

Saugeen District Senior School



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2023-2024 Course Calendar



2023-2024 Common Course Calendar Table of Contents

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USING THE COURSE CALENDAR

General Information

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

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

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

Ontario Scholar

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

Board Vision and Mission Statements

Bluewater's vision is Learning today, Leading tomorrow.

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

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

www.bwdsb.on.ca/about_us/Strategic_Plan

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

18 compulsory credits

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

Plus one credit from each of the following groups:

4	credits in English (1 credit per grade) *
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

Group 1:

- English or French as a Second Language**
- First Nations, Métis, and Inuit studies
- 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***
- American Sign Language as a second language

Group 2:

- Health and Physical Education
- The Arts
- Business Studies
- French as a Second Language**
- Cooperative Education***
- American Sign Language as a second language

Group 3:

- Science (Grade 11 or 12)
- Technological Education
- French as a Second Language**
- Computer Studies
- Cooperative Education***
- American Sign Language as a second language

In addition, students must complete:

✓	12 optional credits****
✓	minimum of two online learning credits
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

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

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

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

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

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

Safe Schools Policy

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

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

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

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

[Safe and Accepting Schools](#)

Student Success Teams

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

Student Success Teams are one of the five ways that the Ministry of Education has implemented to meet the needs, interests, and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. Refer to the following link for additional information about Student Success initiatives: www.edu.gov.on.ca/eng/teachers/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 Contact teacher (SSCT). This teacher performs key roles in looking at course offerings, and curricular supports to help students.

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

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

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

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

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

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

**pending application approval*

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



Specialist High Skills Major

Helping you on your Pathway to Success!

What is a Specialist High Skills Major?

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

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



Agriculture

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



Arts and Culture

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



Construction

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



Energy

Kincardine District Senior School *



Environment

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



Health and Wellness

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



Horticulture and Landscaping

Grey Highlands Secondary School



Hospitality and Tourism

John Diefenbaker Senior School



Information and Communication Technology

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



Manufacturing

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



Non-Profit: Community Action

John Diefenbaker Senior School *



Sports

Owen Sound District Secondary School-New



Transportation

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



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

www.bwdsb.on.ca

* pending application approval (Spring 2023)

Grade 8-9 Transition

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

Ontario Youth Apprenticeship Program (OYAP)

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

To begin an apprenticeship, students must:

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

For more information contact:

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

Bruce Power Cooperative Education Program

Prerequisite: 16 years of age for all placements.

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

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

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

For more information reach out to your guidance teacher.

Canadian Forces Cooperative Education Program

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

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

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

What are the steps to apply?

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

Online Learning – eLearning Ontario (eLO)

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

Online Learning Graduation Requirement

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

Summer School

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

[BWDSB Summer School](#)

Dual Credit Program

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

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

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

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

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

Adult Education

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

Prior Learning and Assessment for Mature Students

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

For more information contact:

AdultEd@bwdsb.on.ca

French Immersion

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

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

Bluewater offers two certifications:

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

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

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

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

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

Indigenous Studies

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

Community Involvement Activities

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

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

The Ontario Secondary School Literacy Requirement

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

Adjudication Process

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

Accommodations

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

Deferrals

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

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

Exemptions

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

Substitutions for Compulsory Courses

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

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

Thirty-Four Credit Threshold

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

34-Credit Threshold Guidelines

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

Student Exemptions:

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

Credit Course Exemptions:

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

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

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

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

TYPES OF COURSES

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

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

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

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

Locally Developed Courses

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

Open Courses in Grades 9 and 10

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

Grade 11 and 12 Destination Courses

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

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

Workplace Preparation Courses

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

University Preparation Courses

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

College Preparation Courses

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

University / College Preparation Courses

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

Interdisciplinary Studies Courses in Grades 11 and 12

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

Curriculum documents are available on the Ministry of Education website:

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

Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

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

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

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

The first number indicates the grade level:

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

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

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

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

Specialized Programs

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

PROCEDURES FOR CHANGING COURSES

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

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

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

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

ALTERNATIVE PROGRAMMING

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

Private Study

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

Supervised Alternative Learning

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

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

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

PROGRAMS BEYOND YOUR HOME SCHOOL

Concurrent Students

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

Transfer Policy – Choice of Schools

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

Student Exchanges

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Primary Purpose

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

What is Assessment?

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

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

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

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

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

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

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

THE ACHIEVEMENT CHART

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

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

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

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

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

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

Reporting Student Achievement

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

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

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

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

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

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

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

For additional information on PLAR, check out:

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

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

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

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

FORMS OF EXPERIENTIAL LEARNING

Introduction

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

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

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

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

Cooperative Education

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

School-to-Work Transition Program

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

Special Education

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

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

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

To access more information about how secondary students are supported within Bluewater District School Board, go to: https://www.bwdsb.on.ca/departments/learning_services_-_student_support/special_education

English Language Learners

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

Settlement Workers in Schools (SWIS)

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

Special Programming Pathways

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

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

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

Individual Program Plan (IPP)

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

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

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

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

eLEARNING ONTARIO

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

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

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

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

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

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

**Saugeen District Senior School
Course Calendar
2023-2024**

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Student Services Contacts

Susan Dolphin - Guidance 519-832-2091 ext. 528

Alyssa Dunlop - Guidance 519-832-2091 ext. 529

Introduction

Saugeen District Senior School 2023-2024

Mission

"Commitment to Excellence"

Vision

"Saugeen District Senior School works in partnership with our school community to maintain a commitment to excellence in a wide range of activities. We are dedicated to the development of school and student pride as we demonstrate our respect for all people. We believe in life-long learning and recognize the importance of becoming responsible, contributing members of society."

