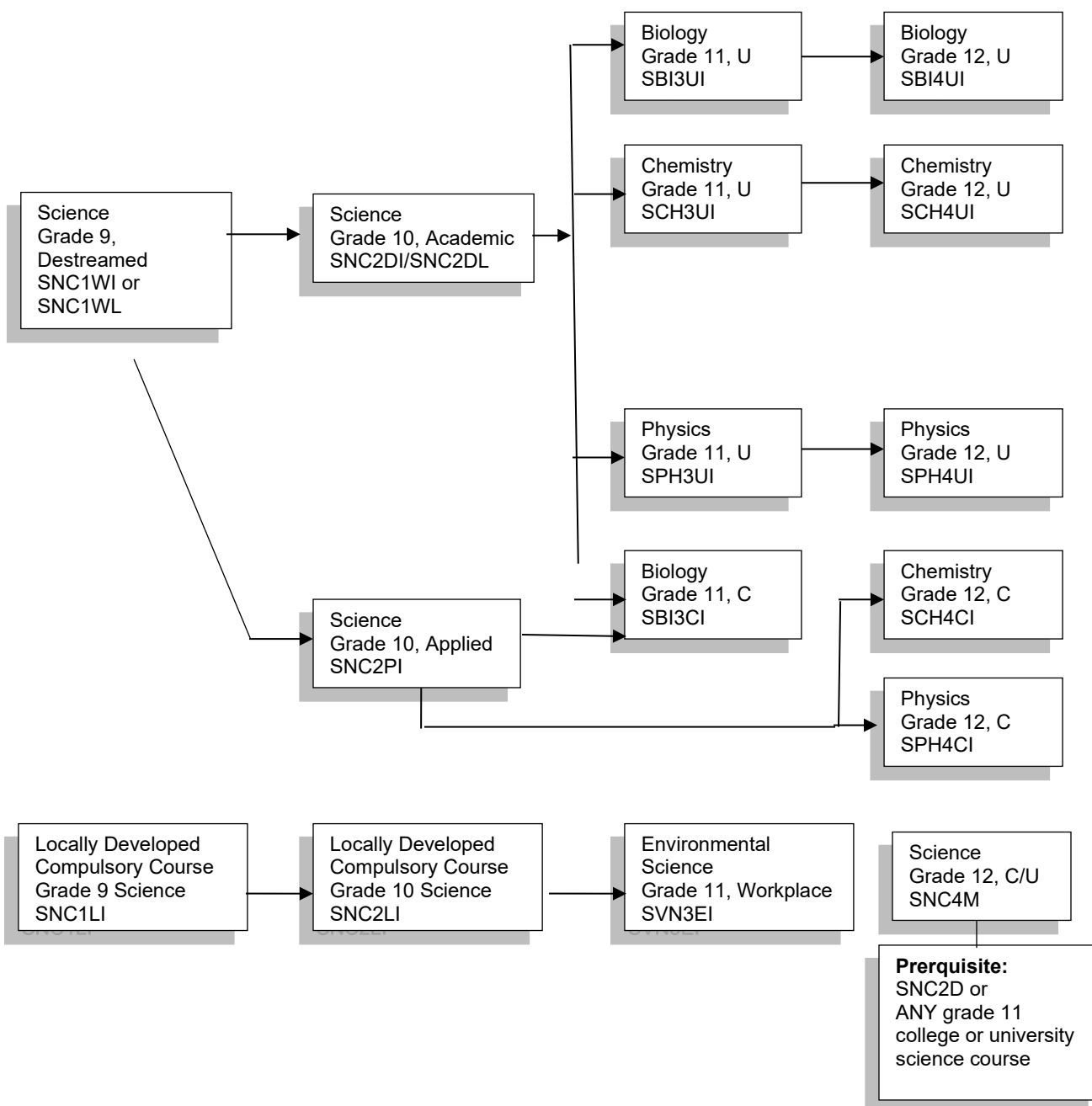
MEL4EI – MATHEMATICS FOR WORK AND EVERYDAY LIFE (WORKPLACE PREPARATION)

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will use statistics in investigating questions; apply the concept of probability to solve problems in familiar situations, investigate accommodation costs and create household budgets, use proportional reasoning, estimate and measure, and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Science

The Science flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.



