

# Bruce Peninsula District School



5 Moore Street  
Lion's Head, ON  
N0H 1W0  
(519) 793-3211 (phone)  
(519) 370-2908 (fax)  
[www.bpds.bwdsb.on.ca](http://www.bpds.bwdsb.on.ca)

***Brenda Brewer***  
Principal

***Breanna Heels***  
Vice Principal

## 2022-2023 Course Calendar



# 2022-2023 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 page 6 of Section A or [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf) (Section 9.2, page 85).

### Ontario Scholar

Upon graduation from secondary 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](http://www.bwdsb.on.ca/about_us/Strategic_Plan)

# What do you need to graduate from secondary 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	<b>Group 1:</b> <ul style="list-style-type: none"> <li>English or French as a Second Language**</li> <li>an Indigenous Language (Ojibwe)</li> <li>a Classical or International Language (i.e., Spanish)</li> <li>Social Sciences and the Humanities</li> <li>Canadian and World Studies</li> <li>Guidance and Career Education</li> <li>Cooperative Education***</li> </ul>
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		
<p style="text-align: center;"><b>In addition, students must complete:</b></p>		1	<b>Group 2:</b> <ul style="list-style-type: none"> <li>Health and Physical Education</li> <li>The Arts</li> <li>Business Studies</li> <li>French as a Second Language**</li> <li>Cooperative Education***</li> </ul>
✓	12 optional credits****		
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement	1	<b>Group 3:</b> <ul style="list-style-type: none"> <li>Science (Grade 11 or 12)</li> <li>Technological Education</li> <li>French as a Second Language**</li> <li>Computer Studies</li> <li>Cooperative Education***</li> </ul>

\* 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.

<b>ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)</b>	<b>CERTIFICATE OF ACCOMPLISHMENT (COA)</b>
<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><b>Compulsory Credits</b> (total of 7):</p> <ul style="list-style-type: none"> <li>• 2 credits in English</li> <li>• 1 credit in Canadian Geography or Canadian History</li> <li>• 1 credit in Mathematics</li> <li>• 1 credit in Science</li> <li>• 1 credit in Health and Physical Education</li> <li>• 1 credit in The Arts or Technological Education</li> </ul> <p><b>Optional Credits</b> (total of 7):</p> <ul style="list-style-type: none"> <li>• 7 credits selected by the student from available courses</li> </ul>	<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 SCHOOL 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/studentssuccess](http://www.edu.gov.on.ca/eng/teachers/studentssuccess)

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 teacher. This teacher performs key roles in looking

at course offerings, and curricular supports to help students. Credit recovery is also an option for many of our students who previously failed a credit.

[www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html](http://www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html)

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## **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
- Grey Highlands Secondary School – Arts and Culture, Construction, Environment, Horticulture and Landscaping, Manufacturing, Transportation
- John Diefenbaker Senior School – Construction, Hospitality and Tourism, Information and Communications Technology, Manufacturing, Transportation
- Kincardine District Secondary School – Construction
- Owen Sound District Secondary School – Agriculture (available to all students in BWDSB), Arts and Culture, Construction, Health and Wellness, Manufacturing, Transportation
- Peninsula Shores District School – Hospitality and Tourism
- Saugeen District Secondary School – Arts and Culture, Construction
- Walkerton District Community School – Health and Wellness, Information and Communications Technology, Manufacturing

*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

Bluewater District School Board helping you on your Pathway to Success!

## What is a Specialist High Skills Major (SHSM)?

The 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 training, 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

Offered to all students in the district  
Chesley District Community School



### Horticulture and Landscaping

Grey Highlands Secondary School



### Arts and Culture

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



### Hospitality and Tourism

John Diefenbaker Senior School  
Peninsula Shores District School



### Construction

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



### Information and Communication Technology

John Diefenbaker Senior School  
Walkerton District Community School



### Environment

Bruce Peninsula District School  
Georgian Bay Community School  
Grey Highlands Secondary School



### Manufacturing

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



### Health and Wellness

Georgian Bay Community School  
Kincardine District Senior School  
Owen Sound District Secondary School  
Walkerton District Community School



### Transportation

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



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

[www.bwdsb.on.ca](http://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.

As part of our transition program, every secondary school in Bluewater welcomes Grade 9s to their school by linking them with senior mentors who guide them through their first year in secondary school. 'Gearing up to Secondary' begins during the summer when every student is contacted by a Grade 11 or 12 student from their new secondary school. Orientation activities are offered throughout the summer to better prepare students for the transition to Grade 9.

## **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:**

Dave Barrett at [oyap@bwdsb.on.ca](mailto: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 contact:**

Tim Smith at [tim.smith@brucepower.com](mailto:tim.smith@brucepower.com)  
519-361-2673 extension 14669 or 519-372-7161  
or the school Guidance/Co-op office

## **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 Armoury in Owen Sound becomes their schoolhouse where students earn four coop credits. This is a paid coop 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 secondary 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.

### **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.

[https://www.bwdsb.on.ca/programs/summer\\_school](https://www.bwdsb.on.ca/programs/summer_school)

### **Dual Credit Program**

With the Dual Credit Program, secondary school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their secondary 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 FLEX program. *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 – will look at 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, 5<sup>th</sup> 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 secondary 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](http://www.AdultEd.bwdsb.on.ca), or phone 1-800-288-4403 ext. 2169.

## 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](mailto: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/fs1912curr2014.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 secondary 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 Secondary School, Port Elgin

Some courses may be offered through Blended Learning, which is a combination of face-to-face classroom instruction and instruction through video conferencing. 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 secondary schools offer senior level French students the opportunity to participate in the DELF - Diplôme de 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 on the Hour Republic (hourrepublic.com) website 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](http://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 (OLC4O) 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 his or her 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.

For further information go to: [www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf) (page 105).

## 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: [www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf) (page 67)

## THIRTY-FOUR CREDIT THRESHOLD

All secondary schools are encouraged to meet individually with current 4<sup>th</sup> year students who are planning to return for a 5<sup>th</sup> year of secondary school and 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 eLearning, 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.
- 5th year students returning for more than 34 credits **may be part-time**.

### Student Exemptions:

- Students with an Individual Education Plan (IEP)
- 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)
- 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.

Curriculum documents are available on the Ministry of Education website:

[www.edu.gov.on.ca/eng/curriculum/secondary/index.html](http://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 level of difficulty:**

- W – De-streamed
- 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 (6<sup>th</sup> character I) indicates a regular classroom full credit course and ENG2PA (6<sup>th</sup> 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

The 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](http://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](http://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 of their 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](https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links), contact the principal at your school, or go to: [www.edu.gov.on.ca/extra/eng/ppm/129.html](http://www.edu.gov.on.ca/extra/eng/ppm/129.html)

### **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 secondary 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

All students identified as exceptional must have access to an education that will enable them to develop the essential knowledge and skills they need in order to participate in the life of Ontario's communities. The Education Act and regulations made under the Act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs. Specific procedures are set out in the regulation governing the identification and placement of exceptional students. The regulation also provides regular review of the identification and placement of a student, and for the appeal of identification and/or placement decisions with which parents disagree.

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a parent of a student, the principal of the school must refer the student to an IPRC for a decision as to whether the student should be identified as exceptional and, if so, what his or her placement should be. The principal may also, on written notice to the parent(s)/guardian(s), refer the student to an IPRC. The parent(s)/guardian(s), as well as a student who is 16 years of age or older, can also request that the IPRC discuss proposals for ways in which the student's needs can be met. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student. <https://www.bwdsb.on.ca/cms/one.aspx?pagelId=10890485>

**When an IPRC identifies a student as exceptional:**

- the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained;
- an IEP must be developed within thirty days of the placement of an exceptional student in a particular program;
- the parents must be provided with a copy; and,
- the student must also be given a copy if he or she is 16 years of age or older.

An IEP may also be prepared for students with special needs who are receiving special education programs and/or services, but who have not been identified as exceptional by an IPRC.

Exceptional students, as well as other students who are not identified as exceptional, but who have an IEP and are receiving special education programs and services, should be given every opportunity to achieve the curriculum expectations set out in the provincial curriculum policy documents. For most students with an IEP, the curriculum expectations for a course will be the same as, or similar to, the course expectations outlined in the appropriate provincial curriculum policy document, except that accommodations such as specialized supports or services will be provided to help the student achieve the expectations. The student's achievement of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents.

For some students with an IEP, curriculum expectations for a course will be selected from the appropriate provincial curriculum policy document and modified to meet the student's needs; these modifications can include changes to the grade level of the expectations. In addition, specialized services or other accommodations may be provided to help the student achieve the expectations. The student's achievement of the modified learning expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents. The principal will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

A small number of students may require alternative expectations that are not derived from the expectations in the provincial curriculum policy documents. A student's achievement of these expectations will not be assessed according to the assessment policies in the provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

**Secondary schools may:**

- offer individual assistance to students with identified special education needs;
- offer a wide range of programs;
- offer partial withdrawal to the Special Education Resource Department; and
- monitor, advise and counsel students.

Support and program modifications are identified in an Individual Education Plan (IEP). Students, officially identified or not, who are experiencing learning difficulties may receive assistance with test preparation, note-taking, and assignment completion through the Special Education Department. Students or parents may request this service, but usually the students are referred by the special education teacher in the elementary school.

For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal and/or go to:

[https://www.bwdsb.on.ca/departments/learning\\_services\\_-\\_student\\_support/seac\\_resources](https://www.bwdsb.on.ca/departments/learning_services_-_student_support/seac_resources)

*For further information on Ministry of Education Special Education guidelines go to:*

[www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2017e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf)

*For access to Bluewater's Special Education Parent Guide go to: [Special Education Parent Guide](#)*



## **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.

[www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf) (page 35)

[www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf](http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf)

## **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 secondary school. Destinations may include: college, the workplace, university, apprenticeships or a mixture of these. Students and their parents 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](http://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 secondary 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 the OeLC. Guidance Counsellors will be able to provide students with a list of the courses available.

eLo courses are offered asynchronously and are facilitated through the Brightspace platform.

<b>Business Studies</b>
<b>BAF3M</b> <i>Accounting</i>
<b>BAT4M</b> <i>Accounting</i>
<b>BOH4M</b> <i>Business Leadership</i>
<b>Canadian &amp; World Studies</b>
<b>CLN4U</b> <i>Canadian and International Law</i>
<b>CLN4C</b> <i>Legal Studies</i>
<b>English</b>
<b>EWC4U</b> <i>Writer's Craft</i>
<b>Interdisciplinary Studies</b>
<b>IDC4O</b> <i>Mental Health</i>
<b>Mathematics</b>
<b>MCV4U</b> <i>Calculus &amp; Vectors</i>
<b>MDM4U</b> <i>Data Management</i>
<b>MAP4C</b> <i>Foundations for College Mathematics</i>
<b>Science</b>
<b>SCH4U</b> <i>Chemistry</i>
<b>SCH4C</b> <i>Chemistry</i>
<b>SPH4U</b> <i>Physics</i>
<b>SPH4C</b> <i>Physics</i>
<b>Social Sciences &amp; Humanities</b>
<b>HZT4U</b> <i>Philosophy</i>

The following courses will also be available through BWDSB eLO. These courses will have a synchronous component.