School Organization

Saugeen District Senior School (SDSS) is a semestered school. Students take four courses in semester one, which runs from September until January and an additional four courses in semester two, which runs from February to June. Each semester is divided into two terms with a reporting period at the end of each term in November, February, April, and June.

Support Services

Guidance and Student Success

If you need help with a specific problem designing your program, or planning for your future, come to the main office and one of our office professionals will be pleased to make an appointment for you to see one of the counsellors in Student Services. Counsellors offer academic, career, and personal counselling.

Hope Grey-Bruce Mental Health and Addictions Services: Counselling for Youth

A counsellor will be available every week or as needed in Student Services to offer confidential support for students with concerns around mental health issues and substance use.

Support for Indigenous Youth

The Indigenous Advisor with Bluewater District School Board (BWDSB) is available upon request, as is a Keystone, Child, Youth and Family Services support worker. SOAHAC, Southwest Ontario Aboriginal Health Access Centre, also sends a support worker to our school on a weekly basis.



Bluewater District School Board Support Staff

Tyler Bragg is the Attendance Counsellor who visits SDSS weekly or as needed. In addition, Constance Shorey is a Student Support Liaison who offers counselling weekly or as needed. Summer Kueneman is the Mental Health Liaison Lead who can be reached at 1-800-661-7509.

Additional Services for Outside Support

Wes For Youth Online	www.wesforyouthonline.ca
Kid's Help Phone	1-800-668-6868 or text CONNECT to 686868
Keystone Child, Youth and Family Services	519-371-4773 or 1-800-567-2384
The Sexual Assault Centre of Grey and Bruce	1-800-720-7411
Southwest Ontario Aboriginal Health Access Centre	519-376-5508
Victim Services	1-866-576-9852
Women's House of Bruce County	1-800-265-3026
Community Connection Line	211
We C.A.R.E. Grey-Bruce	www.wecaregreybruce.ca

School Resources

Academic Support Services

The Academic Support Services at Saugeen District Senior School offers extra help to all students before and after school and during lunches by appointment only. For those students requiring additional support, please see the resource staff.

The academic support department has networked computers and specialized technology to support students' learning. Students are encouraged to take advantage of the staff and technologies available to them to meet academic success.

Student Success

Learning to 18 and reaching every student is the mandate of student success. The Student Success teacher will focus on identifying and working with "at risk" youth, to support programming at the school level, and to transition students into high school. There is also an Indigenous Grad Coach, Julie Schuster, who connects with students to strategize about life after secondary school and to discuss various opportunities.

Indigenous Student Support

Saugeen Ojibwe Nation Elder Ningwakwe George comes to our school weekly to support youth. Julie Schuster, our Indigenous Grad Coach, is at the school several times per week to support students with postsecondary planning. Melissa Kahgee-Ritchie is the BWDSB Indigenous Advisor who oversees all supports for Indigenous youth in Bluewater.

Computer Services

Several computer labs are available for your use. You are required to:

- Read and abide by the rules posted in the computer lab.
- Only use your personal login.
- Never bring food or beverages into any computer lab.



Library

The library is available for the students for academic research, study, or quiet reading. Library hours will be posted. The computers in the library are reserved for researching school projects and completing academic work.

Academic Labs

Extra help is available several times per week during lunch in the math area. This is available to every student in the school and is operated on a drop-in basis. A different teacher supervises the extra help lab each day.

Extra-Curricular Activities

Saugeen District provides many opportunities for students to develop special interests outside the regular school programs. All students are encouraged to participate in extra-curricular activities.

Badminton	Drama Club
Basketball	Dungeons and Dragons Club
Cross-country running	Wild Tangents Math Club
Nordic skiing	Gay-Straight Alliance
Curling	Student Mental Health Advisory Committee
Football	Music Council
Golf	Royal Link Crew
Rugby	University Math Contests
Soccer	Student Administrative Council
Swimming	Concert Band, Royal Big Band, Senior Concert Band
Tennis	Skills Competition
Track and field	Terry Fox Run/Walk
Volleyball	Relay for Life
Swimming	International Exchanges
Weight Training	Field Trips, etc.
Chess Club	

You name it – we likely have it! GO ROYALS☺

Saugeen District Senior School Code of Conduct and School Policies

Please refer to the Saugeen District Senior School website under the “SDSS Student Handbook” link. www.sdss.bwdsb.on.ca

Course Selection Guidelines

Responsibility for Course Selection

It is the responsibility of the school to offer advice regarding course selections and pathway options. The school is also expected to make recommendations regarding courses that are not designated as core curriculum and recommendations regarding the level of difficulty of all courses. It is expected that such recommendations and advice will have a significant influence on the selection of courses made by the students with the approval of their parents. Students and their parents have the right to make alternative course selections, provided that the diploma requirements regarding areas of study and mandatory credits are being met. Adult students over age 18 are responsible for their own program. The Student Services Department offers counselling to students and parents concerning course selection and program planning, career information and postsecondary destinations. Students will be completing their course selections on-line using www.myblueprint.ca/bluewater with staff assistance. Adjustments may be made by appointment anytime.

Steps to Consider before Setting Education and Career Goals

In each of the steps suggested below, you are reminded that parents and counsellors can provide assistance.