SNC1WI – SCIENCE (ACADEMIC)

Prerequisite: None

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC1LI – SCIENCE (LOCALLY DEVELOPED)**Prerequisite:** None

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics which may include science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, electrical circuits and optics. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

SNC2DI – SCIENCE (ACADEMIC)**Prerequisite:** Science, Grade 9, Destreamed

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

SNC2PI – SCIENCE (APPLIED)**Prerequisite:** Science, Grade 9, Destreamed

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems, chemical reactions, factors affecting climate change, and the interaction of light and matter.

SBI3UI – BIOLOGY (UNIVERSITY PREPARATION)**Prerequisite:** Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

SBI3CI – BIOLOGY (COLLEGE PREPARATION)**Prerequisite:** Science, Grade 10, Academic or Applied

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

SBI4UI – BIOLOGY (UNIVERSITY PREPARATION)**Prerequisite:** Biology, Grade 11, University Preparation

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.

SCH3UI – CHEMISTRY (UNIVERSITY PREPARATION)

Prerequisite: Science, Grade 10, Academic

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds, chemical reactions and quantitative relationships in those reactions, solutions and solubility, and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

SCH4UI – CHEMISTRY (UNIVERSITY PREPARATION)

Prerequisite: Chemistry, Grade 11, University Preparation

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 while refining 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.

SCH4CI – CHEMISTRY (COLLEGE PREPARATION)

Prerequisite: Science, Grade 10, Academic or Applied

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

SVN3EI – ENVIRONMENTAL SCIENCE (WORKPLACE PREPARATION)

Prerequisite: Science, Grade 9, Academic or Applied or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in Science

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

SPH3UI – PHYSICS (UNIVERSITY PREPARATION)

Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism.

They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

SPH4UI – PHYSICS (UNIVERSITY PREPARATION)

Prerequisite: Physics, Grade 11, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

SPH4CI – PHYSICS (COLLEGE PREPARATION)

Prerequisite: Science, Grade 10, Academic or Applied

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

SNC4M – SCIENCE (COLLEGE PREPARATION)

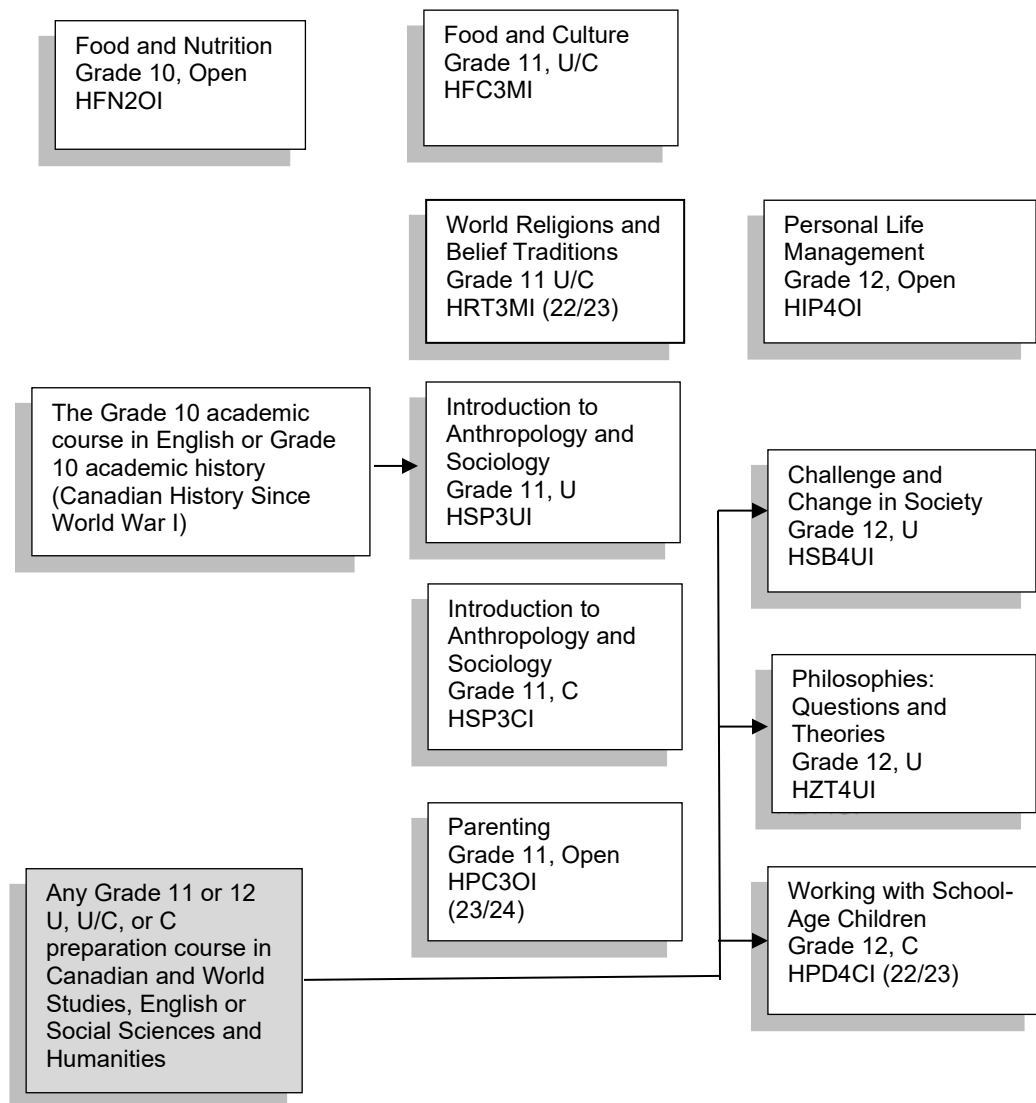
Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