<b>Core French</b>
<b>FSF2D/3U/4U</b> <i>Core French</i>
<b>French Immersion</b>
<b>FIF3U/4U</b> <i>French Immersion</i>
<b>HFC3M</b> <i>Foods and Culture</i>

**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](https://www.bwdsb.on.ca/programs/secondary_programs/course_calendar)

**Bruce Peninsula District School**  
**2022-2023**  
**Section B**

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*Guidance Department Contact:*  
*519-793-3211 ext. 525*

## **Bruce Peninsula District School**

### **Introduction**

In the fall of 1919, secondary school education began on the Bruce Peninsula with five students attending classes in the wood-heated Orange Hall. By 1928, the enrolment had jumped to forty-six, and a second teacher was hired. The larger school was housed at both the Odd Fellows Hall and the Knox Presbyterian Church.

In 1931, the school moved to its present site on Moore Street. The new two-room Continuation School, with its peaked roof and incredible view of Isthmus Bay, cost a grand total of \$8511.57 to build. Increased enrolment in the 1950's created a need for additional space and in 1954 a science lab, two classrooms, and a staffroom were added. The larger school also received a new name, Bruce Peninsula District High School. In 1967, further construction added three classrooms, a gym and an administrative area and, for the first time, grade thirteen courses were taught at the school. 1972 saw another major change with the grade five to eight classes from Eastnor Central School moving to the Moore Street location. With one more addition, Bruce Peninsula District School (BPDS) was born!

In September 1994, the grade four students joined BPDS and, in June 2001, the small school on the highway, Eastnor Central School, closed its doors. Bruce Peninsula District School is now a small, fully composite J.K. to grade twelve school serving the needs of over 250 students. Excellent facilities, dedicated teachers, and small classes combine to provide superior educational opportunities for the students from Mar to Tobermory.

### **School Goals and Philosophy**

BPDS is a place of learning committed to a high standard of excellence and continuous student learning. We believe in quality, equity, partnerships, accountability and a safe environment. At BPDS, we foster a learning environment that helps each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships and work effectively. At BPDS, we believe that all students can achieve academic success. Literacy and Numeracy are priorities at this school. In addition, we have student success initiatives in place to help ensure that our grade ten students achieve 16 credits by the end of grade ten. Achievement of 16 credits after the second year has been shown to be a key indicator of overall success in secondary school.

BPDS is a United Nations Educational, Scientific and Cultural Organization (UNESCO) school. We are proud to follow UNESCO's four themes of study for learning: UN priorities; education for sustainable development; peace and human rights; intercultural learning.

The following information is provided to assist students and their parents in making the best possible choices for their school program. Students should make their course selections based on diploma requirements, their aptitudes, and future career goals. A student's parents, guidance counsellor and teachers can assist with this process.

## Extra-Curricular Activities

At BPDS we believe in teaching the whole child. An extensive extracurricular program improves the positive atmosphere of a school and promotes a student's sense of well-being. Students agree that school activities offer *something for everyone* and enhance their social skills development.

Our extracurricular program broadens the definition of success for students and provides opportunities for students to strive for excellence in a non-academic setting.

Our program meets the interests and needs of students through a wide range of activities. This successful program has a high participation level from students in a blend of cooperative and competitive activities.

Some of the extracurricular activities we have offered at BPDS are:

Curling	Badminton	Golf
Social Justice Efforts	Link Crew	Stratford Trip
Cross Country Running	Student Government	Intramurals
Cross Country Skiing	Drama	<i>Footprints</i> Conference
Volleyball	Envirothon	Science Fair
Basketball	Running Group	Tennis
Dance Committee	Outers	Hockey
Encounters with Canada	Duke of Edinburgh Award	Track and Field
Yearbook Club	Yoga	Chess
Europe Trip	Gay Straight Alliance	Student Exchanges
Ontario Students Against Impaired Driving		

\*all extracurricular activities are subject to interest and participation

## Support Services

### Guidance:

If a student needs help with program planning for their future, or with a specific problem, they should go to the office and make an appointment to see the guidance counsellor. The guidance teacher and student success staff offer academic, career, and personal counselling.

### Choices: Drug and Alcohol Counselling for Youth

A counsellor is available through the Guidance Office to offer confidential support for students with concerns around substance abuse. Their number is 519-371-5487.

### Sexual Health Clinic:

The Grey Bruce Owen Sound Health Unit no longer provides a sexual health clinic at the school. An appointment can be requested by contacting the public health nurse at 519-376-9420 ext. 256 or 1-800-263-3456.

**The telephone numbers of additional mental health, counselling, housing, and crisis services in Grey/Bruce are available in the guidance office.**

## School Resources

Current trends in our society are changing the image of a secondary student to reflect a more independent learner. As a result, teachers, assisted by new provincial Ministry of Education guidelines, are integrating concepts such as resource-based learning, critical thinking, computer research, and multi-media approaches into various subjects. Students who take these courses develop and expand the skills and attitudes, which will enable them to become effective members of tomorrow's society.

By using the Library Information and Resource Centre, students access a wide variety of print and non-print learning materials such as books, magazines, newspapers, computer programs and Internet web sites. A number of databases, offering access to programs available online such as encyclopaedias and atlases, now make information easily retrievable. Internet access is also available. These resources will give students opportunities to develop research and computer skills which they can expect to use after they leave BPDS, whether at college, university, work, in their trade or personal life.

## Life Skills Program

This program is designed to provide training in life skills, vocational skills, and personal life management for students up to twenty-one years of age. Instruction is on an individual or small group basis and may include cooking, household management, horticultural activities, functional math and reading, work skills, and social skills training. This is a non-credit program, open only to students who have been identified as having special needs. Contact the Special Education Department for more information.

## Core Programs May Include:

KAL	Creative Arts for Enjoyment and Expression, Non-Credit
KCC	Transit Training and Community Exploration, Non-Credit
KEN	Language and Communication Development, Non-Credit
KGL	Personal Life Skills, Non-Credit
KGW	Exploring the World of Work, Non-Credit
KHD	Social Skills Development, Non-Credit
KHI	Culinary Skills, Non-Credit
KMM	Numeracy and Numbers, Non-Credit
KPF	Personal Health and Fitness, Non-Credit
KPH	Choice Making for Healthy Living, Non-Credit
KTT	Computer Skills, Non-Credit

- **Prerequisite:** Students wishing to select from the Certificate of Accomplishment pathway must consult with the Developmental Learning staff.
- See course descriptions for further details.
- These courses run depending on interest and availability, and individual timetables may vary.



### **Course Descriptions:**

**KAL – CREATIVE ARTS FOR ENJOYMENT AND EXPRESSION:** This non-credit course offers opportunity to discover and develop the student's ability in different artistic forms and media, and to learn to appreciate works of art. Students will focus on the process and personal expression rather than the product achieved.

**KCC – TRANSIT TRAINING AND COMMUNITY EXPLORATION:** This non-credit course will help students develop a greater understanding of their local community. They will learn how to access various services and expand their knowledge of businesses and public spaces. Students will recognize common traffic signs and symbols, warning and safety signs, and demonstrate how to correctly apply this knowledge to various situations.

**KEN – LANGUAGE AND COMMUNICATION DEVELOPMENT:** The emphasis of this non-credit course is on developing functional language skills. Other language development will be central in all activities. Augmentative communication systems will be developed and supported as appropriate. Students will read and write for specific purposes, as well as develop their receptive and expressive communication skills. They will also receive individual small group instruction for basic reading skills and will develop sight word vocabularies.

**KGL – PERSONAL LIFE SKILLS:** This non-credit course provides students with instruction and practice in a variety of skills required for successful daily living. Tasks and activities will be individualized to allow maximum independence. Units may include personal care, healthy lifestyles, housekeeping, nutrition, and understanding others.

**KGW – EXPLORING THE WORLD OF WORK:** The emphasis of this non-credit course is on the development of basic job skills and attitudes which will aid in the successful transition from school life to community employment. Students will take part in work experiences within the school setting including the vending machine business. Students are often scheduled for work experiences that involve community outings. This course commonly leads to involvement in the Bruce Peninsula Cooperative Education Program.

**KHD – SOCIAL SKILLS DEVELOPMENT:** This course will encourage students to form positive relationships and develop a healthy self-image. They will develop problem-solving skills that can be used in a variety of social contexts. Other topics addressed may include appropriate social language and conversation skills, self-control techniques, conflict resolution, and methods of stress reduction.

**KHI – CULINARY SKILLS:** Throughout this non-credit course students will have the opportunity to experience learning some basic custodial tasks in the industrial kitchen. Tasks could include sanitization of countertops and other surfaces, sorting, folding and organizing daily laundry, garbage and recycling, running dishes through the dishwasher, and putting kitchen tools in their place. Students may have the opportunity to assist in preparing foods.

**KMM – NUMERACY AND NUMBERS:** The emphasis of this non-credit course is on developing functional numeracy skills to assist with daily living. In numeracy they will practice skills related to number sense and numeration, measurement, money management, budgeting, personal banking, and basic calculator usage.

**KPF – PERSONAL HEALTH AND FITNESS:** This non-credit course focuses on personal health and fitness, including strength and flexibility exercises related to individual

physiotherapy programs. The students will participate in group games and team sports as part of training for Ontario Special Olympics events such as bowling, swimming, and track and field.

**KPH – CHOICE MAKING FOR HEALTHY LIVING:** This non-credit course can be one or two semesters in length. This course is focused on two aspects; promoting healthy active lifestyles, and developing skills that support positive relationships. Both portions of the course are designed to work together so skills learned in one area can be applied in the other (e.g., conflict resolution is learned during the classroom lessons and applied in physical activity units.)

**KTT – COMPUTER SKILLS:** This non-credit course provides instruction in basic computer skills and is designed to meet individual needs. Students will be exposed to keyboarding, word processing, using the Internet for research, e-mail, tables and data base techniques. A class newsletter is produced incorporating graphics and clip art.

### **Roles and Responsibilities**

Regular attendance at school is critical for a student's learning and achievement of course expectations. Normally a lesson plan includes a variety of processes such as discussion among the students themselves in a group setting. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates miss out on learning experiences that cannot entirely be replicated.

Students who are absent from a class without authorization will receive an *incomplete* for any evaluations during that class but will have the opportunity to complete the assignment at a mutually agreed upon time. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Teacher-parent meetings, report cards, phone calls and individual interviews are means by which staff discuss and report on achievement, attendance and other matters of mutual concern. Parents are encouraged to call the school to discuss matters relating to their son's or daughter's behaviour and achievement.

Regular attendance is considered an essential component of every course offered at BPDS. Where appropriate communication and counseling regarding attendance has taken place, and where the student is still unwilling to attend regularly, he or she will normally fail to achieve credit for the course.

At BPDS, we are concerned about the achievement of our students and are making every effort to ensure that they have the best possible chance for success. Research, as well as our data at BPDS, has shown that the main reason for students not achieving a credit is the lack of work completed. Once students get into the habit of not completing work, whether this is homework, class work, or assignments, the backlog of work grows until it becomes impossible to catch up.

All assignments, including homework, must be completed to the best of the student's ability and submitted by the due date. Failure to do so may result in communication with parents, referral to the office, removal from class and/or a mark indicating an incomplete (I) or a failing grade, depending upon the grade level of the student involved.

Students who fail courses or choose to withdraw from a course may jeopardize their attainment of an OSSD.