- 1) Take an honest look at yourself. Consider:
 - your interests both inside and outside school;
 - your strengths - things you do well;
 - what you want out of life and the things that are truly important to you; and
 - how well you get along with people.
- 2) How do other people see you? What careers do they suggest for you? Consider: parents and family members, friends, teachers, counsellors, etc.
- 3) Now that you've looked at yourself and asked other people to comment about you, what else can contribute to a complete picture of yourself? Consider the following:
 - a) Your education!
 - What are your best subjects?
 - Which subjects do you enjoy the most?
 - How effective are your study skills?
 - b) Your leisure experiences!
 - Do your activities suggest possible careers?
 - What skills have you developed in these activities?
 - c) Now you must choose!
 - Ask your counsellor to help you learn the decision-making process.
 - Begin to compromise by narrowing your alternatives.
 - Set educational and career goals.
 - Continue an action plan to meet these goals.

Consider checking the following websites that are excellent planning tools:

www.careercruising.com (username: Bluewater, password: 2600)
www.myblueprint.ca (school activation key: Saugeen1)
www.ontariocolleges.ca (plan, find, apply, confirm –Ontario College Application Service)
www.ontariouniversitiesinfo.ca (plan, search- Ontario Universities)
www.scholarshipscanada.com (search scholarships and bursaries)
www.payforschoolgreybruce.com (search local scholarships and bursaries)
www.ScholarTree.ca (search scholarships and bursaries)

Present Achievement

Each student should keep in mind his/her present level of progress in a particular course when deciding whether to continue in the next year of the course, and in deciding in which pathway to study the course.

Student Potential and Pathways

Students are advised to take courses that will allow them to capitalize on their abilities, interests, needs and educational goals, without unnecessarily limiting their future occupational and educational choices. Courses should be selected at the most appropriate pathway whenever there is a choice to be made. Students are not expected to take all courses at the same level.

Choosing Alternates/Course Enrolment

In a case when a class is oversubscribed, a waiting list will be created. It is very important to carefully consider alternate courses. In particular, optional courses may not be offered if there are insufficient numbers to warrant a class. Students will be contacted individually to resolve any scheduling conflicts.

Course Changes: Policies and Procedures

Students wishing to change a course should consult with their guidance counsellor. It may be in the best interests of a student to alter a timetable by dropping, adding, or changing courses. Such changes should only be done after consultation with a guidance counsellor, subject teachers, and parents. Course changes should be completed no later than 3 weeks after the start of a semester. Changes for a following semester can be made at any time.

Students in Grades 9, 10 are expected to select a full course load of eight courses.

Full Disclosure

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

Grade 12 Postsecondary Planning

Please note that students who plan to apply to university must choose a combination of six 4U/4M courses. Students should meet with a Guidance Counsellor early in the final year to be certain that course pre-requisites are being met for a specific college or university program pathway.

Saugeen District Senior School Examination Policy

It is important that all students be available to write their examinations. Students are expected to come to their exams properly prepared, on time and ready to write. Students who miss an exam will be assigned an evaluation of zero. A medical certificate will be required to verify a student illness. In the case of a serious illness or extenuating circumstances (i.e., death of a relative), we would ask parents to contact the Vice-Principal in order to reschedule an exam.

Family vacations should not be scheduled the week of or the week after the examination schedule. Students will not be allowed to write their exams ahead of time to accommodate a vacation. During the winter exams, storm days may disrupt the schedule and exams will be written on an alternate day. Student and their parents are NOT to make travel plans or appointments during the exam period. Final evaluations are a required part of student assessment. Thank you for your support of our exam policy.

Student Evaluation

A credit will be awarded to a student who achieves 50% or higher in a course over the school year. Evaluation will consist of several factors including tests, assignments, projects, essays, practical work, attendance, and a regular set of examinations held each year term.

Diploma Requirements

Students entering Senior School on/after Sept. 1999

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)	1	■
Health and Physical Education	1	■
Civics (1/2 credit)	.5	■
Career Studies (1/2 credit)	.5	■
Group 1: Additional Credit in English, or French as a second language**, or Indigenous language, or Indigenous 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 cooperative education*	1	■
Group 2: Additional credit in health and physical education, or business studies or the arts, or French as a second language**, or cooperative education*	1	■
Group 3: Additional credit in science, or technological education, or French as a second language,** or computer studies or cooperative education*	1	■
Optional Credits	12	■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

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

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 group 3.

40 Hours of Community Involvement

A student requires a minimum of forty hours of community involvement to develop awareness of community responsibility. Your guidance counsellor can provide a list of possible types of volunteer work that would qualify for the forty-hour requirement.

Online Courses
Grade 10 Literacy

Two Credits through Online learning: On a case-by-case basis, this can be discussed or omitted. A student is to complete two course online.

Students are required to pass the Grade 10 Ontario Senior School Literacy Test (OSSLT) to receive a diploma. The Ontario Senior School Literacy Course (OSSLC) may be used to meet the Grade 10 Literacy Requirement. After one unsuccessful attempt of the OSSLT, students may be eligible to take the OSSLC if the principal determines that it is in the best educational interests of the student.