This course enables students, including those pursuing post-secondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.



Social Sciences and Humanities

The Social Sciences and Humanities flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.



HFN2OI – FOOD AND NUTRITION (OPEN)

Prerequisite: None

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. (**Note:** If you have earned HFN1OI, you cannot earn a second credit with HFN2OI.)

HFC3MI – FOOD AND CULTURE (University/College Preparation)

Prerequisite: None

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

HSP3UI – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY (UNIVERSITY / COLLEGE PREPARATION)

Prerequisite: The Grade 10 *academic* course in English or the Grade 10 *academic* history course (Canadian and World Studies).

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

HSP3CI – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY (COLLEGE PREPARATION)

Prerequisite: None

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

HPC3OI – RAISING HEALTHY CHILDREN (OPEN)

(Offered alternate years: 2023/2024)

Prerequisite: None

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six-years-old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

HSB4UI – CHALLENGE AND CHANGE IN SOCIETY (UNIVERSITY PREPARATION)

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

This course focuses on the use of social science theories, perspectives and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global

inequalities. Students will explore ways in which social science research methods can be used to study social change.

HIP4OI – PERSONAL LIFE MANAGEMENT (OPEN)

Prerequisite: None

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

HZT4UI – PHILOSOPHY: QUESTIONS AND THEORIES (UNIVERSITY PREPARATION)

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and/or aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

HPD4CI – WORKING WITH SCHOOL-AGE CHILDREN AND ADOLESCENTS (COLLEGE PREPARATION)

(Offered in alternate years: 2022/2023)

Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.



Technological Education

The Technological Education Flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.

Computer and Information Science

Introduction to
Computer Studies
Grade 10, Open
ICS2OI

Introduction to Computer
Science
Grade 11, U
ICS3UI

Computer Science
Grade 12, U
ICS4UI

Design Technology

Exploring
Technological Design
Grade 9, Open
TDJ1OI

Technological Design
Grade 10, Open
TDJ2OI

Technological Design
Grade 11, U/C
TDJ3MI

Technological Design
Grade 12, U/C
TDJ4MI

Transportation Technology

Transportation
Technology
Grade 10, Open
TTJ2OI

Transportation
Technology
Grade 11, Open
TTJ3OI

Integrated Technologies

Exploring
Technology
Grade 9, Open
TIJ1OI

Construction
Technology
Grade 10, Open
TCJ2OI

Construction Technology

Construction
Engineering Technology
Grade 11, C
TCJ3CI

Construction
Engineering Technology
Grade 12, C
TCJ4CI

Woodworking Technology

Custom Woodworking
Grade 11, Workplace
TWJ3EI

Custom Woodworking
Grade 11, Workplace
TWJ4EI

Technological courses are designed to introduce the student to technical areas which will serve as fundamental building blocks at the lower grades and develop into specialized concentrations at the senior levels. The practical skills gained will be useful to the student throughout life, whether a career or apprenticeship related to these courses is chosen, or the student continues studying at a community college, university, or applies the learning in a recreational fashion.

TDJ1OI – TECHNOLOGICAL DESIGN (OPEN)

This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post-secondary pathways leading to careers in the field.