## Specific Roles and Responsibilities

Respect and responsibility are demonstrated when a **student**:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, others and those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

**The Principal and Vice Principal** take a daily leadership role in the school when they:

- demonstrate care and commitment to academic excellence in a safe teaching and learning environment;
- hold everyone in the school accountable for their behaviour and actions;
- empower students to be positive leaders in their school and community; and
- communicate regularly and meaningfully with all members of their school community.

**Teachers and school staff** hold everyone to the highest standard of respectful/responsible behaviour when they:

- help students work to their full potential and develop their self-worth;
- empower students to be leaders in class, school, community;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all members of the school community; and
- prepare students for the full responsibilities of citizenship.

**Parents** support a safe and respectful learning environment when they:

- show an active interest in their child's work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the school Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues involving their child.

The Bluewater District School Board has a Safe Schools policy. For detailed information regarding this policy, refer to [www.bwdsb.on.ca](http://www.bwdsb.on.ca). Details on school policies and procedures are found in the school planner which is given to each student when they register.

## Code of Conduct

### Respect

Students will use acceptable language at all times on school property, school buses and during all school sponsored activities.

All conflicts are to be resolved in a civilized manner through verbal mediation with the use of an objective third party, if necessary.

Overt displays of affection are beyond the limits of acceptable behaviours. Handholding is considered the only appropriate display of affection for any student.

Students will conduct themselves in a calm, quiet, orderly manner (i.e., running and yelling in the halls are not permitted).

The BPDS Code of Conduct is derived from the *Ontario Code of Conduct, Bill 81 - Keeping Our Kids Safe at School Act, Bill 157, and Bluewater District School Board Policy/Program Memorandum No. 144 "Bullying Prevention and Intervention"*. It has been developed in collaboration with students, staff, parents/guardians and the community.

### Guiding Principles (Provincial Code excerpt)

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct **whether they are on or off school property during school hours, on school buses or at school - authorized events or activities.**
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use nonviolent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

## **Standards of Behavior (Provincial Code excerpt)**

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority; and
- respect the need of others to work in an environment of learning and teaching.

## **Personal Devices**

The electronic transmission or posting of photographic images of a person on school property, at school events, and during school activities, is prohibited without the permission of the person being photographed, the principal or designate, and where the student is below the age of 18 years, the consent of the parent/guardian.

Recording devices are restricted at school, except where the principal or designate has given special permission (e.g., video graduation ceremonies). Recording devices are not permitted in change rooms or washrooms.

Skateboards, snowboards and roller blades may not be used on school property. These items must be locked in the student's locker during class hours. Secondary students may use phones, MP3 players, or similar electronic devices, at the discretion of the classroom teacher.

## **Plagiarism and Honesty**

It is the responsibility of the student to complete homework, tests, essays, and exams with honesty. The student will be informed, very clearly, about the definition of plagiarism. A student who is producing a research project will receive careful instruction about how sources are to be notated. A student who plagiarizes, or participates in cheating in any way, will receive one or more of the following consequences:

- a mark of zero assigned to the work involved until the work is completed to the satisfaction of the teacher;
- a referral to administration;
- notification to parent/guardian;
- counselling and/or academic assistance; and/or
- documentation of the incident.

## **Behavior on school teams, Extracurricular trips and School Events**

Rehearsals, practices, performances, games, competitions, club or team meetings, and extracurricular field trips are all deemed to be part of the school day. Therefore, all regular expectations of the Code of Conduct apply at all times and in all locations.

In addition, Bluewater District School Board Procedure, BP 6805-D “Alcohol, Tobacco and Other Substances – Students,” states:

“Upon first offence at an off-site event, the student will receive a suspension upon return to regular classes, consistent with the disciplinary provisions of this policy. Furthermore, the student will be suspended from further participation in all co-curricular activities, including week-end activities, for 90 school days.”

For school teams and dances occurring on-site, the following applies:

“While participating in a school-sponsored co-instructional activity or dance, any behaviour that leads to the mandatory suspension “being under the influence of alcohol or illegal drugs” or the mandatory expulsion “trafficking in weapons or illegal drugs” or “giving alcohol to a minor” will result in a mandatory consequence (suspension or expulsion) and the student will receive an additional suspension from that activity, club team, or school dances for:

- 90 school days for school dances (if the infraction occurs near the end of the academic year, it will be applied in the upcoming year until the full 90 day term has passed); and
- 90 school days or the remainder of the season, whichever comes first for a school team or club. The suspension from a specific team, organized group or type of event will not extend to other teams, groups or events.

For overnight trips students and their parents/guardian will be asked to sign and return Bluewater Field Trip Behaviour Contract as per BWDSB field trip procedure (AP 5206-D).

Please note that any action deemed unsuitable or unsafe by staff/chaperones may be subject to disciplinary actions. The following consequence may be imposed depending upon the severity of the incident(s):

- Warning;
- Further disciplinary action upon return to school;
- Participant required to call home (at their own cost) to notify parents/guardians about the incident and/or; and
- Participant sent home at the expense of their parents/guardians.

## **Consequences**

Many consequences have been identified throughout the Code of Behaviour. Where a consequence has not been identified, one or more of the following will apply depending upon the seriousness of the infraction:

- parent contact, which could include a meeting;
- detention;
- removal of privileges;
- counselling;
- withdrawal from a classroom;

- imposition of a performance contract; and/or
- internal / external suspension from school and/or other reasonable consequences.

Every attempt will be made to enforce the Code of Conduct for all students in a fair, firm and consistent manner. The staff member may consider a student's previous behaviour, attitude and demonstrated willingness to improve when determining an appropriate consequence.

Inappropriate behaviour not covered in the Code of Conduct will be handled at the discretion of the administration, in consultation with teachers, parents/guardians, and any other professional staff outside the school deemed necessary.

## **School Year and Reporting Periods**

Bruce Peninsula District School is a semestered school with students choosing four courses from September to January, and four courses from February to June. Final examinations or course culminating activities are scheduled at the end of each semester. Each semester is divided into two terms, and at the conclusion of each term a formal report card goes home—four reporting periods per year. BPDS also sends home an interim progress report after the first month of each semester.

## **Course Selection Guidelines**

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.

## **Course Changes and Spares**

Students wishing to change a course should consult with the guidance counsellor and the subject teachers. It may be in the best interests of the student to alter a timetable by dropping, adding, or changing courses. **Course changes should be completed not later than 10 days after the start of the semester.** Changes for a following semester can be done at any time. **For Grade 9 and 10 students, level changes can be made up until 5 days after the midterm reports.**

**At BPDS, a student must have acquired 24 credits before they may opt to have a spare in any semester. Administration approval is required.**

## **Grade 9 Program**

All Grade 9 students will enrol in 8 courses. There are 6 compulsory courses and 2 optional courses.

### **COMPULSORY COURSES - Grade 9 students must enrol in the following 6 courses:**

1. English
2. French
3. Geography
4. Math
5. Science
6. Physical Education



**OPTIONAL COURSES - Grade 9 students must enrol in 2 optional courses.**

1. Art
2. Business
3. Technological Studies
4. Music
5. Food and Nutrition
6. Drama

**Note:** Students who have an IEP may be enrolled in General Learning Strategies (GLE) courses in order to develop/improve literacy skills. These students will have an individual program designed by special education teachers, in consultation with parents and the students.

**Grade 10 Program**

Students in Grade 10 must enrol in 8 courses. There are 5 compulsory credits and 3 optional courses.

**COMPULSORY COURSES - Grade 10 students must enrol in the following 6 compulsory courses:** (Please note that Civics and Career Studies are 1/2 credit courses.)

1. English
2. History
3. Math
4. Science
5. Civics (1/2 credit)
6. Career Studies (1/2 credit)

**OPTIONAL COURSES - Grade 10 students must enrol in 3 optional courses.**

**Note:** Prerequisite courses for Grade 11 and 12 Courses - Specific Grade 10 courses are prerequisite for the subsequent courses in Grade 11. Please plan carefully.

**Grade 11 Program**

All Grade 11 students should enrol in 8 courses. Grade 11 English and Mathematics are compulsory. The other 6 courses may be compulsory or elective. Please plan carefully and check for prerequisite courses.

**Grade 12 Program**

All Grade 12 students must enrol in a minimum of 6 courses. *Grade 12 English is compulsory.* The other 5 courses may be compulsory or elective.

**Graduation**

**General Criteria:**

Since the secondary graduation at BPDS occurs in June, award winners must be determined prior to the awards ceremony. Hence, the following criteria are necessary. To be considered for graduation awards, students must have completed the following in their graduating year or prior:

1. Successful completion of the literacy requirement;
2. Successful completion of the 40 hours of community involvement, with the required documentation submitted to the school office; and
3. Final exam for any distance education course (i.e., an Independent Learning Course (ILC), required for graduation or post-secondary admission must be written and the mark must be received by the last Monday in June in order to graduate at the June commencement.

**Courses Offered:  
Course Planning Calendar 2022/2023**

SUBJECT AREA	GRADE 9	GRADE 10	GRADE 11	GRADE 12	2023/2024
<b>Arts</b>					
Drama		ADA 20	ADA 30/M	ADA 4E/M	
Music	AMU 1O	AMU 2O	AMU 3O/M	AMU 4E/M	
Art	AVI 1O	AVI 2O	AVI 3O/M	AVI 4M/E	
<b>Business</b>					
Intro. to Business	BBI 1O				
Marketing			BMI 3C		
<b>Canadian and World Studies / Social Sciences and Humanities</b>					
Canadian Geography	CGC 1D				*CGR 4M (The Environment and Resource Management)
					*CGR 4E (Living in a Sustainable World)
Civics		CHV 2O (0.5)			
Canadian and World History		CHC 2L (Canadian History)		*CHY 4U/C (World History Since the 15th Century)	
		CHC 2P			
		CHC 2D		*CLU 4U (Canadian Law)	
Social Sciences	HFN 1O (Food and Nutrition)	HFN 2O (Food and Nutrition)	HPC 3O (Parenting)		*HHS 4U/C
Co-op	Co-op	Co-op	Co-op	Co-op	
<b>English</b>					
		ENG 2L	ENG 3E	ENG 4E	
		ENG 2P	ENG 3C	ENG 4C	
	ENG 1D	ENG 2D	ENG 3U	ENG 4U	
		ELS 2O (Literacy Skills)		OLC 4O	
<b>French</b>					
	FSF 1D	FSF 2D	FSF 3U	FSF 4U	
		FSF 2P	FSF 3O	FSF 4O	
<b>Guidance</b>					
		GLC 2O (0.5)	GPP 3O (Peer Support)		
Learning Skills	GLE 1O	GLE 2O	GLE 3O	GLE 4O	
Native Studies	NAC 1O		NBV 3C/3E (Outers)		
<b>Physical Education</b>					
	PPL 1O	PPL 2O	PPL 3O	PPL 4O	
					*PSK 4U (Kinesiology)
<b>Math</b>					
	MAT 1L	MAT 2L	MEL 3E	MEL 4E	
	MTH1W	MFM 2P	MBF 3C	MAP 4C	
		MPM 2D	MCF 3M (Functions)	MHF 4U (Advanced Functions)	
			MCR 3U (Functions and Relations)	MCV 4U (Calculus and Vectors)	
<b>Science</b>					
	SNC 1L	SNC 2L	SVN 3E	*SBI 3U/SBI 3C	*SCH 3U
	SNC 1W	SNC 2P		*SBI 4U	*SCH4U
		SNC 2D		*SPH 3U	
			SVN 3M	*SPH 4U	
<b>Technological Studies</b>					
	TIJ 1O (Exploring Technologies)	TDJ 2O (Design)	TDJ 3M/O/E (Design)	TDJ 4M/O (Design)	
		TCJ 2O (Construction)	TCJ 3C/E (Construction)	TCJ 4C/E (Construction)	
		THJ 2O (Green Industries)	THJ 3M (Green Industries)	THJ 4M (Green Industries)	
					*ICS 3U/C (Computer Studies)

\*Courses marked with an asterisk may not be offered in 2022/2023. They will be replaced with the courses listed in the right-hand column. This rotation repeats every two years. \*\* Courses will run based on student interest

## **e-Learning Ontario**

e-Learning Ontario is an essential online resource for the Ontario-funded school system, providing elementary and secondary teachers and learners with the flexibility they need to reach their goals. Through e-Learning Ontario, the Ministry of Education offers participating school boards new ways to teach Ontario's curriculum and help their students succeed. For more information about this initiative, go to [www.elearningontario.ca](http://www.elearningontario.ca).