Grades 9 – 12 Courses Offered in 2023-2024

SUBJECT AREA	GRADE 9	GRADE 10	GRADE 11	GRADE 12
ARTS (Drama, Dance, Music, Art)	ADA1OI AMU1OI AVI1OI	ADA2OI AVI2OI ADD2OI AMU2OI AMV2OI	ADA3MI AMV3MI ADD3MI AVI3MI ADD3OI AMG3OI AMU3MI	ADA4MI AVI4MI AMG4MI ADD4MI AWM4MI AMU4MI AWN4MI AMR4MI AWP4MI AMV4MI AWS4MI AEA4OI ADB4MI
BUSINESS STUDIES	BTT1OI	BBI2OI	BAF3MI BMI3CI	BOH4MI
CANADIAN and WORLD STUDIES (Geography, History, Economics, Law)	CGC1DI	CHC2DI CHC2PI CHC2LI CHV2OH (Civics)	CHW3MI CGT3OI CGF3MI CLU3MI	CGW4UI CHY4CI CGW4CI CHY4UI CGO4MI CIA4UI CHM4EI
ENGLISH	ENG1DI ENG1LI	ENG2DI ENG2PI ENG2LI	NBE3UI NBE3EI NBE3CI EMS3OI	ENG4UI EWC4UI ENG4CI EWC4CI ENG4EI OLC4OI
FRENCH AS A SECOND LANGUAGE	FSF1DI FIF1DI (Immersion)	FSF2DI FSF2PI FIF2DI (Immersion)	FSF3UI FIF3UI (Immersion) GPP3OL (Immersion)	FSF4UI FIF4UI (Immersion)
GUIDANCE and CAREER EDUCATION	GLE1OI GLS1OI	GLC2OH (Careers) GLE2OI	GLE3OI	GLE4OI GLS4OI
HEALTH and PHYSICAL EDUCATION	PPL1OF PPL1OM	PPL2OF PPL2OM	PPL3OF PPL3OM	PLF4MI PAF4OI PPL4OM PPL4OF PSK4UI
INTERDISCIPLINARY STUDIES				IDC4UI
MATHEMATICS	MAT1LI MTH1WI	MPM2DI MFM2PI MAT2LI	MCR3UI MCF3MI MBF3CI MEL3EI	MCV4UI MEL4EI MHF4UI MDM4UI MCT4CI MAP4CI
INDIGENOUS STUDIES and OJIBWE	LNOAOI	LNOBOI NAC2OI	LNOCOI	LNODOI
SCIENCE	SNC1WI SNC1LI	SNC2DI SNC2PI SNC2LI	SBI3UI SBI3CI SCH3UI SPH3UI	SBI4UI SCH4CI SCH4UI SPH4CI SPH4UI
SOCIAL SCIENCES and HUMANITIES	HFN1OI		HPC3OI HFC3EI HZB3MI HFC3MI	HZT4UI HFL4EI HHS4CI HHS4UI
TECHNOLOGICAL EDUCATION (Broad-Based Technology, Computer Studies)	TIJ1OI	TCJ2OI ICS2OI TFJ2OI TDJ2OI TGJ2OI TMJ2OI TTJ2OI	ICS3CI TMJ3CI ICS3UI TMJ3EI TCJ3CI TTJ3CI TCJ3EI TTJ3OI TGJ3MI TWJ3EI TGJ3OI TDJ3MI	ICS4UI TCJ4CI TCJ4EI TTJ4CI TGJ4MI TTJ4EI TGJ4OI TWJ4EI

Cooperative Education – available to Grade 11 and 12 students only

- U – University preparation course
- M – University/college preparation course
- O – Appropriate for all students regardless of post-senior destination
- C – College preparation course
- E – Workplace preparation course
- D – Academic level for Grade 9 or Grade 10
- P – Applied level for Grade 9 or Grade 10
- L – Locally Developed level for Grade 9 or Grade 10

