Owen Sound District Secondary School

750 9th Street West
Owen Sound, ON
N4K 3P6
(519) 376-6050 (phone)
(519) 370-6632 (fax)
www.osdss.bwdsb.on.ca

Jeff Brookshaw
Vice Principal

Andrew Riddick
Vice Principal

Lucy Hilts
Principal

2019-2020 Course Calendar
# Table of Contents

**Common Section A**

**USING THE COURSE CALENDAR**

**THE SECONDARY SCHOOL PROGRAM**

**PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER**

**COMMUNITY INVOLVEMENT ACTIVITIES**

**SUBSTITUTIONS FOR COMPULSORY COURSES**

**THIRTY-FOUR CREDIT THRESHOLD**

**ORGANIZATION OF SECONDARY SCHOOL COURSES**

**ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

**ELEARNING ONTARIO**

---

**Individual Secondary School Section B**
Using the Course Calendar:
General Information
Pages 2 to 19 provide information on diplomas, certificates, course codes, summer school and Cooperative 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 which they complete while in secondary school: the Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC); and the 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 (Section 9.2, page 85).

Ontario Scholar
Upon graduation from high school, a student may be designated an Ontario Scholar if he or she satisfies both of the following requirements: he or she obtains an aggregate of at least 480 marks in any combination of ministry-approved, Grade 12 level courses that provide a total of six credits; and, he or she 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 www.edu.gov.on.ca/extra/eng/ppm/53.html

BOARD VISION & MISSION STATEMENTS

Bluewater’s vision is focused on preparing students today for the world of tomorrow. Our mission is to be a learning organization committed to providing a quality educational experience for every student in a safe and caring environment. In conjunction with our mission and vision, we have established four key priorities:

• the well-being of students and staff
• quality instruction
• parent engagement
• responsible stewardship of resources

www.bwdsb.on.ca/about_us/Strategic_Plan

REACH EVERY STUDENT

Our commitment is to every student. This means both “raising the bar,” to encourage the absolute highest achievement from our students, and “closing the gap,” to ensure that we develop strategies to help every student learn, no matter their personal circumstances.

Our efforts will be sharply focused on:

High levels of student achievement
• Going deeper and wider on literacy and numeracy
• Continuing innovation in secondary schools in reaching the 85 per cent graduation rate.

Reduced gaps in student achievement
• Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

Increased public confidence in publicly funded education
• Strengthening the role of schools as the heart of communities
• Recognizing the pivotal role of schools in developing the workforce and citizens of tomorrow.

# What do you need to graduate from high school?
## Ontario Secondary School Diploma (OSSD)

## 18 compulsory credits

<table>
<thead>
<tr>
<th>Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:</th>
<th>Plus one credit from each of the following groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits in English (1 credit per grade)*</td>
<td>Group 1:</td>
</tr>
<tr>
<td>3 credits in mathematics (1 credit in Grade 11 or 12)</td>
<td>• English of French as a second language**</td>
</tr>
<tr>
<td>2 credits in science</td>
<td>• a Native language</td>
</tr>
<tr>
<td>1 credit in Canadian history</td>
<td>• a classical or international language</td>
</tr>
<tr>
<td>1 credit in Canadian geography</td>
<td>• social sciences and the humanities</td>
</tr>
<tr>
<td>1 credit in health and physical education</td>
<td>• Canadian and world studies</td>
</tr>
<tr>
<td>1 credit in the arts</td>
<td>• guidance and career education</td>
</tr>
<tr>
<td>1 credit in French as a second language</td>
<td>• cooperative education***</td>
</tr>
<tr>
<td>0.5 credit in career studies</td>
<td></td>
</tr>
<tr>
<td>0.5 credit in civics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In addition, students must complete:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 12 optional credits****</td>
</tr>
<tr>
<td>✓ 40 hours of community involvement activities</td>
</tr>
<tr>
<td>✓ the provincial literacy requirement</td>
</tr>
</tbody>
</table>

---

* 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.
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:

**Compulsory Credits** (total of 7):
- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in The Arts or Technological Education

**Optional Credits** (total of 7):
- 7 credits selected by the student from available courses

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.

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.

**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.

[www.bwdsb.on.ca/director/policies/BP_6820-D.pdf](http://www.bwdsb.on.ca/director/policies/BP_6820-D.pdf)

**STUDENT SUCCESS TEAMS**

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

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

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

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

Four key areas of curriculum and school life that are supported by Student Success funding are Literacy, Numeracy, Program Pathways and Community Culture and Caring.

Each secondary school has a dedicated Student Success 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)
Bluewater Schools helping you on your Pathway to Success!

A multitude of skills and choice in Bluewater:

1. **Agriculture**
   Regional program open to all students at the Chesley satellite campus

2. **Arts and Culture**
   Owen Sound District Secondary School
   Grey Highlands Secondary School
   Saugeen District Secondary School

3. **Construction**
   John Diefenbaker Senior School
   Kincardine District Secondary School
   Georgian Bay Community School
   Saugeen District Secondary School

4. **Environment**
   Bruce Peninsula District School
   Owen Sound District Secondary School

5. **Health and Wellness**
   Georgian Bay Community School
   Walkerton District Community School

6. **Horticulture and Landscaping**
   Grey Highlands Secondary School

7. **Hospitality and Tourism**
   Grey Highlands Secondary School
   Peninsula Shores District School
   John Diefenbaker Senior School

8. **Information and Communications Technology**
   John Diefenbaker Senior School
   Walkerton District Community School

9. **Manufacturing**
   Grey Highlands Secondary School
   John Diefenbaker Senior School
   Owen Sound District Secondary School

10. **Transportation**
    Grey Highlands Secondary School
    John Diefenbaker Senior School
    Owen Sound District Secondary School

**Specialist High Skills Major (SHSM)**

Earn sector specific certifications, knowledge and experience with a focus on the future. Open to all Bluewater students.

bwdsb.on.ca/success/SS_SHSM
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:

- **Agriculture** – All Bluewater Secondary Schools (satellite campus at Chesley District Community School)
- **Arts & Culture** – Grey Highlands Secondary, Owen Sound District Secondary, Saugeen District Secondary
- **Construction** – Georgian Bay Community, John Diefenbaker Senior, Kincardine District Secondary, Saugeen District Secondary
- **Environment** – Bruce Peninsula District, Owen Sound District Secondary
- **Health & Wellness** – Georgian Bay Community, Walkerton District Community
- **Horticulture & Landscaping** – Grey Highlands Secondary
- **Hospitality & Tourism** – Grey Highlands Secondary, John Diefenbaker Senior, Peninsula Shores District
- **Information and Communications Technology** – John Diefenbaker Senior, Walkerton District Community
- **Manufacturing** – Grey Highlands Secondary, John Diefenbaker Senior, Owen Sound District Secondary
- **Transportation** – Grey Highlands Secondary, John Diefenbaker Senior, Owen Sound District Secondary

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.

**Grade 8-9 Transition & Link Crew**
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 through Link Crew. **Link Crew** helps Grade 9 students by linking them with senior mentors who guide them through their first year in secondary school. The link begins on the first day of school, and continues throughout a student’s Grade 9 year.

**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
- be responsible for his or her own transportation to and from the worksite

For more information contact:
Dave Barrett at oyap@bwdsb.on.ca or 519-363-2014
Bruce Power Cooperative Education Program
Prerequisite: 16 years of age for all placements.

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

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

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

For more information contact:
Tim Smith at tim.smith@brucepower.com
519-361-2673 extension 14669 or 519-372-7161
or the school Guidance/Co-op office

Militia 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 high school credits
• Have no obligation to the legal system

What are the steps to apply?
• Meet the minimum requirements
• Indicate to your coop 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
• If you qualify then 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. Many of these courses are offered through our own secondary schools. All eLearning courses are taught by qualified Ontario teachers.

In Bluewater some teachers are providing components of their courses online which enables them to “blend” classroom and online activities in a blended learning format.

For further information go to:
http://edu.gov.on.ca/elearning/courses.html

Summer School
Summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course or to take transfer courses. Contact your guidance teacher/counsellor for further details.
www.bwdsb.on.ca/coned/ss_school/home%20page

Dual Credit Program
With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary college diploma, or apprenticeship certification. Bluewater District School Board currently offers night school dual credits as well as a day school 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, 5th year or beyond (could be Grade 12, or 17+ years old).
- Has outgrown secondary school culture.
- Is at risk of not graduating, needing an off-site location to thrive.
- Should be able to provide own transportation to Georgian College

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.

Continuing Education
This involves the provision of credit and non-credit courses for students who wish to study part time or full time for a short term outside the secondary school program. Courses may include evening, summer school, and adult basic education courses. Contact your guidance teacher/counsellor or check out the Community Education section of the Bluewater site for further details: www.bwdsb.on.ca/coned/

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:
Jodi McDonald at Jodi_mcdonald@bwdsb.on.ca or 519-363-2014

French Immersion
The aim of the French Immersion program is to expand students’ knowledge of French literature and culture. By the end of the four-year program, students will participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language. http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

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

French Immersion/Extended French is offered in the following high schools:
- Georgian Bay Community School, Meaford
- Grey Highlands Secondary School, Flesherton
- John Diefenbaker Senior School, Hanover
- Kincardine District Secondary School, Kincardine
- Owen Sound District Secondary School, Owen Sound
- Saugeen District Secondary School, Port Elgin

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

All Bluewater 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.
Native Studies
As the first people of Canada, Aboriginal peoples are unique in Canada’s mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. Native Studies provides all students with an increased awareness and understanding of the history, cultures, worldviews, and contributions of Aboriginal peoples in Canada.

Native Studies may be offered in any 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 receive the Bluewater District School Board Secondary Student Community Involvement Record Book and a pamphlet Secondary Student Community Involvement Guidelines. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.

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

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT
All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will normally 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 school work, 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 or not 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 staff.
Exemptions
A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student’s IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

For further information go to: 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 (page 67)

THIRTY-FOUR CREDIT THRESHOLD
All secondary schools are encouraged to meet individually with current 4th year students who are planning to return for a 5th 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
Academic Courses and Applied Courses in Grades 9 and 10
Academic and applied courses set high expectations for all students. Academic courses focus on the essential concepts of the discipline and also 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.
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 and transfer 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. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

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
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
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:

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

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

Transfer Courses
A transfer course is a .5 credit course that bridges the gap between courses of two different levels in the same subject. Students who revise their educational and career goals and who wish to change from one level of a course in a particular subject but lack the prerequisite course may do so by taking a transfer 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 from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

• take a transfer course that will bridge the gap between course types
• take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take

Note: Students wishing to change a course type should consult with their guidance teacher/counsellor.

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

It is possible to move between the Academic and Applied levels in Grade 9 and 10 without taking a transfer course. The exception is Grade 10 academic mathematics which requires a half-credit transfer course when moving from Grade 9 applied. 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.

OPTIONAL PROGRAMMING

The options available to students who wish to consider alternative methods of earning credits to enrolling in courses offered in their secondary school may include:

Correspondence Courses
The Independent Learning Centre offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma.

If you are over 18 years old, you must provide a “Date of Leaving” letter from your last secondary school and a copy of your most recent Ontario Student Transcript.

Contact your guidance teacher / counsellor for information on the Independent Learning Centre Student Guide and/or the ILC website at: www.ilc.org

Independent Study
A teacher may allow a student to work towards a credit through independent study in which course components are assigned, resources are suggested, achievement is evaluated and the total work involved is equivalent to that expected in the time scheduled for the course.

Courses delivered through the Independent Learning Centre may form part of independent study.

Private Study
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. 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.
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.

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).

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

“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
• 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
• develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning [www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf]

THE ACHIEVEMENT CHART
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.

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

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 he or she 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 in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course

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, 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 [www.bwdsb.on.ca/plar](http://www.bwdsb.on.ca/plar), 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 high school. The credits that a secondary school student has gained towards fulfillment of the requirements for the graduation diploma will be recorded on the OST.

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

- the student’s achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement
- the student’s final result on the Ontario Secondary School Literacy Requirement
- 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 parents/guardians, 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 involve 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-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 for the 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), refer the student to an IPRC. The parent(s), as well as a student who is sixteen 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. www.bwdsb.on.ca/stserv/speced_plan/Section_4.pdf

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 sixteen 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
- monitor, advise and counsel students

Support and program modification 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: [www.bwdsb.on.ca/stserv/seac_brochure](http://www.bwdsb.on.ca/stserv/seac_brochure)


For access to Bluewater’s Special Education Parent Guide go to: [www.bwdsb.on.ca/stserv/](http://www.bwdsb.on.ca/stserv/)

**ENGLISH LANGUAGE LEARNERS**

Learning opportunities to enable English language learners 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.


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 Applied or Academic 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
- a mixture of credit and non-credit life skills courses are available for students with significant learning needs

Pathways vary from school to school. Every student should begin to choose courses with a view to a destination beyond high school. Destinations may include: college, the workplace, university, apprenticeships or a mixture of these. Students and their parents are encouraged to meet with Guidance teachers / counsellors, Learning Resource Teachers or Student Success Contact 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
- 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 postsecondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.


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](https://myblueprint.ca/bluewater)) lets you build customized high school course plans, instantly identify the post-secondary opportunities that you have unlocked, and explore valuable information for every destination in Canada. See your guidance teacher for the activation code
Bluewater District School Board will be offering a number of courses through eLearning in the 2018/19 school year. Below is a list of the potential courses offered:

<table>
<thead>
<tr>
<th>Business Studies</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Sciences &amp; Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAF3M Financial Accounting Fundamentals</td>
<td>MCV4U Calculus &amp; Vectors</td>
<td>SCH3U / 4C / 4U Chemistry</td>
<td>HZT4U Philosophy</td>
</tr>
<tr>
<td>BOH4M Business Leadership</td>
<td>MDM4U Data Management</td>
<td>SPH3U / 4C / 4U Physics</td>
<td></td>
</tr>
<tr>
<td>BAT4M Accounting</td>
<td>MCT4C Mathematics for College Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHY4U World History Since the Fifteenth Century</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG4C / 4U English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EWC4U Writer’s Craft</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The following course descriptions might duplicate information provided in Section B: Course Descriptions and Prerequisites *

These courses will be available pending teacher availability.

**BUSINESS STUDIES**

**BAF3M – Financial Accounting Fundamentals, Grade 11, University/College Preparation**
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

**Prerequisite: None**

**BOH4M – Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite: None**

**BAT4M – Financial Accounting Grade 12, University/College Preparation**
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

**CANADIAN AND WORLD STUDIES**

**CHY4U – World History since the Fifteenth Century, Grade 12, University Preparation**
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 ideas 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**

**ENGLISH**

**ENG4C – English, Grade 12, College Preparation**
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**

**ENG4U – English, Grade 12, University Preparation**
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**
EWC4U – The Writer’s Craft, Grade 12, University Preparation
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.
Prerequisite: Grade 11 English, University Preparation

MATHEMATICS
MCV4U – Calculus and Vectors, Grade 12, University Preparation
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the 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 choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: Note: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors.

