

Owen Sound District Secondary School



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2022-2023 Course Calendar



2022-2023 Common Course Calendar Table of Contents

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USING THE COURSE CALENDAR

General Information

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

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with a SHSM red seal. For further information, go to page 6 of Section A or http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (Section 9.2, page 85).

Ontario Scholar

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

Board Vision and Mission Statements

Bluewater's vision is Learning today, Leading tomorrow.

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

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

www.bwdsb.on.ca/about_us/Strategic_Plan

What do you need to graduate from secondary school?

Ontario Secondary School Diploma (OSSD)

18 compulsory credits

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

4	credits in English (1 credit per grade)*
3	credits in Mathematics (1 credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in Health and Physical Education
1	credit in the Arts
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics

In addition, students must complete:

✓	12 optional credits****
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

1	<p>Group 1:</p> <ul style="list-style-type: none"> English or French as a Second Language** an Indigenous Language (Ojibwe) a Classical or International Language (i.e., Spanish) Social Sciences and the Humanities Canadian and World Studies Guidance and Career Education Cooperative Education***
1	<p>Group 2:</p> <ul style="list-style-type: none"> Health and Physical Education The Arts Business Studies French as a Second Language** Cooperative Education***
1	<p>Group 3:</p> <ul style="list-style-type: none"> Science (Grade 11 or 12) Technological Education French as a Second Language** Computer Studies Cooperative Education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

**** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)	CERTIFICATE OF ACCOMPLISHMENT (COA)
<p>The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:</p> <p>Compulsory Credits (total of 7):</p> <ul style="list-style-type: none"> • 2 credits in English • 1 credit in Canadian Geography or Canadian History • 1 credit in Mathematics • 1 credit in Science • 1 credit in Health and Physical Education • 1 credit in The Arts or Technological Education <p>Optional Credits (total of 7):</p> <ul style="list-style-type: none"> • 7 credits selected by the student from available courses 	<p>Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.</p> <p>The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.</p>

SAFE SCHOOL POLICY

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

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

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

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

[Safe and Accepting Schools](#)

STUDENT SUCCESS TEAMS

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

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

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

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www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

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

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

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

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



Specialist High Skills Major

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

What is a Specialist High Skills Major (SHSM)?

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

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



Agriculture

Offered to all students in the district
Chesley District Community School



Horticulture and Landscaping

Grey Highlands Secondary School



Arts and Culture

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



Hospitality and Tourism

John Diefenbaker Senior School
Peninsula Shores District School



Construction

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



Information and Communication Technology

John Diefenbaker Senior School
Walkerton District Community School



Environment

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



Manufacturing

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



Health and Wellness

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



Transportation

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



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

www.bwdsb.on.ca

Grade 8-9 Transition

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

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

Ontario Youth Apprenticeship Program (OYAP)

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

To begin an apprenticeship, students must:

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

For more information contact:

Dave Barrett at oyap@bwdsb.on.ca 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

Canadian Forces Cooperative Education Program

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

To start the process you must meet the minimum requirements:

- be a Canadian citizen;

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

What are the steps to apply?

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

Online Learning – eLearning Ontario (eLO)

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

Summer School

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

https://www.bwdsb.on.ca/programs/summer_school

Dual Credit Program

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

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

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

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

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

Adult Education

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

Prior Learning and Assessment for Mature Students

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

For more information contact:

AdultEd@bwdsb.on.ca

French Immersion

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

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1912curr2014.pdf>

Bluewater offers two certifications:

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

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

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

Some courses may be offered through Blended Learning, which is a combination of face-to-face classroom instruction and instruction through video conferencing. For more information about specific French Immersion/Extended French course offerings in each school, please refer to the French Immersion/Extended French segment of the school's B section of the course calendar.

All Bluewater secondary schools offer senior level French students the opportunity to participate in the DELF - Diplôme de études en langue française (Diploma in French Language Studies). Contact the Language Department at your school for more information.

Indigenous Studies

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

COMMUNITY INVOLVEMENT ACTIVITIES

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

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

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will typically take the literacy test in Grade 10. Any student who has been eligible to write the test twice and who has been unsuccessful may take the Ontario Literacy Course (OLC4O) to meet the secondary school literacy requirement. The test and course are based on the Ontario Curriculum expectations for language and communications – particularly reading and writing – up to and including Grade 9.

Adjudication Process

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

Accommodations

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

Deferrals

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

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

Exemptions

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

For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (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

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

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

As part of its efforts to ensure all students can reach their full potential, in September 2022, the Ministry of Education will offer the following courses in Grade 9 as academic only: English Grade 9 (ENG1D), French Grade 9 (FSF1D or FIF1D), and Geography (CGC1D). Mathematics Grade 9 (MTH1W) and Science Grade 9 (SNC1W) will be offered as de-streamed.

Locally Developed Courses

Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. The locally developed courses offered in Bluewater include Grade 9 Math, Science, and English; and Grade 10 Math, Science, English, and History. These Grade 9 and 10 locally developed core courses

count as compulsory credits. A student in Ontario may count *no more than seven* locally developed courses as compulsory credits.

Open Courses in Grades 9 and 10

An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Grade 11 and 12 Destination Courses

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

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

Workplace Preparation Courses

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

University Preparation Courses

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

College Preparation Courses

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

University / College Preparation Courses

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

Curriculum documents are available on the Ministry of Education website:

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

Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

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

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

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

The first number indicates the grade level:

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

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

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

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

Specialized Programs

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

PROCEDURES FOR CHANGING COURSES

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

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

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

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

ALTERNATIVE PROGRAMMING

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

Private Study

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

Supervised Alternative Learning

Policy and Implementation (2010) explains that “Although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, may be used by boards and schools to meet the needs of these students” (p 4). The goal is to support students with a return to school or proceed to a post-secondary destination. Applications for this program are submitted by the school with input from the student and parent/guardian, and they are approved by the members of the Supervised Alternative Learning Committee. “While in SAL, students can participate in a variety of learning activities, which can include taking courses and/or training, earning certifications, and developing job-search skills and the various Essential Skills, work habits, and life skills that will help them lead productive adult lives, as well as doing volunteer work and/or other work” (p 5). Students in this program will be between 14 and 17 years of age.

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

PROGRAMS BEYOND YOUR HOME SCHOOL

Concurrent Students

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

Transfer Policy – Choice of Schools

It is the policy of the Bluewater District School Board that students may apply to a secondary school other than their home school by requesting from their home school Principal a Request for Transfer form for presentation to the Principal of their requested school. The Principal of the receiving school will rule on the application according to the transfer policy of the Board which is printed on the Request for Transfer form. Transportation

may not be available in all cases. An out-of-boundary transfer may not be approved if the receiving school is over capacity (i.e., full).

Student Exchanges

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Primary Purpose

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

What is Assessment?

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

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

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

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

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

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

THE ACHIEVEMENT CHART

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

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

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

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

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

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

Reporting Student Achievement

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

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

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

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits – with a maximum of 2 in a subject area – towards the secondary school diploma. This involves two components: “challenge” and “equivalency.” Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. It should be noted that in the summer of 2009 the Ministry stipulated that the OSSLC (Ontario School Literacy Course) may not be challenged for credit.

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

For additional information on PLAR, check out:

https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links, contact the principal at your school, or go to: www.edu.gov.on.ca/extra/eng/ppm/129.html

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

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

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

FORMS OF EXPERIENTIAL LEARNING

Introduction

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

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

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

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

Cooperative Education

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

School-to-Work Transition Program

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

SPECIAL EDUCATION

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

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

When an IPRC identifies a student as exceptional:

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

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

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

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

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

Secondary schools may:

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

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

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

https://www.bwdsb.on.ca/departments/learning_services_-_student_support/seac_resources

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

www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

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

ENGLISH LANGUAGE LEARNERS

Learning opportunities to enable English Language Learners (ELLs) to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students.

www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 35)

www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

SPECIAL PROGRAMMING PATHWAYS

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

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

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

INDIVIDUAL PROGRAM PLAN (IPP)

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

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

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

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

eLEARNING ONTARIO

Below are the courses that the Bluewater District School Board will potentially be offering through the Ontario eLearning Consortium. BWDSB students will also have access to a greater variety of courses offered by other Boards associated with the OeLC. Guidance Counsellors will be able to provide students with a list of the courses available.

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

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

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

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

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

To view a calendar electronically, please visit:

https://www.bwdsb.on.ca/programs/secondary_programs/course_calendar

**Owen Sound District Secondary School
Course Calendar
2022-2023**

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Guidance Department Contact:

Mr. Joe Rutter 519-376-6050 ext. 236

Ms. Aimee Vereecke 519-376-6050 ext 239

Ms. Holly Berner 519-376-6050 ext 237

WELCOME TO OWEN SOUND DISTRICT SECONDARY SCHOOL

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 six Specialist High Skills Majors (SHSM) at OSDSS: Agriculture, Arts & Culture, Construction, Health and Wellness, Manufacturing, and Transportation. ***(We are currently waiting Ministry approval for a new Recreation and Leadership and Information and Communications Technology)***. We have the OSDSS Hockey Program where students can hone their hockey playing, coaching, and training knowledge and skills in a two-credit program. 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 eight computer labs as well as laptops in the school, totalling well over 270 computers and numerous 3D printers with an extensive design technology program. 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

Mr. Jeff Brookshaw, Principal, extension 527
Mrs. Maureen Radbourne, Vice-Principal, extension 525
Ms. Laurie Trudell, 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 free 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 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.

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.

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 is 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.



Student Art Work by Holly Coulter

**SPECIALIST HIGH SKILLS MAJOR (SHSM)
(LOOK FOR THIS SYMBOL TO SEE WHAT COURSES ARE SHSM ELIGIBLE CREDITS)**



**OSDSS offers 6 different Specialist High Skills Major Programs!
Agriculture, Arts & Culture (Hairstyling & Aesthetics), Construction, Health & Wellness,
Manufacturing, and Transportation.**

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: <https://www.ontario.ca/page/specialist-high-skills-major>

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: Holly Berner, ext. 237; Joe Rutter, ext. 236, Aimee Vereecke, ext 239

SHSM Leads for: Agriculture – Dennis Watson	dennis_watson@bwdsb.on.ca
Arts and Culture: Hairstyling – Jeff Williton	jeff_williton@bwdsb.on.ca
Construction - Owen Ferguson	owen_ferguson@bwdsb.on.ca
Health and Wellness – Joe Rutter	joe_rutter@bwdsb.on.ca
Manufacturing - Mark Klunder	mark_klunder@bwdsb.on.ca
Transportation – Greg Heathers	greg_heathers@bwdsb.on.ca
SHSM Guidance Lead: Joe Rutter	joe_rutter@bwdsb.on.ca

SHSM Certifications by Sector

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

C= Compulsory Certification

E = Elective Certification (Only 3 required)

Agriculture

SHSM–Agriculture								
Credits	Apprenticeship training		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required)	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I SCH4CI 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I SBI4UI 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I 1 co-op credit
May include content delivered in the sector’s context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI	1 Credit Required NBE3CI or ENG4CI	1 Credit Required ENG3UI or ENG4UI	2 Credits Required NBE3EI or ENG4EI or OLC4OI			
	Mathematics	1 Credit Required MBF3CI or MAP4CI	1 Credit Required MBF3CI or MAP4CI	1 Credit Required MCF3MI or MCR3UI or MDM4UI	1 Credit Required MEL3EI or MEL4EI			
	Science or Business	1 Credit Required SBI3CI or one of: BMX3EI BDV4CI BMI3CI BOH4MI BDI3CI BAT4MI BAF3MI	1 Credit Required SBI3CI or one of: BDI3CI BDV4CI BMI3CI BAF3MI	1 Credit Required SBI3UI or BAF3MI BOH4MI BAT4MI	1 Credit Required SBI3CI or BMX3EI			
Cooperative Education	2 Credits	2 Credits	2 Credits	2 Credits				
Other Credits				MEL3EI OLC4OI MEL4EI GLS4OI GLE4OI				
Total number of credits	9	9	9	9				

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

Arts and Culture: Hairstyling & Aesthetics

SHSM–Arts and Culture Fashion, Hairstyling & Aesthetics									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Cooperative Education credit)		4* Credits Required TXJ3EI TXJ4EI TXH3EI TXH4EI		4* Credits Required TXJ3EI TXJ4EI TXH3EI TXH4EI AWQ3MI		4* Credits Required TXJ3EI TXJ4EI TXH3EI TXH4EI AWQ3MI IDC4UI TGJ4MI		4* Credits Required TXJ3EI TXJ4EI TXH3EI TXH4EI	
May Include content delivered in the sector's context	English	1 Credit Required NBE3E/3CI or ENG4E/4CI or OLC4OI		1 Credit Required NBE3CI or ENG4CI or ENG3CI		1 Credit Required ENG3UI or ENG4UI		1 Credit Required NBE3EI or ENG4EI or OLC4OI	
	Business Studies or Additional Cooperative Education credit	1 Credit Required BDI3CI		1 Credit Required BDI3CI BDV4CI BOH4MI		1 Credit Required BAF3MI BAT4MI BDI3CI BOH4MI		1 Credit Required BMX3EI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Other Credits								MEL3EI OLC4OI OLC4OI MEL4EI GLS4OI GLE4OI	
Total number of credits		8		8		8		8	