Grades 9 – 12 Courses Offered in 2024 - 2025

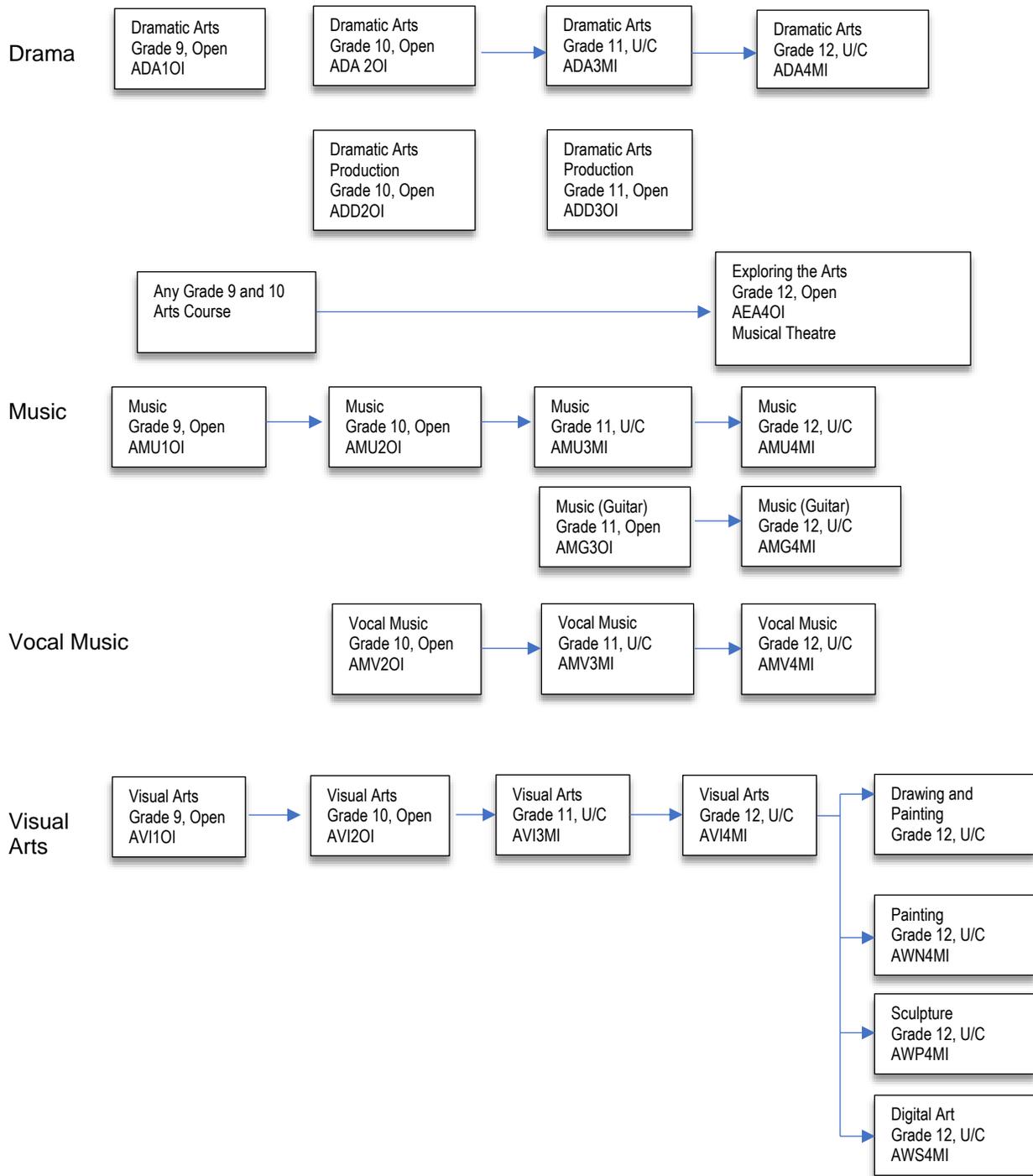
SUBJECT AREA	GRADE 9	GRADE 10	GRADE 11	Grade 12
ARTS (Drama, Dance, Music, Art)	ADA1OI AMU1OI AVI1OI	ADA2OI ADD2OI AMU2OI AMV2OI AVI2OI	ADA3MI AVI3MI ADD3OI ADD3MI AMG3OI AMU3MI AMV3MI	ADA4MI AWM4MI ADD4MI AWN4MI AMU4MI AWP4MI AMR4MI AWS4MI AMV4MI AMG4MI AVI4MI
BUSINESS STUDIES	BTT1OI	BBI2OI	BAF3MI BDI3CI	BOH4MI
CANADIAN and WORLD STUDIES (Geography, History, Economics, Law)	CGC1DI	CHC2DI CHC2PI CHC2LI CHV2OH (Civics)	CGF3MI CGG3OI CGT3OI CHW3MI CLU3MI	CGW4UI CHY4CI CGW4CI CHY4UI CGO4MI CIA4UI CHM4EI
ENGLISH	ENG1DI ENG1LI	ENG2DI ENG2PI ENG2LI	NBE3EI NBE3UI NBE3CI EMS3OI	ENG4UI EWC4UI ENG4CI EWC4CI ENG4EI OLC4OI
FRENCH AS A SECOND LANGUAGE	FSF1DI FIF1DI (Immersion)	FSF2DI FSF2PI FIF2DI (Immersion) CHV2OL/GLC2OL (Immersion)	FSF3UI FIF3UI (Immersion)	FSF4UI FIF4UI (Immersion)
GUIDANCE and CAREER EDUCATION	GLE1OI GLS1OI	GLC2OH (Careers) GLE2OI	GLE3OI	GLE4OI GLS4OI
HEALTH and PHYSICAL EDUCATION	PPL1OF PPL1OM	PPL2OF PPL2OM	PPL3OF PPL3OM	PLF4MI PAF4OI PPL4OM PSK4UI PPL4OF
INTERDISCIPLINARY STUDIES				IDC4UI
MATHEMATICS	MTH1WI MAT1LI	MPM2DI MFM2PI MAT2LI	MCR3UI MBF3CI MCF3MI MEL3EI	MCV4UI MCT4CI MHF4UI MAP4CI MDM4UI MEL4EI
INDIGENOUS STUDIES and OJIBWE	LNOAOI	LNOBOI NAC2OI	LNOCOI	LNODOI
SCIENCE	SNC1WI SNC1LI	SNC2DI SNC2PI SNC2LI	SBI3UI SBI3CI SCH3UI SPH3UI	SBI4UI SCH4CI SCH4UI SPH4CI SPH4UI
SOCIAL SCIENCES and HUMANITIES	HFN1OI		HPC3OI HFC3EI HQB3MI HFC3MI	HZT4UI HHS4UI HHS4CI HFL4EI
TECHNOLOGICAL EDUCATION (Broad-Based Technology, Computer Studies)	TIJ1OI	TCJ2OI ICS2OI TFJ2OI TDJ2OI TGJ2OI TMJ2OI TTJ2OI	ICS3CI TMJ3CI ICS3UI TMJ3EI TCJ3CI TTJ3CI TCJ3EI TTJ3OI TGJ3MI TWJ3EI TGJ3OI TDJ3MI	ICS4UI TCJ4CI TCJ4EI TTJ4CI TGJ4MI TTJ4EI TGJ4OI TWJ4EI

Cooperative Education – available to Grade 11 and 12 students only

- U – University preparation course
- M – University/college preparation course
- O – Open, Appropriate for all students regardless of post-senior destination
- C – College preparation course
- E – Workplace preparation course
- D – Academic level for Grade 9 or Grade 10
- P – Applied level for Grade 9 or Grade 10
- L – Locally Developed level for Grade 9 or Grade 10

The Arts

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



Drama

Dramatic Arts, Grade 9, Open, ADA1OI

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.

Dramatic Arts, Grade 10, Open, ADA2OI

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation and presentation of the drama and will analyze and reflect on the experience.

Prerequisite: None

Dramatic Arts, Production, Grade 10, Open, ADD2OI

This course will explore the various forms of technical theatre. The course will act as an introduction to the backstage workings of theatrical productions. Emphasis will be on lighting, sound, and stage management.