MDM4U – Mathematics of Data Management, Grade 12, University Preparation
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

MCT4C – Mathematics for College Technology, Grade 12, College Preparation
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

SCIENCE
SCH3U – Chemistry, Grade 11, University Preparation
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

SCH4C – Chemistry, Grade 12, College Preparation
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

SCH4U – Chemistry, Grade 12, University Preparation
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, 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: Grade 11 Chemistry, University Preparation

SPH3U – Physics, Grade 11, University Preparation
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
SPH4C – Physics, Grade 12, College Preparation
This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

SPH4U – Physics, Grade 12, University Preparation
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related 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: Grade 11 Physics, University Preparation

SOCIAL SCIENCES AND HUMANITIES
HZT4U – Philosophy: Questions and Theories, Grade 12, University Preparation
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
Prerequisite: Any university or university/college course in Social Sciences and Humanities, English, or Canadian and World Studies

Please also note: Students are encouraged to check with their guidance departments in the spring for additional eLearning options. Schools may be able to offer additional sections after preliminary timetabling is complete.
# OSDSS
## COURSE CALENDAR
### 2019-2020

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>B3</td>
</tr>
<tr>
<td>SCHOOL GOALS AND PHILOSOPHY</td>
<td>B3</td>
</tr>
<tr>
<td>COMMUNITY RESOURCES</td>
<td>B4</td>
</tr>
<tr>
<td>SCHOOL PROGRAMS</td>
<td>B4</td>
</tr>
<tr>
<td>DEVELOPMENTAL LEARNING PROGRAM</td>
<td>B5</td>
</tr>
<tr>
<td>STUDENT RESPONSIBILITIES</td>
<td>B6</td>
</tr>
<tr>
<td>SPECIALIST HIGH SKILLS MAJOR (SHSM)</td>
<td>B7</td>
</tr>
<tr>
<td>EXTRA-CURRICULAR PROGRAMS AT OSDSS</td>
<td>B16</td>
</tr>
<tr>
<td>SUPPORT SERVICES</td>
<td>B17</td>
</tr>
<tr>
<td>ROLES AND RESPONSIBILITIES</td>
<td>B17</td>
</tr>
<tr>
<td>COURSE SELECTION GUIDELINES</td>
<td>B17</td>
</tr>
<tr>
<td>ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS</td>
<td>B21</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>B25</td>
</tr>
<tr>
<td>DANCE</td>
<td>B25</td>
</tr>
<tr>
<td>DRAMA</td>
<td>B26</td>
</tr>
<tr>
<td>MEDIA ARTS</td>
<td>B28</td>
</tr>
<tr>
<td>GUITAR</td>
<td>B29</td>
</tr>
<tr>
<td>INSTRUMENTAL MUSIC - PERCUSSION</td>
<td>B30</td>
</tr>
<tr>
<td>INSTRUMENTAL MUSIC</td>
<td>B31</td>
</tr>
<tr>
<td>VOCAL MUSIC</td>
<td>B32</td>
</tr>
<tr>
<td>PHOTOGRAPHY</td>
<td>B33</td>
</tr>
<tr>
<td>VISUAL ARTS AND CRAFTS</td>
<td>B34</td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td>B36</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>B36</td>
</tr>
<tr>
<td>ENTREPRENEURIAL STUDIES</td>
<td>B37</td>
</tr>
<tr>
<td>ORGANIZATIONAL STUDIES</td>
<td>B38</td>
</tr>
<tr>
<td>CANADIAN AND WORLD STUDIES</td>
<td>B38</td>
</tr>
<tr>
<td>HISTORY</td>
<td>B40</td>
</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td>B43</td>
</tr>
<tr>
<td>COOPERATIVE EDUCATION</td>
<td>B44</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>B48</td>
</tr>
<tr>
<td>OPTIONAL ENGLISH COURSES</td>
<td>B51</td>
</tr>
<tr>
<td>ENGLISH AS A SECOND LANGUAGE</td>
<td>B52</td>
</tr>
<tr>
<td>FRENCH</td>
<td>B53</td>
</tr>
<tr>
<td>CORE FRENCH</td>
<td>B53</td>
</tr>
<tr>
<td>FRENCH IMMERSION</td>
<td>B56</td>
</tr>
</tbody>
</table>
GUIDANCE AND CAREER STUDIES ................................................................................................... B60
HUMANITIES AND SOCIAL SCIENCES .......................................................................................... B62
  FAMILY STUDIES - FASHION AND HOUSING ......................................................................... B62
  FAMILY STUDIES - FOOD AND NUTRITION ............................................................................ B63
  FAMILY STUDIES - GENERAL FAMILY STUDIES ..................................................................... B65
  FAMILY STUDIES - RAISING AND CARING FOR CHILDREN .................................................... B66
  GENERAL SOCIAL SCIENCE .................................................................................................. B67
  PHILOSOPHY ...................................................................................................................... B67
  WORLD RELIGIONS ............................................................................................................. B68
INTERNATIONAL LANGUAGES .................................................................................................. B69
  SPANISH ............................................................................................................................ B69
MATHEMATICS ..................................................................................................................... B70
OUTDOOR EDUCATION PROGRAM ............................................................................................ B76
PHYSICAL AND HEALTH EDUCATION ...................................................................................... B77
  OSNSS HOCKEY ACADEMY .................................................................................................. B80
SCIENCE .................................................................................................................................... B82
  SENIOR BIOLOGY COURSES ............................................................................................. B84
  SENIOR CHEMISTRY COURSES ......................................................................................... B85
  SENIOR PHYSICS COURSES ............................................................................................. B85
AGRICULTURAL SPECIALIST HIGH SKILLS MAJOR SCIENCE COURSES ................................. B86
TECHNOLOGICAL EDUCATION ............................................................................................... B87
  COMMUNICATIONS TECHNOLOGY .................................................................................... B88
  COMPUTER TECHNOLOGY ................................................................................................ B90
  CONSTRUCTION TECHNOLOGY AND CUSTOM WOODWORKING ...................................... B91
  GREEN INDUSTRIES TECHNOLOGY ................................................................................... B94
  HAIRSTYLING AND AESTHETICS ......................................................................................... B95
  MANUFACTURING TECHNOLOGY ....................................................................................... B96
  TECHNOLOGICAL DESIGN ................................................................................................ B100
  TRANSPORTATION TECHNOLOGY ..................................................................................... B102

Guidance Department Contact: Mrs. Kelly Wilkins 519-376-6050 ext. 237
INTRODUCTION

Owen Sound District Secondary School was established in the fall of 2016 with the amalgamation of O.S.C.V.I. and West Hill Secondary School. The bringing together of these two schools has blended the strengths of both schools to form arguably the best school in the area. We have extensive programs in music, athletics, technology, the arts, French Immersion, and academic subjects. We have seven Specialist High Skills Majors (SHSM) at OSDSS: Agriculture, Arts & Culture, Construction and Engineering, Environment, Health and Wellness, Manufacturing, and Transportation. We have the OSDSS Hockey Academy where students can hone their hockey playing, coaching, and training knowledge and skills in a two-credit program. We have a half-day horticulture program offered in the greenhouse at East Ridge CS. We also have an Outdoor Education Program where students spend a semester hiking, camping, canoeing, and partnering with our elementary schools to run environmental programs. As the largest secondary school in Bluewater, we are able to provide flexible programming that enables students to explore and develop their interests as they earn a diploma. Our special education department is committed to helping our students be successful in high school. We have outstanding staff who are well qualified to teach in each of their respective areas, and our extra-curricular activities are varied and numerous. We have seven computer labs as well as laptops in the school, totalling well over 270 computers. Our school library provides access to over 72 computers and is fully supervised from 8:30 am until 3:30 pm for student use. At OSDSS, eight credits can be scheduled in any one school year. Our school is semestered, with four courses scheduled from September to January and four courses from February to June. Final examinations are scheduled in January and June for most courses. The school year is broken down into four terms: two in the first semester and two in the second semester. Marks are recorded at the end of each term and a formal report card is sent home at each of these times (usually mid-November, the end of January, mid-April, and the end of June). Six weeks into each semester, students are issued an informal interim report card which is followed closely by parent-teacher interviews. This is a wonderful opportunity to meet your child’s teachers and visit the school.

Administrators at OSDSS
Mrs. Lucy Hilts, Principal, extension 527
Mr. Jeff Brookshaw, Vice-Principal, extension 525
Mr. Andrew Riddick, Vice-Principal, extension 526

SCHOOL GOALS AND PHILOSOPHY

Owen Sound District Secondary School is a learning organization committed to a high standard of excellence and continuous student learning. We believe in quality, equity, partnerships, accountability, and a safe and healthy environment. At OSDSS, we foster a learning environment that assists each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships, and work effectively. OSDSS believes that we are preparing our students today for the world of tomorrow. We have four priorities, which are ensuring the well-being of students and staff in a safe and supportive environment for teaching, learning and working; providing quality instruction and learning experiences in an equitable and inclusive environment; encouraging parent engagement; and being accountable for the responsible stewardship of resources. We are fostering a growth mindset in mathematics and strong literacy skills.

For students who are interested in exploring options beyond the regular school setting, we have co-operative education placements to meet their needs. We have continuous-entry options available for students to return to school at any time. We offer successful intervention strategies for students who are struggling, such as credit recovery, which enables students to catch up and get back on track to graduate. We have Student Success teachers who work with at-risk students to ensure their success in secondary school. These teachers also help transition at-risk grade 8 students into secondary school. We are striving to maintain the success of our students on the Ontario Secondary School Literacy Test by implementing cross-curricular strategies. We have a highly successful Link Crew program to help our grade 9 students with their transition to high
school. We have student success initiatives in place to help ensure that more of our grade nine students achieve 8 credits by the end of grade nine. Achievement of 8 credits after the first year of high school has been shown to be a key indicator of overall success in secondary school. These same initiatives will help us to decrease the number of early school leavers. It has been proven that good, effective communication between home and school is an important factor in ensuring the success of high school students. We encourage parents to contact the school whenever they have questions or concerns, now or in the future, and we will try our best to find the answers. We are a very caring school and offer a successful breakfast and lunch program. We believe that “together we are strong,” and we hope to provide a wonderful high school experience for each of our students.

COMMUNITY RESOURCES
The Lounge is located in the athletic hallway at OSDSS. It is a place to connect with other students, get support through community services, talk to supportive, caring adults, get involved with healthy school activities, and get help with homework/projects. The Lounge is a comfortable, safe place for all students to access community services such as the Canadian Mental Health Association, Choices – Counselling for Youth, YMCA employment, and the M’Wikwedong Native Cultural Resource Centre. Other resources which can be accessed online can be found by visiting www.WeCareGreyBruce.ca or www.mhagb.ca and selecting “Where to Find Help in Grey Bruce” under the resources tab.

SCHOOL PROGRAMS
In addition to our solid academic areas of study, typically referred to as the compulsory subjects, we are able to offer many courses that are unique and cater to the interests and needs of the student population in this area. The course of study for every course taught at OSDSS is available by contacting the main office.

Arts
Owen Sound District is well known for its excellence in the Arts. On the stage, Drama students cause us to think about current issues, relationships, and our values. Instrumental and Vocal Music students consistently earn top honours at local and national music competitions. Media Arts and Photography students explore our world through their media. The artwork of Visual Arts students is featured not only in the school, but also in our community. Dance is a popular and growing program. Art students regularly win local and national competitions. The Arts at OSDSS are vibrant and of the highest quality.

Co-operative Education
The community of Owen Sound and its surrounding areas are especially supportive of our co-op students, offering placements in virtually every area of employment. Each year, approximately three hundred Owen Sound District students are out in the community learning valuable personal and employment skills, finding out about possible careers, and earning credits. Some placements are the beginnings of apprenticeships.

Dual-Credit Courses
Each semester, the BWDSB and Georgian College offer a dual-credit course at the Owen Sound campus of Georgian College. Students earn a first-year college credit as well as a grade 12 college-level credit after taking this evening course. There is no fee for this course. Contact the Guidance Department to enrol.

FLEX Program
Each semester, there is opportunity for senior-level students who are struggling to graduate in the regular high school setting to gain admission to the FLEX program. This is a program taught at Georgian College which allows students to work in an alternative setting towards graduation, as well as take part in the dual-credit course and cooperative education opportunities. As the name suggests, there is a lot of flexibility in this program. Contact the Guidance Office for more information.
French Immersion:
Owen Sound District is a French Immersion school. Students who have been enrolled in a French Immersion program in elementary school may continue their studies in secondary school. There are two types of certificates a student may earn in the program.

- A certificate in French Immersion will be granted if a student successfully completes four (4) français courses, and six (6) courses in other subjects taught in French - a total of 10 courses.
- A certificate in Extended French will be granted if a student successfully completes four (4) français courses, and three (3) courses in other subjects taught in French - a total of 7 courses.

Special Education
Students can access special education resources at OSDSS to assist them in achieving academic success. Students can receive assistance in the classroom or in the Resource Room (Room 216). Please note: It is vital that parents contact the school to discuss the ways in which we can help students reach their potential. Special education staff can be reached at extension 529. Guidance staff can be reached at extension 235.

If your child receives support through our Learning Resource Room or Student Success Teacher, it is highly recommended that parents and students consult with the Learning Resource Teacher or Student Success Teacher to complete their course selection each year.

Student Exchanges
The Bluewater District School Board encourages opportunities for study in other countries and provinces, and for students to share their homes, school, and country with someone from another part of the world. The usual exchange experience involves a visiting student spending three months in the fall as part of the local student’s family and studying in our school, and the local student spending three months in the spring with the exchange family, studying in their school. Applications are usually made midway through the school year before the planned exchange. Places involved include France, Germany, Italy, and Spain. There are also year-long exchanges through the Rotary Club. Applications are due in early September for the following year. Students can apply for over 40 countries around the world. Candidates for exchange should be open to new experiences, interested in other cultures and languages, and have a flexible temperament, good school marks, and excellent work habits. For information, contact a Guidance Counsellor.

Technology
Owen Sound District has a wide range of technology shops, offering students the opportunity to study technology as it relates to construction, transportation, manufacturing, computer studies, computer technology, fashion, communications, technological design, culinary arts, and hairstyling and aesthetics. We encourage computer components in all subject areas.

DEVELOPMENTAL LEARNING PROGRAM
The Developmental Learning Program at OSDSS strives to promote student success and independence upon completing secondary school. Students in this program are identified through the Individual Placement Review Committee process and have the option of extending their experience in secondary school to 7 years (or until the year they turn 21).

Our Developmental Learning Program staff partner with students and their families to plan their secondary school program, and students may achieve a Certificate of Accomplishment, an Ontario Secondary School Certificate, or an Ontario Secondary School Diploma.

The program offers functional literacy and numeracy skills, preparing students for community activities, the world of work, and integrated courses offered within the school. Practical skills focus on the lessons we all need to learn to function successfully as an adult.

The Culinary Skills/Life Skills component of the program allows students to develop skills in food services and skills required to maintain a household. Students develop practical skills and may
take several credit courses within the school—Culinary, Fashion Design, Hair Styling and Aesthetics, etc. - and many prepare for a job in the community.

In addition, a course in Healthy Active Living presents students with opportunities to develop recreation and leisure skills within the community (i.e. swimming, bowling, dance, gymnastics, etc.) and to participate in health classes, as well as team sports. Many of our students also participate on Special Olympics Ontario teams within our local community.

The Work Experience Program is also a critical component of a student’s overall experience. OSDSS is proud to have the support of many employers within the community who offer excellent job preparation skills for students as they prepare for transition to work and community.

Our diverse program also offers courses such as Music, Social Studies with a focus on Geography and History, Science, Computers and classes in the Arts.

For additional information about the Developmental Learning Program, please contact our department at extension 529.

**STUDENT 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.

Regular attendance in an important part of student performance at Owen Sound District Secondary School; it is essential to the learning process. A student’s chances of success are jeopardized by poor attendance. We promote good attendance and punctuality as a means of preparing students for further education and meaningful employment.
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 the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Through partnerships with local businesses, non-profit organizations and post-secondary institutions, SHSM students have opportunities to gain various experiences in their SHSM sector. Students completing the SHSM requirements receive a unique designation on their Ontario Secondary Diploma (OSSD) recognizing their achievements.

Every SHSM must include the following five components, which are outlined in detail in Ministry-approved sector guides developed for each area of specialization:

1. A bundle of 8–10 Grade 11 and Grade 12 credits that include:
   - 4 major credits that provide sector-specific knowledge and skills
   - 2-4 other required credits from the Ontario curriculum in which some expectations are met through learning activities contextualized to the sector
   - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills
2. Sector-recognized certifications and training courses
3. Experiential learning activities within the sector
   - Access to resources, equipment, and expertise that may not be available in their secondary school
4. “Reach ahead” experiences in the student’s selected post-secondary pathway that leads to a specific destination, designed with flexibility to allow students to shift between destinations (e.g., switch from a pathway leading to college to an apprenticeship pathway) or discontinue the SHSM specialization should career plans change in Grades 11 or 12
5. Sector Partnered Contextualized Component.
   - ICE training – Innovation, Creativity, and Entrepreneurship.

Specialist High Skills Majors help students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.

For more information visit: www.edu.gov.on.ca/morestudentsuccess/SHSM.asp

Need help? Contact your child’s school Guidance Counselor to find contacts who can help you discuss this important decision with your teen. Guidance contact 519-376-6050: Maureen Radbourne, ext. 238; Joe Rutter, ext. 236; or Kelly Wilkins ext. 237.