## **Specialist High Skills Major at Bruce Peninsula District School**

The SHSM enables students to customize their high school experience to suit 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 the 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.

### **What SHSM programs are offered to BPDS students?**

*Primary Industry – Environment  
Agriculture*

#### **Environment – Specialist High Skills Major**

*Select a bundle of 9-10 required credits identified in a Ministry-approved framework including:*

- 'Major' credits (4) provide sector specific knowledge and skills in the environment;
- other required credits (3), including English, Science and Mathematics, delivered in the context of the environmental sector;
- Earn sector recognized certifications such as **First Aid, CPR, GPS, and WHMIS** to assist in successful transition and possible advanced standing in the workplace and post-secondary destinations;
- Earn additional certifications such as Hike Ontario, ORCKA Flat-water Canoeing, Knot Techniques, Habitat Restoration, and Leadership;
- Engage in experiential learning through job shadowing, work experience, and cooperative education- a minimum of 2 credits linked to the 'Major' credits;
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits;
- Engage in 'reach ahead' experiences that range from experiential learning a few hours in length to full courses;
- Receive relevant training that will lead to any post-secondary destination and assist with easy transition into the workforce.

***For more information, please contact the school.***

## Sample Pathway Planner for Environmental Sector SHSM

SHSM–Environment									
Credits		Apprenticeship Training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
<b>Major Credits</b> (may include maximum of 1 additional Cooperative Education Credit)		4*		4*		4*		4*	
includes content delivered in the sector's context	<b>English</b>	2		2		2		2	
	<b>Mathematics</b>	1		1		1		1	
<b>Cooperative Education</b>		2		2		2		2	
<b>Total number of credits</b>		9		9		9		9	

Categories of Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
<b>1<sup>st</sup> Major Credit</b>	NBV 3C	CGR 4M	NBV 3C	CGR 4M	SCH 3U	CGR 4M	PAD 30	CGR 4E
<b>2<sup>nd</sup> Major Credit</b>	SVN 3E / SBI 3C	SCH 4C	SBI 3C	SCH 4C	SBI 3U	SBI 4U	SVN 3E	NBV 3E
<b>1<sup>st</sup> Other required credit: English</b>	ENG 3C		ENG 3C		ENG3U		ENG 3E	
<b>2<sup>nd</sup> Other required credit e.g., Math</b>	MEL 3E / MBF 3C		MBF 3C		MCR3U		MEL 3E	
<b>3<sup>rd</sup> Other required credit e.g., Science, Business</b>		ENG 4C		MAP 4C		ENG 4U		ENG 4E
<b>Cooperative Education</b> <i>(must be tied into major credits)</i>	2 Co-op credits		2 Co-op credits		2 Co-op credits		2 Co-op credits	
<b>Total required in bundle</b> (see sector-specific guide)	9		9		9		9	

## 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.

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
 

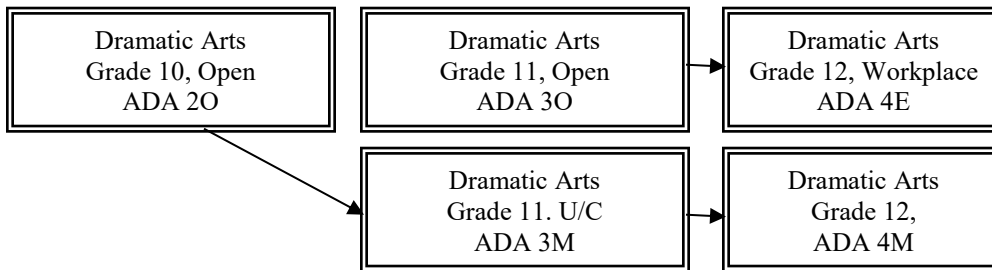
Animal Science (SAP33I)	Greenhouse Science (SHY33I)
Livestock Production (SAN43I)	Agricultural Business and Crop Production (SHX43I)
  - Three other required credits. One in English, one in Math and one credit in science or business studies (or a cooperative education credit) Two cooperative education credits tied to the sector
  - Two cooperative 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 postsecondary pathway.
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.

## Course Descriptions and Prerequisites

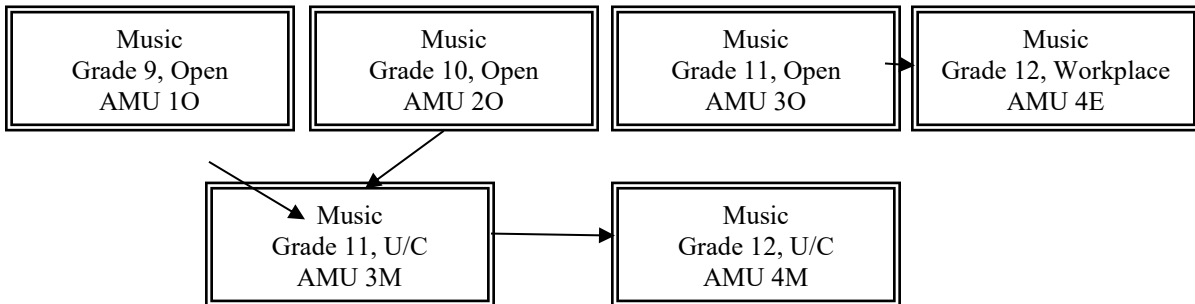
### The Arts

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

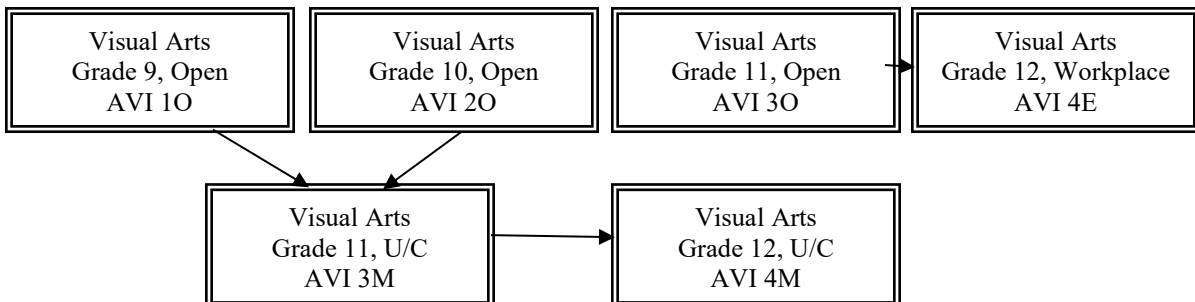
#### Drama



#### Music



#### Art



**ADA 2O – DRAMA (Open)**

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.

**Prerequisite:** None

**ADA 3O – DRAMA (Open)**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.

**Prerequisite:** None

**ADA 3M – Drama (University/College)**

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.

**Prerequisite:** Drama, Grade 9 or 10, Open

**ADA 4M – DRAMA (University/College)**

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 analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

**Prerequisite:** Drama, Grade 11, University/College Preparation

**ADA 4E – DRAMA (Workplace)**

This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace.

**Prerequisite:** Drama, Grade 11, Open



**AMU 10 – MUSIC (Open)**

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, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** None

**AMU 20 – MUSIC (Open)**

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.

**Prerequisite:** None

**AMU 30 – MUSIC (Open)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite:** None

**AMU 3M – MUSIC (University/College)**

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.

**Prerequisite:** Music, Grade 9 or 10, Open

**AMU 4M – MUSIC (University/College)**

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.

**Prerequisite:** Music, Grade 11, University/College Preparation

**AMU 4E – MUSIC (Workplace)**

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

**Prerequisite:** Music, Grade 11, Open

**AVI 10 – VISUAL ARTS (Open)**

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.

**Prerequisite:** None

**AVI 20 – VISUAL ARTS (Open)**

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.

**Prerequisite:** None

**AVI 30 – VISUAL ARTS (Open)**

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** None

**AVI 3M – VISUAL ARTS (University/College)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

**AVI 4M – VISUAL ARTS (University/ College)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** Visual Arts, Grade 11, University/College Preparation

**AVI 4E – VISUAL ARTS (Workplace)**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

**Prerequisite:** Visual Arts, Grade 11, Open

**Business Studies**

Introduction to Business  
Grade 9, Open  
BBI 10

Introduction to Marketing  
Grade 11, Open  
BBI 3C

**BBI 10 – INTRODUCTION TO BUSINESS (Open)**

This course introduces students to the world of business. Students will develop an understanding of the aspects of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