Prerequisite: None

Dramatic Arts, Grade 11, University/College Preparation ADA3MI *SHSM Major Credit

This course requires students to put together and perform dramatic presentations that deal with a variety of issues from the past and present. Students will analyze, interpret, and perform works of drama from various cultures, including Western plays from around 1900. Students will also do research on different acting styles and conventions for their presentations, create original works, and analyze the functions of playwright, director, actor, technician, and audience. This course includes Children's Theatre, Commedia Dell'Arte and one act plays.

Prerequisite: Dramatic Arts Grade 9 or 10, Open

Dramatic Arts, Grade 11, University/College Preparation, ADD3MI *SHSM Major Credit

This course is for students who are continuing to focus on the various technical forms and aspects within the theatre.

Prerequisite: Dramatic Arts, Grade 10, Open or Dramatic Arts, Production, Grade 10, Open

Dramatic Arts, Grade 12, University/College Preparation, ADA4MI *SHSM Major Credit

This course requires students to experiment with forms and conventions in dramatic literature, and to create/adapt and present dramatic works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods and apply their knowledge of these in analyzing and interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures. This course includes monologues, one act plays, creative journaling, modern theatre and a social issues play for public performance.

Prerequisite: Dramatic Arts, Grade 11, University/College Preparation

Musical Theatre: Exploring and Creating the Arts, Grade 12, Open, AEA4OI

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. Students will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society. *SHSM Major Credit

Prerequisite: None

(This course will be offered in the 2023-2024 school year.)

Emphasis Courses:

Dramatic Arts- Production, Grade 12, University/College Preparation, ADD4MI

This emphasis course may only be selected with teacher permission upon completion of ADA4MI. *SHSM Major Credit

Dramatic Arts- Musical Theatre, Grade 12, University/College Preparation, ADB4MI

This emphasis course may only be selected with teacher permission upon completion of AEA4OI. *SHSM Major Credit

Dramatic Arts- Production, Grade 11, Open, ADD3OI

With teacher approval, this emphasis course may be taken instead of AEA4OI if the student is focusing on the technical aspects of the Musical Theatre Production. *SHSM Major Credit

Music

Musical Theatre: Exploring and Creating the Arts, Grade 12, Open, AEA4OI *SHSM Major Credit

This course offers students the opportunity to explore connections between dance, drama, media arts, music, and/or visual arts. Students will use the creative process individually and/or collaboratively to produce integrated art works that draw on various disciplines, and they will critically analyze art works and determine how interpreting these works affects their own development. Students will develop responsible practices that are transferable beyond the classroom. Students will explore solutions to integrated arts challenges and discover that art is everywhere, influencing and reflecting society.

Prerequisite: None

(This course will be offered in the 2023-2024 school year.)



Music, Grade 9, Open, AMU1OI

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

Music, Grade 10, Open, AMU2OI

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Prerequisite: None

Music, Grade 11, University/College Preparation, AMU3MI *SHSM Major Credit

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

Prerequisite: Music, Grade 9 or 10, Open

Music, Grade 11, Open, AMG3OI (Guitar) *SHSM Major Credit

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in-groups, they will also plan, market, and produce music productions, marking use of appropriate technology, and will evaluate the results. *The focus on this course is instrumental-Guitar.*

Prerequisite: Music, Grade 9 or 10, Open

Music, Grade 12, University/College Preparation, AMU4MI *SHSM Major Credit

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

Prerequisite: Music, Grade 11, University/College Preparation or Open

Emphasis Courses:

Music-Repertoire, Grade 12, University/College Preparation, AMR4MI *SHSM Major Credit

This course can be taken with teacher permission upon completion of AMU4MI.

Music, Grade 12, University/College Preparation, AMG4MI (Guitar) *SHSM Major Credit

This course can be taken with teacher permission upon completion of AMG3OI.

Vocal Music

Vocal Music, Grade 10, Open, AMV2OI

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 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



Vocal Music, Grade 11, University/College, AMV3MI *SHSM Major Credit

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 analyzing 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: *Vocal Music, Grade 9 or 10, Open*

Vocal Music, Grade 12, University/College, AMV4MI

***SHSM Major Credit**

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 analyze how to apply skills developed in music to their life and careers.



Prerequisite: *Vocal Music, Grade 11, University/College Preparation* Rachel Shave

Visual Arts

Visual Arts, Grade 9, Open, AVI1OI

This course offers 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 through working with a range of media and techniques. They will learn and use methods of analysis and criticism and will study a selection of Canadian art and the art of other cultures. It includes drawing, photography, printmaking, and acrylic paint.

Visual Arts, Grade 10, Open, AVI2OI

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 processes. Students will also learn about the connections between works of art and their historical contexts. This course includes work with ink, watercolour, photography, and sculpture.

Visual Arts, Grade 11, University/College Preparation, AVI3MI *SHSM Major Credit

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world. It includes work with watercolour, oil pastel and acrylic paint.

Prerequisite: *Grade 9 or 10, Open*

Visual Arts, Grade 12, University/College Preparation, AVI4MI *SHSM Major Credit

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.

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

Drawing and Painting, Grade 12, University/College Preparation, AWM4MI *SHSM Major Credit

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. *The students will focus on improving their drawing skills through various drawing and painting medias. This is an excellent course for portfolio preparation for university and college programs.*

Recommended Preparation: AVI4M1 (may be taken concurrently). For further information, contact the art teacher.