SHSM Leads for:
- Agriculture – Dennis Watson dennis_watson@bwdsb.on.ca
- Arts and Culture: Fashion, Hair Styling & Aesthetics – Jeff Williton jeff_williton@bwdsb.on.ca
- Construction – Tim Wood tim_woods@bwdsb.on.ca
- Environment – Tobin Day tobin_day@bwdsb.on.ca
- Health and Wellness – Michelle McNeill michelle_mcneill@bwdsb.on.ca
- Manufacturing – Mark Klunder mark_klunder@bwdsb.on.ca
- Transportation – John Witkowski john_witkowski@bwdsb.on.ca

SHSM Guidance Lead: Joe Rutter joe_rutter@bwdsb.on.ca
<table>
<thead>
<tr>
<th>Possible Certifications</th>
<th>Arts &amp; Culture</th>
<th>Manufacturing</th>
<th>Agriculture</th>
<th>Transportation</th>
<th>Environment</th>
<th>Health &amp; Wellness</th>
<th>Construction &amp; Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard First Aid</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>CPR LEVEL C Includes AED</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>WHMIS</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Health &amp; Safety - Basic</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>C</td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Infection Control</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Positioning System (GPS)</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Working at Heights</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Customer Service</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Innovation, Creativity &amp; Entrepreneurship</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Livestock Medicine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Training in a technique</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Livestock Production</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Animal Handling</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weed &amp; Pest ID and Management</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORCA Level 1 Paddling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Wilderness 1st Aid</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bronze Cross</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Confined Space Awareness</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geog. Info. Sys. GIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Fall Protection</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Fire Safety</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Hoisting &amp; Rigging</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Computer-aided Design – CAD</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Lockout/Tagging</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Safe Lifting</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Lab Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Safe Food Handling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Mental Health 1st Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Safe Body Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Sterile Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>

C = Compulsory Certification  
E = Elective Certification (Only 3 required)
### SHSM–Agriculture

#### Credits

<table>
<thead>
<tr>
<th>Major Credits (4 credits required)</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td>Take 2* of SAP33I</td>
<td></td>
<td></td>
<td>Take 2* of SAP33I</td>
<td></td>
</tr>
<tr>
<td>Take 2* of SAN43I</td>
<td></td>
<td></td>
<td>Take 2* of SAN43I</td>
<td></td>
</tr>
<tr>
<td>SHX3I</td>
<td></td>
<td></td>
<td>SHY33I</td>
<td></td>
</tr>
<tr>
<td>1 co-op credit</td>
<td></td>
<td></td>
<td>SCH4CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 co-op credit</td>
<td></td>
</tr>
</tbody>
</table>

#### May include content delivered in the sector’s context

<table>
<thead>
<tr>
<th>English</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>2 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NBE3EI/CI or ENG4EI/CI</td>
<td>NBE3CI or ENG4CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3EI or ENG4EI or OLC4OI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MBF3CI or MAP4CI</td>
<td>MBF3CI or MAP4CI</td>
<td>MCF3MI or MCR3UI or MDM4UI</td>
<td>MEL3EI or MEL4EI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science or Business</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SBI3CI or one of: BMX3EI</td>
<td>SBI3CI or one of: BDI3CI</td>
<td>SBI3UI or one of: BOH4MI</td>
<td>SBI3CI or BMX3EI</td>
</tr>
<tr>
<td></td>
<td>BMi3CI</td>
<td>BDV4CI</td>
<td>BAF3MI</td>
<td>BAT4MI</td>
</tr>
<tr>
<td></td>
<td>BD3CI</td>
<td>BCI3CI</td>
<td>BAT4MI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BDV4CI</td>
<td>BAF3MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOH4MI</td>
<td>BAT4MI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Credits</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OLC4OI</td>
<td></td>
<td>MEL4EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OLC4OI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total number of credits            | 9                | 9                | 9                | 9                |

* a minimum of one Gr 11 and one Gr 12 credit
## SHSM–Arts and Culture: Fashion, Hairstyling & Aesthetics

<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td><strong>Major Credits</strong> (may include maximum of 1 Cooperative Education credit)</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
</tr>
<tr>
<td></td>
<td>TXJ3EI TXJ4EI TXH3EI TXH4EI HNC3CI HNB4MI</td>
<td>TXJ3EI TXJ4EI TXH3EI TXH4EI HNC3CI HNB4MI AWQ3MI</td>
<td>HNC3CI HNB4MI AWQ3MI IDC4UI TGJ4MI</td>
<td>TXJ3EI TXJ4EI TXH3EI TXH4EI HNC3CI HNB4MI</td>
</tr>
<tr>
<td><strong>May Include content delivered in the sector’s context</strong></td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>NBE3E/3CI or ENG4E/4CI or OLC4OI</td>
<td>NBE3CI or ENG4CI or ENG3CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3E/3CI or ENG4E/4CI or OLC4OI</td>
</tr>
<tr>
<td><strong>Business Studies or Additional Cooperative Education credit</strong></td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
</tr>
<tr>
<td></td>
<td>BDI3CI BMJ3CI BMX3EI</td>
<td>BDI3CI BMJ3CI</td>
<td>BAF3MI BDJ3CI</td>
<td>BAF3MI BDJ3CI</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td><strong>Other Credits</strong></td>
<td></td>
<td></td>
<td></td>
<td>OLC4OI OLC4OI MEL3EI MEL4EI GLS4OI GLE4OI</td>
</tr>
<tr>
<td><strong>Total number of credits</strong></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

* a minimum of one Gr 11 and one Gr 12 credit
## Construction

* Pending Ministry Approval *

### SHSM– Construction & Engineering

<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td><strong>Major Credits</strong> (may include maximum of 1 Cooperative Education credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
</tr>
<tr>
<td></td>
<td>TCJ3EI</td>
<td>TCJ4EI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
<tr>
<td></td>
<td>TWJ3EI</td>
<td>TWJ4EI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
<tr>
<td></td>
<td>TMJ3EI</td>
<td>TMJ4EI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
<tr>
<td></td>
<td>TCJ3EI</td>
<td>TCJ4EI</td>
<td>TMJ3EI</td>
<td>TMJ4EI</td>
</tr>
<tr>
<td></td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
</tr>
<tr>
<td></td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
<tr>
<td></td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
<tr>
<td></td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
<td>TCJ3CI</td>
<td>TCJ4CI</td>
</tr>
</tbody>
</table>

### May Include content delivered in the sector's context

<table>
<thead>
<tr>
<th>English</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NBE3EI or ENG4EI</td>
<td>NBE3CI or ENG3CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3EI or ENG4EI</td>
</tr>
<tr>
<td></td>
<td>or OLC4OI</td>
<td>or OLC3CI</td>
<td>or OLC3CI</td>
<td>or OLC4OI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th>2 Credits Required</th>
<th>2 Credits Required</th>
<th>2 Credits Required</th>
<th>2 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
</tr>
<tr>
<td></td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
<td>MEL3EI or MEL4EI</td>
</tr>
<tr>
<td></td>
<td>MBF3CI or MAP4CI</td>
<td>MBF3CI or MAP4CI</td>
<td>MBF3CI or MAP4CI</td>
<td>MBF3CI or MAP4CI</td>
</tr>
<tr>
<td></td>
<td>MCF3MI or MCT4CI</td>
<td>MCF3MI or MCT4CI</td>
<td>MCF3MI or MCT4CI</td>
<td>MCF3MI or MCT4CI</td>
</tr>
</tbody>
</table>

### Business Studies or Science

* May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)

|                              | BMX3EI or BAF3MI   | BAF3MI or BAT4MI   | BAF3MI or BAT4MI   | SVN3EI or BMX3EI   |
|                              | BDJ3CI or SPH4CI   | BDJ3CI or SPH4CI   | BDJ3CI or SPH4CI   | BDJ3CI or SPH4CI   |

### Cooperative Education

<table>
<thead>
<tr>
<th></th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total number of credits

|                              | 10                 | 10                 | 10                 | 10                 |

* a minimum of one Gr 11 and one Gr 12 credit
## SHSM – Environment (Outdoor Education Program)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td><strong>Major Credits (may include maximum of 1 Cooperative Education credit)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
<td>4* Credits Required</td>
</tr>
<tr>
<td>SB13CI</td>
<td>CGR4EI</td>
<td>CGG3O1</td>
<td>TCJ4EI</td>
<td>PAD3O1</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
</tr>
<tr>
<td>NBE3EI or OLC4OI</td>
<td>NBE3CI or ENG4CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3EI or ENG4EI or OLC4OI</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
</tr>
<tr>
<td>MEL3EI</td>
<td>MEL4EI</td>
<td>MFB3CI</td>
<td>MAP4CI</td>
<td>MCF3MI</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td><strong>Total number of credits</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

* a minimum of one Gr 11 and one Gr 12 credit
<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Credits</strong> (may include maximum of 1 Cooperative Education credit)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4* Credits Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB13CI</td>
<td>SPH4CI</td>
<td>PAD30I</td>
<td>SB13UI</td>
<td></td>
</tr>
<tr>
<td>HPW3CI</td>
<td>SCH4CI</td>
<td>SCH3UI</td>
<td>SCH4UI</td>
<td></td>
</tr>
<tr>
<td>HSP3CI</td>
<td>PPL40I</td>
<td>VPN3MI</td>
<td>SPH4UI</td>
<td></td>
</tr>
<tr>
<td>PPL30I</td>
<td>PAF40I</td>
<td>HHF4CI</td>
<td>PAF30I</td>
<td></td>
</tr>
<tr>
<td>PAF30I</td>
<td>HIP40I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td></td>
</tr>
<tr>
<td>NBE3E/3CI or ENG4E/4CI</td>
<td>NBE3CI or ENG4CI or ENG3CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3EI or ENG4EI or OLC4OI</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td>1 Credit Required</td>
<td></td>
</tr>
<tr>
<td>MBF3CI</td>
<td>MAP4CI</td>
<td>MCR3UI</td>
<td>MEL3EI</td>
<td></td>
</tr>
<tr>
<td>MCF3MI</td>
<td>MCT4CI</td>
<td>MCF3MI</td>
<td>MEL4EI</td>
<td></td>
</tr>
<tr>
<td><strong>Science or Social Sciences and Humanities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPC30I</td>
<td>GLE40I</td>
<td>HPC30I</td>
<td>GLE40I</td>
<td>HPC30I</td>
</tr>
<tr>
<td>HSP3CI</td>
<td>GLS40I</td>
<td>HSP3CI</td>
<td>GLS40I</td>
<td>HSP3UI</td>
</tr>
<tr>
<td>SB13CI</td>
<td>HHS4CI</td>
<td>SB13CI</td>
<td>HHS4CI</td>
<td>SB13UI</td>
</tr>
<tr>
<td>SCH4CI</td>
<td>HIP40I</td>
<td>SCH4CI</td>
<td>HIP40I</td>
<td>SCH3UI</td>
</tr>
<tr>
<td>HSP3UI</td>
<td>HHS4UI</td>
<td>SB13UI</td>
<td>HHS4UI</td>
<td>SCH3UI</td>
</tr>
<tr>
<td>SB13CI</td>
<td>HHS4CI</td>
<td>SCH3UI</td>
<td>HZT4UI</td>
<td>SCH3UI</td>
</tr>
<tr>
<td>PPL30I</td>
<td>SCH4UI</td>
<td>SCH4UI</td>
<td>SCH4UI</td>
<td>SCH4UI</td>
</tr>
<tr>
<td>PAF30I</td>
<td>PAF40I</td>
<td>PAF40I</td>
<td>PAF40I</td>
<td>PAF30I</td>
</tr>
<tr>
<td>PAF30I</td>
<td>HIP40I</td>
<td>PAF30I</td>
<td>HIP40I</td>
<td>PAF30I</td>
</tr>
<tr>
<td><strong>Cooperative Education</strong></td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
<td>2 Credits</td>
</tr>
<tr>
<td><strong>Total number of credits</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

* a minimum of one Gr 11 and one Gr 12 credit
<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Credits (may include maximum of 1 Cooperative Education Credit) (4 credits required)</td>
<td>Take 1 or more TMJ3CI, TDJ3MI, TWJ3EI</td>
<td>Take 1 or more TMJ4CI</td>
<td>Take 1 or more TMJ3MI, TDJ3MI</td>
<td>Take 1 or more TMJ3EI, TWJ3EI</td>
</tr>
<tr>
<td>Choose 2 more TMP3CI, TMP4CI</td>
<td>Choose 2 more TMP3CI, TMP4CI</td>
<td>Choose 2 more TMM3MI, TMM4MI</td>
<td>Choose 2 more TMP3CI, TMP4CI</td>
<td>Choose 2 more TMW3EI, TMW4EI, TMO3EI, TMO4EI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit Required</td>
<td>NBE3E/3CI or ENG4E/4CI</td>
<td>NBE3CI or ENG4CI or ENG3CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3EI and ENG4EI or OLC4O1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit Required</td>
<td>MCF3MI, MBF3CI, MEL3EI</td>
<td>MCF3MI, MBF3CI, MCT4CI, MCF3MI, MAP4CI</td>
<td>MCF3MI, MCH4UI, MCR3UI, MDM4UI</td>
<td>MEL3EI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science or Additional Cooperative Education Credit</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
<th>Gr. 11</th>
<th>Gr. 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit Required</td>
<td>SPH4CI or Additional Coop</td>
<td>SPH4CI or Additional Coop</td>
<td>SPH3UI or Additional Coop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Credits</th>
<th>OLC4OI</th>
<th>OLC4OI</th>
<th>OLC4OI</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME3EI, MEL4EI, GLS4OI, GLE4OI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total number of credits | 9 | 9 | 9 | 9 |

*minimum of one Gr 11 and one Gr 12 credit

For second manufacturing courses, students may choose one emphasis course per grade level. Refer to Manufacturing section of course calendar.
### SHSM—Transportation

<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td>Major Credits (may include maximum of 1 Cooperative Education Credit) (4 credits required)</td>
<td>Take 1* or more</td>
<td>Take 1* or more</td>
<td>Take 1* or more</td>
<td>Take 1* or more</td>
</tr>
<tr>
<td></td>
<td>TTJ3O/TTJ3CI/TTA3CI/TMJ3EI</td>
<td>TTJ4EI/TTJ4CI/TTA4CI/TM4EI</td>
<td>TTJ4CI/TTA4CI/TTS4CI/TTH4CI/TMJ4CI</td>
<td>TTJ3CI/TTA3CI/TTH3CI/TMJ3CI</td>
</tr>
</tbody>
</table>

**May include content delivered in the sector’s context**

<table>
<thead>
<tr>
<th>English</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>2 Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NBE3E/3CI or ENG4E/4CI</td>
<td>NBE3CI or ENG4CI or ENG3CI</td>
<td>ENG3UI or ENG4UI</td>
<td>NBE3E1 and ENG4E1 or OLC4O1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MCF3MI/MBF3CI/MEL3EI</td>
<td>MBF3CI/MCT4CI/MCF3MI/MAP4CI</td>
<td>MCF3MI/MHF4UI/MCR3UI/MDM4UI</td>
<td>MEL3EI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science or Additional Cooperative Education Credit</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
<th>1 Credit Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SPH4CI or Additional Coop</td>
<td>SPH4CI or Additional Coop</td>
<td>SPH3UI or Additional Coop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative Education</th>
<th>2 Credits</th>
<th>2 Credits</th>
<th>2 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Credits</td>
<td>OLC4O1</td>
<td>OLC4O1</td>
<td>OLC4O1</td>
</tr>
<tr>
<td></td>
<td>MEL3EI</td>
<td>MEL4EI</td>
<td>GLE4O1</td>
</tr>
</tbody>
</table>

**Total number of credits** | 9 | 9 | 9 | 9

*a minimum of one Gr 11 and one Gr 12 credit*
EXTRA-CURRICULAR PROGRAMS AT OSDSS

**Athletics and Clubs**
The Owen Sound District Secondary School extra-curricular program enhances the positive atmosphere of the school and promotes students’ sense of well-being. Students agree that our school’s activities offer “something for everyone” and enhance their social skill development. Our extra-curricular program broadens the definition of success for students and provides opportunities for students to strive for excellence in a non-academic setting.

**Extra-curricular activities offered at OSDSS are:**

<table>
<thead>
<tr>
<th>Badminton</th>
<th>Gymnastics</th>
<th>Rugby</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Ice Hockey</td>
<td>Sci-Fi Club</td>
</tr>
<tr>
<td>Basketball</td>
<td>Interact</td>
<td>Skills Canada Challenge – variety of Tech areas</td>
</tr>
<tr>
<td>Breakfast Club</td>
<td>International School Trips</td>
<td>Soccer</td>
</tr>
<tr>
<td>Cheer Team</td>
<td>Inter-School Christian Fellowship</td>
<td>Special Olympics</td>
</tr>
<tr>
<td>Choir</td>
<td>Intramurals</td>
<td>Stratford - Shakespeare Trips</td>
</tr>
<tr>
<td>Computer Contests</td>
<td>Jazz Band</td>
<td>Student Council</td>
</tr>
<tr>
<td>Concert Band</td>
<td>Link Crew</td>
<td>String Ensemble</td>
</tr>
<tr>
<td>Cross-Country Running</td>
<td>The Lounge</td>
<td>Swimming</td>
</tr>
<tr>
<td>Curling</td>
<td>Marching Band</td>
<td>Tech. Crew</td>
</tr>
<tr>
<td>Envirothon</td>
<td>Math Contests</td>
<td>Tennis</td>
</tr>
<tr>
<td>Exchanges</td>
<td>Me to We</td>
<td>Track &amp; Field</td>
</tr>
<tr>
<td>Field Lacrosse</td>
<td>Mountain Biking</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Football</td>
<td>Nordic Skiing</td>
<td>Wilderness Camping - Killarney</td>
</tr>
<tr>
<td>Gay-Straight Alliance</td>
<td>Prom Committee</td>
<td>Yearbook</td>
</tr>
</tbody>
</table>
MATH
We offer opportunities for students to take part in international mathematics contests such as the Centre for Education in Mathematics and Computing (Pascal, Cayley, Fermat and Euclid, CIMC, CSMC, McMaster Team Mathematics Competition and the Beaver Computing Challenge) Contests. Lunchtime math support by teachers in the department occurs daily in their classrooms.

SUPPORT SERVICES
The library is open all day and available to support students with day-to-day school work, offering access to computers, research and reading materials, and colour printing and photocopying for a small fee.

Guidance counselors in student services are available to help students with career and post-secondary choices, course selection, timetable changes, and personal conflicts. Students should make appointments so that their time out of the classroom is documented. Special Education staff and our Student Success teachers are also available to assist students with choices and personal conflicts.

ROLES AND RESPONSIBILITIES

Code of Conduct
The OSDSS Code of Conduct is based upon The Safe Schools Act. The Code details the school’s standards of behaviour, including a dress code, and outlines mandatory and discretionary consequences. The Code of Conduct is distributed to students in September.

Beliefs
No degree of violence, threat, or risk to the safety of students or adults is acceptable at OSDSS. Each of us has a responsibility within our school to help develop and maintain a safe culture for students and school staff. Safety includes emotional well-being, mutual respect, a sense of security and freedom from violence and physical harm. With these statements in mind, we can create a positive environment in which everyone can be provided with an opportunity to achieve his or her potential.

Consequences
The development of self-discipline is the responsibility of all students with the assistance of all adults with whom they have contact. Consequences, which will be progressive, shall be appropriate to the individual and the circumstances, and may include the following actions: reminder, warning, interview, communication with parents, detention, removal of privileges, isolation within the classroom, in-school suspension, restitution, pupil-teacher contract, involvement of outside agencies, suspension, or expulsion.

COURSE SELECTION GUIDELINES
Course selection will depend on many factors. The student must take into consideration the requirements of the post-secondary destination he/she is choosing. Opportunities in the workplace, in apprenticeships, in college, and in university are open to graduates who have earned an Ontario Secondary School Diploma (OSSD) and who have taken certain vital courses. For instance, many skilled trades require the applicant to have earned a grade twelve mathematics credit, even though only three mathematics credits are required for the diploma.