TDJ2OI – TECHNOLOGICAL DESIGN (OPEN)

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and post-secondary education and training leading to careers in the field.

TDJ3MI – TECHNOLOGICAL DESIGN (UNIVERSITY/COLLEGE PREPARATION)

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. This course may be used towards the SHSM diploma.

TDJ4MI – TECHNOLOGICAL DESIGN (UNIVERSITY/COLLEGE PREPARATION)

Prerequisite: TDJ3MI

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills and explore career opportunities and the post-secondary education and training requirements for them. This course may be used towards the SHSM diploma.

TIJ1OI – EXPLORING TECHNOLOGY (OPEN)

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 societal issues and will begin to explore secondary and post-secondary education and training pathways leading to careers in technology-related fields.

TCJ2OI – CONSTRUCTION TECHNOLOGY (OPEN)

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology and will explore secondary and post-secondary pathways leading to careers in the industry.

TCJ3CI – CONSTRUCTION ENGINEERING TECHNOLOGY (COLLEGE PREPARATION)

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology and explore career opportunities in the field. This course may be used towards the SHSM diploma. **Safety boots are required for this course.**

TCJ4CI – CONSTRUCTION ENGINEERING TECHNOLOGY (COLLEGE PREPARATION)

Prerequisite: TCJ3CI

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology and explore career opportunities in the field. This course may be used towards the SHSM diploma. **Safety boots are required for this course.**

TWJ3EI – CUSTOM WOODWORKING (WORKPLACE PREPARATION)

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, post-secondary training, and career opportunities in the field that may be pursued directly after graduation. This course may be used towards the SHSM diploma.

TWJ4EI – CUSTOM WOODWORKING (WORKPLACE PREPARATION)

Prerequisite: TWJ3EI

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking while exploring career opportunities that may be pursued directly after graduation. This course may be used towards the SHSM diploma.

TMJ2OI – MANUFACTURING TECHNOLOGY (OPEN)

Prerequisite: None

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to

manufacturing, and will learn about secondary and post-secondary pathways leading to careers in the industry

TMJ3CI – MANUFACTURING TECHNOLOGY:

Prerequisite: None

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry

Construction Specialist High Skills Major

What is the Specialist High Skills Major (SHSM)?

The SHSM enables students to customize their high school experience to suite their interests and talents, and to prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM enables students to gain sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning experience more engaging for students, focuses them on graduation and prepares them to pursue their career goals.

Required Components for the SHSM – Construction

1. A bundle of 10 Grade 11 and Grade 12 credits that includes:
 - i) 4 construction major credits that provide sector-specific knowledge and skills
 - ii) 4 other required credits from the Ontario curriculum, in English, mathematics, and science or business, in which some expectations are met through learning activities contextualized to the construction sector
 - iii) 2 co-operative education credits that provide authentic learning experiences in a workplace setting enabling students to refine, extend, apply, and practice sector-specific knowledge and skills
2. 7 sector-recognized certifications and/or training courses/programs (5 compulsory and a choice of 2 from a list of additional certifications and training courses/programs)
3. Experiential learning activities within the sector
4. 'Reach ahead' experiences connected with the student's post-secondary pathway
5. Development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning a SHSM receive an OSSD with the red SHSM seal as well as an SHSM Record that documents the student's achievement of each of the required components.

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen post-secondary education or training program or occupation.

Required SHSM Credits:

SHSM–Construction									
Credits		Apprenticeship Training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Co-operative Education Credit)		4*		4*		4*		4*	
includes content delivered in the sector's context	English	1		1		1		2	
	Mathematics	2		2		2		1	
	Business Studies or Science or Additional Co-operative Education Credit	1		1		1		1	
Co-operative Education		2		2		2		2	
Total number of credits		10		10		10		10	

Sector-Recognized Certifications and Training

Five (5) compulsory:				
Standard First Aid	CPR Level A	Health and Safety-basic	Fall protection	Generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
Two (2) electives from the list below:				
Chainsaw safety	Confined space awareness	Elevating work platforms	Energy efficiency training	
Electrical safety	Forklift safety	Hoisting and rigging	Powder-actuated tools	
Propane in Construction	Scaffold safety	Suspended access equipment	Traffic control	
Trenching safety	Insulated concrete forming	Personal protective equipment in construction		