Prerequisite: Visual Arts, Grade 12 University/College Preparation

Painting, Grade 12, University/College Preparation, AWN4MI *SHSM Major Credit

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 focus on improving their painting skills through various painting medias. Acrylic and watercolour paint will be used. This is an excellent course for portfolio preparation for university and college programs.*

Recommended Preparation: AWM4MI (may be taken concurrently). For further info, contact the art teacher.

Prerequisite: AVI4MI (may be taken concurrently)

Digital Art, Grade 12 University/College Preparation, AWS4MI

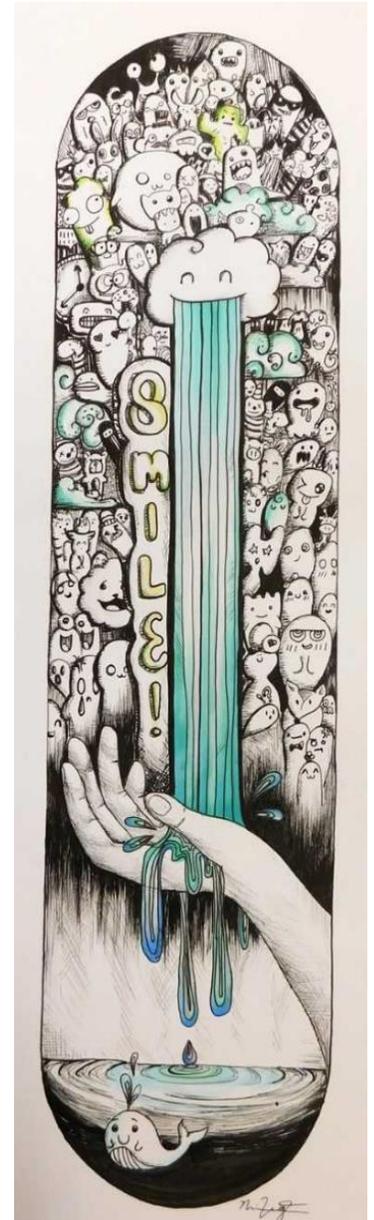
***SHSM Major Credit**

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 focus for this specialized course is the use of the computer to produce digital works of art. Adobe Photoshop and Adobe Illustrator are used extensively where emphasis is placed on elements and principles of design. A working knowledge of this software is needed for this course.*

Prerequisite: Visual Arts, Grade 12, University/College Preparation. Must have approval of the art teacher.

Sculpture, Grade 12 University/College Preparation, AWP4MI *SHSM Major Credit

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. *Students will focus on creating three-dimensional pieces that will help them expand their design skills. Both sculpture in the*



round, mixed media and relief work will be studied. This is an excellent choice for students considering any design or fine art related course at University or College (e.g., architecture, graphic design, fine art).

Prerequisite: AVI4MI (may be taken concurrently)

Business Studies

The Business flow chart below depicts movements from course to course with regards to prerequisites but does not include all possible movements form course to course.



Introduction to Information Technology in Business, Grade 9, Open, BTT1OI

This course introduces students to information 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 web-site 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 technology.

Introduction to Business, Grade 10, Open, BBI2OI

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

Prerequisite: None

Financial Accounting Fundamentals, Grade 11, University/College Preparation, BAF3MI

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

Entrepreneurship: The Venture, Grade 11, College Preparation, BDI3CI

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

and skills most often associated with successful entrepreneurs. **This course is being offered in 2024-2025 academic year but will not be offered in 2023-2024.**

Prerequisite: None

Marketing: Goods, Service, Events, Grade 11, College Preparation, BMI3CI

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer-buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. **This course is being offered in the 2023-2024 academic year but will not be offered in 2024-2025.**

Prerequisite: None

Business Leadership:

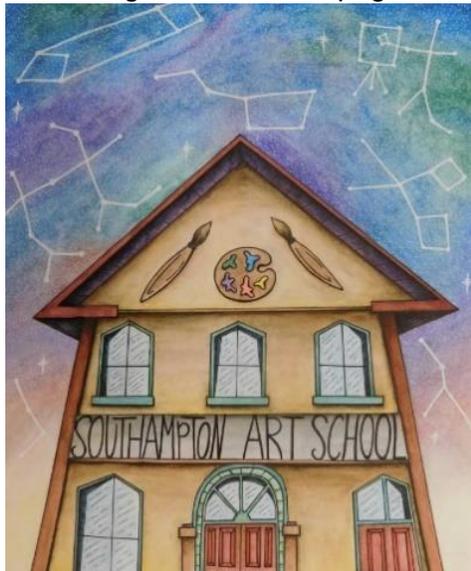
Management Fundamentals, Grade 12, University/College Preparation, BOH4MI *

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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 will be emphasized throughout the course.

Prerequisite: Any University, University/College, or College preparation course in Business Studies or Canadian World Studies

***Note: Due to the nature of an online course, developed reading and writing skills are necessary.**

For Computer Studies, see Technological Education, page B51.