Furthermore, although courses are offered at four levels in the senior years of secondary school, some institutions and some trades require the applicant to have taken courses at a particular level. Most colleges and all universities will not consider applicants whose credits were earned at the Workplace level. Universities will only consider applicants who have earned the grade twelve University-level English, plus five more grade twelve courses at the University level or the University/College level, or a combination of both. Students absolutely must check the admission requirements of their chosen destination early in their high school career. If a student has started...
at a level that is not compatible with the post-secondary destination of choice, it may be difficult to change levels in the senior grades.

Students will have lots of opportunities at Owen Sound District Secondary School to choose courses according to their interests. Many elective courses open students’ minds to career possibilities not previously considered. Leisure activities are essential stress relievers in adult lives and these are often discovered in elective courses taken at high school. Many students take advantage of OSDSS’ co-operative education program to explore career options. Many students are hired from co-op placements and, if applicable, are often offered apprenticeships.

MyBlueprint is a tool that all students in Bluewater can access from home or school. Log on to www.myBlueprint.ca/bluewater and use the activation key of “osdss” if you are a parent to start exploring. Students should sign in with their board email, as this will link their account to their transcript. This tool allows you to build a customized high school course plan and instantly identify post-secondary pathways that this plan could prepare you for. Students should select “Login” in the top right hand corner and scroll down to “School Account Login.” Select “Bluewater District School Board” and “Login with School Account.” As well, the site provides valuable information about apprenticeship, college and university opportunities across Canada.

Finally, a very important factor in the choosing of courses is the student’s present achievement. If a student is not doing well in a course, perhaps the level chosen is too difficult or too easy, or requires more work than the student is willing to give. When choosing courses each year, the student should solicit information from his/her current teachers in deciding at which level to continue his/her studies.

Guidance counselors and special education staff are always available to assist students in choosing courses wisely. This course calendar is provided to assist students and their parents in making wise choices for their school program and select the best paths to their post-secondary destination. Students should make their course selections based on their future goals.

**Program Pathways**

A program pathway consists of the combination of courses that make up students’ educational programs and the supports provided by those programs. It is designed to lead students to a particular destination and should reflect the goals that motivate them to complete their secondary education. Establishing a program pathway will help students be successful in their transitions to the workplace, apprenticeship, college, or university. Students can select from a variety of types of courses to meet their needs of their individual pathways, including: Academic, Applied, Locally-Developed Compulsory Courses (LDCC), Open, Workplace, College, University, and University/College.

**THE BEST PROGRAM IS ONE THAT COMBINES THE STUDENT’S FUTURE NEEDS WITH HIS OR HER PRESENT INTERESTS AND ABILITIES.**

**Changing courses**

It may be in the best interest of a student to drop a course, change levels in a course, or add a course. Course changes should take place only after consultation with subject teachers, parents and a guidance counselor. If at all possible, timetable changes should be made well in advance of the beginning of a semester. Students who wait until the semester has begun risk disappointment, as classes fill up weeks before each semester starts.

Students in grades nine, ten, and eleven are expected to maintain a full timetable in order to earn twenty-four credits by the end of grade eleven. Grade twelve students are expected to attend a minimum of three courses per semester. Students are welcome to attend Owen Sound District Secondary School for a fifth year. **There will be no fees charged to students if they exceed the 34-credit threshold. Students are expected to carry a full course load of at least 3 courses in a semester until the 34-credit threshold is attained.**
**The Grade 9 Program**

Students in Grade 9 must take a total of **8** courses. At the time of registration, students will choose:

1. English with a code beginning **ENG**
2. Mathematics
3. Science
4. Geography
5. French
6. Healthy Active Living
   plus 2 optional **open** level courses

**The Grade 10 Program**

Students in Grade 10 must take a total of **8** courses. At the time of registration, students will choose:

1. English with a code beginning **ENG**
2. Mathematics
3. Science
4. History
5. Civics/Career Studies
   plus 3 additional credits from courses available in accordance with the destination they have chosen for Grades 11, 12 and beyond

**The Grade 11 Program**

Students in Grade 11 must take a total of **8** courses. At the time of registration, students should choose:

1. English with a code beginning **ENG or NBE**
2. Mathematics
   plus 6 additional credits, anticipating that students will complete the three additional compulsory courses listed on Diploma Requirements OSSD 1999.

**The Grade 12 Program**

Students in Grade 12 must take a minimum of **6** courses (at least 3 per semester). At the time of registration, students must choose:

1. English with a code beginning **ENG or OLC**
2. plus 5 additional credits, anticipating that students will complete the three additional compulsory courses listed on Diploma Requirements OSSD 1999.

*Students who plan to apply to university must choose a combination of 6 4U/4M courses.*

Any exception to the total yearly credit requirements requires the approval of the Principal.

*Use the Credit Checklist plus your Credit Counselling Summary to identify credits that you need.*

- Students or parents/guardians who have any questions about the course selection process are welcome to contact the Guidance Office at 519-376-6050 ext. 235.
Below are some very useful websites through which you can access valuable information and access to many post-secondary options. Other valuable links can be found on the OSDSS Home page at http://www.osdss.bwdsb.on.ca/

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.myblueprint.ca">www.myblueprint.ca</a></td>
<td>(school activation key: osdss)</td>
</tr>
<tr>
<td><a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a></td>
<td>(recruitment and resources for apprenticeship in Ontario)</td>
</tr>
<tr>
<td><a href="http://www.onariocolleges.ca">www.onariocolleges.ca</a></td>
<td>(plan, find, apply, confirm – Ontario College Application Service)</td>
</tr>
<tr>
<td><a href="http://www.ouac.on.ca">www.ouac.on.ca</a></td>
<td>(plan, find, apply, confirm - Ontario Universities Application Centre)</td>
</tr>
<tr>
<td><a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a></td>
<td>(plan, search – Ontario Universities)</td>
</tr>
<tr>
<td><a href="http://www.ontransfer.ca">www.ontransfer.ca</a></td>
<td>(explore your transfer opportunities between colleges and universities)</td>
</tr>
<tr>
<td><a href="http://www.osca.ca">www.osca.ca</a></td>
<td>(Ontario School Counsellors’ Association – student resources)</td>
</tr>
<tr>
<td><a href="http://https://scholartree.ca">https://scholartree.ca</a></td>
<td>(search scholarships)</td>
</tr>
<tr>
<td><a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a></td>
<td>(find scholarships, student awards and bursaries)</td>
</tr>
</tbody>
</table>
## ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>(1 credit per grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(at least 1 credit in Grade 11 or 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Canadian History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Canadian Geography</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(Visual Arts, Music, Drama, Dance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>(1/2 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Studies</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>(1/2 credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group 1:</strong> Additional Credit in English, or <strong>French as a second language</strong>, or a Native language, or Native studies, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-operative education*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Group 2:</strong> Additional credit in health and physical education, or business studies or the arts, or French as a second language**, or co-operative education*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Group 3:</strong> Additional credit in science, or technological education, *<em>French as a second language, or computer studies, or co-operative education</em></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Optional Credits</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the 30 credits, students must complete:
- 40 Hours of community involvement activities
- The provincial literacy requirement (OSSLT or OLC4OI)

* In Groups 1, 2, and 3, a maximum of two credits in French can count as compulsory credits – one from Group 1, and one from either Group 2 or Group 3. A maximum of two credits in cooperative education can count as compulsory credits. The 12 optional credits may include up to four credits earned through approved dual credit courses.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Alternate Year Course Offered 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>ATC1OI</td>
<td>ATC2OI</td>
<td>ATC3MI</td>
<td>ATC4EI</td>
<td>ADA2OL</td>
</tr>
<tr>
<td>Dance</td>
<td>ADA1OI</td>
<td>ADA2OI</td>
<td>ADA3MI</td>
<td>ADA4EI</td>
<td>ADA4MI</td>
</tr>
<tr>
<td>Drama</td>
<td>AMU1OI</td>
<td>AMU2OI</td>
<td>AMU3MI</td>
<td>AMU4MI</td>
<td></td>
</tr>
<tr>
<td>Media Arts</td>
<td>AMG3OI</td>
<td>AMG3MI</td>
<td>AMG4MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music - Guitar</td>
<td>AMP2OI</td>
<td>AMP3MI</td>
<td>AMP4MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Percussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instrumental</td>
<td>AMU1OI</td>
<td>AMU2OI</td>
<td>AMU3MI</td>
<td>AMU4MI</td>
<td></td>
</tr>
<tr>
<td>- Vocal</td>
<td>AMV1OI</td>
<td>AMV2OI</td>
<td>AMV3MI</td>
<td>AMV4MI</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>AWQ2OI</td>
<td>AWQ3MI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts &amp; Crafts</td>
<td>ALC1OI</td>
<td>AVI2OI</td>
<td>AVI3MI</td>
<td>AVI4MI</td>
<td></td>
</tr>
<tr>
<td>BUSINESS Accounting</td>
<td>BTT1OI</td>
<td>BB12OI</td>
<td>BAF3MI</td>
<td>BAT4MI</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CANADIAN &amp; WORLD STUDIES Geography</td>
<td>CGC1PI</td>
<td>CGG3OI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>CGC1DI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CGC1PL</td>
<td>CGC1DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>CHC2LI</td>
<td>CHA3UI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHC2PI</td>
<td>CHC2DI</td>
<td>CHW3MI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHC2PL</td>
<td>CHC2DL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Law</td>
<td>CLU3EI</td>
<td>CLN4UI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civics</td>
<td>CHV2OH</td>
<td>CLU3MI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td>ICS2OI</td>
<td>ICS3UI</td>
<td>ICS4UI</td>
<td>ICS4CI</td>
<td></td>
</tr>
<tr>
<td>COOPERATIVE EDUCATION</td>
<td>2 CREDIT CO-OP</td>
<td>3 CREDIT CO-OP</td>
<td>4 CREDIT CO-OP</td>
<td>4 CREDIT CO-OP</td>
<td>3 CREDIT CO-OP</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Alternate Year Course Offered 2020-21</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td>ENG1LI</td>
<td>ENG2LI</td>
<td>NBE3EI</td>
<td>ENG4EI</td>
<td></td>
</tr>
<tr>
<td>Optional English</td>
<td>ENG1PI</td>
<td>ENG2PI</td>
<td>NBE3CI</td>
<td>ENG4CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG1DI</td>
<td>ENG2DI</td>
<td>ENG3UI</td>
<td>ENG4UI</td>
<td></td>
</tr>
<tr>
<td><strong>English as a Second Language</strong></td>
<td>ELSAOI</td>
<td>ELS2OI</td>
<td>EMS3OI</td>
<td>EWC4UI</td>
<td>OLC4OI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESLBOI</td>
<td>ESLCOI</td>
<td>ESLDOI</td>
<td>ESLEOI</td>
</tr>
<tr>
<td><strong>FRENCH</strong></td>
<td>FSF1PI</td>
<td>FSF2PI</td>
<td>FSF3OI</td>
<td>FSF4OI</td>
<td>FIF4UI</td>
</tr>
<tr>
<td>Core</td>
<td>FSF1DI</td>
<td>FSF2DI</td>
<td>FSF3UI</td>
<td>FIF4UI</td>
<td></td>
</tr>
<tr>
<td>Immersion</td>
<td>FIF1PI</td>
<td>FIF2PI</td>
<td>FIF3UI</td>
<td>FIF4UI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FIF1DI</td>
<td>FIF2DI</td>
<td>FIF3OI</td>
<td>FIF4OI</td>
<td></td>
</tr>
<tr>
<td><strong>GUIDANCE &amp; CAREERS</strong></td>
<td>GLE1OI</td>
<td>GLC2OH</td>
<td>GLE3OI</td>
<td>GLE4OI</td>
<td>IDC4UI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLC2OL</td>
<td>GLE3O (Reg.+Hockey)</td>
<td></td>
<td>IDP4UI (Hockey)</td>
</tr>
<tr>
<td><strong>HUMANITIES &amp; SOCIAL SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion &amp; Housing</td>
<td>HFN2OI</td>
<td>HFC3MI</td>
<td>HNC3CI</td>
<td>HNB4MI</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td></td>
<td>HFC3EI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Family Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raising &amp; Caring for Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERNATIONAL LANGUAGES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>MAT1LI</td>
<td>MAT2LI</td>
<td>MEL3EI</td>
<td>MEL4EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MFM1PI</td>
<td>MFM2PI</td>
<td>MBF3CI</td>
<td>MAP4CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MPM1DI</td>
<td>MPM2DI</td>
<td>MCF3MI</td>
<td>MCT4CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MCR3UI</td>
<td>MDMA4UI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MHF4UI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MCV4UI</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION &amp; HEALTH</strong></td>
<td>PPL1OF</td>
<td>PAL2O (Hockey)</td>
<td>PAD3O (Outers)</td>
<td>PAD4O (Outers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPL1OM</td>
<td>PPL2OF</td>
<td>PAF3O</td>
<td>PAF4O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PPL1OL</td>
<td>PPL2OM</td>
<td>PAL3O (Hockey)</td>
<td>PLF4O (Hockey)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PPL2OL</td>
<td>PPL3O</td>
<td>PPL4O</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PPL3M</td>
<td>PPL4O</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PSK4UI</td>
<td></td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Grade 9</td>
<td>Grade 10</td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Alternate Course Offered 2020-21</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>SNC1LI</td>
<td>SNC2PI</td>
<td>SVN3EI</td>
<td>SES4UI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SNC1PI</td>
<td>SNC2DI</td>
<td>SVN3MI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Biology</td>
<td>SB13CI</td>
<td></td>
<td></td>
<td>SBI4UI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SB13UI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Chemistry</td>
<td>SCH3UI</td>
<td></td>
<td>SCH4CI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SCH4UI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Physics</td>
<td>SPH3UI</td>
<td></td>
<td>SPH4CI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPH4UI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture SHSM</td>
<td>SAP33I</td>
<td></td>
<td>SAN43I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Courses</td>
<td>SHY33I</td>
<td></td>
<td>SHX43I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGICAL EDUCATION</td>
<td>TIJ1OI</td>
<td>TGJ2OI</td>
<td>TGJ3MI</td>
<td>TGJ4MI</td>
<td></td>
</tr>
<tr>
<td>Communications Technology</td>
<td></td>
<td>TCJ2OI</td>
<td>TCJ3CI</td>
<td>TCC3CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TCJ3EI</td>
<td>TCJ3EI</td>
<td>TCC3EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TW13EI</td>
<td>TW13EI</td>
<td>TCC3EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TC13CI</td>
<td>TC13CI</td>
<td>TCC3EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TC13EI</td>
<td>TC13EI</td>
<td>TCC3EI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TW13EI</td>
<td>TW13EI</td>
<td>TCC3EI</td>
<td></td>
</tr>
<tr>
<td>Computer Technology</td>
<td>TEJ2OI</td>
<td></td>
<td>TEJ3MI</td>
<td>TEJ4MI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEJ3EI</td>
<td>TEJ3EI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TEJ3EI</td>
<td>TEJ3EI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology &amp; Custom Woodwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green Industries: Horticulture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairstyling &amp; Aesthetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological Design</td>
<td>TDJ1OI</td>
<td></td>
<td>TDJ3MI</td>
<td>TDJ4MI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TDJ2OI</td>
<td></td>
<td>TDJ3MI</td>
<td>TDJ4MI</td>
<td>TDA4MI</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TDJ3MI</td>
<td>TDJ4MI</td>
<td>TDM4MI</td>
</tr>
<tr>
<td>Transportation Technology</td>
<td>TTJ2OI</td>
<td></td>
<td>TTJ3CI</td>
<td>TTJ4CI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TTJ3OI</td>
<td></td>
<td>TTJ4EI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TTA3CI</td>
<td></td>
<td>TTA4CI</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TTS3CI</td>
<td></td>
<td>TTS4CI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ATC1OI (Grade 9, Open)**

**DANCE**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Prerequisite:** None

---

**ATC2OI (Grade 10, Open)**

**DANCE**

This course emphasizes the development of students’ technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

**Prerequisite:** None

---

**ATC3OI (Grade 11, Open)**

**DANCE**

This course emphasizes the development of students’ movement vocabulary relating to global dance genres, and of their understanding of the elements of dance and the tools of composition in a variety of performance situations. Students will research and explain how physical, intellectual, and artistic skills developed in dance can be applied in a wide range of careers. They will apply technologies and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

**Prerequisite:** None

---

**ATC3MI (Grade 11, College/University)**

**DANCE**

This course emphasizes the development of students’ artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

**Prerequisite:** ATC2OI or ATC1OI
ATC4EI (Grade 12, Workplace)
DANCE
This course enables students to develop performance and interpersonal skills through the study of dance. Students will apply the elements of dance and the tools of composition to develop a physical vocabulary that can be used to create and communicate through dance. Students will research and explain how physical, intellectual, and artistic skills developed in the dance arts are transferable to a wide range of careers and workplace environments. They will develop an understanding of practices associated with healthy living, the benefits of self-discipline, and the importance of continuing engagement in the arts.
**Prerequisite:** ATC3OI

ATC4MI (Grade 12, College/University)
DANCE
This course emphasizes the development of students’ technical proficiency, fluency in the language of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.
**Prerequisite:** ATC3MI

DRAMA

ADA1OI (Grade 9, Open)
DRAMA
This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.
**Prerequisite:** None

ADA2OI/ADA2OL (Grade 10, Open)
DRAMA
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
**Note:** *ADA2OL – Equivalent course for French immersion students offered in alternate years. This course is offered in 2020-2021.*
ADA3OI (Grade 11, Open)

**DRAMA**

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 drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

**Prerequisite:** None

ADA3MI (Grade 11, College/University)

**DRAMA**

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:** ADA1OI or ADA2OI

ADA4EI (Grade 12, Workplace Preparation)

**DRAMA**

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

**Prerequisite:** ADA3OI

ADA4MI (Grade 12, College/University)

**DRAMA**

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:** ADA3MI
ASM3OI (Grade 11, Open)
MEDIA ARTS
This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works.
Prerequisite: None
Note: Yearbook, website, and social media focus.