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

Construction

SHSM– Construction									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Cooperative Education credit)		4* Credits Required TCC3EI TCC4EI TCJ3EI TCJ4EI TCC3CI TCC4CI		4* Credits Required TDJ3MI TDJ4MI TMJ3CI TMJ4CI TCC3CI TCC4CI TCJ3CI TCJ4CI TEJ3MI TEJ4MI SPH4CI		4* Credits Required TDJ3MI TDJ4MI TMJ3CI TMJ4CI TCC3CI TCC4CI TCJ3CI TCJ4CI TEJ3MI TEJ4MI SPH3UI SPH4UI		4* Credits Required TCC3EI TCC4EI TCJ3CI TCJ4CI TCC3CI TCC4CI	
May Include content delivered in the sector's context	English (2 credits, 1 must be in grade 12)	1 Credit Required NBE3EI or OLC4OI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		1 Credit Required NBE3EI or ENG4EI or OLC4OI	
	Math	1 Credit Required MEL3EI MEL4EI		1 Credit Required MBF3CI MAP4CI MCF3MI MCT4CI		1 Credit Required MCR3UI MHF4UI MCF3MI MDM4UI MCV4UI		1 Credit Required MEL3EI MEL4EI	
Business or Science Complete 1 (Gr. 11 or 12)		SVN3EI BDI3CI		ICS 3CI ISC4CI SBI3CI SVN4MI BMI3CI SCH4CI BDI3CI BDI4CI BAF3MI		ICS 3UI ISC4UI SBI3UI SVN4MI SCH3UI BOH4MI BAF3MI BAT4MI		SVN3EI BDI3CI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total Number of Credits		9		9		9		9	

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

Health and Wellness

SHSM– Health & Wellness									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Cooperative Education credit)		4* Credits Required SBI3CI SPH4CI HPW3CI SCH4CI HSP3CI PPL4OI PPL3OI PAF4OI PAF3OI HIP4OI		4* Credits Required PAD3OI SPH4CI SBI3CI SCH4CI HFA4CI		4* Credits Required SBI3UI SBI4UI SCH3UI SCH4UI SPH3UI SPH4UI PSK4UI SNC4MI		4* Credits Required SVN3EI PPL4OI PAD3OI PAF4OI PAF3OI	
May Include content delivered in the sector's context	English	1 Credit Required NBE3E/3CI or ENG4E/4CI		1 Credit Required NBE3CI or ENG4CI or ENG3CI		1 Credit Required ENG3UI or ENG4UI		1 Credit Required NBE3EI or ENG4EI or OLC4OI	
	Math	1 Credit Required MBF3CI MCF3MI		1 Credit Required MBF3CI MAP4CI MCF3MI MCT4CI		1 Credit Required MCR3UI MHF4UI MCF3MI MDM4UI MCV4UI		1 Credit Required MEL3EI MEL4EI	
Science or Social Sciences and Humanities <i>May be substituted with 1 cooperative education credit (additional to the 2 required co-op credits)</i>		HPC3OI GLE4OI HSP3CI GLS4OI SBI3CI HHS4CI SCH4CI		HPC3OI GLE4OI HSP3CI GLS4OI SBI3CI HHS4CI SCH4CI HIP4OI		HSP3UI HHS4UI SBI3UI HHS4UI SCH3UI HZT4UI SPH3UI IDC4UI SBI4UI SCH4UI SPH4UI PSK4UI		HPC3OI GLE4OI SVN3EI GLS4OI OLC4OI HIP4OI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

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

Manufacturing
SHSM–Manufacturing

SHSM–Manufacturing									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Cooperative Education Credit) (4 credits required)		TMJ3EI	TMJ4EI	TMJ3CI	TMJ4CI	TMJ3MI	TMJ4MI	TMJ3EI	TMJ4EI
		TMO3EI	TMO4EI	TMP3CI	TMP4CI	TMM3MI	TMM4MI	TMO3EI	TMO4EI
		TMP3CI	TMJ4CI	TMJ3MI	TMJ4CI	TDJ3MI	SPH4UI		
		TMJ3CI	TMP4CI	TDJ3MI	TDJ4MI				
		TDJ3MI							
May include content delivered in the sector's context	English	1 Credit Required NBE3E/3CI or ENG4E/4CI		1 Credit Required NBE3CI or ENG4CI or ENG3CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI and ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MCF3MI MBF3CI MEL3EI		1 Credit Required MBF3CI MCT4CI MCF3MI MAP4CI		1 Credit Required MCF3MI MHF4UI MCR3UI MDM4UI		1 Credit Required MEL3EI	
	Science or Additional Cooperative Education Credit	1 Credit Required SPH4CI or Additional Coop		1 Credit Required SPH4CI or Additional Coop		1 Credit Required SPH3UI or Additional Coop			
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Other Credits								MEL3EI	OLC4OI MEL4EI GLS4OI GLE4OI
Total number of credits		9		9		9		9	

*a 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.

Transportation

SHSM–Transportation									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (may include maximum of 1 Cooperative Education Credit) (4 credits required)		Take 1* or more	Take 1* or more	Take 1* or more	Take 1* or more	Take 1* or more	Take 1* or more	Take 1* or more	Take 1* or more
		TTJ3OI TTJ3CI TTA3CI TMJ3EI	TTJ4EI TTJ4CI TTA4CI TMJ4EI	TTJ3CI TTA3CI TTS3CI TTH3CI TMJ3CI	TTJ4CI TTA4CI TTS4CI TTH4CI TMJ4CI	TTJ3CI TTA3CI TTH3CI TMJ3MI	TTJ4CI TTA4CI TTH4CI TMJ4MI	TTJ3OI TTJ3CI TTS3CI TTH3CI TMJ3EI	TTJ4EI TTJ4CI TTS4CI TTH4CI TMJ4EI
May include content delivered in the sector's context	English	1 Credit Required NBE3E/3CI or ENG4E/4CI		1 Credit Required NBE3CI or ENG4CI or ENG3CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI and ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MCF3MI MBF3CI MEL3EI		1 Credit Required MBF3CI MCT4CI MCF3MI MAP4CI		1 Credit Required MCF3MI MHF4UI MCR3UI MDM4UI		1 Credit Required MEL3EI	
	Science or Additional Cooperative Education Credit	1 Credit Required SPH4CI or Additional Coop		1 Credit Required SPH4CI or Additional Coop		1 Credit Required SPH3UI or Additional Coop			
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Other Credits								MEL3EI OLC4OI MEL4EI GLS4OI GLE4OI	
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:

Art Club	Golf	Scale Model Building Club
Badminton	Guitar	Skills Canada Challenge
Baseball	Gymnastics	variety of Tech areas
Basketball	Ice Hockey	Soccer
Breakfast Club	International School Trips	Special Olympics
Computer Contests	Inter-School Christian Fellowship	Stratford – Shakespeare Trips
Cross-Country Running	Intramurals	Student Council
Curling	Link Crew	Swimming
Envirothon	The Lounge	Tech. Crew
Exchanges	Math Contests	Tennis
Fashion/Sewing Club	Mountain Biking	Track & Field
Field Lacrosse	Nordic Skiing	Volleyball
Football	Prom Committee	Wilderness Camping –Killarney
Gay-Straight Alliance	Rugby	Yearbook



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 – YOUR PATHWAY

Course Selection for the next school year begins in February of the current year. Students are expected to register for courses as early as possible and to remain in courses selected. 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 many 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.

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.

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.

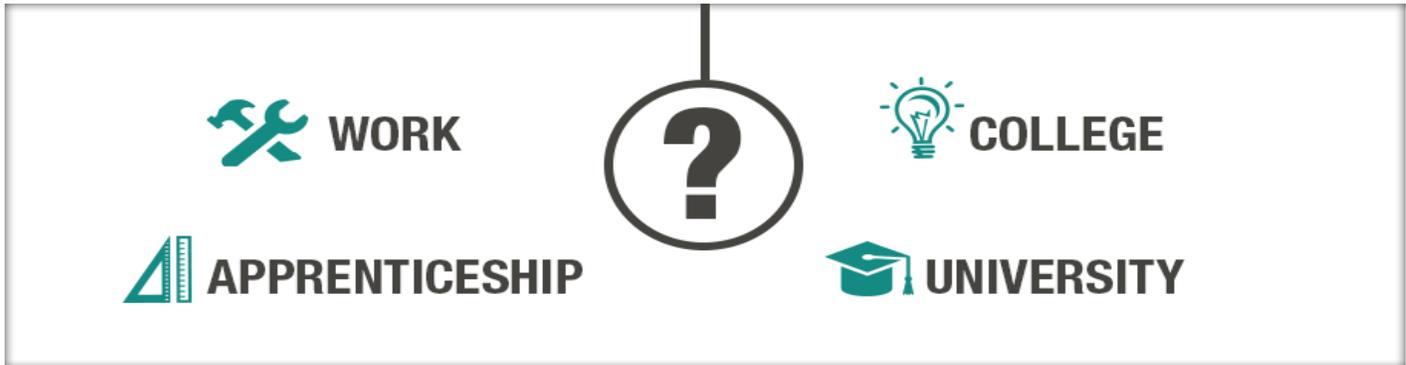
Students in grades nine, ten, and eleven are expected to maintain a full timetable in order to earn twenty-four credits by the end of grade eleven. Grade twelve students are expected to attend a minimum of three courses per semester. Students are welcome to attend Owen Sound District Secondary School 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.**

Factors to Consider When Choosing a Pathway

ACADEMIC	APPLIED	LOCALLY DEVELOPED
<ul style="list-style-type: none"> • Content is geared to "thinkers" • Learning is theory-based • Pacing is fairly fast (new concepts presented daily) • Teaching style is geared to self-motivated and independent learners • Workload is demanding (requires daily homework completion) • A good fit for Grade 9-10 students with a 70%+ average • Courses tend to lead to university pathways 	<ul style="list-style-type: none"> • Content is geared to "doers" • Learning is practical and concrete • Pacing is moderate (new concepts presented every few days) • Teaching style supports small and large group learning • Workload is moderate (some homework is required) • A good fit for Grade 10 students with a 60-70% average • Courses tend to lead to college and apprenticeship pathways 	<ul style="list-style-type: none"> • Content is geared to students with gaps in their learning • Learning is practical and hands-on • Pacing is matched to the needs of individuals • Teaching style supports small group learning with enhanced 1 on 1 support • Work completion is supported with classroom assistance (homework is minimal) • A good fit for Grade 9-10 students with a less than 60% average • Courses tend to lead to apprenticeship and workplace pathways

PATHWAYS

Which is the best fit for you? Apprenticeship, College, University or Workplace?



[University Route](#) - University is for students that have studied university level courses throughout high school and have undertaken a more rigorous and challenging academic course load.

[College Route](#) - College is for those students with a more hands-on, practical, learning style. You can obtain an applied degree, diploma or certificate depending on the program selected.

[Apprenticeship Route](#) - An apprenticeship is a way of learning a trade where the employee gains experience and skills, while earning income.

[Work Route](#) - For students who want to enter the work force immediately to gain experience or save for future education, etc.

[Community Living](#) – The Community Living pathway prepares students for recreation and volunteer placements, job training, and adult education including the Community Integration through Co-operative Education (C.I.C.E.) program offered at several Ontario colleges.

[Victory Lap](#) - A 'Victory Lap' is for those students who wish to return to complete a course they could not take the year before or to upgrade their marks.

[Gap Year](#) - You may wish to take a year off prior to commencing your post-secondary education. This often involves travelling and/or community service.

Grade 9 Academic and de-streamed compulsory courses:

As part of its efforts to ensure all students can reach their full potential, in September 2022, the Ministry of Education will offer the following courses in Grade 9 as academic only: English Grade 9 (ENG1D), French Grade 9 (FSF1D or FIF1D), and Geography (CGC1D). Mathematics Grade 9 (MTH1W) and Science Grade 9 (SNC1W) will be offered as de-streamed.

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 - **ENG1D**
2. Mathematics - MTH1W
3. Science – SNC1W
4. Geography – CGC1D
5. French – FSF 1D (core French) or FIF1D (French Immersion)
6. Healthy Active Living – open level
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/>

www.myblueprint.ca (school activation key: *osdss*)

www.apprenticesearch.com (recruitment and resources for apprenticeship in Ontario)

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

www.ouac.on.ca (plan, find, apply, confirm - Ontario Universities Application Centre)

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

www.ontransfer.ca (explore your transfer opportunities between colleges and universities)

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

<https://scholartree.ca> (search scholarships)

www.scholarshipscanada.com (find scholarships, student awards and bursaries)



Office 365 Microsoft Office 365 Free for OSDSS Students



We're giving you a complete version of the latest Microsoft Office.

[Learn more below](#)



Through our license with Microsoft, Owen Sound District Secondary School is providing Microsoft Office to every student free of charge. Office 365 includes the latest version of Word, Excel, PowerPoint, OneNote, and more. As long as you're a student here at OSDSS, you'll be able to use this software for free.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!)
- Gain valuable skills on the world's most popular productivity software
- Use the same programs as the faculty to ensure full file fidelity

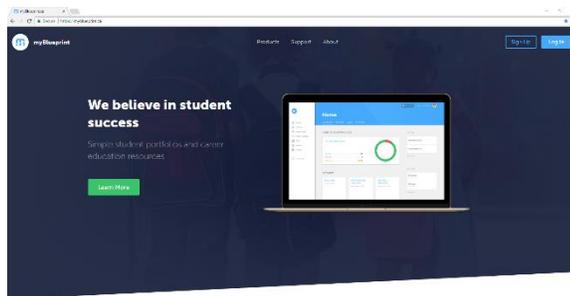
To get your Office follow these simple steps:

1. Sign in to your Office 365 account.
2. Click on "Install Office" in the top right corner of your screen.
3. Follow the on-screen instructions.