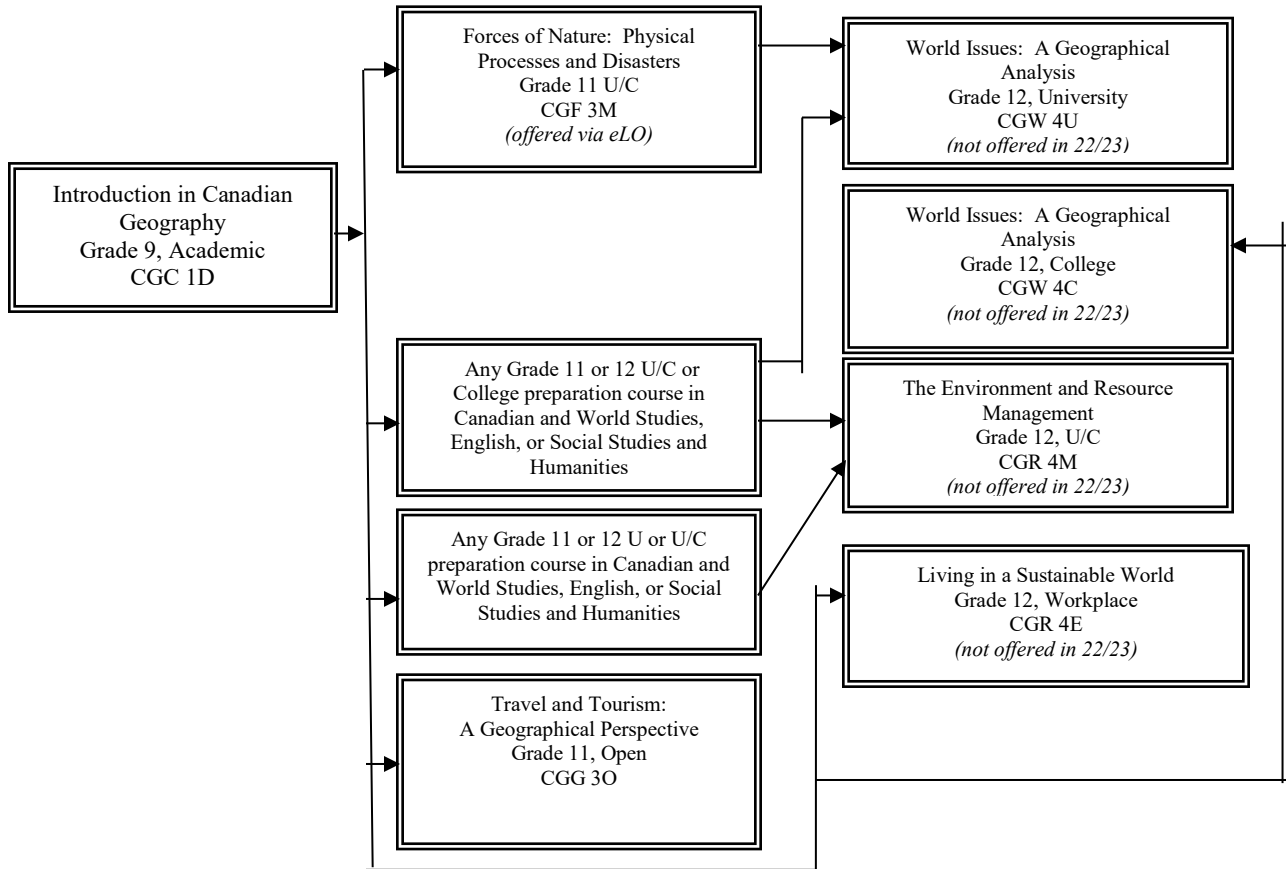
**BBI 3C – INTRODUCTION TO MARKETING (College)**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

**Prerequisite:** None

## Canadian and World Studies Geography

The Canadian and World Studies flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.



### CGC 1D – ISSUES IN CANADIAN GEOGRAPHY (Academic)

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

**Prerequisite:** none

### **CGG 30 – TRAVEL and TOURISM: A Geographic Perspective (Open)**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

### **CGF 3M – FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS (University/College)**

*(offered via eLO)*

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

### **CGR 4E – LIVING IN A SUSTAINABLE WORLD (Workplace)**

*(may not be offered 22/23)*

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and how planning decisions and consumer choices affect natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home and in the workplace

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

### **CGR 4M – The Environment and Resource Management (University/College) *(may not be offered 22/23)***

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

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

### **CGW 4U – WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)**

*(may not be offered 22/23)*

This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related

government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.

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

**CGW 4C – WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)**

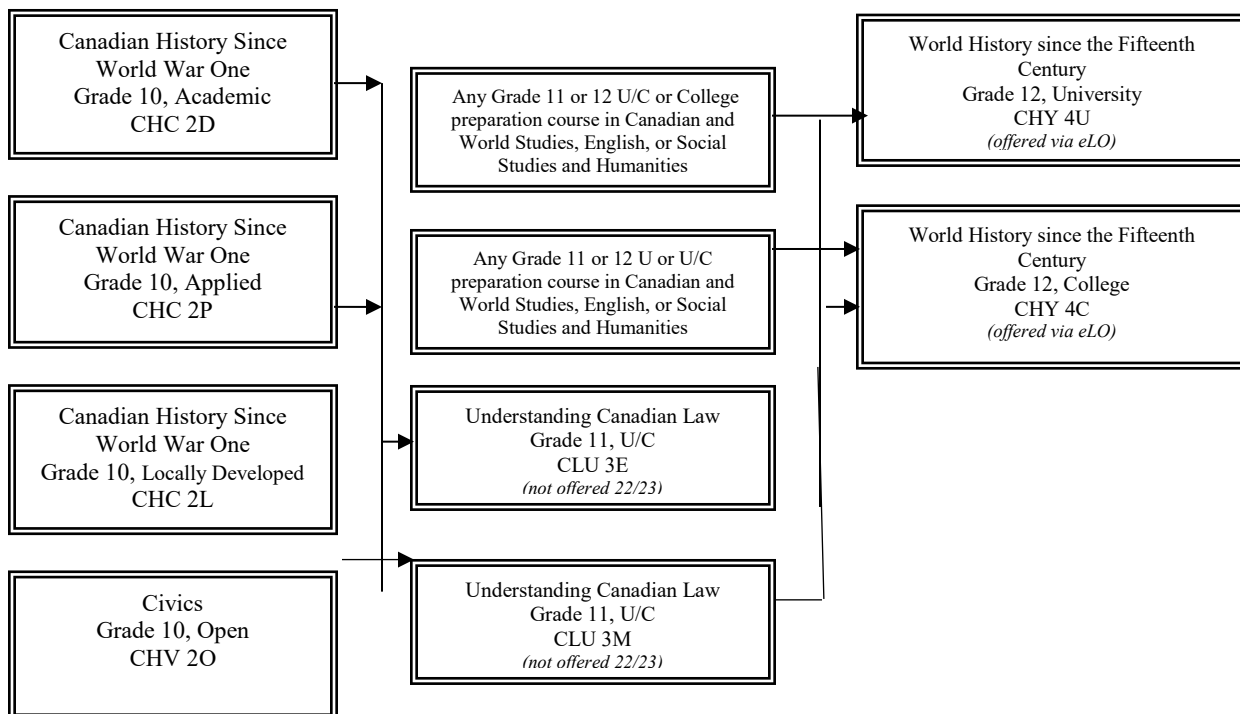
*(may not be offered 22/23)*

This course explores the global challenge of meeting the basic needs of all people while sustaining the natural environment. Students will examine global inequities, including those related to food, water, energy, and development, and will explore global issues through environmental, social, economic, and political lenses. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of current geographic issues facing Canada and the world.

**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied

## Canadian and World Studies History

The Canadian and World Studies - 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.



### **CHC 2D – CANADIAN HISTORY SINCE WORLD WAR I (Academic)**

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 cooperation 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.

**Prerequisite:** None



**CHC 2P – CANADIAN HISTORY SINCE WORLD WAR I (Applied)**

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.

**Prerequisite:** None

**CHC 2L – CANADIAN HISTORY SINCE WORLD WAR I (Locally Developed)**

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.

**Prerequisite:** None

**CHV 2O – CIVICS and CITIZENSHIP (Open) (0.5 credit course)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, 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.

**Prerequisite:** None

**CHW 3M – WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY  
(University/College)**

*(available through ELO)*

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. 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 social, political, and economic structures and historical forces at work in various societies and in different historical eras.

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

### **CLU 3E – UNDERSTANDING CANADIAN LAW (Workplace)**

*(may not be offered 22/23)*

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

**Prerequisite:** Canadian History Since World War I, Academic or Applied

### **CLU 3M – UNDERSTANDING CANADIAN LAW (University/College)**

*(may not be offered 22/23)*

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws.

**Prerequisite:** Canadian History Since World War I, Grade 10, Academic or Applied

### **CHY 4U – WORLD HISTORY SINCE THE FIFTEENTH CENTURY (University)**

*(may not be offered 22/23 or available through eLO)*

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 cooperation 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 assess societal progress or decline in world history.

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

### **CHY 4C – WORLD HISTORY SINCE THE FIFTEENTH CENTURY (College)**

*(may not be offered 22/23 or available through eLO)*

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. 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 key turning points in world history and historical forces that have shaped our world.

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

## **Cooperative Education**

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising preplacement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements should provide students with challenging opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, employers, and placement supervisors. Additional participants may be involved in the case of exceptional students and other students with special needs. Joint planning by these individuals ensures that students are provided with a systematic introduction to career exploration, experiential learning, and career planning. Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators – determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyze their placement experiences with their teachers and peers in structured integration sessions.

## **Bruce Power Cooperative Education Program**

***A four credit cooperative education program is offered at the nuclear stations operated by Bruce Power. This program is usually offered in only one semester per school year. Students are required to find their own transportation to the site. Students must apply by March for the following year.***

Students may have the opportunity to work in the following areas:

Mechanical maintenance	Drafting	Security
Control maintenance	Engineering	Environmental
Communications	Chemical lab technician	Audio visual
Human resources	Nuclear operator	Clerical Support
Finance	Regulatory Affairs	Auto mechanics
Information technology	Computer programming	
Firefighting and safety		

A detailed application process is required to be completed by the students. Some of the criteria for selection include the following:

- Academic standing – specifically in math and science
- Minimum age of 16, some placements a minimum of 18
- Teacher and Guidance Department reference
- Attendance records
- Interview with teacher responsible for the program
- Related work experience, extracurricular experiences
- Security clearance
- Availability of desired placement

## **Ontario Youth Apprenticeship Program (O.Y.A.P.)**

***O.Y.A.P. is a structured co-op program with the focus on apprenticeship training. Students can complete part of an apprenticeship while earning their O.S.S.D.***

Apprenticeship is a way of learning a skilled trade from a professional tradesperson. Workplace training is based on training standards set by industry which define expected performance objectives.

### **Benefits**

- Begin a skilled occupation as an apprentice while still in high school
- Develop skilled trade related competencies
- Collect hours toward a skilled occupation
- Earn co-op credits
- Have potential to earn money while you learn
- O.Y.A.P. apprentices are exempt from registration fees
- Apprenticeship in-school training is currently paid by M.T.C.U.
- Employers invest time and money in providing on-the-job training

O.Y.A.P. is for Grade 11 and 12 students who:

- Have completed at least 16 credits;
- Are at least 16 years of age and;
- Are enrolled in school full time as defined in the Enrolment Register for Secondary Schools.

## Cooperative Education Linked to a Related Course(s)

A cooperative education course linked to a related course (or courses) from the Ontario curriculum (or a locally developed course) consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course. Students will learn about safety and well-being throughout the experience, and will create, implement, and reflect on, a learning plan that meets their interests and needs and supports education and career/life planning. Through the experience, students will apply and extend their learning from the related course, and make connections with other aspects of their lives.

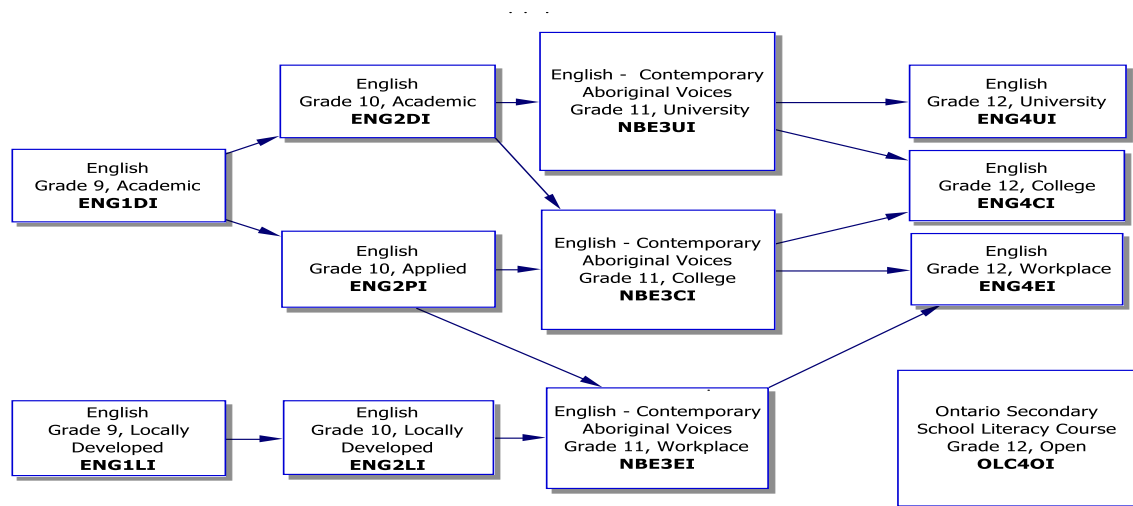
For policy relating to cooperative education, see the section on cooperative education in the document *Community-Connected Experiential Learning* (forthcoming).