Pathway Planner for Construction Specialist High Skills Major

Specialist High Skills Major								
	Apprenticeship Training Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
4 Construction Major Credits <i>-may include max of 1 Co-op credit - must include a min of 1 Gr. 11 and 1 Gr. 12 credit</i>	TCJ3CI TCJ3CO or TWJ3EI or TTJ30	TCJ4CI TCJ4CO or TWJ4EI or TTJ30	TCJ3CI TCJ3CO or TDJ3MI or TWJ3EI or TMJ30	TCJ4CI TCJ4CO or TDJ4MI or TWJ4EI or TMJ30	TCJ3CI TCJ3CO or TDJ3MI or TWJ3EI or TMJ30	TCJ4CI TCJ4CO or TDJ4MI or TWJ4EI or TMJ30	TCJ3EI TCJ3CI TCJ3EO or TCJ3CO or TWJ3E or TMJ30I	TCJ4EI TCJ4CI TCJ4EO or TCJ4CO or TWJ4EI or TMJ30
1 English	ENG3CI ENG 3EI	ENG4CI ENG4EI	ENG3CI	ENG4CI	ENG3UI	ENG4UI	ENG3EI*	ENG4EI*
2 Mathematics	MBF3CI or MEL3EI	MAP4CI or MEL4EI	MBF3CI or MCF3MI	MCT4CI or MAP4CI	MCR3UI or MCF3MI	MHF4UI or MCV4UI or MDM4UI	MEL3EI*	MEL4EI*
1 Science or Business Studies or Additional Co-op Credit	BDI3CI or BMI3CI SVN3EI or SNC4EI Or Co-op Credit		BDI3CI or BMI3CI SPH4CI or SNC4MI Or Co-op Credit		SPH3UI or SNC4MI SPH4UI or BOH4MI Or Co-op Credit		BDI3CI or SVN3EI BMI3CI or SNC4EI Or Co-op Credit	
2 Co-op	2 Co-operative Education Credits in either Grade 11 or Grade 12							

**In the Workplace Pathway, students require 2 English Credits and 1 Math Credit*

Health and Wellness Specialist High Skills Major

What is SHSM?

Specialist High Skills Majors let students focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma.

Why consider SHSM – Health and Wellness?

This program enables students to:

- Customize their secondary school education to suit their interests and skills;
- Complete sector recognized certifications to build their resume;
- Prepare for post-secondary opportunities;
- Explore and refine their career goals;
- Earn the SHSM Distinction on their OSSD; and
- Engage in experiential learning with like-minded peers.

Required SHSM Credits:

Co-op Placements (minimum 2 credits- ½ a day for 1 semester)	
Students apply their learning from an SHSM pathway course in an authentic learning environment. Future careers may include one of the following (this is not a complete list of careers for this sector):	
Occupations Available:	Nursing/Medicine
Audiology	Parks and Leisure
Child and Youth Worker	Pharmacy
Chiropractic	Physical Education Teacher
Diagnostic Imaging	Physical Trainer
Dietician	Physiotherapy
EAs	Recreational Planning
ECEs	Social Services
Food Services	Spa/Aesthetics/Hair
Funeral	Veterinary Medicine/Registered Veterinary Technician
Kinesiology	Yoga

Four Major Credits between Grade 11 and 12 with a focus in Health and Wellness					
Grade 11 (select at least 1)			Grade 12 (select at least 1)		
HCF3M – Food and Culture HSP3C/U - Introduction to Anthropology, Sociology and Psychology HPC3O - Raising Healthy Children PAD3O - Outdoor Education PAF3O - Personal Fitness PPL3O - Healthy Active Living PPZ3O - Health for Life SBI3C/U - Biology SCH3U - Chemistry SPH3U - Physics			HPD4O – Working with School Age Children HSB4U - Challenge and Change in Society HZT4U - Philosophy PAF4O - Personal Fitness PPL4O - Healthy Active Living PSK4U - Introductory Kinesiology SBI4U - Biology SCH4C/U - Chemistry SPH4C/U - Physics SNC4M - Science <i>* College delivered Dual Credit courses available (see your guidance counsellor for course options)</i>		
Plus: ONE additional Social Science or Science in Grade 11 OR 12 (Includes a CLA)					
HSP3U HZT4U	HPC3O HIP4O	HPD4O HSB4U	SBI3C	SCH3U SPH4C	SVN3E SCH4C
Plus: ONE Required Math in Grade 11 OR 12 (includes a CLA)					
Grade 11: MBF3C MCF3M MCR3U MEL3E			Grade 12: MDM4U MHF4U		
Plus: ONE Required English in Grade 11 OR 12 (includes a CLA)					
Grade12: ENG4E		ENG4C		ENG4U	