My Blueprint

Student and Parent Support Contact: help@myBlueprint.ca

1. Using Internet Explorer or Firefox, visit www.myBlueprint.ca/bluewater.
2. Click **Log In** in the top right hand corner.
3. Enter your email address and password or click **School Login** with your School Account.
4. Click **Log in** (Forgot your password? Click **Forgot Password**)
5. To Sign up for a new account Click **Sign Up** in the top right corner
6. Enter your **Activation Key (osdss)**, and click **Create Account**
7. Complete the sign-up form and click Create My Account. You will need your Ontario Education Number (OEN) which is located on your timetable or ask your Guidance Teacher.



SIGN UP



Welcome

Sign up to access myBlueprint and start planning your future today.

Activation Key

Create Account

LOGIN



Welcome Back

Username/Email

Password

[Forgot Password](#)

Log In

8. Go to High School Planner and choose a plan for next year's courses, track towards graduation and instantly identify post-secondary eligibility for opportunities in every pathway.

The screenshot displays the 'myBlueprint' High School Planner interface. The main content area is titled 'High School' and shows a grid of course selections for Grades 9 through 12. The 'Grade 11' column is highlighted as the 'Current Year'. The grid lists various courses such as English, Mathematics, Science, French, Geography, Music, and Computer Technology, each with its credit value and completion percentage. To the right of the grid, there is a 'Graduation Indicator' showing progress towards 30 total credits (14 planned, 16 earned). Below that is the 'SHSM Planner' section indicating 2 Specialist High Skills Majors are offered. At the bottom right, 'Pathway Eligibility' shows 159 apprenticeship opportunities.

9. Your Course Selection for next year will happen in My Blueprint so stay tuned for more information on submitting your course requests!

10. Explore additional Features:

- ✓ **Goal Setting** – add interactive SMART goals and action plans
- ✓ **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada
- ✓ **Occupation Planner** – compare comprehensive information on Occupations
- ✓ **Resume and Cover Letter** – record experiences, build a resume, write a cover letter
- ✓ **Assessments** – complete interest and learning styles inventories
- ✓ **Financial Planner** – build a budget to track income and expenses
- ✓ **Job Finder** – find real-world job postings that relate to occupation interests

TROUBLESHOOTING TIPS

Have an account?
Enter your email/password in the Username/Email box

Forgot your password?
Click on “Forgot Password”

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

COURSE	CREDITS	RECEIVED
English (1 credit per grade)	4	■ ■ ■ ■
Mathematics (at least 1 credit in Grade 11 or 12)	3	■ ■ ■
Science	2	■ ■
French	1	■
Canadian History	1	■
Canadian Geography	1	■
The Arts (Visual Arts, Music, Drama, Dance)	1	■
Health and Physical Education	1	■
Civics (1/2 credit)	0.5	■
Career Studies (1/2 credit)	0.5	■
Group 1: Additional Credit in English, or French as a second language**, 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*	1	■
Group 2: Additional credit in health and physical education, or business studies or the arts, or French as a second language**, or co-operative education*	1	■
Group 3: Additional credit in science, or technological education, or French as a second language**, or computer studies, or co-operative education*	1	■
Optional Credits	12	■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

In addition to the **30** credits, students must complete:

- **40 Hours of community involvement activities**
- **The provincial literacy requirement (OSSLT or OLC40I)**

* 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.

Courses Offered 2022-2023

(Shading denotes a FRENCH IMMERSION CREDIT)

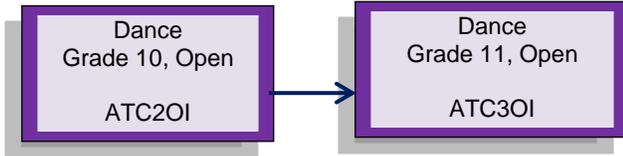
SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Alternate Year Course Offered 2022-23
ARTS					
Dance		ATC2OI	ATC3OI		
Drama	ADA1OI	ADA2OI	ADA3MI ADA3OI	ADA4EI ADA4MI	ADA2OL
Music - Instrumental	AMU1OI	AMU2OI	AMU3MI	AMU4MI	
Photography		AWQ2OI	AWQ3MI		
Visual Arts & Crafts	AVI1OI	AVI2OI AWA2OI	AVI3MI AWA3OI	AVI4MI	
BUSINESS	BTT1OI	BB2OI			
Accounting			BAF3MI	BAT4MI	
Entrepreneurial Studies			BDI3CI	BDV4CI	
Organizational Studies				BOH4MI	
CANADIAN & WORLD STUDIES					
Geography	CGC1DI CGC1DL		CGG3OI		
History		CHC2LI CHC2PI CHC2DI CHC2PL CHC2DL	CHA3UI CHW3MI	CHM4EI CHY4CI CHY4UI CLN4UI	
Economics & Law			CLU3EI CLU3MI		
Civics		CHV2OH CHV2OL			
COMPUTER STUDIES		ICS2OI	ICS3UI ICS3CI	ICS4UI ICS4CI	
COOPERATIVE EDUCATION	2 CREDIT CO-OP BRUCE POWER CO-OP MILITARY CO-OP		3 CREDIT CO-OP DCO3OI Outers CO-OP	4 CREDIT CO-OP FI CO-OP	

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	
ENGLISH	ENG1LI ENG1DI	ENG2LI ENG2PI ENG2DI	NBE3EI NBE3CI NBE3UI	ENG4EI ENG4CI ENG4UI	
Optional English		ELS2OI	EMS3OI	OLC4OI	
English as a Second Language	ESLAOI	ESLBOI	ESLCOI	ESLDOI ESLEOI	
FRENCH Core	FSF1DI	FSF2PI FSF2DI	FSF3OI FSF3UI	FSF4OI FSF4UI	
Immersion	FIF1DI	FIF2PI FIF2DI	FIF3UI FIF3OI	FIF4UI FIF4OI	
GUIDANCE & CAREERS	GLE1OI	GLC2OH GLC2OL GLE2OI	GLE3OI GPP3OI (Reg.+Hockey)	GLE4OI IDC4UI IDP4UI (Hockey)	
HUMANITIES & SOCIAL SCIENCES					
Understanding Fashion			HNC3CI		
Food & Nutrition (Culinary Arts)		HFN2OI	HFC3MI HFC3EI	HFA4UI HFA4CI HFL4EI	
General Family Studies				HHG4ML HHS4CI HHS4UI HIP4OI	
Raising & Caring for Children			HPC3OI		
Introduction to Anthropology, Sociology & Psychology			HSP3CI HSP3UI		
Philosophy				HZT4UI	
World Religions			HRF3OI HRT3MI		
Languages (SPANISH)		LWSBDI	LWSCUI		
MATHEMATICS	MAT1LI MTH1WI	MAT2LI MFM2PI MPM2DI	MEL3EI MBF3CI MCF3MI MCR3UI	MEL4EI MAP4CI MCT4CI MDM4UI MHF4UI MCV4UI	

PHYSICAL EDUCATION & HEALTH	PPL1OF PPL1OM PPL1OL	PAL2OI(Hockey) PPL2OF PPL2OM PPL2OL	PAF3OI PAL3OI (Hockey) PPL3OF PPL3OM	PAF4OI PLF4MI (Hockey) PPL4OI PSK4UI	
SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	
SCIENCE	SNC1LI SNC1WI	SNC2PI SNC2DI	SVN3EI SVN3MI SBI3CI SBI3UI SCH3UI SPH3UI SAP33I SHY33I	SBI4UI SCH4CI SCH4UI SPH4CI SPH4UI SNC4MI SAN43I SHX43I	
Environmental Science					
Senior Biology					
Senior Chemistry					
Senior Physics					
Health Science					
Agriculture SHSM Science Courses					

THE ARTS

DANCE



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 dance genres from around the world, 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 tools and techniques throughout the process of creation and presentation, and reflect on how studies in the dance arts affect personal identity.

Prerequisite: None

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 2022-2023.*

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.

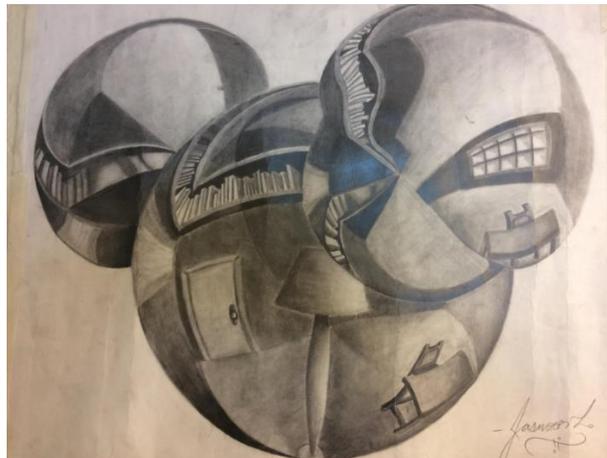
Prerequisite: ADA3OI

ADA4MI (Grade 12, College/University)

DRAMA

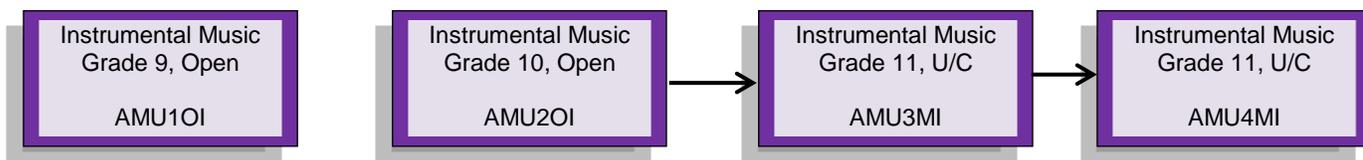
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and 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



Student Artwork by Jasnoor Lamba

INSTRUMENTAL MUSIC



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

PHOTOGRAPHY

Photography
Grade 10, Open

AWQ2OI

Photography
Grade 11, C/U

AWQ3MI

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.

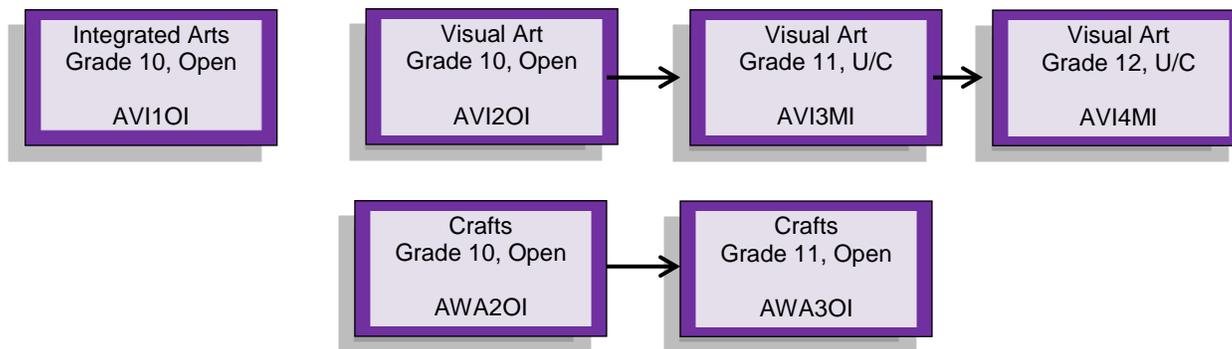
Prerequisite: Grade 9 or 10 Visual Arts, Open – AWQ2OI is recommended.



Woodland Artwork by Alex Scheifele



VISUAL ARTS AND CRAFTS



AVI1OI (Grade 9, Open)

Integrated Arts

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

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, woodburning, bead, sculpting, paper mache, calligraphy, 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

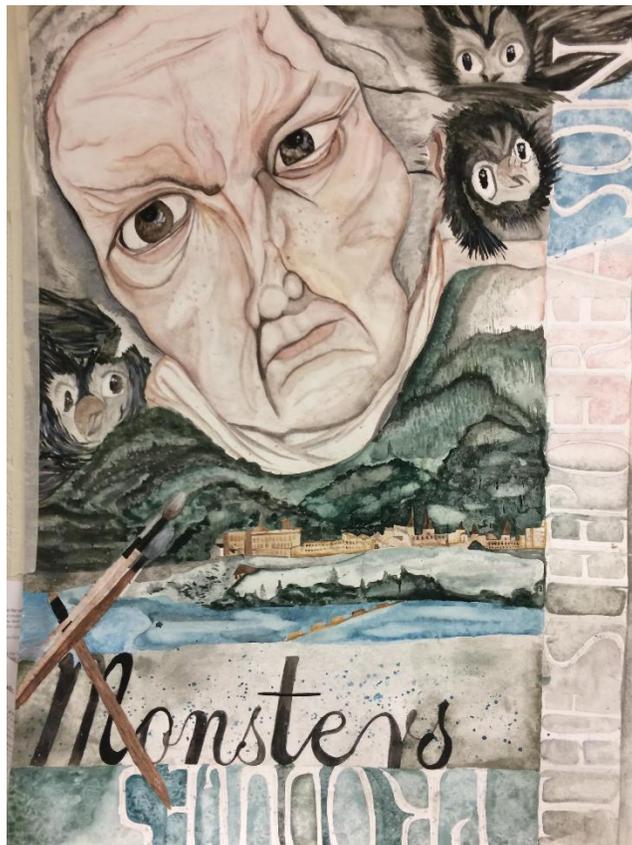
AWA3OI (Grade 11, Open)

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.