ASM3MI (Grade 11, College/University)
MEDIA ARTS
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.
Prerequisite: Any Grade 9 or 10 Arts course
Note: Yearbook, website, and social media focus

ASM4EI (Grade 12, Workplace)
MEDIA ARTS
This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.
Prerequisite: ASM3OI
Note: Yearbook, website, and social media focus.

ASM4MI (Grade 12, College/University)
MEDIA ARTS
This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.
Prerequisite: ASM3MI
Note: Yearbook, website, and social media focus.
AMG3OI (Grade 11, Open)
BEGINNER GUITAR
This course develops students’ artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for students who wish to advance their playing skill or learn introductory skills.
Prerequisite: None
Note: The school has a class set of guitars. Students are not required to own their own guitar.

AMG3MI (Grade 11, College/University)
ADVANCED GUITAR
This course develops students’ artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for students who wish to advance their playing skill or learn introductory skills.
Prerequisite: None
Note: The school has a class set of guitars. Students are not required to own their own guitar.

AMG4MI (Grade 12, Open)
ADVANCED GUITAR
This course develops students’ artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. This course is designed for students who wish to advance their playing skill or learn introductory skills.
Prerequisite: None
Note: The school has a class set of guitars. Students are not required to own their own guitar.
INSTRUMENTAL MUSIC – PERCUSSION

AMP2OI (Grade 10, Open)
PERCUSSION
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. This course will continue to focus on percussion and world music with the addition of improvisation.
Prerequisite: None

AMP3MI (Grade 11, College/University)
PERCUSSION
This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of 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: Any grade 9 or 10 Music course or permission of the music teacher.

AMP4MI (Grade 11, College/University)
PERCUSSION
This course will continue to focus on percussion, world music, and improvisation with the addition of developing soloing skills. It will enable students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform a variety of percussive and World 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 analyze how to apply skills developed in music to their life and careers. This course will continue to focus on percussion, world music, improvisation as well as small ensemble and solo performances.
Prerequisite: Any grade 11 Music course or permission of the music teacher.
AMU1OI (Grade 9, Open)
INSTRUMENTAL MUSIC
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

AMU2OI (Grade 10, Open)
INSTRUMENTAL MUSIC
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

AMU3MI (Grade 11, College/University)
INSTRUMENTAL MUSIC
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

AMU4MI (Grade 12, College/University)
INSTRUMENTAL MUSIC
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
AMV1OI (Grade 9, Open)

VOCAL MUSIC
This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

Prerequisite: None

AMV2OI (Grade 10, Open)

VOCAL MUSIC
This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. This course will focus on the study and perfection of voice production, breathing and music reading. Song material used will be popular music and other historical forms such as madrigals. History study will look at the Baroque era and theory studies will look at scales and intervals.

Prerequisite: None

AMV3MI (Grade 11, College/University)

VOCAL MUSIC
This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. The focus will be on independent study and performance.

Prerequisite: AMV2OI

AMV4MI (Grade 12, College/University)

VOCAL MUSIC
This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. The focus will be on independent study and performance.

Prerequisite: AMV3MI
AWQ2OI (Grade 10, Open)
PHOTOGRAPHY
This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design process, and the relationship between form and content. Students will also learn about the connections between works of photography and their historical contexts. Course expectations will be achieved through a program focused on different photographic media.
Prerequisite: None

AWQ3MI (Grade 11, College/University)
PHOTOGRAPHY
This course focuses on the refinement of students’ skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. The course will focus on students learning advanced still photography, darkroom techniques, digital photography and computer graphics as related to photography. Recommended for students interested in graphic arts, media, and computer graphics as post-secondary studies and careers.
Prerequisite: Grade 9 or 10 Visual Arts, Open – AWQ2OI is recommended.
VISUAL ARTS AND CRAFTS

ALC1OI (Grade 9, Open)
Integrated Arts
This course integrates two or more of the arts (media arts and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Note: This course is a combination of visual arts, arts and crafts as well as photography. It is recommended that the student have access to a digital camera for the photography portion of the course.

AVI2OI (Grade 10, Open)
VISUAL ARTS
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

AVI3MI (Grade 11, College/University)
VISUAL ARTS
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.

Prerequisite: AVI2OI
AVI4MI (Grade 12, College/University)

VISUAL ARTS
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: AVI3MI

AWA2OI (Grade 10, Open)

CRAFTS
This course enables students to develop Family Studies skills in practical situations. This will be hands on learning which could prepare them for creating a variety of marketable items to support family living. Students will be introduced to new ideas, skills and materials in order to create crafts, quilt, bead, knit, crochet, embroider, rug hook, and hand sew to button or repair clothing. They will explore this creative process and make connections between the craft industry and the home. Students will work at their own pace to finish their projects and may have to provide some materials.

Prerequisite: None

AWA3OI (Grade 11, Open)

CRAFTS
This course is an extension of the grade ten crafts course. Students will develop a more advanced level of skill in each craft and explore career opportunities in the craft industry. Evaluation is based on daily work and project completion, as well as a summative evaluation which combines craft techniques.

Prerequisite: None
Recommended Preparation: AWA2OI

Student Artwork by Amy Lefebvre
INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS

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

Prerequisite: None

INTRODUCTION TO BUSINESS

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication 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

ACCOUNTING

FINANCIAL ACCOUNTING FUNDAMENTALS

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

Prerequisite: None
BAT4MI (Grade 12, College/University)
FINANCIAL ACCOUNTING PRINCIPLES
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.
Prerequisite: BAF3MI

ENTREPRENEURIAL STUDIES

BDI3CI (Grade 11, College)
ENTREPRENEURSHIP: THE VENTURE
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.
Prerequisite: None

BDV4CI (Grade 12, College)
ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE
This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.
Prerequisite: None

MARKETING

BMX3EI (Grade 11, Workplace)
MARKETING: RETAIL AND SERVICE
This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.
Prerequisite: None

BMI3CI (Grade 11, College)
MARKETING: GOODS, SERVICES, EVENTS
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
ORGANIZATIONAL STUDIES

BOH4MI (Grade 12 College/University)
BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
Prerequisite: None
Note: This Business Leadership course is a University/College level course. Students will be provided with leadership opportunities to raise both school spirit and support and develop community events. A large part of this course relates to hands-on organization and promotion of events.

CANADIAN AND WORLD STUDIES

GEOGRAPHY

CGC1PI/CGC1PL (Grade 9, Applied)
ISSUES IN CANADIAN GEOGRAPHY
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.
Prerequisite: None
Note: CGC1PI – Equivalent course for French immersion students

CGC1DI/CGC1DL (Grade 9, Academic)
ISSUES IN CANADIAN GEOGRAPHY
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
Note: CGC1DL – Equivalent course for French immersion students
CGG3OI (Grade 11, Open)
TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE
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: CGC1DI/L or CGC1PI/L

CGW4UI (Grade 12, University)
WORLD ISSUES: A GEOGRAPHICAL ANALYSIS
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.
Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities
HISTORY

CHV2OH/CHV2OL (Grade 10, Open)
CIVICS AND CITIZENSHIP (0.5 Credit)
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
Note: CHV2OL – Equivalent 0.5 credit course for French immersion students offered in alternate years. This course is offered in 2019-2020.

CHC2LI (Grade 10, LDCC)
CONTEMPORARY CANADIAN HISTORY
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 practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.
Prerequisite: None
CHC2PI/CHC2PL (Grade 10, Applied)  
CANADIAN HISTORY SINCE WORLD WAR I  
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  
Note: CHC2PL – Equivalent course for French immersion students

CHC2DI/CHC2DL (Grade 10, Academic)  
CANADIAN HISTORY SINCE WORLD WAR I  
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  
Note: CHC2DL – Equivalent course for French immersion students

CHW3MI (Grade 11, College/University)  
WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY  
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: CHC2PI or CHC2DI

CHA3UI (Grade 11, University)  
AMERICAN HISTORY  
This course traces the social, economic, and political development of the United States from colonial times to the present. Students will explore the historical context of key developments that shaped the United States, its identity and culture, and its role in the global community. They 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 forces in American history.  
Prerequisite: CHC2PI or CHC2DI

CHM4EI (Grade 12, Workplace)  
ADVENTURES IN WORLD HISTORY  
This course explores the history of various societies and civilizations around the world, from earliest times to  
around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline  
of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and  
political legacy of these societies. 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: CHC2PI OR CHC2DI OR CHC2LI
CHY4CI (Grade 12, College)
WORLD HISTORY SINCE THE FIFTEENTH CENTURY
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

CHY4UI (Grade 12, University)
WORLD HISTORY SINCE THE FIFTEENTH CENTURY
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

ECONOMICS AND LAW

CLU3EI (Grade 11, Workplace)
UNDERSTANDING CANADIAN LAW IN EVERYDAY LIFE
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 criminal offences. Students will begin to develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating legal issues that are relevant to life in Canada today.
Prerequisite: CHC2DI OR CHCPI OR CHC2LI
CLU3MI (Grade 11, College/University)
UNDERSTANDING CANADIAN LAW
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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Prerequisite: CHC2DI OR CHC2PI

CLN4UI (Grade 12, University)
CANADIAN AND INTERNATIONAL LAW
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

ICS2OI (Grade 10, Open)
INTRODUCTION TO COMPUTER STUDIES
This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.
Prerequisite: MFM1PI OR MPM1DI is strongly recommended.

ICS3CI (Grade 11, College)
INTRODUCTION TO COMPUTER PROGRAMMING
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: ICS2OI
ICS3UI (Grade 11, University)
INTRODUCTION TO COMPUTER SCIENCE
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: ICS2OI
Note: MPM2DI strongly recommended.

ICS4CI (Grade 12, College)
COMPUTER PROGRAMMING
This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.
Prerequisite: ICS3CI

ICS4UI (Grade 12, University)
COMPUTER SCIENCE
This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
Prerequisite: ICS3UI

DCO3OI
Creating Opportunities through Co-op (Grade 11, Open)
This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
Prerequisite: None
What is Co-op?
The Co-op program offers a planned learning experience in a community work placement. Co-op credits count as elective or compulsory credits towards the Ontario Secondary School Diploma (OSSD). Students attend the placement each school day except: (1) students attend pre-placement classes in the first two weeks of the semester to learn workplace safety, law, and preparation for success on the job, and (2) students attend integration classes during the semester that consist of career research, safety, and cover letter/exit résumé training.

How do students get Co-op placements?
1. A fully completed Co-op application must accompany your option card.
2. Students who select Co-op (including OYAP) on their option sheet will be called to information meetings in late March. At the meeting, students will complete an information form and indicate career areas of interest or specific placement requests.
3. Each student will meet individually with a Co-op teacher in April to further discuss an approved placement. Later in the placement process, students will present a résumé to a prospective employer in an interview. Some interviews are competitive with students from other schools.

Circle one or more of these choices on your option sheet:
2-CREDIT CO-OP  3-CREDIT CO-OP  4-CREDIT CO-OP

What is the difference between 2-Credit Co-op and 4-Credit Co-op?
1. 2-Credit Co-op placements consist of half-days (three hours) each school day for one semester.
2. 3-Credit Co-op placements consist of half-days (four and a half hours) each school day for one semester.
3. 4-Credit Co-op placements consist of full days (six or more hours) each school day for one semester.
4. Students may choose to split 4-Credit Co-op into half-days for two semesters.

Can students take Co-op more than once?
Yes. There is no limit to the number of Co-op credits that a student can earn. Students can take Co-op in both semesters of one school year. Students can take Co-op in each of their school years, usually beginning in their Grade 11 year and beyond.

Note: 2 credits in co-operative education can count as compulsory credits for groups 1, 2, and 3.

Why take Co-op?
Co-op prepares students for all post-secondary destinations, including university, college, apprenticeship, and direct entry to the workplace. Co-op allows students to:

1. Test-Drive a Career: Do the job and get a chance to see if your career choice is really what you want before choosing your post-secondary destination.
2. Build Your Skills: Work one-on-one with a co-worker in a program designed to meet your interests, needs, and strengths.
3. Get Hands-On Work Experience: Overcome the problem of “no job without experience and no experience without a job.” Put real work experience on your résumé.

Where are the Co-op placements?
Placements are in the Owen Sound and surrounding area. Co-op teachers counsel each student and help arrange approved work placements.

Who is responsible for transportation?
Many students walk to placements in Owen Sound. Students who ride a school bus may walk to Co-op placements near the school. Students and their families are responsible for transportation if the Co-op placement is beyond walking distance or in the surrounding countryside.
**Example Career Areas for Co-op Placements**

**Aesthetics and Wellness**  
Aesthetics  
Beauty Consulting  
Hairstyling (OYAP)  
Massage Therapy  

**Agriculture and Veterinary**  
Animal Care  
Dairy Herdsperson (OYAP)  
Farming - various  
Greenhouse/Nursery  
Horse Groom (OYAP)  
Horticultural Tech (OYAP)  
Humane Society  
Veterinary Clinic  

**Applied Science and Environmental**  
Arborist (OYAP)  
Chiropractic  
Facilities Maintenance  
Conservation Authority  
Dentistry  
Dietitian  
Engineering  
Natural Resources  
Optometry  
Regional Planning  

**Arts and Culture**  
Art Gallery  
Dance and Drama  
Journalism  
Librarianship  
Museums  

**Bruce Power Co-op**  
Many placement opportunities  

**Business**  
Accounting  
Banking  
Business Offices  
Hotel Management  
Office Administration  
Shipping and Receiving  
Small Business – various  

**Education and Childcare**  
Daycare  
Early Childhood Education  
Educational Assistant  
Teacher  

**Emergency Services**  
Firefighting  
Security  

**Health Care**  
Diagnostic Imaging  
Geriatric Activation  
Hospital - various  
Medicine - Emergency  
Nursing  
Personal Support Work  
Physiotherapy  

**Militia Co-op**  
4 Credit Co-op  

**Restaurant and Food Services**  
Baker (OYAP)  
Chef/Cook (OYAP)  
Food Service Cafeteria  
Kitchen Prep  
Server  
Retail Meat Cutter (OYAP)  

**Retail**  
Building Supplies (OYAP)  
Clothing Retail  
Department Store  
Music Retail  
Retail - various  
Sports Retail  

**Social Services**  
Developmental Services  
Social Work  
Volunteer Organization  

**Special Professions**  
Funeral Home  
Law Office  
MP Office  

**Sports and Fitness**  
Fitness Training  
Golf Course  
Parks and Recreation  
Sports Equipment  

**Technology**  
Audio Electronics  
Computer Graphics  
Computer Technology  
Drafting & CAD  
Furniture Refinishing  
Light and Sound Technician  
Photography  
Radio Broadcast Technician  
TV/Cable Station  

**Trades and Ontario Youth Apprenticeship Program (OYAP)**  
Auto Body  
Auto Service  
Brick and Stone Mason  
Cabinetmaking  
Carpentry  
Construction  
Drafting  
Electrician  
Farm Equipment Mechanics  
General Machinist  
Heating and Cooling  
Heavy Duty Equipment  
Millwright  
Motorcycle Mechanic  
Painting and Decorating  
Plumbing  
Sheet Metal  
Small Engines  
Sprinkler/Fire Tech  
Tire/Lube Tech  
Tool and Die  
Truck and Coach Tech  
Welding  

**Travel and Tourism**  
Ecotourism  
Hotels/Motels  
Special Events Planning  
Tourist Information  
Travel Agency  

Contact the Co-op office, Mrs. McNeill at ext. 516, or Mrs. Rutter at ext. 244, or Mr. Whitehouse at ext. 226 if you have any questions about your career ideas and choices.
Ontario Youth Apprenticeship Program (OYAP)

OYAP is a Co-op program for students working in the trades. There are four trade sectors: Construction, Industrial, Motive Power, and Service. Sample skilled trades are listed in the preceding section. View the complete list of skilled trades on the About Trades page at www.oyap.ca or www.tradeability.ca. An OYAP student may be formally registered as an apprentice while attending secondary school with the approval of the Co-op employer and the Co-op teacher. Accumulated hours can be carried forward and will give students a head start in the trades upon graduation.

To choose OYAP – circle 2-credit Co-op, 3-credit Co-op or 4-credit Co-op on the option sheet as described in the preceding section on Co-operative Education. 4-credit Co-op is often more practical for trades placements but 2-credit Co-op may be possible. Consult the Co-op teacher, who will arrange a suitable OYAP placement with a licensed tradesperson.

Contact the Co-op Office if you have any OYAP questions.

Militia Co-op (this program runs pending Ministry approval)

The Grey and Simcoe Foresters and The Bluewater District School Board offer an innovative program to those who successfully pass all the criteria during the military selection process. The student is sworn into the Army Reserve and then immersed into a military environment. All training takes place at the Owen Sound Armoury. This placement offers four credits of co-op and pay.