Sector-Recognized Certifications and Training

Five (5) compulsory:				
Standard First Aid	CPR Level C (with AED)	Infection Control	Generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)	
Two (2) electives from the list below:				
Customer Safety	Safe Food- handling, basic	Ethical Considerations	Sterile Techniques	
Leadership Skills	Safe body mechanics	Safetalk	Child Safety and Injury Prevention	
Wrapping and Taping for Injury	Lab practices	Suspended access equipment	Non-Violent Crisis Intervention	
Fitness				

Agriculture - Specialist High Skills Major

The Agricultural, Specialist High Skills Major program occurs during second semester each year and is located at Chesley District Community School (CDCS).

The SHSM program includes:

- The opportunity for hands-on learning in a cold-frame greenhouse and a barn, located on site;
- Students learning about animal science, livestock production, horticulture/greenhouse sciences, animal husbandry, veterinary techniques, marketing, crop sciences, soil science, and agricultural business;
- Discussions and links with numerous agricultural organizations and agri-businesses;
- The formation of an Agricultural Advisory Board of Community and Educational leaders; and
- Articulation agreements including 'Reach Ahead' credit opportunities with Ridgetown College and the University of Guelph.

What are the required components of this program?

1. A selected bundle of nine Grade 11 and Grade 12 credits that comprises:

- Four core courses are timetabled as a one semester package at CDCS;

Animal Science (SAP33I)	Greenhouse Science (SHY33I)
Livestock Production (SAN43I)	Agricultural Business and Crop Production (SHX43I)

- Three other required credits: one in English, one in Math, and one credit in science or business studies (or a co-operative education credit)
 - Two co-operative education credits tied to the sector;
 - Two co-operative education credits tied to the sector;
2. Six sector-recognized certifications and/or training courses/programs (four compulsory and a choice of three electives);
 3. Experiential learning and career exploration activities within the sector;

4. Reach ahead experiences connected with the student's post-secondary pathway; and
5. Development of essential skills and work habits required in this sector, and documentation of them using the Ontario Skills Passport. Completion of six hours of **ICE (Innovation, Creativity, and Entrepreneurship) training**. ICE training is an experience in which student teams will use a process called the **3 Gears** to solve a real-world challenge specific to a sector partner's organization.

Computer Studies

Students planning on studying engineering, math, or computer-related technology at the post-secondary level (college or university) are advised to take Computer Programming courses (such as ICS2O1, ICS3UI, and ICS4UI). **See *Technological Education* section.**

ICD2OI – DIGITAL TECHNOLOGY AND INNOVATIONS IN THE CHANGING WORLD (OPEN)

Prerequisite: None

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

ICS3UI – INTRODUCTION TO COMPUTER SCIENCE (UNIVERSITY PREPARATION)

Prerequisite: None

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for diverse types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

ICS4UI – COMPUTER SCIENCE (UNIVERSITY PREPARATION)

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Course Selection Planning

My Individual Pathway to Graduation				
Grade 9	Grade 10	Grade 11	Grade 12	5 th Year or My Post-Secondary Goal
English*	English*	English*	English*	
Math	Math	Math		
Geography	History			
Science	Science			
French	Civics / Career Studies CHV2OH / GLC2OH			
Healthy Active Living Education				
Arts				
Note: Electives and Co-op are determined by the courses required to gain entry to the post-secondary program of your choice.				
Literacy Requirement Completed: 2 Online Learning Credits: Community Hours Completed:				
Group 1: 1 additional credit in English or French as a second language** or a Indigenous language, or Indigenous studies, or a classical or an international language or Social Sciences and the Humanities or Canadian World Studies, or guidance and career education, or co-operative education.***				
Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or co-operative education. ***				
Group 3: 1 additional credit in science (Grade 11 or 12) or technical studies, or French as a second language**, or computer studies, or co-operative education ***				
* - A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a <i>Grade 12 compulsory</i> English course. ** - in groups 1,2, and 3, a maximum of 2 credits in French as a second language can count as compulsory, one from group 1 and one from either group 2 or group 3. *** - a maximum of 2 credits in co-operative education can count as compulsory credits.				