**Prerequisite:** None

## English

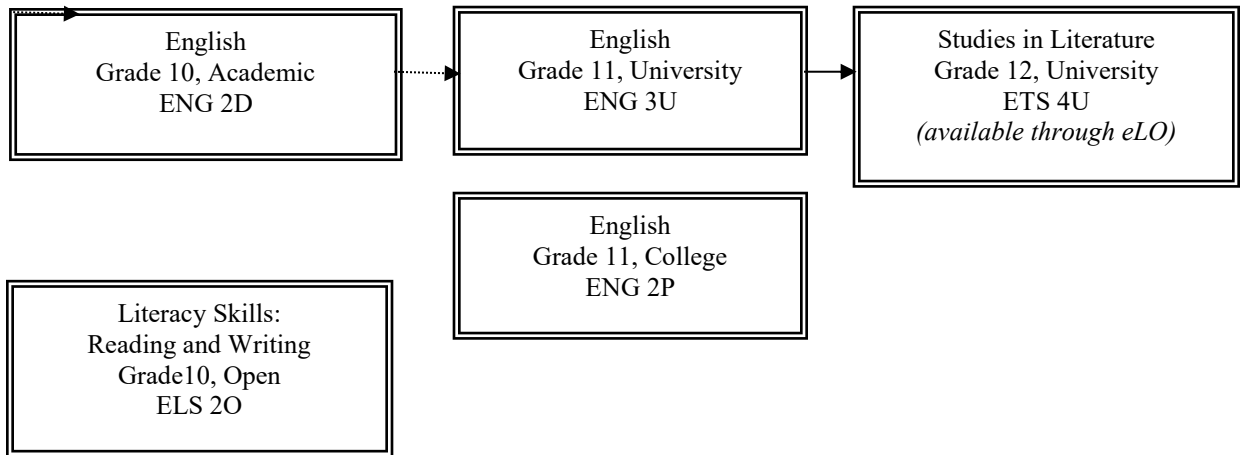
The English flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.

**The English Compulsory Courses flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.**



## Optional Courses

Dotted lines indicate prerequisites defined for compulsory courses in the upper chart



### **ENG 1D – ENGLISH (Academic)**

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

**Prerequisite:** None

### **ELS 20 – LITERACY SKILLS (Open)**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

**Prerequisite:** None

### **ENG 2D – ENGLISH (Academic)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Prerequisite:** English, Grade 9, Academic or Applied

**ENG 2P – ENGLISH (Applied)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

**Prerequisite:** English, Grade 9, Academic or Applied

**ENG 3U – ENGLISH (University)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** English, Grade 10, Academic

**ENG 3C – ENGLISH (College)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** English, Grade 10, Applied

**ENG 3E – ENGLISH (Workplace)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

**Prerequisite:** English, Grade 10, Applied

**ENG 4U – ENGLISH (University)**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic



language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** English, Grade 11, University Preparation

#### **ENG 4C – ENGLISH (College)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

**Prerequisite:** English, Grade 11, College Preparation

#### **ENG 4E – ENGLISH (Workplace)**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.

**Prerequisite:** English, Grade 11, Workplace Preparation

#### **ETS 4U – STUDIES IN LITERATURE (University)**

*(available through eLO)*

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.

**Prerequisite:** English, Grade 11, University Preparation

#### **OLC 4O – ONTARIO LITERACY COURSE (Open)**

Any student who has been eligible twice to write the Ontario Secondary School Literacy Test and has been unsuccessful, may take the Ontario Literacy Course as a substitute for the literacy requirement. The course is based on the Ontario Curriculum expectations for language and communications, particularly reading and writing up to and including Grade 9.

## French



The Core French and Immersion flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.

### **FSF 1D – CORE FRENCH (Academic)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will 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.

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

### **FSF 2D – CORE FRENCH (Academic)**

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 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.

**Prerequisite:** Core French, Grade 9, Academic or Applied

### **FSF 2P – CORE FRENCH (Applied)**

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 9, Academic

### **FSF 30 – CORE FRENCH (Open)**

This course provides opportunities for students to speak and interact in French in real-life situations. Students will develop their ability to communicate, making connections to previous experiences and using newly acquired skills in listening, speaking, reading, and writing. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 10, Academic or Applied

**FSF 3U – CORE FRENCH (University)**

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, and 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.

**Prerequisite:** Core French, Grade 10, Academic

**FSF 40 – CORE FRENCH (Open)**

This course provides a variety of opportunities for students to speak and interact in French. Students will develop their listening, speaking, reading, and writing skills, use language learning strategies in a variety of real-life situations and personally relevant contexts, and develop their creative and critical thinking skills through responding to and interacting with 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. Prerequisite: Core French, Grade 11, University Preparation or Open

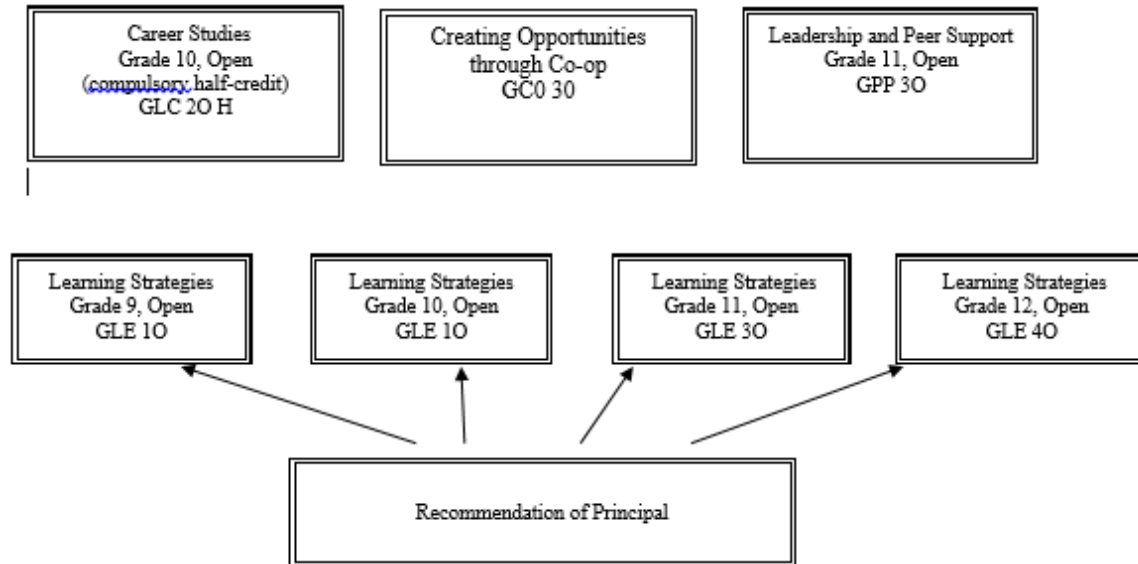
**FSF 4U – CORE FRENCH (University)**

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.

**Prerequisite:** Core French, Grade 11, University Preparation

## Guidance and Career Education

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



### **GLE 10/GLE 20 – LEARNING STRATEGIES 1: Skills for Success in Secondary School (Open)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** Recommendation of principal

### **GLC 20 – CAREER STUDIES (Open) (0.5 credit course)**

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.

**Prerequisite:** None

### **GCO 30 – CREATING OPPORTUNITIES THROUGH CO-OP (Open)**

This “stand-alone” cooperative education course consists of a community-connected experience and cooperative education curriculum. The curriculum focuses on developing skills and knowledge throughout the experience that will support students’ learning, now and in the future, as well as their education and career/life planning. Students will learn about safety and well-being and will develop research, decision-making, and leadership skills. They will create and implement a learning plan that meets their interests and needs, reflect on their learning, and make connections between their experience and other aspects of their lives.

For policy relating to cooperative education, see the section on cooperative education in the document *Community-Connected Experiential Learning* (forthcoming).

**Prerequisite:** None

### **GPP 30 – LEADERSHIP and PEER SUPPORT (Open)**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles—for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

**Prerequisite:** Career Studies

### **GLE 30/GLE 40 – LEARNING STRATEGIES: Skills for Success after Secondary School, Grade 11 and 12 (Open)**

This course improves students’ learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** Recommendation of principal

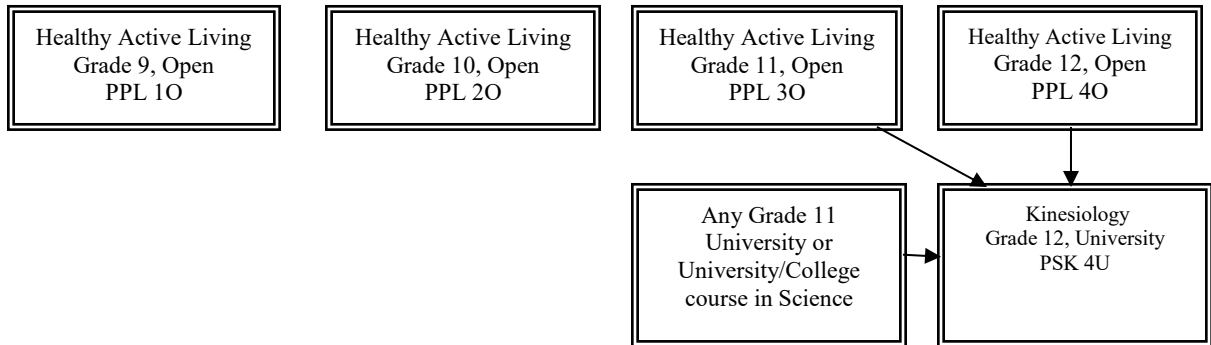
### **GLN 40 – Navigating the Workplace (Open)**

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g., information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

**Prerequisite:** None

## Health and Physical Education

The Health and Physical 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.



### **PPL 1O – HEALTHY ACTIVE LIVING EDUCATION (Open)**

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.

**Prerequisite:** None

### **PPL 2O – HEALTHY ACTIVE LIVING EDUCATION (Open)**

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.

**Prerequisite:** None

### **PPL 3O – HEALTHY ACTIVE LIVING EDUCATION (Open)**

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.

**Prerequisite:** None

**PPL 40 – HEALTHY ACTIVE LIVING EDUCATION (Open)**

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. 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 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.