The Militia Co-op Program is based on the Primary Reserve Basic Military Qualifications; lessons that are taught during the course will include:
- Applying General Service Knowledge
- Operate the Service Rifle
- Perform Drill
- Administer First Aid
- Survive in a Field Environment
- Operate Under Nuclear/Biological/Chemical Conditions
- Maintain Safe Working Environment
- Law of Armed Conflicts
- Origin and History of the Canadian Army

Contact the Co-op Department for application forms.

Bruce Power Co-operative 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.

French Immersion Co-operative Education

Students have the opportunity to earn 2 elective credits toward their French immersion certificate by working in an elementary French immersion classroom. Students may choose to be placed at St. Basil’s, East Ridge Community School, Notre Dame or École Elementaire Saint Dominique Savio. Please see the Co-op department for details. A fully completed Co-op application must accompany your option card.
**ENG1LI (Grade 9, LDCC)**

**ENGLISH**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

**Prerequisite:** None

**Note:** This is part of a two credit package and students will also take GLE1OI.

**ENG1PI (Grade 9, Applied)**

**ENGLISH**

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

**Prerequisite:** None

**ENG1DI (Grade 9, Academic)**

**ENGLISH**

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
ENG2LI (Grade 10, LDCC)  
ENGLISH  
In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. 
Prerequisite: Any Grade 9 English credit  
Note: This course is part of a two-credit package and students will also take ELS2OI

ENG2PI (Grade 10, Applied)  
ENGLISH  
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: ENG1DI or ENG1PI

ENG2DI (Grade 10, Academic)  
ENGLISH  
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: ENG1DI or ENG1PI

NBE3EI (Grade 11, Workplace)  
ENGLISH: CONTEMPORARY ABORIGINAL VOICES  
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. 
Prerequisite: ENG2DI or ENG2PI or ENG2LI  
Note: This course has replaced ENG3EI and counts as the Grade 11 compulsory English requirement.
NBE3CI (Grade 11, College)  
**ENGLISH: CONTEMPORARY ABORIGINAL VOICES**
This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational text and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be establishing appropriate voice and using business and technical language with precision and clarity.

**Prerequisite:** ENG2DI or ENG2PI  
**Note:** This course has replaced ENG3CI and counts as the Grade 11 compulsory English requirement.

ENG3UI (Grade 11, University)  
**ENGLISH**
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:** ENG2DI

ENG4EI (Grade 12, Workplace)  
**ENGLISH**
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:** ENG3UI or NBE3CI or NBE3EI

ENG4CI (Grade 12, College)  
**ENGLISH**
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:** ENG3CI or ENG3UI

ENG4UI (Grade 12, University)  
**ENGLISH**
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:** ENG3UI
OPTIONAL ENGLISH COURSES

ELS2OI (Grade 10, Open)
Literacy Skills: Reading and Writing
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: ENG1LI or ENG1PI or ENG1DI
Note: This course is part of a two-credit package for students taking ENG2LI

EMS3OI (Grade 11, Open)
ENGLISH MEDIA STUDIES
This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.
Prerequisite: ENG2DI or ENG2PI

EWC4UI (Grade 12, University)
THE WRITER’S CRAFT
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.
Prerequisite: ENG3UI

OLC4OI (Grade 12, Open)
ONTARIO SECONDARY SCHOOL LITERACY COURSE
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.
Secondary school ESL programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. For the first few years in Ontario schools, many English language learners receive support in ESL to meet their language learning needs and/or to help them develop the literacy skills they need in order to continue their education and participate fully in life in Ontario. Each student will be assessed by the ESL/ELD System Lead Teacher to determine appropriate placement in the program.

The chart below shows how most English language learners may progress through their ESL courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.

**ESLAOI (Open)**

**ENGLISH AS A SECOND LANGUAGE LEVEL 1**

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

**ESLBOI (Open)**

**ENGLISH AS A SECOND LANGUAGE LEVEL 2**

This course extends students’ listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students’ continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

**ESLCOI (Open)**

**ENGLISH AS A SECOND LANGUAGE LEVEL 3**

This course further extends students’ skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.
ESLEOI (Open)

ENGLISH AS A SECOND LANGUAGE LEVEL 4
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

ESLEOI (Open)

ENGLISH AS A SECOND LANGUAGE LEVEL 5
This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

FRENCH

CORE FRENCH

FSF1PI (Grade 9, Applied)

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

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent
FSF1DI (Grade 9, Academic)
CORE FRENCH
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.
**Prerequisite:** Minimum of 600 hours of elementary Core French instruction, or equivalent

FSF2PI (Grade 10, Applied)
CORE FRENCH
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:** FSF1DI or FSF1PI

FSF2DI (Grade 10, Academic)
CORE FRENCH
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.
**Prerequisite:** FSF1DI or FSF1PI

FSF3OI (Grade 11, Open)
CORE FRENCH
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:** FSF2DI or FSF2PI

FSF3UI (Grade 11, University)
CORE FRENCH
This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.
**Prerequisite:** FSF2DI
FSF4OI (Grade 12, Open)
CORE FRENCH
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: FSF3OI

FSF4UI (Grade 12, University)
CORE FRENCH
This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.
Prerequisite: FSF3UI
A certificate in **French Immersion** will be granted if a student successfully completes **four** (4) **Français** (FIF) courses and **six** (6) courses in other subjects **taught in French** (total of 10 courses). A certificate in **Extended French** will be granted if a student successfully completes **four** (4) **Français** (FIF) courses and **three** (3) courses in other subjects **taught in French** (total of 7 courses).

### The French Immersion Program at Owen Sound District Secondary School (2019-2020)

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIF1DI</strong>&lt;br&gt;French Immersion Academic</td>
<td><strong>FIF2DI</strong>&lt;br&gt;French Immersion Academic</td>
<td><strong>FIF3UI</strong>&lt;br&gt;French Immersion University</td>
<td><strong>FIF4UI</strong>&lt;br&gt;French Immersion University</td>
</tr>
<tr>
<td>or <strong>FIF1PI</strong>&lt;br&gt;French Immersion Applied</td>
<td>or <strong>FIF2PI</strong>&lt;br&gt;French Immersion Applied</td>
<td>or <strong>FIF3OI</strong>&lt;br&gt;French Immersion Open</td>
<td>or <strong>FIF4OI</strong>&lt;br&gt;French Immersion Open</td>
</tr>
<tr>
<td><strong>CGC1DL</strong>&lt;br&gt;Issues in Canadian Geography, Academic or <strong>CGC1PL</strong>&lt;br&gt;Issues in Canadian Geography, Applied</td>
<td><strong>CHC2DL</strong>&lt;br&gt;Canadian History Since WWI, Academic</td>
<td><strong>HSP3UL</strong>&lt;br&gt;Intro. to Anthro., Psych. &amp; Soc., University or <strong>HSP3CL</strong>&lt;br&gt;Intro. to Anthro., Psych. &amp; Soc., College (This is the last time this course is offered. FI students must select this course in order to complete their FI program.)</td>
<td><strong>HSP3UL</strong>&lt;br&gt;Intro. to Anthro., Psych. &amp; Soc., University or <strong>HSP3CL</strong>&lt;br&gt;Intro. to Anthro., Psych. &amp; Soc., College (This is the last time this course is offered. FI students must select this course in order to complete their FI program.)</td>
</tr>
<tr>
<td><strong>ADA2OL</strong>&lt;br&gt;Dramatic Arts (Alternate year course next offered in 2020-2021)</td>
<td><strong>ADA2OL</strong>&lt;br&gt;Dramatic Arts (Alternate year course next offered in 2020-2021)</td>
<td><strong>HHG4ML</strong>&lt;br&gt;Human Development through the Lifespan (This course will be offered starting 2020-2021 and will run every year from that point for grade 11 FI students)</td>
<td><strong>HHG4ML</strong>&lt;br&gt;Human Development through the Lifespan (This course will be offered starting 2020-2021 and will run every year from that point. Grade 12 students in 2020-21 must select this course to complete their FI program.)</td>
</tr>
<tr>
<td><strong>PPL1OL</strong>&lt;br&gt;Healthy Active Living</td>
<td><strong>PPL2OL</strong>&lt;br&gt;Healthy Active Living (This is the only year this course will be offered to allow grade 10 FI students to earn their 10 FI credits as we phase in the program changes.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CHV2OL</strong> (0.5 credit)&lt;br&gt;Civics and Citizenship (Alternate year course offered in 2019-2020)</td>
<td><strong>CHV2OL</strong> (0.5 credit)&lt;br&gt;Civics and Citizenship (Alternate year course offered in 2019-2020)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GLC2OL</strong> (0.5 credit)&lt;br&gt;Career Studies (Alternate year course offered in 2019-2020)</td>
<td><strong>GLC2OL</strong> (0.5 credit)&lt;br&gt;Career Studies (Alternate year course offered in 2019-2020)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Civics and Citizenship/Career Studies and Dramatic Arts are offered in alternating years*

Students should not take introductory drama (ADA1OI or ADA2OI) in English.

**French Immersion Course change phase in plan by year. Fully implemented in 2021-2022.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
<td>FIF1D/PI</td>
</tr>
<tr>
<td></td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
<td>CGC1D/PL</td>
</tr>
<tr>
<td></td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
</tr>
<tr>
<td></td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
</tr>
<tr>
<td>10</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
<td>FIF2D/PI</td>
</tr>
<tr>
<td></td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
<td>CHC2D/PL</td>
</tr>
<tr>
<td></td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
<td>CHV/GLC2OL</td>
</tr>
<tr>
<td></td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
<td>ADA2OL</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>FIF3U/OI</td>
<td>FIF3U/OI</td>
<td>FIF3U/OI</td>
<td>FIF3U/OI</td>
<td>FIF3U/OI</td>
<td>FIF3U/OI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>FIF4U/OL</td>
<td>FIF4U/OL</td>
<td>FIF4U/OL</td>
<td>FIF4U/OL</td>
<td>FIF4U/OL</td>
<td>FIF4U/OL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HSP3U/CL</td>
<td>HSP3U/CL</td>
<td>HSP3U/CL</td>
<td>HSP3U/CL</td>
<td>HSP3U/CL</td>
<td>HSP3U/CL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
<td>HHG4ML</td>
</tr>
</tbody>
</table>

**Important Notes re: French Immersion:**

1. Those students who are intending to take the full immersion program and who are heading into Grade 9 must select the following courses:
   - FIF1DI or FIF1PI (Français)
   - CGC1DL or CGC1PL (Géographie)
   - CHV/GLC2OL (Carrière et Citoyenneté)
   - PPL1OL (Vie Active Saine)

2. Those students who are intending to complete the full immersion program and who are heading into Grade 10 must select the following courses:
   - FIF2DI or FIF2PI (Français)
   - CHC2DL or CHC2PL (Histoire)
   - CHV/GLC2OL (Carrière et Citoyenneté)
   - PPL2OL (Vie Active Saine)

3. HSP3UL/3CL (Introduction to Anthropology, Psychology and Sociology) will be offered in 2019 – 2020 for the last time. All students who are heading into Grade 11 or 12 must select Introduction to Anthropology, Psychology and Sociology in 2019-20, as it will not be offered again.

4. Those students who are intending to complete the full immersion program and who are heading into Grade 11 or 12 should check that they will have 10 French Immersion credits. A Co-op placement in an elementary French Immersion classroom is another way to earn 2 French Immersion credits, but placements are limited. Students who choose this option are advised to speak with a Co-op teacher.
FIF1PI (Grade 9, Applied)  
FRENCH IMMERSION  
This course provides opportunities for students to communicate and exchange information in French in a variety of real-life situations, with support as appropriate. Students will develop the key listening, speaking, reading, and writing skills introduced in the elementary French Immersion program. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

FIF1DI (Grade 9, Academic)  
FRENCH IMMERSION  
This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

FIF2PI (Grade 10, Applied)  
FRENCH IMMERSION  
This course emphasizes the development and use of skills and strategies in communication and interaction in French. Students will acquire literacy skills by using creative and critical analysis processes in listening, speaking, reading, and writing in real-life contexts. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
Prerequisite: FIF1DI or FIF1PI

FIF2DI (Grade 10, Academic)  
FRENCH IMMERSION  
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
Prerequisite: FIF1DI

FIF3OI (Grade 11, Open)  
FRENCH IMMERSION  
This course provides opportunities for students to speak and interact in French in real-life situations for practical purposes. Students will develop their skills in listening, speaking, reading, and writing, and will explore and create a variety of texts, with a particular focus on using skills related to the study of French that can be applied in the workplace and beyond. Students will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.  
Prerequisite: FIF2DI OR FIF2PI
FIF3UI (Grade 11, University)
FRENCH IMMERSION
This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: FIF2D1

FIF4OI (Grade 12, Open)
FRENCH IMMERSION
This course provides opportunities for students to consolidate communication and critical and creative thinking skills related to the study of French that can be applied in the workplace and beyond. Students will develop collaborative skills and self-confidence through hands-on activities in listening, speaking, reading, and writing, using French in real-life contexts and new and familiar situations. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: FIF3OI OR FIF3UI

FIF4UI (Grade 12, University)
FRENCH IMMERSION
This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: FIF3UI

For descriptions of other French Immersion courses, please see:
ADA2OL, page B26
CGC1PL, page B38
CGC1DL, page B38
CHC2PL, page B41
CHC2DL, page B41
CHV2OL, page B40
GLC2OL, page B61
HHG4ML, page B66
HSP3CL, page B67
HSP3UL, page B67
PPL1OL, page B77
PPL2OL, page B78
GLE1OI (Grade 9, Open)
LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.
Note: Students taking ENG1LI will take GLE1OI as part of a two-credit full-year package.

GLE2OI (Grade 10, Open)
LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL
This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

GLE3OI (Grade 11, Open)
ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL
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 Learning Resource Teacher or Principal. Student should have an IEP or IPRC.
GLE4OI (Grade 12, Open)
ADVANCED LEARNING STRATEGIES: SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL
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 Learning Resource Teacher or Principal. Student should have an IEP or IPRC.

GLC2OH/L (Grade 10, Open)
CAREER STUDIES (0.5 credit)
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. This is a 0.5 credit and is taken in the same semester with CHV2OH, also a 0.5 credit.
Prerequisite: None
Note: GLC2OL - Equivalent 0.5 course for French immersion students offered in alternate years. This course is next offered in 2019-2020.

GPP3OI (Grade 11, Open)
LEADERSHIP AND PEER SUPPORT
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. OSDSS has many students who take on exceptionally large leadership roles within the school. This course is intended to allow these students the opportunity to earn school credit for the roles they play in various groups within the school. Examples of these leadership roles include, but are not limited to, yearbook editor and club members, student council members, and Link Crew leaders.
Prerequisite: None

IDC4UI (Grade 12, University)
INTERDISCIPLINARY STUDIES - LEADERSHIP
This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. OSDSS has many students who take on exceptionally large leadership roles within the school. This course is intended to allow these students the opportunity to earn school credit for the roles they play in various groups within the school. Examples of these leadership roles include, but are not limited to, yearbook editor and club members, student council members, and Link Crew leaders.
Prerequisites: Any university or university/college preparation course.
Note: You cannot take this course if you have taken the IDP4UI offered in the Hockey Skills Academy 2-credit package.
FAMILY STUDIES - FASHION AND HOUSING

HNC3CI (Grade 11, College)
UNDERSTANDING FASHION
This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibers, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.
Prerequisite: None

HNB4MI (Grade 12, University/College)
THE WORLD OF FASHION
This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.
Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.
Note: It is strongly recommended that students take HNC3CI BEFORE HNB4MI.
FAMILY STUDIES - FOOD AND NUTRITION

For these practical courses, there is an expectation that students will participate in the running of the cafeteria over lunch.

**HFN2OI (Grade 10, Open)**  
**FOOD AND NUTRITION**  
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. *Focus is on the practical aspects of nutrition, food preparation, and health and safety.*  
**Prerequisite:** None

**HFC3EI (Grade 11, Workplace)**  
**FOOD AND CULTURE**  
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world. *Focus is on the practical aspects of nutrition, food preparation, and health and safety.*  
**Prerequisite:** None

**HFC3MI (Grade 11, University/College)**  
**FOOD AND CULTURE**  
This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. *Focus is on the practical aspects of nutrition, food preparation, and health and safety.*  
**Prerequisite:** None
HFL4EI (Grade 12, Workplace)
FOOD AND HEALTHY LIVING
This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition. **Focus is on the practical aspects of nutrition, food preparation, and health and safety.**
**Prerequisite:** None

HFA4CI (Grade 12, College)
NUTRITION AND HEALTH
This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. **This course is targeted at students going on to post-secondary in dietetics, culinary or kinesiology.**
**Prerequisite:** Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

HFA4UI (Grade 12, University)
NUTRITION AND HEALTH
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. **This course is targeted at students going on to post-secondary in dietetics, culinary or kinesiology.**
**Prerequisite:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.
FAMILY STUDIES - GENERAL FAMILY STUDIES

HHS4CI (Grade 12, College)
FAMILIES IN CANADA
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.

HHS4UI (Grade 12, University)
FAMILIES IN CANADA
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.
HHG4MI/HHG4ML (Grade 12, College/University)
HUMAN DEVELOPMENT THROUGH THE LIFESPAN
This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.
**Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
**Note:** HHG4ML – Equivalent course for French immersion students next offered in 2020-2021.