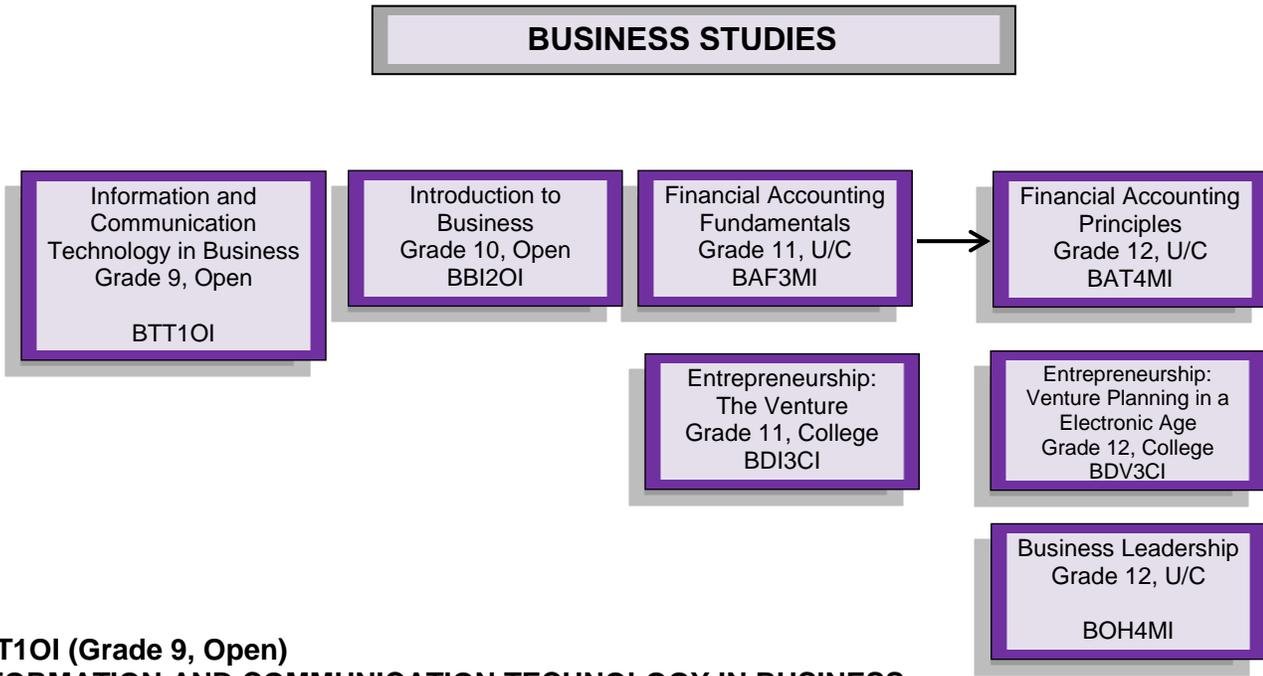
Prerequisite: None

Recommended Preparation: AWA2OI



Student Artwork by Amy Lefebvre

BUSINESS STUDIES



BTT1OI (Grade 9, Open)

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

BBI2OI (Grade 10, Open)

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.

ACCOUNTING

BAF3MI (Grade 11, College/University)



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

ORGANIZATIONAL STUDIES

BOH4MI (Grade 12 College/University)

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS

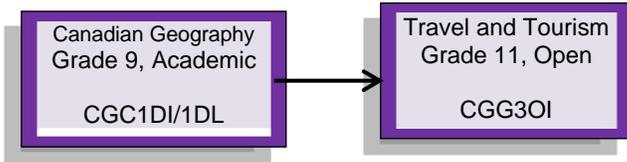
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business 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



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

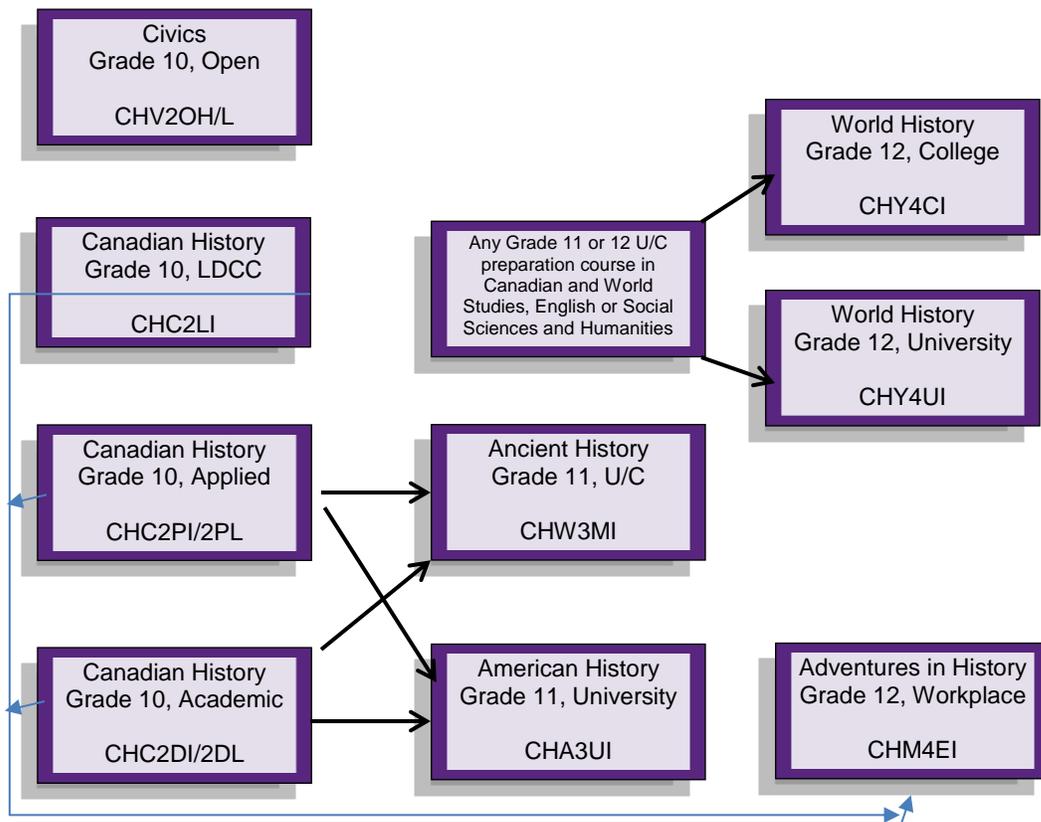
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions 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



Student Artwork by Bryn Cox

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 2023-2024.*

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)

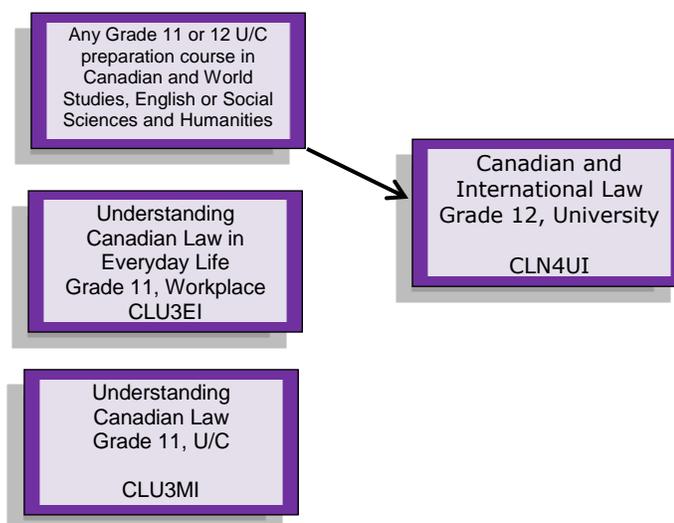
WORLD HISTORY SINCE THE FIFTEENTH CENTURY

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



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**

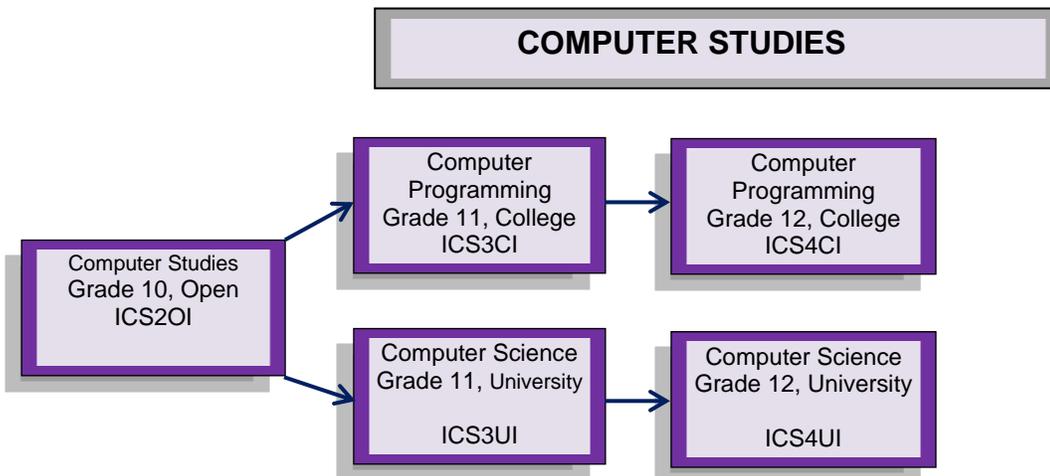
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop 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: MTH1WI 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.

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.

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



CO-OPERATIVE EDUCATION

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 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.

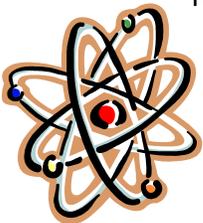
The Militia Co-op Program is based on the Primary Reserve Basic Military Qualifications; lessons that are taught during the course will include:

- 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.



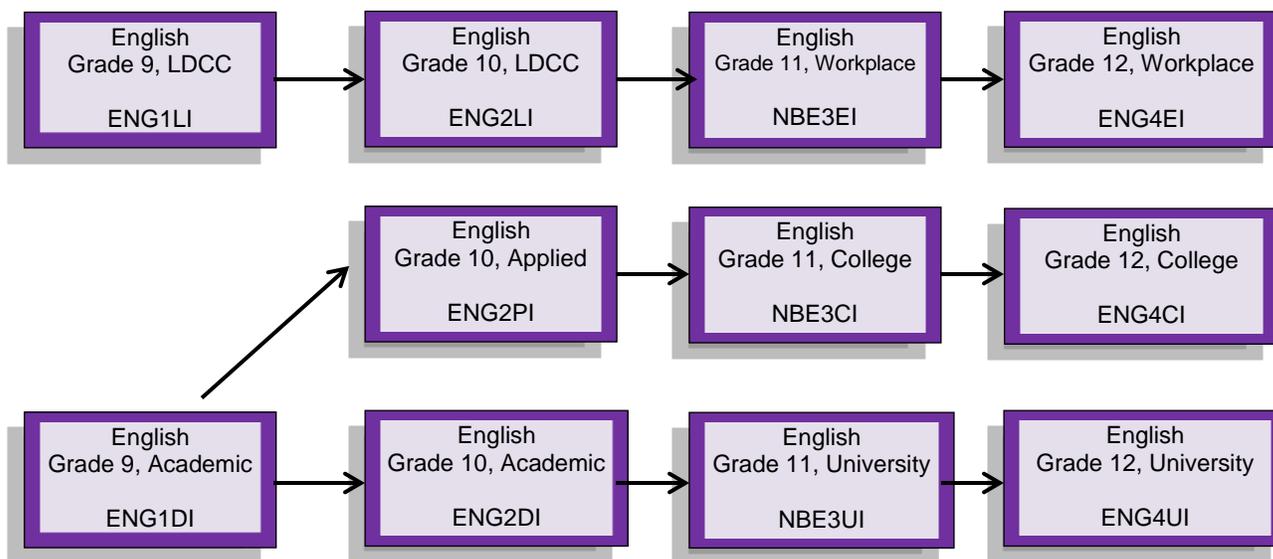
Bruce Power Co-operative Education Program - Prerequisite: 16 years of age for all placements. Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students 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.

ENGLISH



ENG1LI (Grade 9, Locally Developed) 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

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

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



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

NBE3EI (Grade 11, Workplace)



ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS, AND INUIT 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: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS, AND INUIT 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.

NBE3UI (Grade 11, University)



ENGLISH: UNDERSTANDING CONTEMPORARY FIRST NATIONS, METIS, AND INUIT VOICES,

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. 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: NBE3UI

OPTIONAL ENGLISH COURSES

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.