**Prerequisite:** None

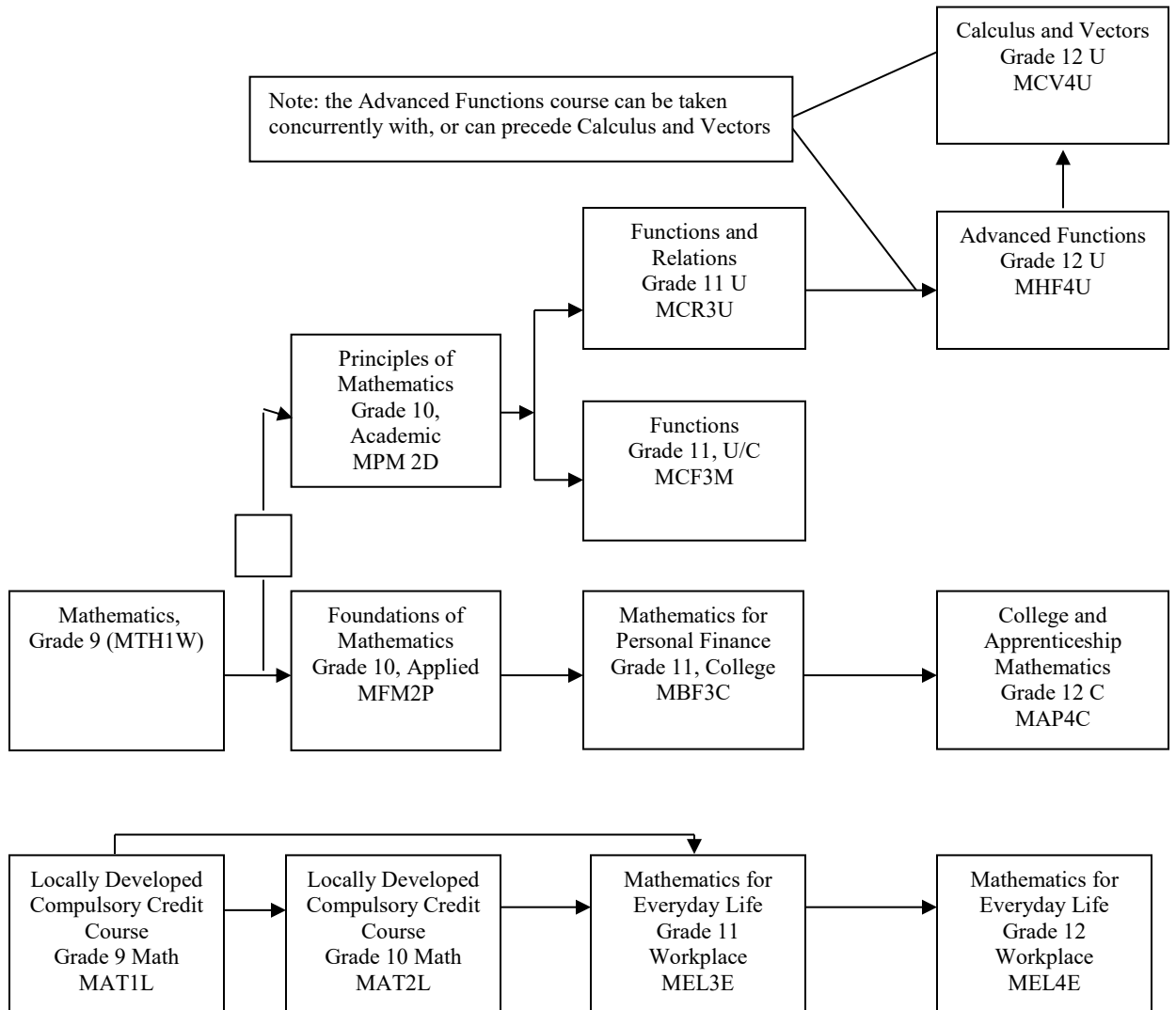
**PSK 4U – KINESIOLOGY (University)**

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 sports, 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.

**Prerequisite:** Any Grade 11 university or university/college course in science, or any Grade 11 or 12 course in health and physical education.

## Mathematics

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



**MAT1L – Mathematics (Locally Developed Compulsory)** – 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.

**Prerequisite:** None



**MTH1W – Mathematics, Grade 9**

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.

**Prerequisite:** None

**MPM 2D – PRINCIPLES OF MATHEMATICS (Academic)**

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.

**Prerequisite:** Mathematics, Grade 9, Academic or Applied

**MFM 2P – FOUNDATIONS OF MATHEMATICS (Applied)**

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.

**Prerequisite:** Mathematics, Grade 9, Academic or Applied

**MAT 2L – MATHEMATICS (Locally Developed)**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, 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 strengthening and extending key foundational 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.

**Prerequisite:** A Grade 9 Mathematics credit

**MCF 3M – FUNCTIONS AND APPLICATIONS (University/College)**

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, 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.

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

### **MCR 3U – FUNCTIONS AND RELATIONS (University)**

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.

**Prerequisite:** Principles of Mathematics, Grade 10, Academic

### **MBF 3C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College)**

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, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Foundations of Mathematics, Grade 10, Applied

### **MEL 3E – MATHEMATICS FOR WORK AND EVERYDAY LIFE (Workplace)**

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.

**Prerequisite:** Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Ministry-approved locally developed Grade 10 mathematics course

### **MCT4C – MATHEMATICS FOR COLLEGE TECHNOLOGY (College)**

(available through eLO)

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, 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, vectors, and geometry. 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.

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

### **MDM4U – MATHEMATICS FOR DATA MANAGEMENT (University)**

(available through eLO)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

### **MHF 4U – ADVANCED FUNCTIONS, Grade 12 (University)**

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.

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

### **MCV 4U – CALCULUS and VECTORS, Grade 12 (University)**

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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling 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 plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

**Note:** *Advanced Functions can be taken concurrently with, or can precede, Calculus and Vectors.*

### **MAP 4C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College)**

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.

**Prerequisite:** Mathematics of Personal Finance, Grade 11, College Preparation, or Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

## **MEL 4E – MATHEMATICS FOR EVERYDAY LIFE (Workplace)**

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.

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

## **Native Studies**

Expressing Aboriginal Cultures Grade 9, Open NAC 10
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Aboriginal Beliefs, Values, and Aspirations in Contemporary Society "Outers" NBV 3C/3E
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## **NAC 10 – EXPRESSIONS OF ABORIGINAL CULTURES, Grade 9 (Open)**

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.

**Prerequisite:** None

## **NBV 3C/3E – OUTERS (College / Workplace)**

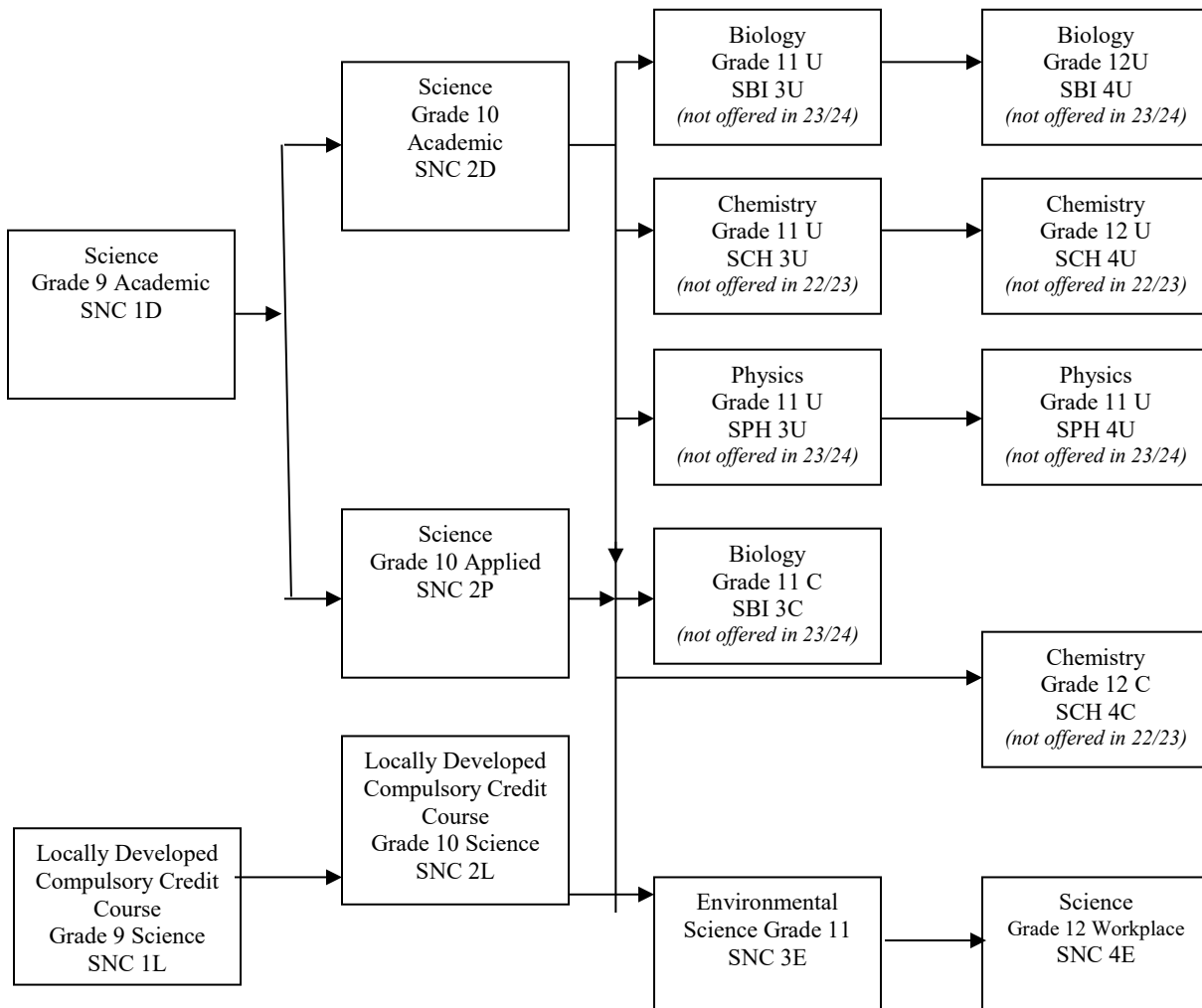
These courses are a unique opportunity to combine in-class activities with strenuous outdoor experiences. In-class activities include oral and written presentations. Topics studied include conservation, winter camping skills, canoeing, first aid, safety and survival and hypothermia.

There are a variety of extra-curricular outdoor activities available to the students registered in these courses. The extra-curricular activities include canoeing, hiking, winter camping, snowshoeing and a canoe trip to Algonquin Park for students in NBV3C/3E. Students are responsible for the work completed in classes that they miss while participating in those extra-curricular activities. A good attitude and fitness is a must for these courses. A swim test is also a requirement.

For NBV3C/3E, a fee per student is required to help defer the cost of the extra-curricular component (i.e., bussing costs, equipment, Algonquin Park fees, paddle construction and repair costs). Financial assistance is available, if required. Please contact the school principal.

## 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.



### SNC 1W – Science, Grade 9

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.

**Prerequisite:** None

### SNC 1L – SCIENCE (Locally Developed)

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to

everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communications skills. The overall aim is to ensure the scientific literacy of the students. This is accomplished through the promotion of three goals of science education: to understand the basic concepts of science; to develop the skills, strategies, and habits of mind required in scientific inquiry; to relate science to technology, society and the environment.

**Prerequisite:** None

### **SNC 2D – SCIENCE (Academic)**

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.