HIP4OI (Grade 12, Open)
PERSONAL LIFE MANAGEMENT
This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.
**Prerequisite:** None

FAMILY STUDIES - RAISING AND CARING FOR CHILDREN

HPC3OI (Grade 11, Open)
RAISING HEALTHY CHILDREN
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

HPW3CI (Grade 11, College)
WORKING WITH INFANTS AND SMALL CHILDREN
This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.
**Prerequisite:** None
GENERAL SOCIAL SCIENCE

HSP3CI/HSP3CL (Grade 11, College)
INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

Note: HSP3CL – Equivalent course for French Immersion students. Offered in 2019-2020 for the last time.

HSP3UI/HSP3UL (Grade 11, University)
INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: ENG2DI or CHC2DI

Note: HSP3UL – Equivalent course for French Immersion students. Offered in 2019-2020 for the last time.

PHILOSOPHY

HZT4UI (Grade 12, University)
PHILOSOPHY: QUESTIONS AND THEORIES
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.
HRT3MI (Grade 11, College/University)
WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES
This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.
Prerequisite: None

HRF3OI (Grade 11, Open)
WORLD RELIGIONS AND BELIEF TRADITIONS IN DAILY LIFE
This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.
Prerequisite: None
SPANISH

LWSBDI (Level 2, Academic) SPANISH
This course enables students to develop competence in listening, speaking, reading, and writing in the language of study. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.
Prerequisite: None

LWSCUI (Level 3, University) SPANISH
This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.
Prerequisite: LWSBDI

LWSDUI (Level 4, University) SPANISH
This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.
Prerequisite: LWSCUI
MAT1LI (Grade 9, LDCC)

MATHEMATICS

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Essential 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
MFM1PI (Grade 9, Applied)
FOUNDATIONS OF MATHEMATICS
This course enables students to consolidate their understanding of linear relations 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 relations. Students will investigate similar triangles, the trigonometry of right triangles and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: None

MPM1DI (Grade 9, Academic)
PRINCIPLES OF MATHEMATICS
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 relations 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 and communicate their thinking as they solve multi-step problems.
Prerequisite: None

MAT2LI (Grade 10, LDCC)
MATHEMATICS
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: Any Grade 9 Mathematics credit.

MFM2PI (Grade 10, Applied)
FOUNDATIONS OF MATHEMATICS
This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus.
Prerequisite: MPM1DI or MFM1PI

MPM2DI (Grade 10, Academic)
PRINCIPLES OF MATHEMATICS
This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.
Prerequisite: MPM1DI or transfer course from MFM1PI
MEL3EI (Grade 11, Workplace)
MATHEMATICS FOR WORK AND EVERYDAY LIFE
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: MAT2LI

MBF3CI (Grade 11, College)
FOUNDATIONS FOR COLLEGE MATHEMATICS
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: MPM2DI or MFM2PI

MCF3MI (Grade 11, College/University)
FUNCTIONS & APPLICATIONS
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 modelling real-world situations. Students will represent functions numerically, graphically and algebraically; simplify expressions; 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: MPM2DI

MCR3UI (Grade 11, University)
FUNCTIONS
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: MPM2DI

MEL4EI (Grade 12, Workplace)
MATHEMATICS FOR WORK AND EVERYDAY LIFE
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving 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: MEL3EI
MAP4CI (Grade 12, College)  
**FOUNDATIONS FOR COLLEGE MATHEMATICS**  
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; 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:** MBF3CI or MCF3MI or MCR3UI.

MCT4CI (Grade 12, College)  
**MATHEMATICS FOR COLLEGE TECHNOLOGY**  
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:** MCF3MI or MCR3UI

MDM4UI (Grade 12, University)  
**MATHEMATICS OF DATA MANAGEMENT**  
This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrate 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:** MCR3UI or MCF3MI

MHF4UI (Grade 12, University)  
**ADVANCED FUNCTIONS**  
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:** MCR3UI or MCT4CI
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.

**Prerequisite:** MHF4UI

**NOTE:** MHF4UI can be taken concurrently with or precede *Calculus and Vectors.*

Student Artwork by Lindsay Elliot
The Program: A one-semester outdoor education program, offering 4 credits.

Rationale: To provide experiential learning opportunities in the outdoors. Current research indicates that outdoor programming benefits mental health, and emotional well-being, and brings relevance to learning.

Program Details:
- Runs in second semester (Winter/Spring) each year.
- 4 credits at the grade 11 and 12 level (see next page for more details)
- Program includes multiple excursions to local conservation areas, a local winter camping experience, and a wilderness canoe trip to Algonquin Provincial Park.
- A program fee will apply

Learn Outside! Hiking Canoeing

Wilderness Tripping Experiential Learning!

*Speak to guidance for more details!
OUTDOOR EDUCATION PROGRAM

The Outdoor Education program is a four-credit package offered in semester two. Students in grade 11 or 12 can select this program. Students will earn four credits from participation in this program. Students can expect to earn CGR4MI, PAD3OI or 4OI, SVN3EI or SVN3MI and a co-op credit.

CGR4MI (Grade 12, College/University)
The Environment and Resource Management
This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.
Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

PAD3OI/4OI (Grade 11/12, Open)
OUTDOOR EDUCATION
This course is 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 this course. The extra-curricular activities include canoeing, hiking, winter camping, snowshoeing and a canoe trip to Algonquin Park.
Prerequisite: Any health and physical education course.
Note: A swim test is a requirement.

SVN3EI (Grade 11, Workplace)
ENVIRONMENTAL SCIENCE
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.
Prerequisite: SNC1PI OR SNC1DI OR SNC1LI

SVN3MI (Grade 11, College/University)
ENVIRONMENTAL SCIENCE
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: Grade 10 Science, Applied or Academic

OUTDOOR CO-OPERATIVE EDUCATION
Students will provide workshops to elementary-school students in regards to environmental activities and environmental issues. They will assist in organizing events such as the Water Festival.
PPL1OF/PPL1OL (Grade 9, Open)
**FEMALE - HEALTHY ACTIVE LIVING**
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

**Note:** PPL1OL – Equivalent course for French Immersion students

PPL1OM/PPL2OL (Grade 9, Open)
**MALE - HEALTHY ACTIVE LIVING**
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

**Note:** PPL2OL – Equivalent course for French Immersion students
PPL2OF/PPL2OL (Grade 10, Open)
FEMALE - HEALTHY ACTIVE LIVING
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
Note: PPL2OL – Equivalent course for French Immersion students

PPL2OM (Grade 10, Open)
MALE - HEALTHY ACTIVE LIVING
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

PAF3OI (Grade 11, Open)
COED – HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES
This course focuses on the development of a knowledge of fitness theory, with ongoing practical applications of this theory in the gymnasium, weight room, outside and when possible, in a community facility. Fitness components such as weight training, cardiovascular work and core body training will be some of the topics covered in depth. Students will be involved in goal setting, continual fitness assessments and revision of individual programs. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.
Prerequisite: None
Note: Students will be charged a fee for this course.

PPL3OF (Grade 11, Open)
FEMALE, HEALTHY ACTIVE LIVING
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

PPL3OM (Grade 11, Open)
MALE, HEALTHY ACTIVE LIVING
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
PAF4OI (Grade 12, Open)  
**COED – HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES**
This course focuses on the development of a knowledge of fitness theory, with ongoing practical applications of this theory in the gymnasium, weight room, outside and when possible, in a community facility. Fitness components such as weight training, cardiovascular work and core body training will be some of the topics covered in depth. Students will be involved in goal setting, continual fitness assessments and revision of individual programs. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.
**Prerequisite:** None
**Note:** *Students will be charged a fee for this course.*

PPL4OI (Grade 12, Open)  
**COED, HEALTHY ACTIVE LIVING**
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

PSK4UI (Grade 12, University)  
**EXERCISE SCIENCE**
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual’s participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.
**Prerequisite:** Any Grade 11 university course in Science, or any Grade 11 or 12 course in Health and Physical Education.

![Student Artwork by Holly Coulter](image-url)
The Hockey Skills Academy program is a two-credit package offered in the morning of semester one. Students in grade 10, 11, or 12 can select this program. Students will earn two credits from participation in this program. Grade 10 students can expect to earn PAL2OI and GPP3OI. Grade 11 students can expect to earn PAL3OI and either GPP3OI or IDP4UI (depending if they have already earned GPP3OI). Grade 12 students can expect to earn PLF4MI and IDP4UI (depending on what the student has previously earned).

Note: Students in this program are expected to coordinate tournaments and clinics.

This 2-credit package is designed using the Hockey Canada Skills Academy model and is intended to develop sport-specific skills and offer an opportunity for students to develop their organizational and leadership skills. Students will be charged a fee for this course.

Grade 10 students select the 2-credit package – ZHOCK2

Grade 11 students select the 2-credit package – ZHOCK3

Grade 12 students select the 2-credit package – ZHOCK4

PAL2OI (Grade 10, Open)

Healthy Living and Large-Group Activities
This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: None

Note: This course will focus on hockey as the main physical activity.

PAL3OI (Grade 11, Open)

Healthy Living and Large-Group Activities
This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

Prerequisite: None

Note: This course will focus on hockey as the main physical activity.

PLF4MI (Grade 12, College/University)

RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course
OSDSS HOCKEY ACADEMY – CONTINUED

GPP3OI (Grade 11, Open)
LEADERSHIP AND PEER SUPPORT
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: None

IDP4UI (Grade 12, University)
INTERDISCIPLINARY STUDIES - LEADERSHIP
This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisites: Any university or university/college preparation course.

Note: Students can take only one of either IDP4UI or IDC4UI, not both.
Agriculture SHSM Science Courses:
SNC1LI (Grade 9, LDCC)  
**SCIENCE**  
This course reinforces and strengthens science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life-sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.  
**Prerequisite:** None

SNC1PI (Grade 9, Applied)  
**SCIENCE**  
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.  
**Prerequisite:** None

SNC1DI (Grade 9, Academic)  
**SCIENCE**  
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.  
**Prerequisite:** None

SNC2PI (Grade 10, Applied)  
**SCIENCE**  
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:** SNC1PI or SNC1DI

SNC2DI (Grade 10, Academic)  
**SCIENCE**  
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:** SNC1DI or SNC1PI
SVN3EI (Grade 11, Workplace)  
ENVIRONMENTAL SCIENCE  
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.  
Prerequisite: SNC1PI OR SNC1DI OR SNC1LI

SES4UI (Grade 12, University)  
EARTH AND SPACE SCIENCE  
This course develops students’ understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth’s systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.  
Prerequisite: SNC2DI

SENIOR BIOLOGY COURSES

SBI3CI (Grade 11, College)  
BIOLOGY  
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: SNC2DI or SNC2PI

SBI3UI (Grade 11, University)  
BIOLOGY  
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: SNC2DI

SBI4UI (Grade 12, University)  
BIOLOGY  
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.  
Prerequisite: SBI3UI
SENIOR CHEMISTRY COURSES

SCH3UI (Grade 11, University)
CHEMISTRY
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: SNC2DI

SCH4CI (Grade 12, College)
CHEMISTRY
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: SNC2DI or SNC2PI

SCH4UI (Grade 12, University)
CHEMISTRY
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: SCH3UI

SENIOR PHYSICS COURSES

SPH3UI (Grade 11, University)
PHYSICS
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: SNC2DI
SPH4CI (Grade 12, College)  
PHYSICS  
This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.  
Prerequisite: SNC2DI or SNC2PI

SPH4UI (Grade 12, University)  
PHYSICS  
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: SPH3UI  

AGRICULTURAL SPECIALIST HIGH SKILLS MAJOR SCIENCE COURSES

SAP33I (Grade 11)  
Animal Science  
This course introduces students to the knowledge, practices and skills of animal science. This course focuses on the processes involved in the biological systems of production and nonproduction. Students will learn concepts and theories related to animal anatomy and physiology, adaptations, nutrition, the immune system and defenses against disease. Career opportunities related to animal science and agriculture will be explored. Throughout the course, emphasis will be placed on the practical application of concepts, related directly to students' experiences in their daily lives and in the workplace.  
Prerequisite: SNC2DI or SNC2PI  
Note: The Animal Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

SHY33I (Grade 11)  
Greenhouse Science  
This course introduces students to the knowledge and skills of horticulture. Students will have the opportunity to be involved in growing, propagating, and marketing a greenhouse crop. A range of topics including plant science, greenhouse structures, culture, propagation, production and indoor and outdoor landscaping will be studied with a focus on their application in the agriculture sector. Students will use their scientific knowledge of investigative skills and processes to develop an understanding of these topics and their connection to society, and their possible career pathways within each topic.  
Prerequisite: SNC2DI or SNC2PI  
Note: The Greenhouse Science course can only be taken as part of the Agricultural Specialist High Skills Major program.
SAN43I (Grade 12)
Livestock Production
This course applies the concepts of Animal Welfare, Animal Husbandry and Health, Feed and Nutrition, Anatomy and Physiology and the Principles of Disease to specific sectors of the livestock production industry. The sectors involved include Beef, Dairy, Pork, Poultry, Sheep and Goats, as well as the concepts involved in current alternative livestock rearing practices are studied.
Prerequisite: SAN33I or SAP33I
Note: The Livestock Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

SHX43I (Grade 12)
Crop Science and Agricultural Business
This course applies the concepts of Plant Anatomy and Physiology, Soil Science, Plant Reproduction, Pest Control and Management, Plant Production and Processing, Marketing and Sales to the Crop Production sector of agriculture. As well the common financial practices involved in operating a farm enterprise such as mortgages, insurance, leasing and borrowing money will be addressed. The future possibilities for Biotechnology, Equipment advancement and Alternative Crops will also be investigated. The future of the individual student and his /her specific career interests and options within the agricultural community will also be explored.
Prerequisite: SHX33I or SHY33I
Note: The Crop Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

TIJ10I (Grade 9, Open)
EXPLORING TECHNOLOGY
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.
COMMUNICATIONS TECHNOLOGY

**TGJ2OI (Grade 10, Open)**

COMMUNICATIONS TECHNOLOGY

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TGJ3OI (Grade 11, Open)**

COMMUNICATIONS TECHNOLOGY: BROADCAST AND PRINT PRODUCTION

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**TGJ3MI (Grade 11, College/University)**

COMMUNICATIONS TECHNOLOGY

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

**Prerequisite:** None
TGJ4OI (Grade 12, Open)
COMMUNICATIONS TECHNOLOGY: DIGITAL IMAGERY AND WEB DESIGN
This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.
Prerequisite: None

TGJ4MI (Grade 12, College/University)
COMMUNICATIONS TECHNOLOGY
This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.
Prerequisite: TGJ3MI

EMPHASIS OPTIONS IN COMMUNICATIONS TECHNOLOGY

TGG4MI (Grade 12, University/College)
COMMUNICATIONS TECHNOLOGY: PRINT AND GRAPHIC COMMUNICATIONS
This is an emphasis course run in conjunction with TGJ4MI. Students selecting this course should have already taken or be taking TGJ4MI.
Prerequisite or Co-requisite: TGJ4MI

TGV4MI (Grade 12, University/College)
COMMUNICATIONS TECHNOLOGY: TV, VIDEO AND MOVIE PRODUCTION
This is an emphasis course run in conjunction with TGJ4MI. Students selecting this course should have already taken or be taking TGJ4MI
Prerequisite or Co-requisite: TGJ4MI
TEJ2OI (Grade 10, Open)  
COMPUTER TECHNOLOGY
This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.
Prerequisite: None
Note: Students should have strong math skills.

TEJ3MI (Grade 11, College/University)  
COMPUTER ENGINEERING TECHNOLOGY
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
Prerequisite: None
Note: This course is designed for students who are interested in circuit design, programming, and microprocessors. Students should have strong math skills.

TEJ4MI (Grade 12, College/University)  
COMPUTER ENGINEERING TECHNOLOGY
This course extends students’ understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.
Prerequisite: TEJ3MI
CONSTRUCTION TECHNOLOGY AND CUSTOM WOODWORKING

Custom Woodworking

Construction Technology Grade 10, Open
TCJ2OI

Custom Woodworking Grade 11, Workplace
TWJ3EI

Custom Woodworking Grade 11, Workplace
TWJ4EI

Emphasis Course Construction Carpentry Grade 11, Workplace
TCC3EI

Emphasis Course Construction Carpentry Grade 12, Workplace
TCC4EI

Construction Technology

Construction Technology Grade 10, Open
TCJ2OI

Construction Technology Grade 11, College
TCJ3CI

Construction Technology Grade 11, College
TCJ4CI

Emphasis Course Construction Carpentry Grade 11, College
TCC3CI

Emphasis Course Construction Carpentry Grade 12, College
TCC4CI

Construction Technology Grade 11, Workplace
TCJ3EI

Emphasis Course Construction Carpentry Grade 11, College
TCC3CI

Emphasis Course Construction Carpentry Grade 12, College
TCC4CI

Emphasis Course Construction Carpentry Grade 12, College
TCC4CI

Emphasis Course Construction Carpentry Grade 12, College
TCC4CI

TCJ2OI (Grade 10, Open)
CONSTRUCTION TECHNOLOGY
This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.
Prerequisite: None
TCJ3EI (Grade 11, Workplace)
CONSTRUCTION ENGINEERING TECHNOLOGY
This course focuses on residential and light construction systems related to commercial, industrial and/or recreational construction; the development of generic employment skills; and preparation for apprenticeship and training programs. Students will learn about and gain practical experience with various types of materials, processes, labour, tools and equipment used in the construction industry; technical drawings; and auxiliary systems. They will also study industry standards and building codes; consider health and safety issues; and explore careers, the importance of lifelong learning and the impact of construction technology on society and the environment.
Prerequisite: None
Note: Students who choose a second credit should select TCC3CI and will be practicing and refining their skills and knowledge in the completion of a construction project.