EMS3OI (Grade 11, Open)

Media Studies

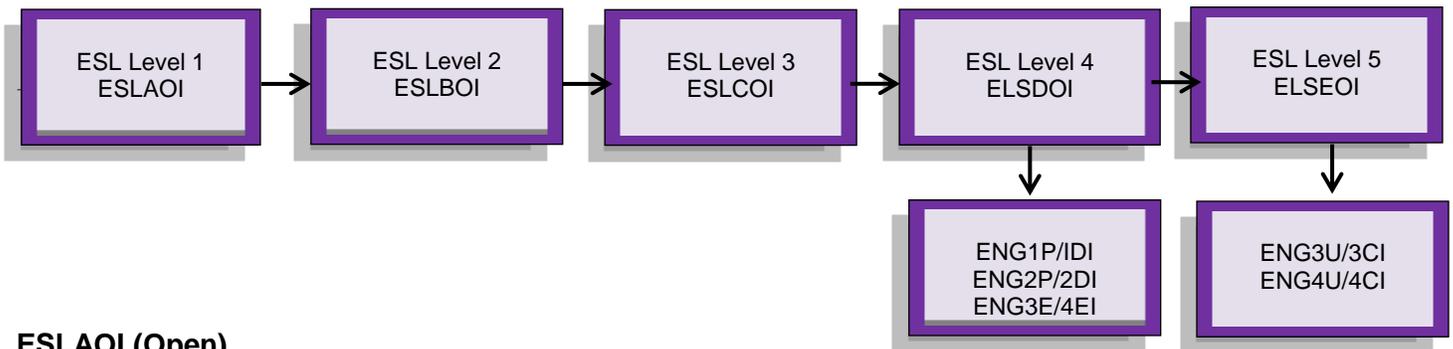
This course emphasizes knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

ENGLISH AS A SECOND LANGUAGE

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.



ESLDOI (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.

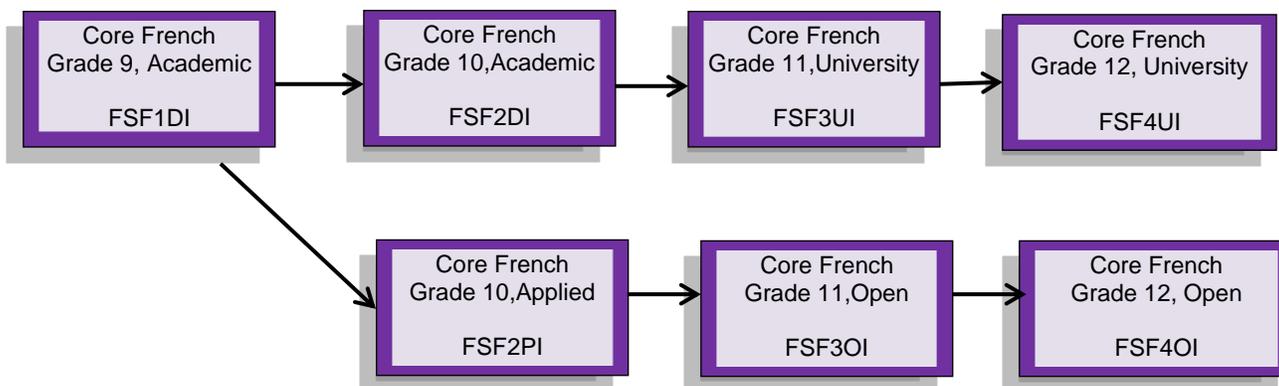
ESLEOI (Open)

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



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

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

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

FRENCH IMMERSION

A certificate in **French Immersion** will be granted if a student successfully completes **four (4) Français (FIF)** courses and **six** courses (6) 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 (2021-2022)

Grade 9	Grade 10	Grade 11	Grade 12
FIF1DI French Immersion Academic	FIF2DI French Immersion Academic <i>or</i> FIF2PI French Immersion Applied	FIF3UI French Immersion University <i>or</i> FIF3OI French Immersion Open	FIF4UI French Immersion University <i>or</i> FIF4OI French Immersion Open
CGC1DL Issues in Canadian Geography, Academic	CHC2DL Canadian History Since WWI, Academic <i>or</i> CHC2PL Canadian History Since WWI, Applied		
ADA2OL Dramatic Arts <i>(Alternate year course next offered in 2022-2023)</i>	ADA2OL Dramatic Arts <i>(Alternate year course next offered in 2022-2023)</i>	HHG4ML Human Development through the Lifespan <i>(This course will be offered starting 2021- 2022 and will run every year from that point for grade 11 FI students)</i>	
PPL1OL Healthy Active Living			
CHV2OL (0.5 credit) Civics and Citizenship <i>(Alternate year course offered in 2023 -2024)</i>	CHV2OL (0.5 credit) Civics and Citizenship <i>(Alternate year course offered in 2023 -2024)</i>		
GLC2OL (0.5 credit) Career Studies <i>(Alternate year course offered in 2023-2024)</i>	GLC2OL (0.5 credit) Career Studies <i>(Alternate year course offered in 2023-2024)</i>		

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.

Grade	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
9	FIF1D/PI CGC1D/P L ADA2OL	FIF1D/PI CGC1D/PL CHV/ GLC2OL	FIF1D/PI CGC1D/PL ADA2OL	FIF1D/PI CGC1D/PL CHV/ GLC2OL PPL1OL	FIF1D/PI CGC1D/PL ADA2OL PPL1OL	FIF1D/PI CGC1D/PL CHV/ GLC2OL PPL1OL	FIF1DI CGC1DL ADA2OL PPL1OL
10		FIF2D/PI CHC2D/PL CHV/ GLC2OL	FIF2D/PI CHC2D/PL ADA2OL	FIF2D/PI CHC2D/PL CHV/ GLC2OL PPL2OL	FIF2D/PI CHC2D/PL ADA2OL	FIF2D/PI CHC2D/PL CHV/ GLC2OL	FIF2D/PI CHC2D/PL ADA2OL
11			FIF3U/OI HHG4ML	FIF3U/OI HSP3U/CL	FIF3U/OI HHG4ML	FIF3U/OI HHG4ML	FIF3U/OI HHG4ML
12				FIF4U/OL HSP3U/CL	FIF4U/OL HHG4ML	FIF4U/OL	FIF4U/OL

Important Notes re: French Immersion:

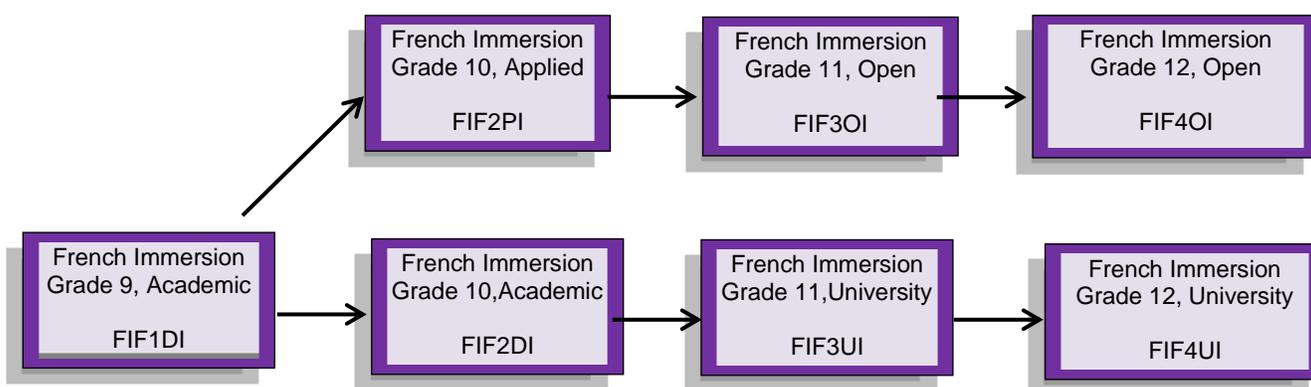
1. Those students who are intending to take the full immersion program and who are heading into Grade 9 must select the following courses:

- FIF1DI (Français)
- CGC1DL (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)

3. 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.



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

I 
FRENCH

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: FIF2DI

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 B28

CGC1DL, page B36

CHC2PL, page B38

CHC2DL, page B38

CHV2OL, page B37

GLC2OL, page B56

HHG4ML, page B59

PPL1OL, page B68



Pinhole Camera Assignment

GUIDANCE AND CAREER STUDIES

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

Learning Strategies 2: Skills
for Success in Secondary
School
Grade 10, Open
GLE2OI

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

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

Career Studies
Grade 10, Open
GLC2OH/L

Leadership and Peer
Support
Grade 11, Open
GPP3OI

Any University or
University/College
Preparation Course

Interdisciplinary Studies:
Leadership
Grade 12, University
IDC4UI

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 2023-2024.*

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.*

HUMANITIES AND SOCIAL SCIENCES

FAMILY STUDIES – FASHION

Understanding Fashion
Grade 11, College
HNC3CI

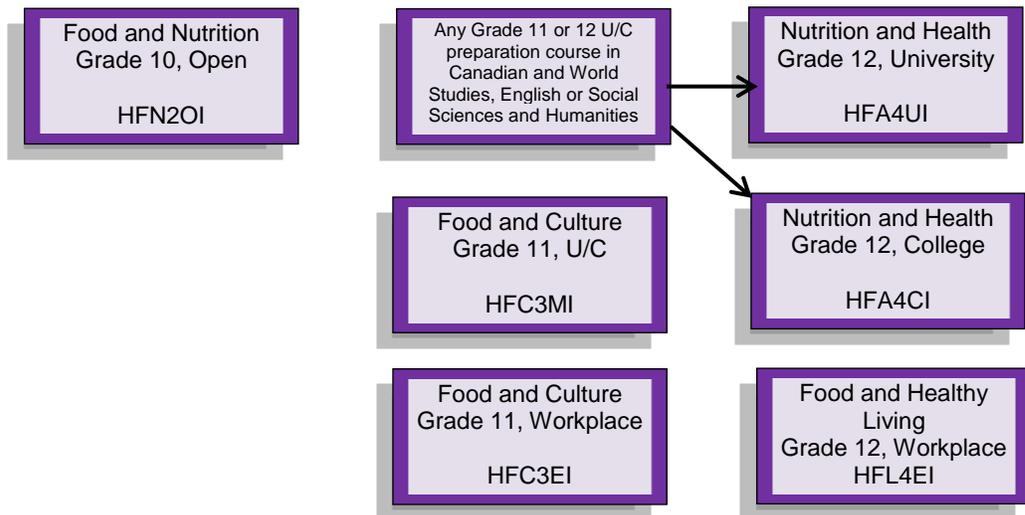
HNC3CI (Grade 11, College) UNDERSTANDING FASHION

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. In addition, students will apply knowledge of fibres, 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

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.

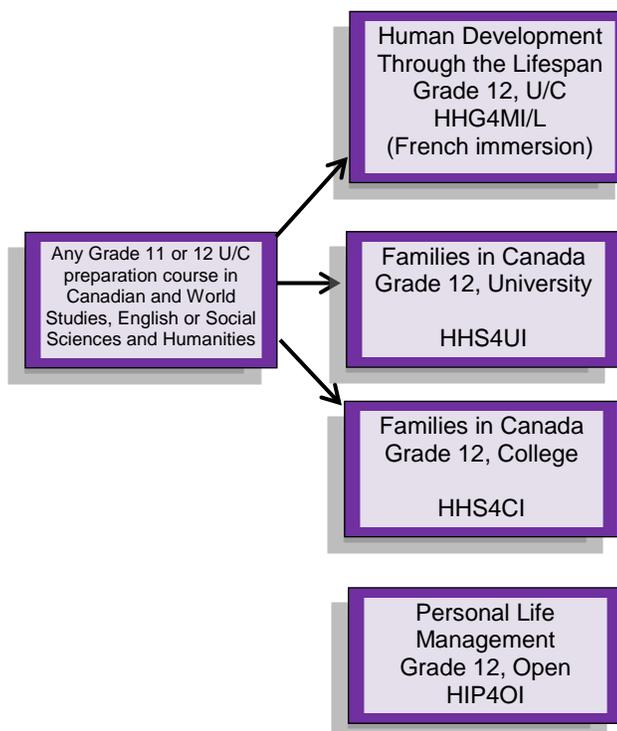
HFA4UI (Grade 12, University)

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.