**Prerequisite:** Science, Grade 9, Academic or Applied

### **SNC 2P – SCIENCE (Applied)**

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.

**Prerequisite:** Science, Grade 9, Academic or Applied

### **SBI 3U – BIOLOGY (University)**

*(may not be offered 23/24)*

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.

**Prerequisite:** Science, Grade 10, and Academic

### **SBI 3C – BIOLOGY (College)**

*(may not be offered 23/24)*

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.

**Prerequisite:** Science, Grade 10, Academic or Applied

### **SCH 3U – CHEMISTRY (University)**

*(may not be offered 22/23)*

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.

**Prerequisite:** Science, Grade 10, Academic

### **SPH 3U – PHYSICS (University) *(may not be offered 23/24)***

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.

**Prerequisite:** Science, Grade 10, Academic

### **SVN 3E – ENVIRONMENTAL SCIENCE (Workplace)**

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.

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

### **SVN 3M – ENVIRONMENTAL SCIENCE, Grade 11 (University/College)**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

**Prerequisite:** Science, Grade 10, Applied or Academic

### **SPH 4U – PHYSICS (University) *(may not be offered 23/24)***

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.

**Prerequisite:** Physics, Grade 11, University Preparation

**SBI 4U – BIOLOGY (University)** *(may not be offered 23/24)*

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.

**Prerequisite:** Biology, Grade 11, University Preparation

**SCH 4U – CHEMISTRY (University)** *(may not be offered 22/23)*

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

**Prerequisite:** Chemistry, Grade 11, University Preparation

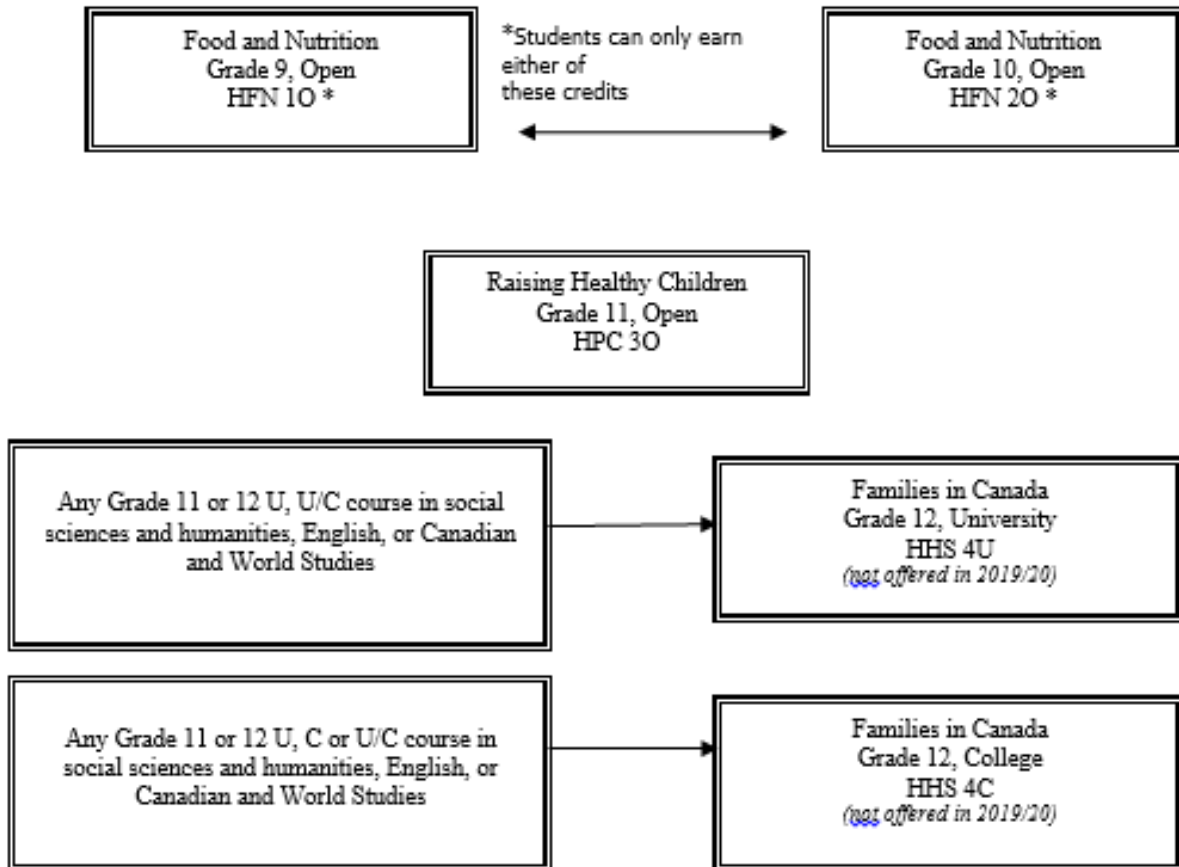
**SCH 4C – CHEMISTRY (College)** *(may not be offered 22/23)*

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.

**Prerequisite:** Science, Grade 10, Academic or Applied



## Social Sciences and Humanities



### HFN 10 – FOOD AND NUTRITION, Grade 9 (Open)

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.

**Prerequisite:** None \*students can only earn one of these credits HFN 10 or HFN 20

### HFN 20 – FOOD AND NUTRITION, Grade 10 (Open)

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.

**Prerequisite:** None \*students can only earn one of these credits HFN 10 or HFN 20

**HPC 30 – RAISING HEALTHY CHILDREN (Open)**

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.

**Prerequisite:** None

**HHS 4U – FAMILIES IN CANADA, Grade 12 (University)**

*(may not be offered in 23/24)*

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

**HHS 4C – FAMILIES IN CANADA, Grade 12 (College)**

*(may not be offered in 23/24)*

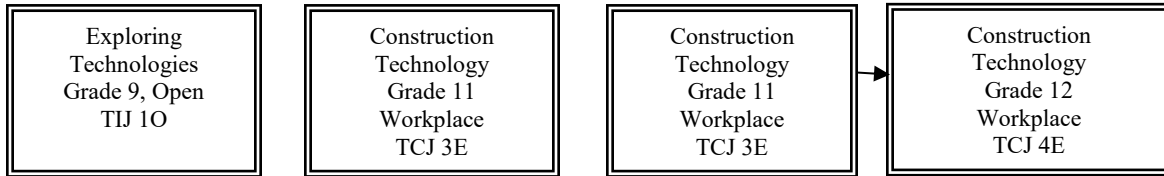
This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

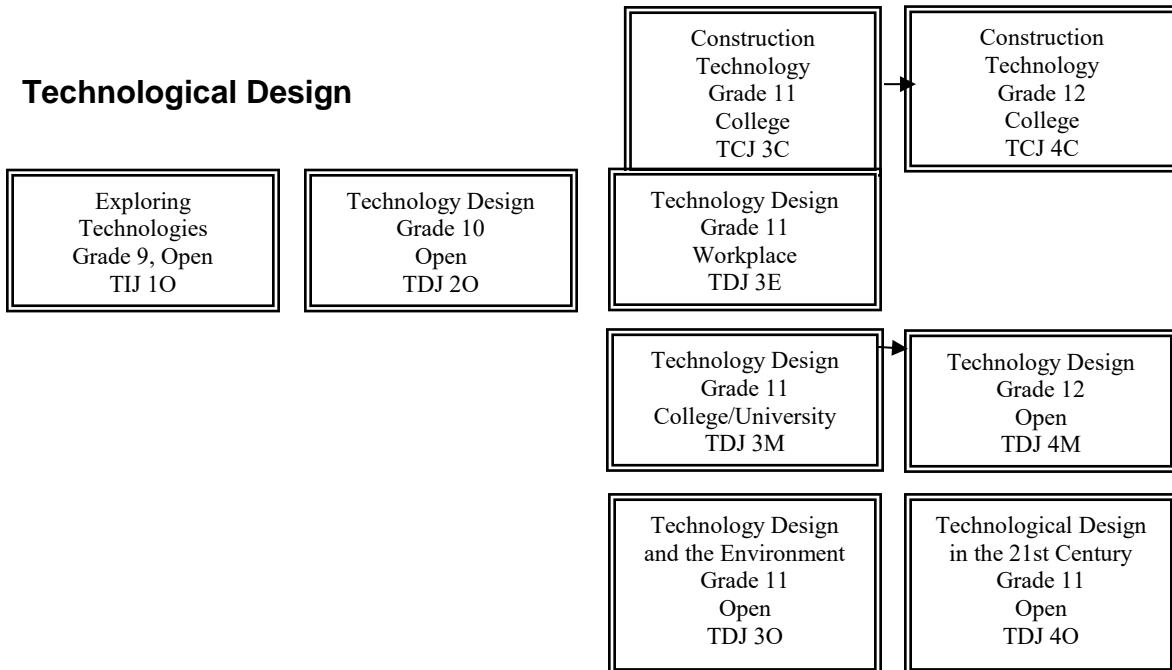
## Technological Education

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.

### Construction Technology



### Technological Design



#### TIJ 10 – EXPLORING TECHNOLOGIES (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 postsecondary education and training pathways leading to careers in technology-related fields.

**Prerequisite:** None

#### TDJ 20 – 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/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 postsecondary education and training leading to careers in the field.

**Prerequisite:** None

### **TDJ 3M – TECHNOLOGICAL DESIGN (University/College)**

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.

**Prerequisite:** None

### **TDJ 3O – TECHNOLOGICAL DESIGN AND THE ENVIRONMENT (Open)**

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

**Prerequisite:** None

### **TCJ 3C – CONSTRUCTION ENGINEERING TECHNOLOGY (College)**

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.

**Prerequisite:** None

### **TCJ 3E – CONSTRUCTION TECHNOLOGY (Workplace)**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects.

Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**Prerequisite:** None

### **TCJ 4C – CONSTRUCTION ENGINEERING TECHNOLOGY (College)**

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.

**Prerequisite:** Construction Engineering Technology, Grade 11, College Preparation

#### **TCJ 4E – CONSTRUCTION TECHNOLOGY (Workplace)**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite:** Construction Technology, Grade 11, Workplace Preparation

#### **TDJ 4M – TECHNOLOGICAL DESIGN (University/College)**

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 postsecondary education and training requirements for them.

**Prerequisite:** Technological Design, Grade 11, University/College Preparation

#### **TDJ 4O – TECHNOLOGICAL DESIGN IN THE TWENTY-FIRST CENTURY (Open)**

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

**Prerequisite:** None

#### **THJ 20 – GREEN INDUSTRIES (Open)**

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors.

**Prerequisite:** None

### **THJ 3M – GREEN INDUSTRIES (University/College)**

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore postsecondary education programs and career opportunities.

**Prerequisite:** None

**THJ 4M – GREEN INDUSTRIES (University/College)** This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

**Prerequisite:** Green Industries, Grade 11, University/College Preparation

### **Computer Studies**

Computer and Information Science Grade 11, University ICS 3U <i>(not offered in 22/23)</i>
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Computer and Information Science Grade 11, College ICS 3C <i>(not offered in 22/23)</i>
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### **ICS 3C – INTRODUCTION TO COMPUTER PROGRAMMING (College)**

*(may not be offered 22/23)*

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Prerequisite:** None

### **ICS 3U – INTRODUCTION TO COMPUTER SCIENCE (University)**

*(may not be offered 22/23)*

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 various 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.

**Prerequisite:** None