TCJ3CI (Grade 11, College)
CONSTRUCTION ENGINEERING TECHNOLOGY
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 will explore career opportunities in the field.
Prerequisite: None
Note: Students who choose a second credit should select TCC3CI and will be practicing and refining their skills and knowledge in the completion of a construction project.

TWJ3EI (Grade 11, Workplace)
CUSTOM WOODWORKING
This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and will explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.
Prerequisite: None
Note: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects, and may include work in conjunction with TDJ courses. Students who choose a second credit should select TCC3EI and will be practicing and refining their skills and knowledge in the completion of a woodworking project.

TCJ4EI (Grade 12, Workplace)
CONSTRUCTION ENGINEERING TECHNOLOGY
This course focuses on advanced residential and more complex construction systems, as well as the introduction of heavy construction, related to commercial, industrial and/or residential construction; advanced practical workplace applications; and the development of generic employment skills and independent learning skills. Students will examine the materials, processes, labour, tools and equipment used in the construction industry; technical drawings; auxiliary systems; and landscaping. They will also study industry standards and building codes; consider health and safety issues; and explore careers, lifelong learning opportunities and the impact of construction technology on society and the environment.
Prerequisite: TCJ3EI
Note: Students who choose a second credit should select TCC4CI and will be practicing and refining their skills and knowledge in the completion of a construction project.
**TCJ4CI (Grade 12, College)**
**CONSTRUCTION ENGINEERING TECHNOLOGY**
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 will explore career opportunities in the field.

Prerequisite: TCJ3CI

Note: Students who choose a second credit should select TCC4CI and will be practicing and refining their skills and knowledge in the completion of a construction project.

**TWJ4EI (Grade 12, Workplace)**
**CUSTOM WOODWORKING**
This course enables students to further develop knowledge and skills related to the planning, design, and construction of residential and/or commercial cabinets and furniture. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation.

Prerequisite: TWJ3EI

Note: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses. Students who choose a second credit should select TCC4EI and will be practicing and refining their skills and knowledge in the completion of a woodworking project.

**EMPHASIS OPTIONS IN CONSTRUCTION TECHNOLOGY**

**TCC3CI (Grade 11, College)**
**CONSTRUCTION TECHNOLOGY**
This is an emphasis course run in conjunction with TCJ3EI or TCJ3CI. Students selecting this course should have already taken or be taking one of these two courses.

Prerequisite or Co-requisite: TCJ3EI or TCJ3CI

**TCC3EI (Grade 11, Workplace)**
**CONSTRUCTION TECHNOLOGY**
This is an emphasis course run in conjunction with TWJ3EI. Students selecting this course should have already taken or be taking TWJ3EI.

Prerequisite or Co-requisite: TWJ3EI

**TCC4CI (Grade 11, College)**
**CONSTRUCTION TECHNOLOGY**
This is an emphasis course run in conjunction with TCJ4EI or TCJ4CI. Students selecting this course should have already taken or be taking one of these two courses.

Prerequisite or Co-requisite: TCJ4EI or TCJ4CI

**TCC4EI (Grade 11, Workplace)**
**CONSTRUCTION TECHNOLOGY**
This is an emphasis course run in conjunction with TWJ4EI. Students selecting this course should have already taken or be taking TWJ4EI.

Prerequisite or Co-requisite: TWJ4EI
GREEN INDUSTRIES TECHNOLOGY

HORTICULTURE

Note: Horticulture is offered in the afternoon of semester two as a two credit package in the Greenhouse at East Ridge Community School. Students will select two horticulture credits to take part in this program. Students are responsible for their own transportation.

THJ3EI (Grade 11, Workplace)
GREEN INDUSTRIES – HORTICULTURE
This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.
Prerequisite: None

THJ3MI (Grade 11, University/College)
GREEN INDUSTRIES - HORTICULTURE
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

THJ4EI (Grade 11, Workplace)
GREEN INDUSTRIES – HORTICULTURE
This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore 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 in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.
Prerequisite: Green Industries, Grade 11, Workplace Preparation
**THJ4MI (Grade 11, University/College)**

**GREEN INDUSTRIES – HORTICULTURE**

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

---

**HAIRSTYLING AND AESTHETICS**

**TXJ3EI (Grade 11, Workplace)**

**HAIRSTYLING AND AESTHETICS**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct entry work positions.  

**Prerequisite:** None

**TXJ4EI (Grade 12, Workplace)**

**HAIRSTYLING AND AESTHETICS**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.  

**Prerequisite:** TXJ3EI
EMPHASIS OPTIONS IN HAIRSTYLING AND AESTHETICS

TXH3EI (Grade 11, Workplace)
HAIRSTYLING AND AESTHETICS
This course will place emphasis on the development of hairstyling skills such as haircutting, haircolouring, updo styling. Students will gain confidence in their own ability to provide services to live models.
Prerequisite: TXJ3EI

TXH4EI (Grade 12, Workplace)
HAIRSTYLING AND AESTHETICS
This course will place emphasis on the development of hairstyling skills such as advanced haircutting, haircolouring, updo styling and chemical texturizing. Students will gain confidence in their own ability to provide services to live models.
Prerequisite: TXJ4EI

MANUFACTURING TECHNOLOGY
**TMJ2OI (Grade 10, Open)**

**MANUFACTURING TECHNOLOGY**

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

**Prerequisite:** None

**TMJ3EI (Grade 11, Workplace)**

**MANUFACTURING TECHNOLOGY**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

**Prerequisite:** None

**Note:** Students who choose a second credit should select the emphasis courses TMO3EI and will be practicing and refining their manufacturing skills and knowledge.

**TMJ3CI (Grade 11, College)**

**MANUFACTURING TECHNOLOGY**

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

**Prerequisite:** None

**Note:** Students who choose a second credit should select the emphasis courses TMP3CI will be practicing and refining their manufacturing skills and knowledge.

**TMJ3MI (Grade 11, College/University)**

**MANUFACTURING ENGINEERING TECHNOLOGY**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** None

**Note:** Students who choose a second credit should select the emphasis courses TMM3MI will be practicing and refining their manufacturing skills and knowledge.
TMJ4EI (Grade 12, Workplace)
MANUFACTURING TECHNOLOGY
This project-driven, hands-on course builds on students’ experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
Prerequisite: TMJ3EI
Note: Students who choose a second credit should select the emphasis courses TMO4EI and will be practicing and refining their manufacturing skills and knowledge.

TMJ4CI (Grade 12, College)
MANUFACTURING TECHNOLOGY
This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry.
Prerequisite: TMJ3CI
Note: Students who choose a second credit should select the emphasis courses TMP4CI and will be practicing and refining their manufacturing skills and knowledge.

TMJ4MI (Grade 12, College/University)
MANUFACTURING ENGINEERING TECHNOLOGY
This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.
Prerequisite: TMJ3MI
Note: Students who choose a second credit should select the emphasis courses TMM4MI and will be practicing and refining their manufacturing skills and knowledge.

Student Artwork by Reese Taylor
EMPHASIS OPTIONS IN MANUFACTURING TECHNOLOGY

TMM3MI (Grade 11, U/C)
MANUFACTURING ENGINEERING TECHNOLOGY: MECHANICAL ENGINEERING
This is an emphasis course run in conjunction with TMJ3MI. Students selecting this course should have already taken or be taking TMJ3MI.
Prerequisite or Co-requisite: TMJ3MI

TMO3EI (Grade 11, Workplace)
MANUFACTURING TECHNOLOGY: MACHINE OPERATOR
This is an emphasis course run in conjunction with TMJ3EI. Students selecting this course should have already taken or be taking TMJ3EI.
Prerequisite or Co-requisite: TMJ3EI

TMP3CI (Grade 11, College)
MANUFACTURING TECHNOLOGY: PRECISION MACHINING
This is an emphasis course run in conjunction with TMJ3CI. Students selecting this course should have already taken or be taking TMJ3CI.
Prerequisite or Co-requisite: TMJ3CI

TMM4MI (Grade 12, University/College)
MANUFACTURING ENGINEERING TECHNOLOGY: MECHANICAL ENGINEERING
This is an emphasis course run in conjunction with TMJ4MI. Students selecting this course should have already taken or be taking TMJ4MI.
Prerequisite or Co-requisite: TMJ4MI

TMO4EI (Grade 12, Workplace)
MANUFACTURING TECHNOLOGY: MACHINE OPERATOR
This is an emphasis course run in conjunction with TMJ4EI. Students selecting this course should have already taken or be taking TMJ4EI.
Prerequisite or Co-requisite: TMJ4EI

TMP4CI (Grade 12, College)
MANUFACTURING TECHNOLOGY: PRECISION MACHINING
This is an emphasis course run in conjunction with TMJ4CI. Students selecting this course should have already taken or be taking TMJ4CI.
Prerequisite or Co-requisite: TMJ4CI
TECHNOLOGICAL DESIGN

TDJ1OI (Grade 9, Open)
EXPLORING TECHNOLOGICAL DESIGN
This exploratory course introduces students to concepts and skills related to technological design, which involves the development of solutions to various design challenges and the fabrication of models or prototypes of those solutions. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

Note: This course is taught in a computer lab and will focus on the use of computerized tools including CAD/CAM, graphic design, animation, and programming.

TDJ2OI (Grade 10, Open)
TECHNOLOGICAL DESIGN
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

Note: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing to projects.

TDJ3MI (Grade 11, University/College)
TECHNOLOGICAL DESIGN
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

Note: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing. CNC projects may include work in conjunction with TCJ, TWJ, and TMJ courses.
TDJ4MI (Grade 12, University/College)
TECHNOLOGICAL DESIGN
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: TDJ3MI
Note: This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology and 3D printing. CNL projects may include work in conjunction with TCJ, TWJ and TMJ courses.

EMPHASIS OPTIONS IN TECHNOLOGICAL DESIGN

TDA4MI (Grade 12, University/College)
TECHNOLOGICAL DESIGN: ARCHITECTURAL DESIGN
This is an emphasis course run in conjunction with TDJ4MI. Students selecting this course should have already taken or be taking TDJ4MI.

Prerequisite or Co-requisite: TDJ3MI

TDM4MI (Grade 12, University/College)
TECHNOLOGICAL DESIGN: MECHANICAL AND INDUSTRIAL DESIGN
This is an emphasis course run in conjunction with TDJ4MI. Students selecting this course should have already taken or be taking TDJ4MI.

Prerequisite or Co-requisite: TDJ4MI

Student Artwork by Alyssa Wilder
TRANSPORTATION TECHNOLOGY

TTJ2OI (Grade 10, Open)
TRANSPORTATION TECHNOLOGY
This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.
Prerequisite: None

TTJ3OI (Grade 11, Workplace)
TRANSPORTATION TECHNOLOGY: VEHICLE OWNERSHIP
This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.
Prerequisite: None
TTJ3CI (Grade 11, College)
TRANSPORTATION TECHNOLOGY
This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

Note: Students who choose a second credit should select the emphasis courses TTA3CI and/or TTS3CI and will be practicing and refining their transportation skills and knowledge.

TTJ4EI (Grade 12, Workplace)
TRANSPORTATION TECHNOLOGY: VEHICLE MAINTENANCE
This course introduces students to servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for the future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them.

Prerequisite: None

TTJ4CI (Grade 12, College)
TRANSPORTATION TECHNOLOGY
This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: TTJ3CI OR TTA3CI

Note: Students who choose a second credit should select the emphasis courses TTA4CI and/or TTS4CI and will be practicing and refining their transportation skills and knowledge.

TTA3CI (Grade 11, College)
AUTO SERVICE - DIAGNOSTICS
This practical & hands-on emphasis course enables students to become familiar with the role and basic function of today's electronic systems and components used in a variety of vehicles and powered equipment. In addition to learning about the basic operation of vehicle systems, students will also learn about electrical circuits, components and the use of testing equipment. Students will use these and other tools to apply trouble-shooting procedures to diagnose a variety of problems. Students will develop an awareness of environmental and societal issues related to vehicle operation and use and will explore career opportunities in the transportation industry.

Prerequisite: None
TTA4CI (Grade 12, College)
AUTO SERVICE - DIAGNOSTICS
This practical & hands-on emphasis course enables students to become familiar with the role and more advanced function of today’s electronic systems and components used in a variety of vehicles and powered equipment. In addition to learning about more detailed operation of vehicle systems, students will also learn about electrical circuits, components and the use of advanced testing equipment. Students will use these and other tools to apply trouble-shooting procedures to diagnose a variety of problems and test system components. Students will develop an awareness of environmental and societal issues related to vehicle operation and use and will explore career opportunities in the transportation industry.
Prerequisite: TTJ3CI
Note: TTA3CI is strongly recommended.

EMPHASIS OPTIONS IN TRANSPORTATION TECHNOLOGY

TTS3CI (Grade 11, College)
TRANSPORTATION TECHNOLOGY: SMALL ENGINE AND RECREATIONAL EQUIPMENT
This is an emphasis course run in conjunction with TTJ3CI. Students selecting this course should have already taken or be taking TTJ3CI.
Prerequisite or Co-requisite: TTJ3CI

TTS4CI (Grade 12, College)
TRANSPORTATION TECHNOLOGY: SMALL ENGINE AND RECREATIONAL EQUIPMENT
This is an emphasis course run in conjunction with TTJ4CI. Students selecting this course should have already taken or be taking TTJ4CI.
Prerequisite or Co-requisite: TTJ4CI

Student Artwork by Kaitlyn Dodgson
Glossary

Accommodations: In the area of special education, specialized support and services that are provided to enable exceptional students to achieve the learning expectations. Some examples are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, tape recorders; provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

Adult: A person who is eighteen years of age or more.

Articulation Agreement: An agreement on the setting up and maintaining of clear "routes" between secondary school and college programs in order to ensure that students are adequately prepared for college programs.

Compulsory Course: A course that meets the requirements of a compulsory credit and that, as directed by the Minister, must be included in a student's program towards the earning of a diploma.

Compulsory Credit: A credit that is earned for the successful completion of the expectations related to a compulsory course.

Course: A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education and Training curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the Ministry's curriculum policy documents.

Course of Study: An outline of the content of a course and other details pertaining to the course, such as prerequisites and evaluation procedures.

Credit: 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.

Credit Recovery: Part of a student success strategy which supports students who have been unsuccessful with a course, to revisit the components of the course for which they have been unsuccessful.

Destination Pathways: Pathways that will provide students with at least four years of meaningful and productive secondary school education which lead to workplace, college, apprenticeship, or university destinations.

Emphasis Course: A destination-related broad based technology course that schools can develop in order to emphasize a particular area of a Technology subject. It might be related to a particular sector or occupation connected with the subject. These courses can only be offered at the Grade 11 and 12 levels.

Exceptional Student: A student who is defined in the Education Act as ‘a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board: (a) of which the pupil is a resident pupil, (b) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education, or (c) to which the cost of education in respect of the pupil is payable by the Minister.”

Focus Course: A course which is developed by a school to focus more particularly on one area of a subject discipline.

Locally Developed Course: A course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training for ministry approval.

Mature Student: For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year. See also student.

Ontario Student Record (OSR): The official record for a student. Every Ontario school keeps an OSR for each student. 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. These records are protected by the Education Act and freedom of information legislation.

Optional Credit: A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

Prerequisite Course: A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents.

Special Education Program: A program that is defined in the Education Act as “an educational program for an exceptional pupil that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.”

Special Education Services: Services defined in the Education Act as “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special educational program.”

Special Programming Pathways: In most cases, students entering high school working below grade level will be taking special programming pathways for maximum success, providing them with at least four years of meaningful and productive secondary school education.

Specialist High Skills Major: Students enrolled in the Specialist High-Skills Major will bundle a minimum of six to 12 courses in their area of interest to match with postsecondary, apprenticeship or workplace learning requirements. Bundles are arranged according to specific sectors, including, business, arts, manufacturing, health care, construction, hospitality, information technology and mathematics.

Transfer Course: A course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.
BLUEWATER DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS

Bruce Peninsula District School
Box 178, 5 Moore Street
Lion’s Head, ON N0H 1W0
Phone: (519) 793-3211
Fax: (519) 370-2908

Georgian Bay Community School
125 Eliza Street
Meaford, ON N4L 1A4
Phone: (519) 538-1680
Fax: (519) 370-2920

Grey Highlands Secondary School
Box 460, 100 Toronto Street
Flesherton, ON N0C 1E0
Phone: (519) 924-2721
Fax: (519) 370-2921

John Diefenbaker Senior School
181 7th Street
Hanover, ON N4N 1G7
Phone: (519) 364-3770
Fax: (519) 370-2932

Kincardine District Secondary School
885 River Lane
Kincardine, ON N2Z 2B9
Phone: (519) 396-9151
Fax: (519) 370-2934

Owen Sound District Secondary School
750 9th Street West
Owen Sound, ON N4K 3P6
Phone: (519) 376-6050
Fax: (519) 370-2939

Peninsula Shores District School
115 George Street
Wiarton, ON N0H 2T0
Phone: (519) 534-2205
Fax: (519) 370-2952

Saugeen District Secondary School
780 Gustavus Street
Port Elgin, ON N0H 2C4
Phone: (519) 832-2091
Fax: (519) 370-2954

Walkerton District Community School
Box 1510, 1320 Yonge Street
Walkerton, ON N0G 2V0
Phone: (519) 881-1780
Fax: (519) 370-2965