HHG4ML (Grade 12, College/University)



HUMAN DEVELOPMENT THROUGH THE LIFESPAN (FRENCH IMMERSION ONLY)

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: French Immersion



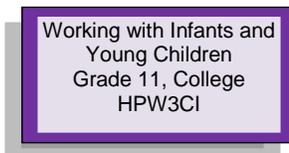
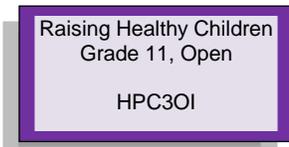
HIP4OI (Grade 12, Open)

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

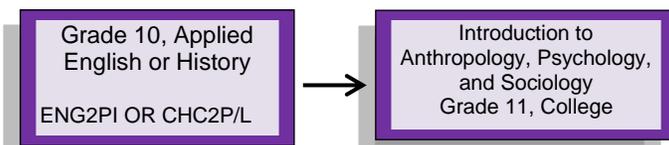
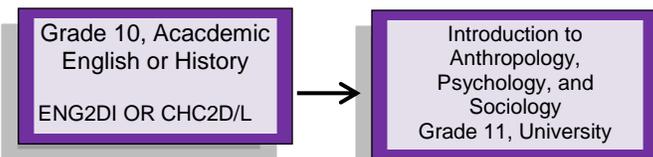


HPW3CI (Grade 11, College)

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 (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

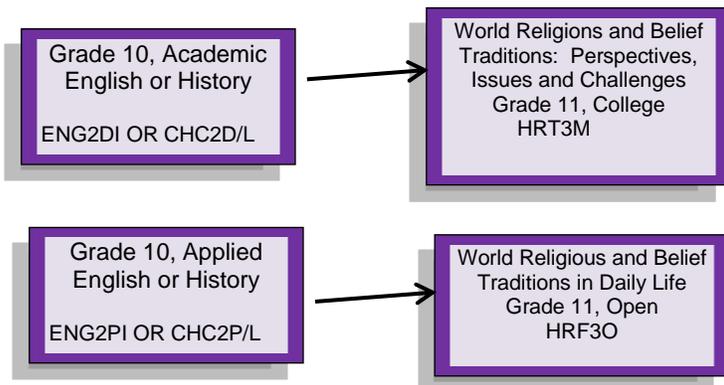
HSP3UI (Grade 11, University)

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

WORLD RELIGIONS and BELIEF TRADITIONS



HRT3M (Grade 11, University/College)

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

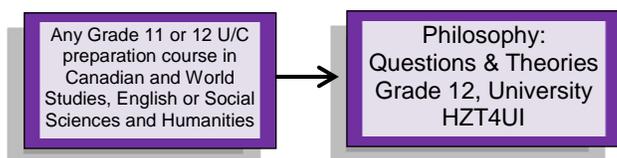
HRF30 (Grade 11, Open)

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 124 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

PHILOSOPHY



HZT4UI (Grade 12, University)

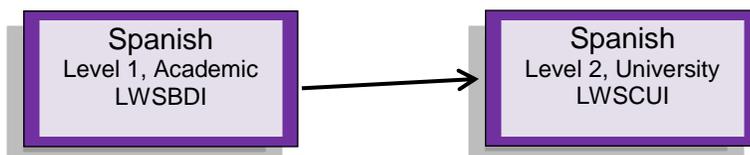
PHILOSOPHY: QUESTIONS AND THEORIES

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.

LANGUAGES

SPANISH



LWSBDI (LEVEL 1 - Grade 10, Academic)

SPANISH: BEGINNER

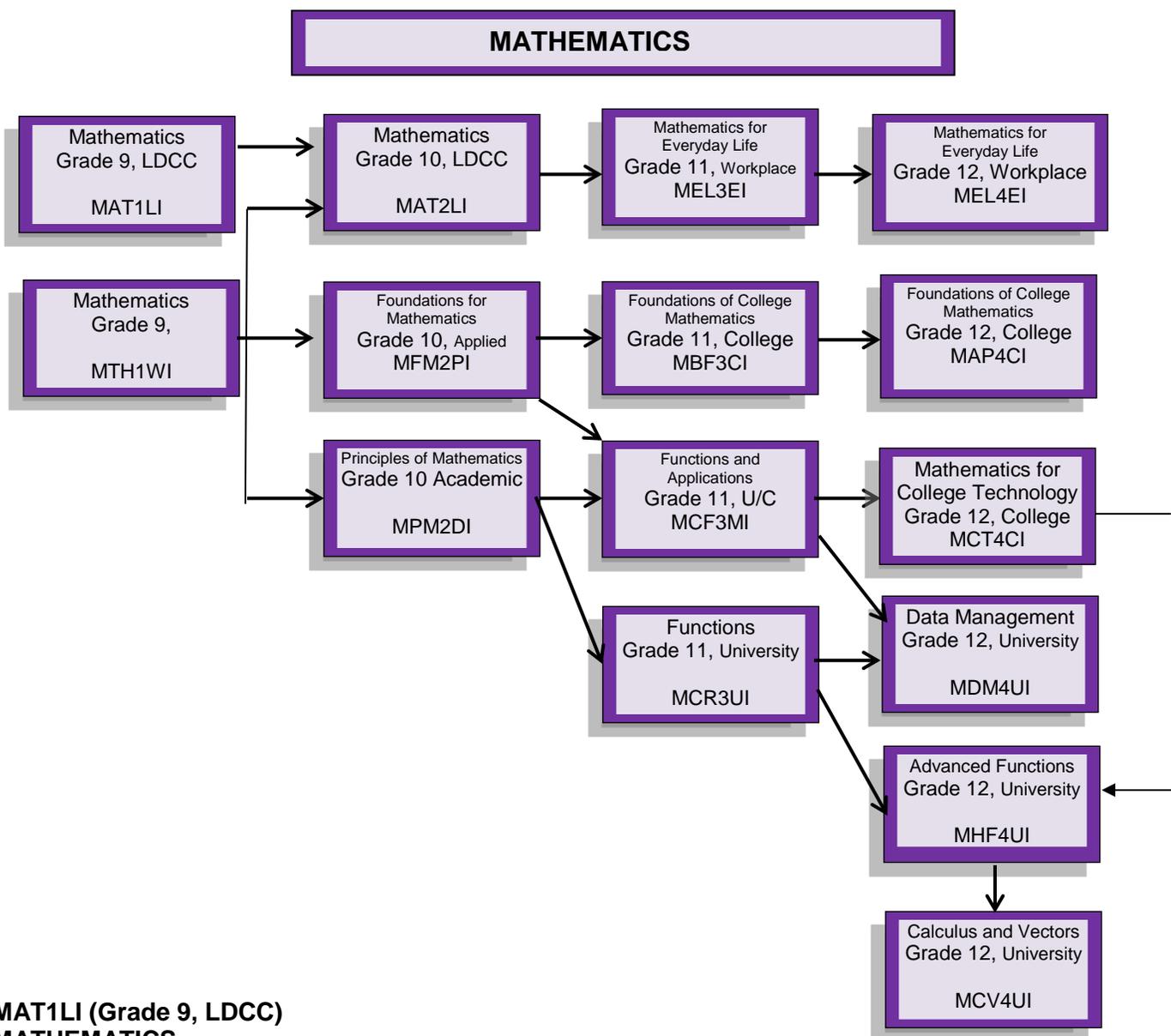
This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in Spanish. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in Spanish. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where Spanish is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

LWSCUI (LEVEL 2 - Grade 11, University)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: LWSBDI (LEVEL 1 - Grade 10, Academic)



**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 Locally Developed Compulsory Course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

**MTH1WI (Grade 9, De-streamed)
MATHEMATICS**

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

Prerequisite: None

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: MTH1WI



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: MTH1WI



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.

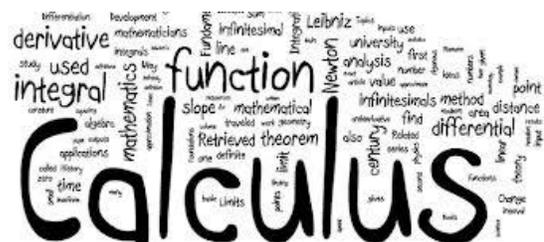
Prerequisite: MCR3UI or MCF3MI

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

MCV4UI (Grade 12, University)
CALCULUS AND VECTORS

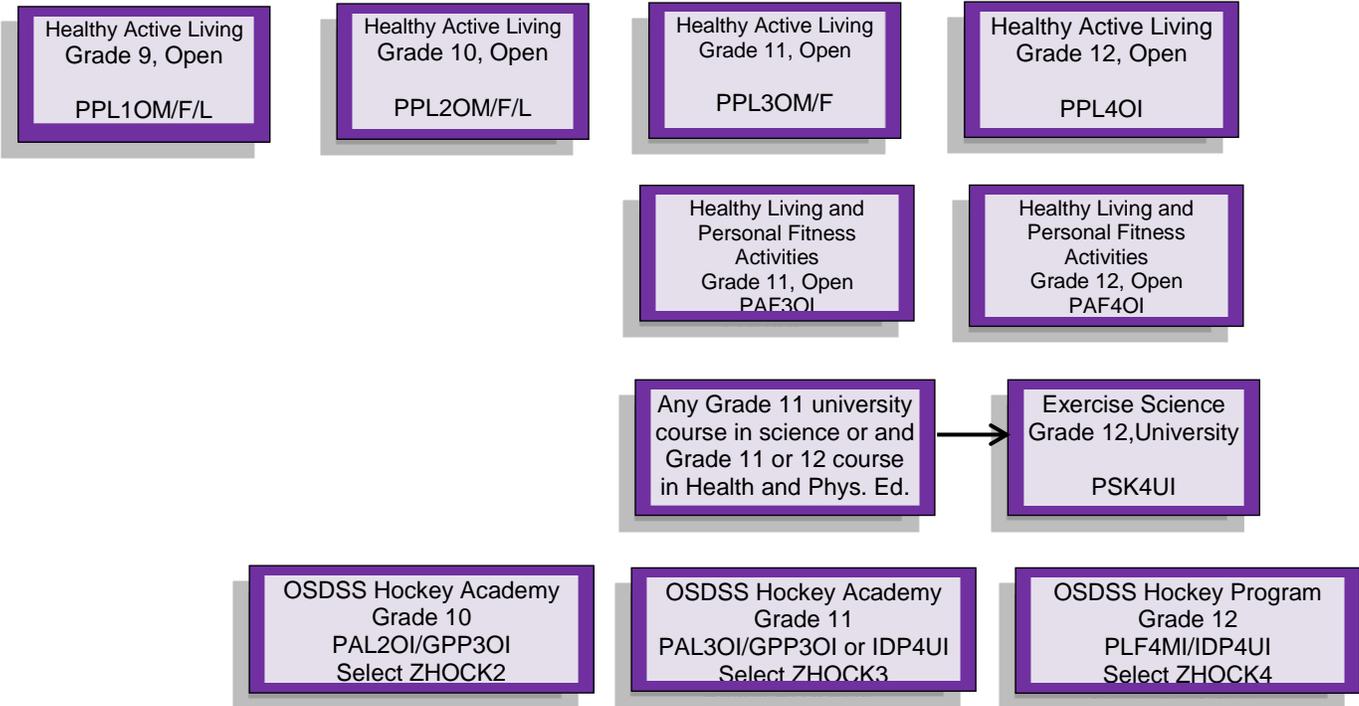


This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, 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.*

PHYSICAL AND HEALTH EDUCATION



PPL10F/PPL10L (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: PPL10L – Equivalent course for French Immersion students

PPL10M/PPL10L (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

PPL2OF (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

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.

OSDSS HOCKEY PROGRAM

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

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

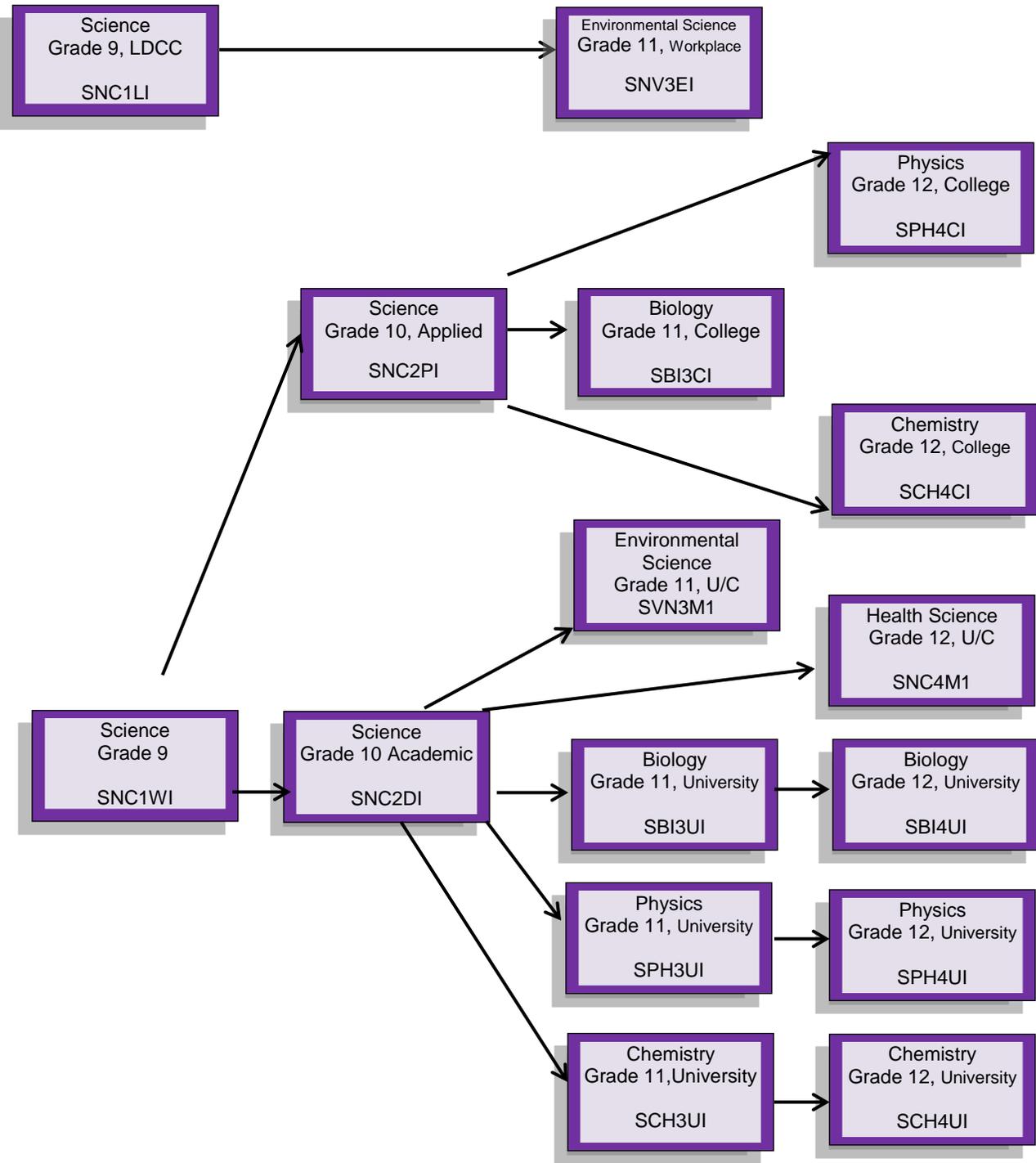
IDP4UI (Grade 12, University)**INTERDISCIPLINARY STUDIES - LEADERSHIP**

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.

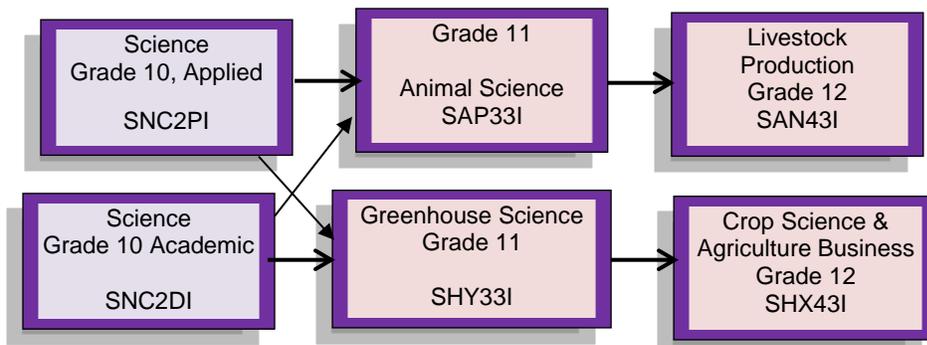
Prerequisites: Any university or university/college preparation course.

Note: **Students can take only one of either IDP4UI or IDC4UI, not both.**

SCIENCE



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

SNC1WI (Grade 9, De-streamed)

SCIENCE

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

Prerequisite: None



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: SNC1WI

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: SNC1WI

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: SNC1WI OR SNC1LI





SVN3M (Grade 121, University/College Preparation) 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

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

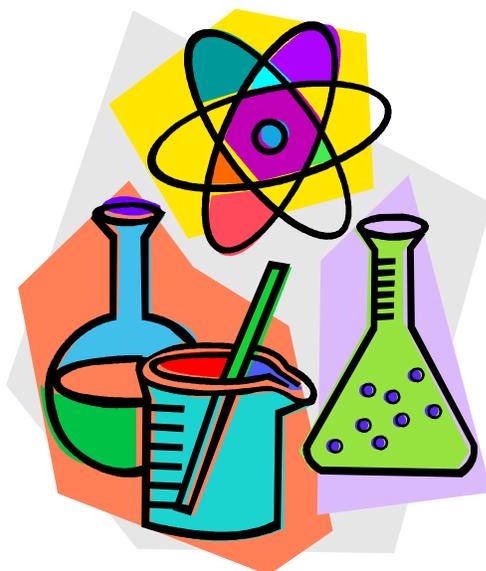
SENIOR CHEMISTRY COURSES

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



SENIOR HEALTH SCIENCE

SNC4MI (Grade 12 U/C) 
Health Science

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

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

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

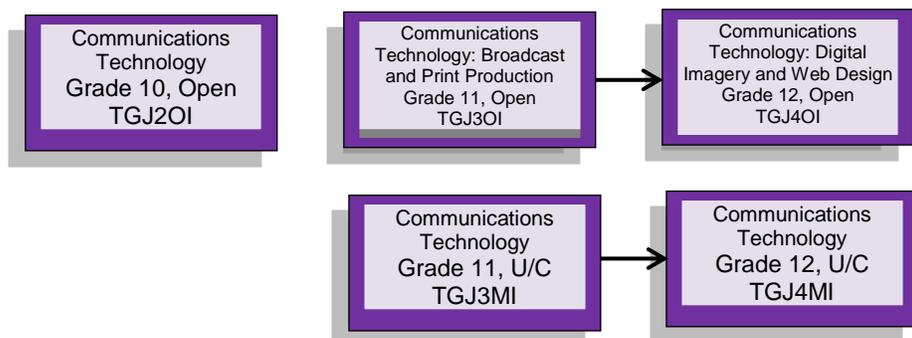
Note: The Crop Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

TECHNOLOGICAL EDUCATION

TIJ1OI (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)

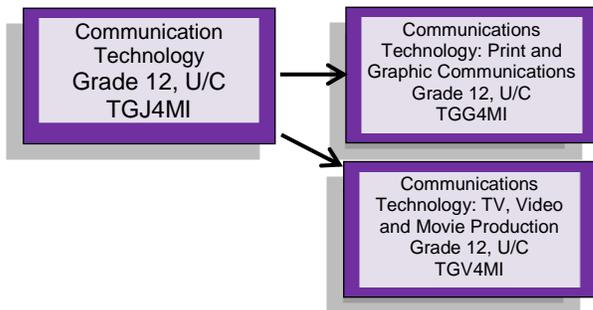


COMMUNICATIONS TECHNOLOGY

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

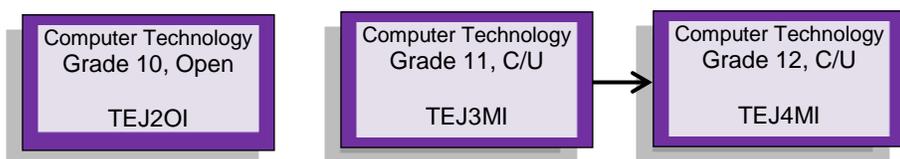
TGV4MI (Grade 12, University/College)

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

COMPUTER TECHNOLOGY



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)

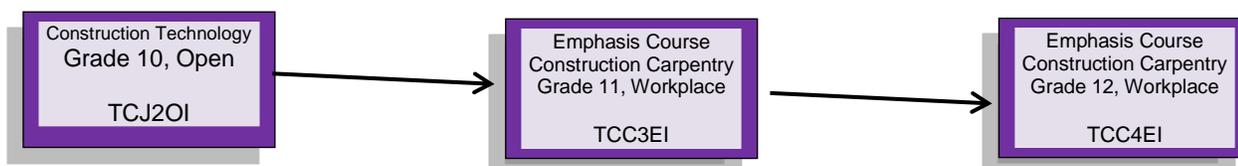
COMPUTER ENGINEERING TECHNOLOGY

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.

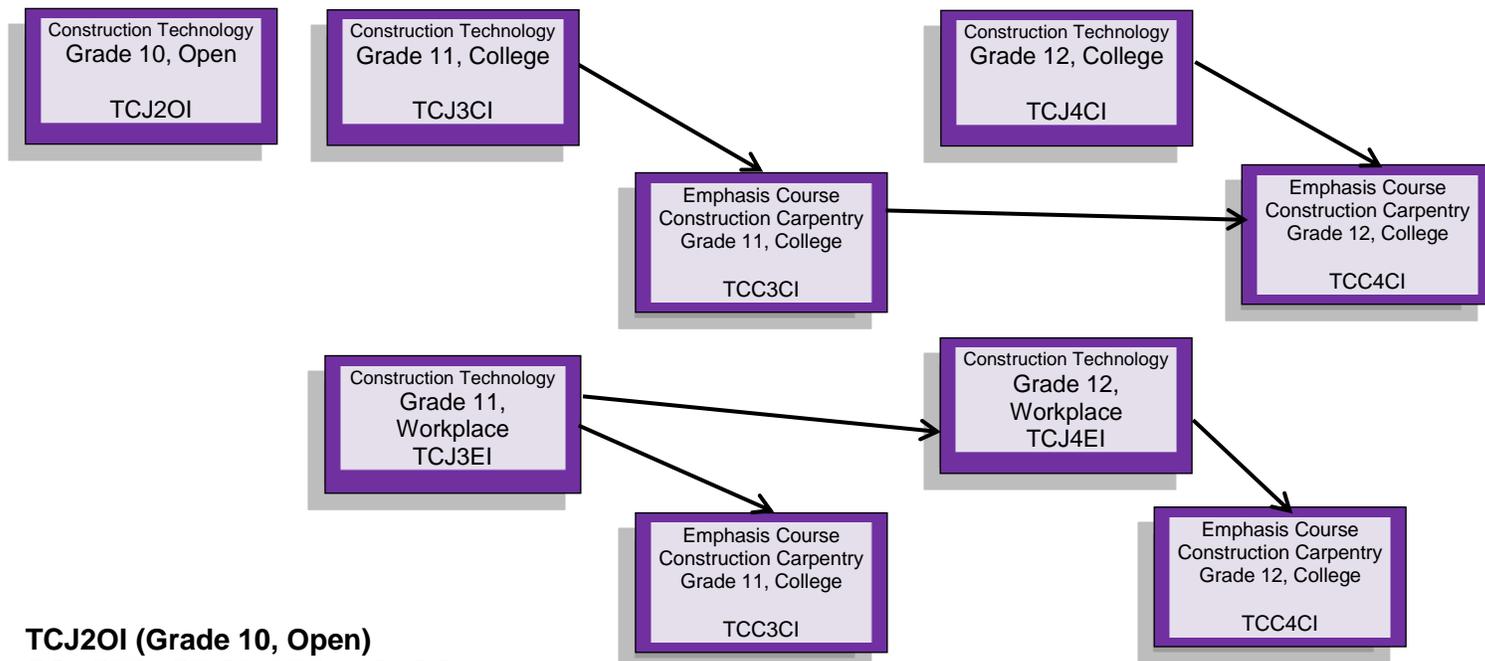
Prerequisite: TEJ3MI

CONSTRUCTION TECHNOLOGY AND CUSTOM WOODWORKING

Custom Woodworking



Construction Technology



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.*



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.*

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

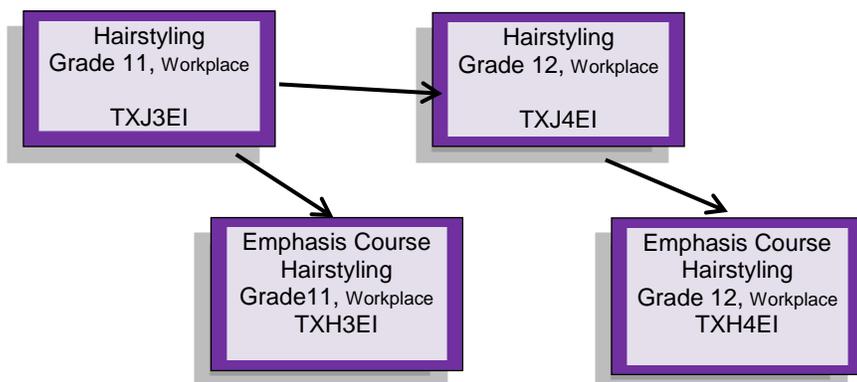
TCC4EI (Grade 11, Workplace)

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

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



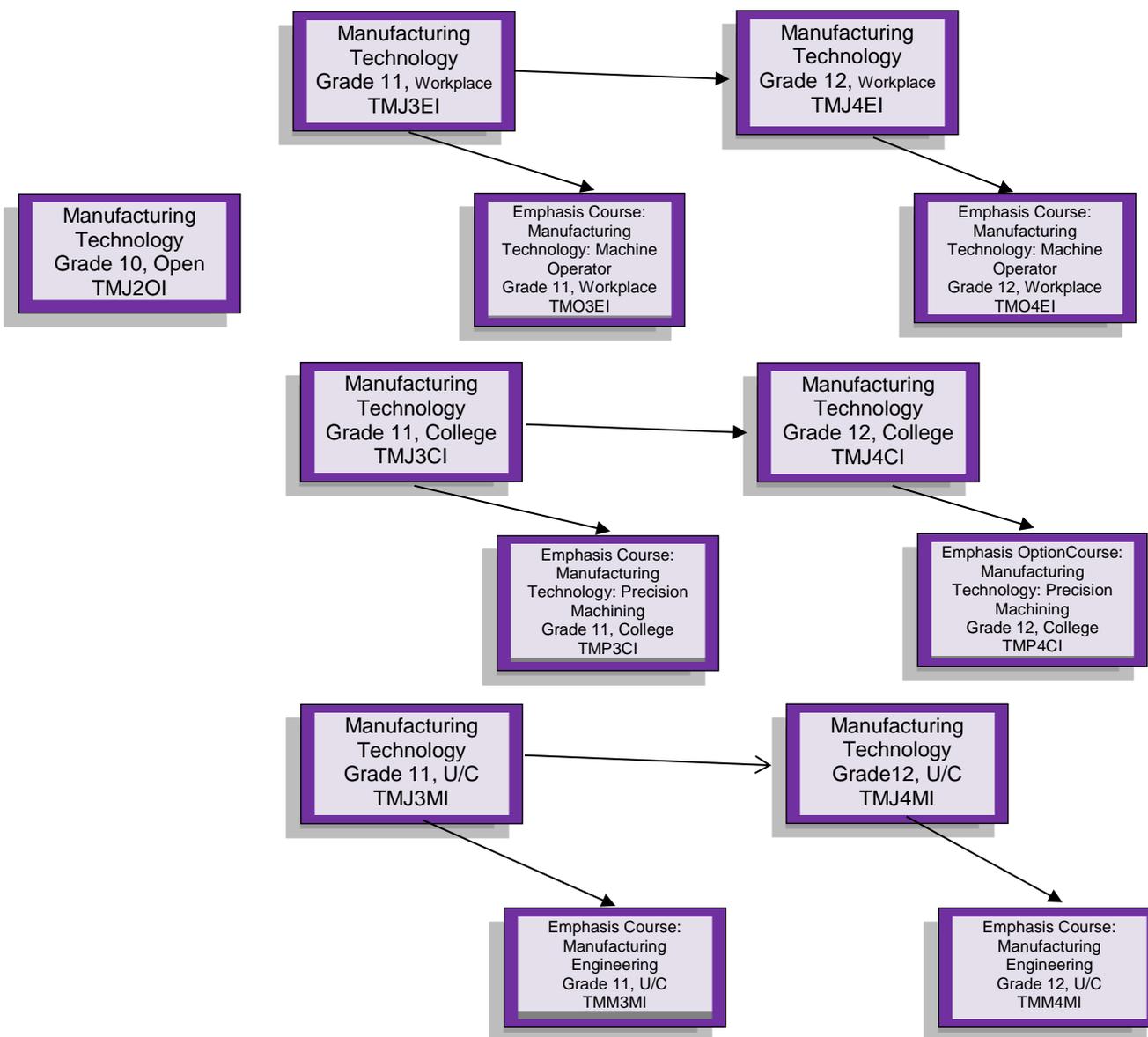
TXH4EI (Grade 12, Workplace) HAIRSTYLING AND AESTHETICS



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

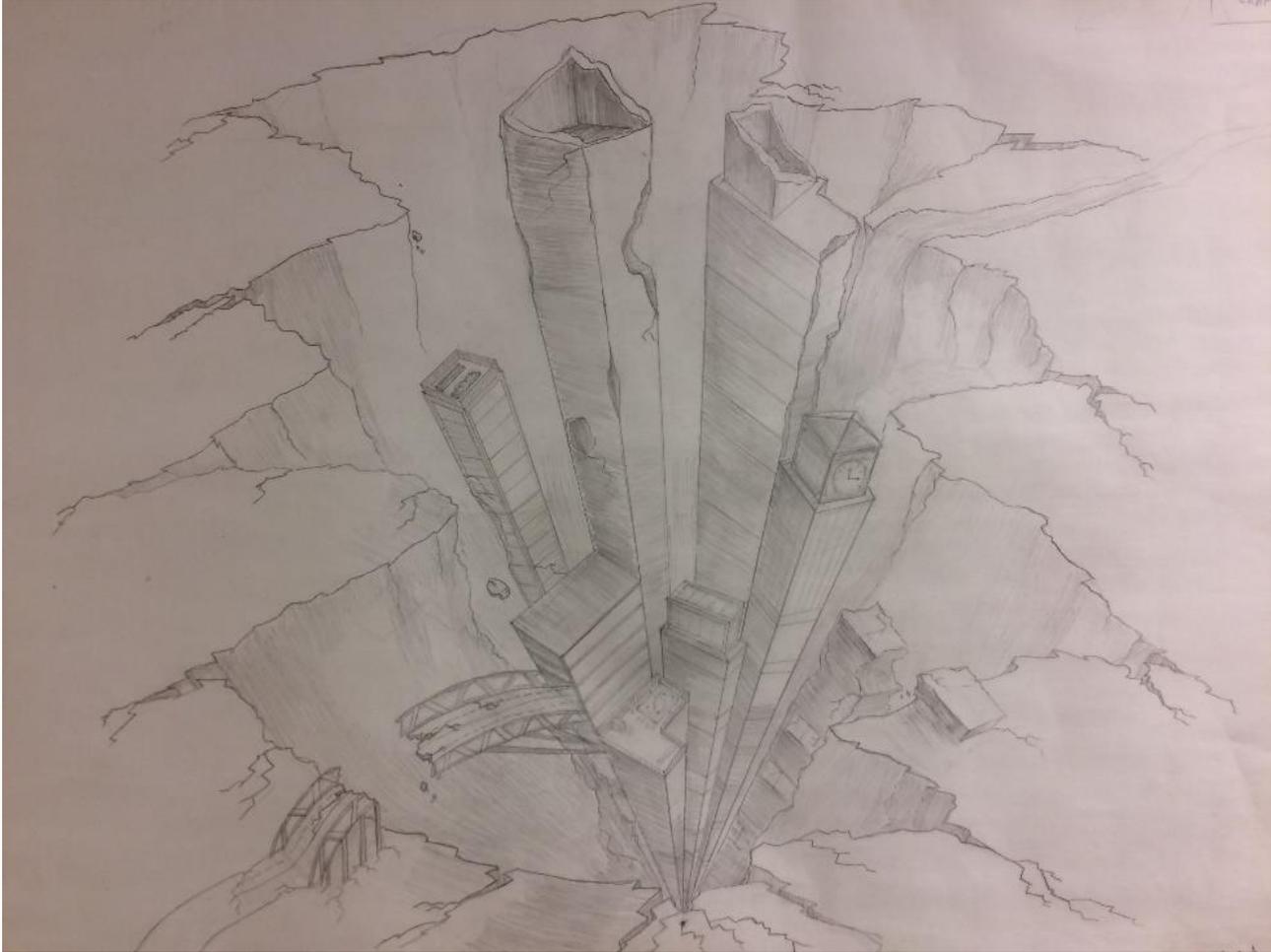
Note: *Students who choose a second credit should select the emphasis courses TMP4CI and will be practicing and refining their manufacturing skills and knowledge.*

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

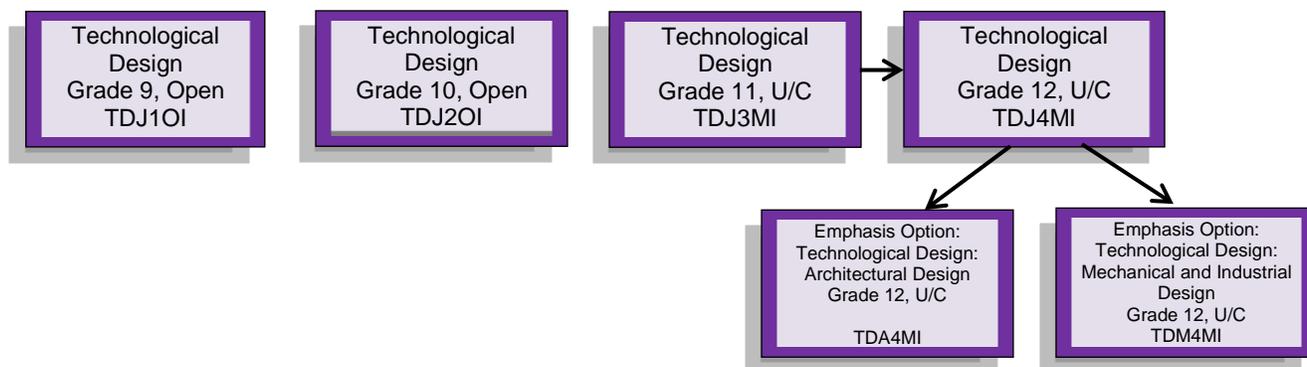
Note: *Students who choose a second credit should select the emphasis courses TMM4MI and will be practicing and refining their manufacturing skills and knowledge.*



Student Artwork by Reese Taylor

EMPHASIS OPTIONS IN MANUFACTURING TECHNOLOGY

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, 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, 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.

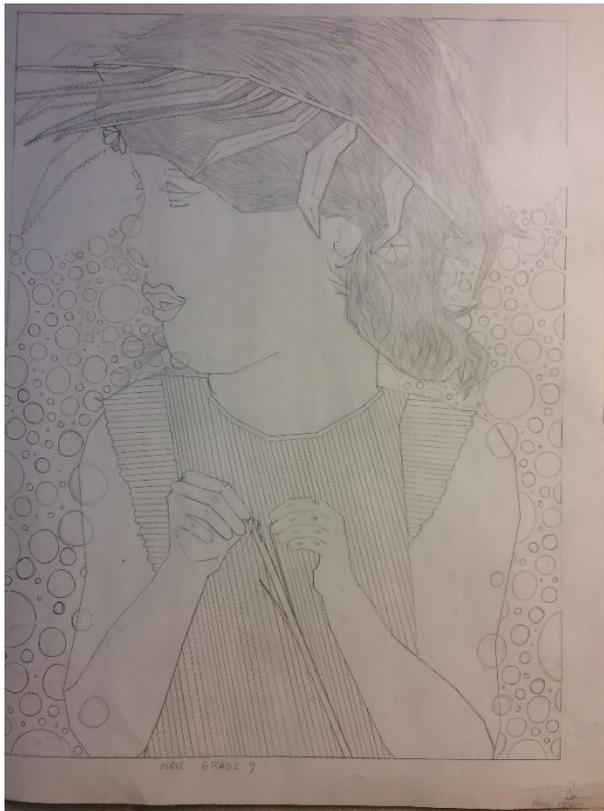
Prerequisite or Co-requisite: TDJ3MI

TDM4MI (Grade 12, University/College)

TECHNOLOGICAL DESIGN: MECHANICAL AND INDUSTRIAL DESIGN

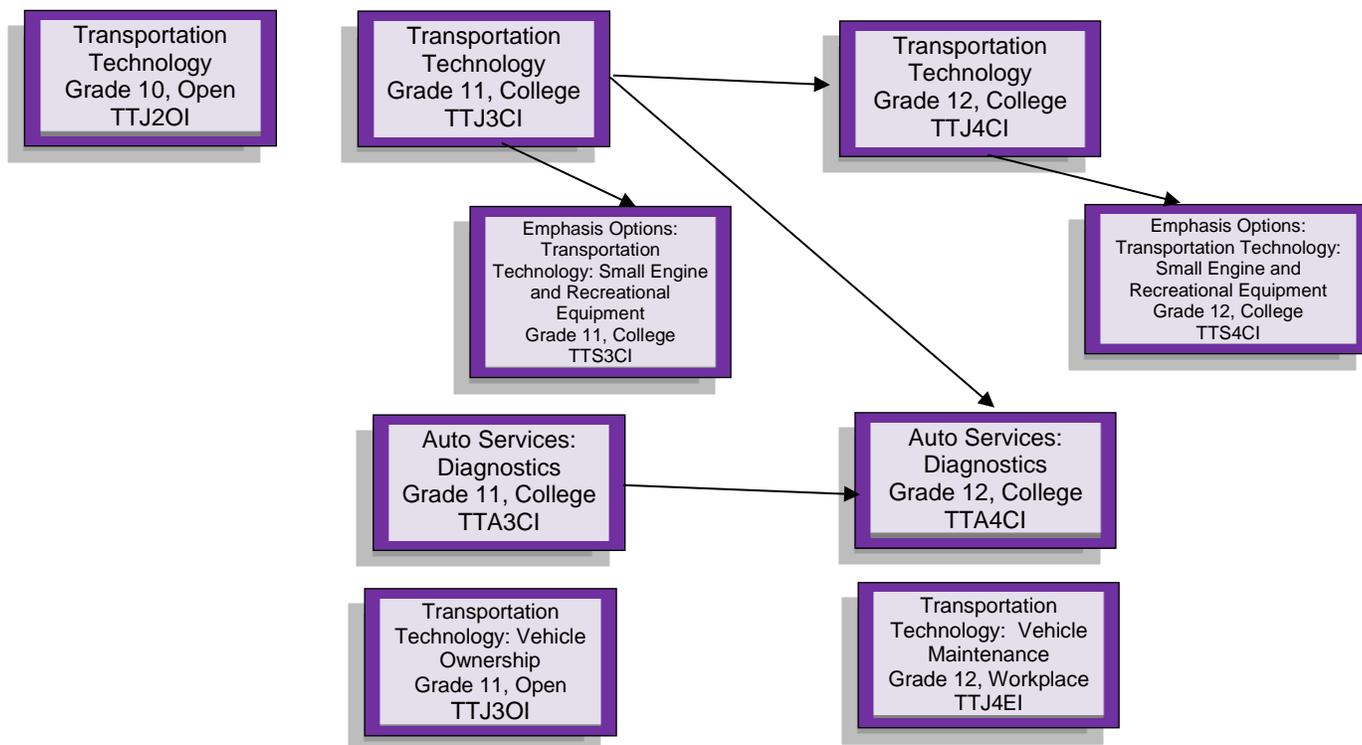
This is an emphasis course run in conjunction with TDJ4MI. Students selecting this course should have already taken or be taking TDJ4MI.

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