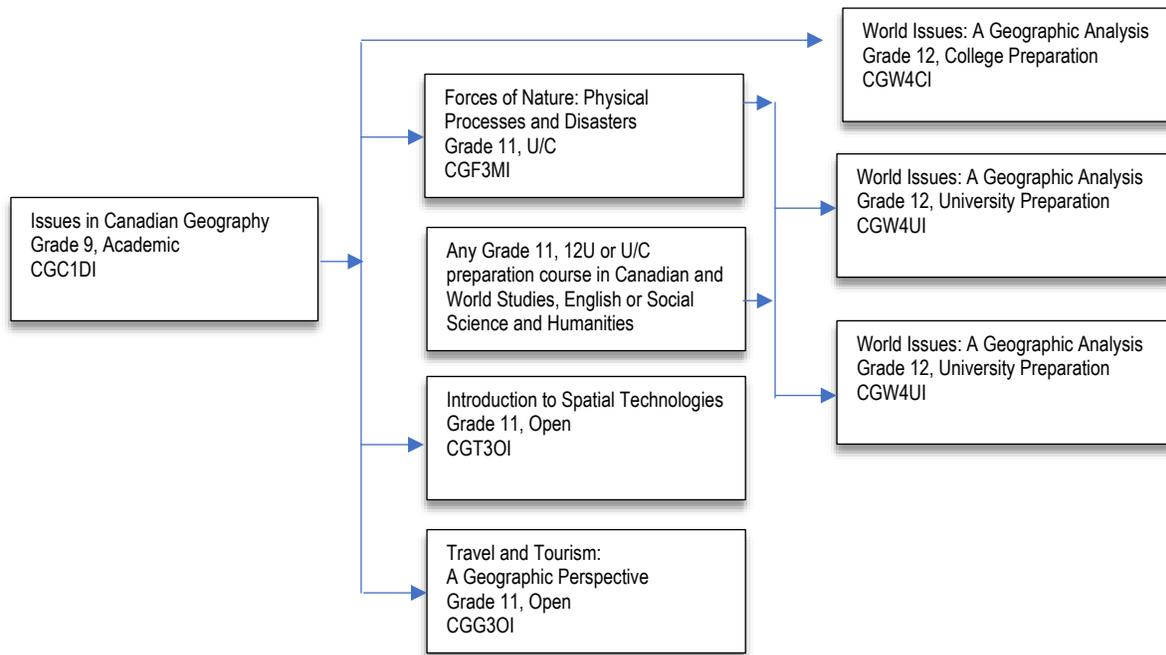


Mackenzie Kruderink

Canadian and World Studies/Geography

CANADIAN AND WORLD STUDIES - GEOGRAPHY

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



Issues in Canadian Geography, Grade 9, Academic CGC1DI

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 in which to live.

Prerequisite: None

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.

Forces of Nature: Physical Processes and Disasters, Grade 11 University/College Preparation CGF3MI

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

Four local field trips provide students with the opportunity to observe and analyze processes and patterns that have shaped our local geography – great material for the photo journal that serves as the I.S.U.

Grade 10 students should consider this course.

Prerequisite: CGC1DI

Travel and Tourism: A Geographic Perspective, Grade 11 Open CGG3OI

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.

Introduction to Spatial Technologies, Grade 11, Open, CGT3OI

This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting, and organizing data, and analyzing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized. Students will be working on a variety of community projects with a variety of community partners.

Prerequisite: CGC1DI.

Spatial Technologies in Action, Grade 12, University/College Preparation CGO4MI

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyze and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization.

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

World Issues: A Geographic Analysis, Grade 12 University Preparation CGW4UI

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

World Issues: A Geographic Analysis, Grade 12 College Preparation CGW4CI

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: CGC1DI

Canadian History since World War I, Grade 10 Academic CHC2DI

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. 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

Canadian History since World War I, Grade 10 Applied CHC2PI

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

World History to the End of the Fifteenth Century, Grade 11**University/College Preparation CHW3MI**

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. 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: CHC2DI or CHC2PI

Understanding Canadian Law, Grade 11 University/College Preparation CLU3MI

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

Prerequisite: CHC2DI or CHC2PI

Adventures in World History, Grade 12, Workplace Preparation, CHM4EI

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history. Possible units of study include monuments of civilization, natural disaster, the fashion of men and women, torture and execution, piracy, and mythology and religion.

Prerequisite: *CHC2DI, CHC2PI, or CHC2LI*

World History since the Fifteenth Century, Grade 12 University Preparation CHY4UI

This course traces major developments and events in world history since approximately 1450 CE. 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. CHW3MI is recommended.*

World History since the Fifteenth Century, Grade 12 College Preparation, CHY4CI

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*

Analyzing Current Economic Issues, Grade 12 University Preparation CIA4UI

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

Cooperative Education

As a transition from school to work, the Cooperative Education program allows for an exploration of career opportunities that suit the student's strengths, interests and needs, and enhances their preparation for future vocational and volunteer experiences. Linked to a successfully completed credit, Cooperative Education courses include classroom instruction (pre-placement and integration activities) and a placement component with one of an impressive variety of local employers. We are fortunate that these employers support the program by providing reach-ahead opportunities for students to apply and extend knowledge, while practicing and refining skills that meet workplace practices and standards.



Prerequisites for SDSS Cooperative Education:

- *16 years of age on or before September 1st*
- *Minimum of 16 credits earned before September 1st*
- *Complete an interview with a Cooperative Education teacher who will place emphasis on good attendance, positive behaviour, and effective work habits*

To apply for Co-op, put **ZCOOP** as one of your course selections and choose **eight** courses as if you were not applying for Co-op. A teacher will provide you with an application package and an interview will take place to determine suitability. Your timetable will then be arranged by Student Services to accommodate a work placement. Teachers will identify a potential placement, with the principal having final approval of suitable work sites.

Bruce Power Cooperative Education



Applicants should be advised that they be at least 16 years of age (18 years for most areas) with a strong background in English, Mathematics and Science. This is a package of up to four credits offered to all schools in BWDSB. Students selecting this package will be at Bruce Power all day for the semester. The opposite semester students may select other school credits at SDSS. Typical placements include engineering, mechanical maintainer, audio-visual, accounting, secretarial, security, fire prevention, radiation protection, lab technician.

Prerequisites:

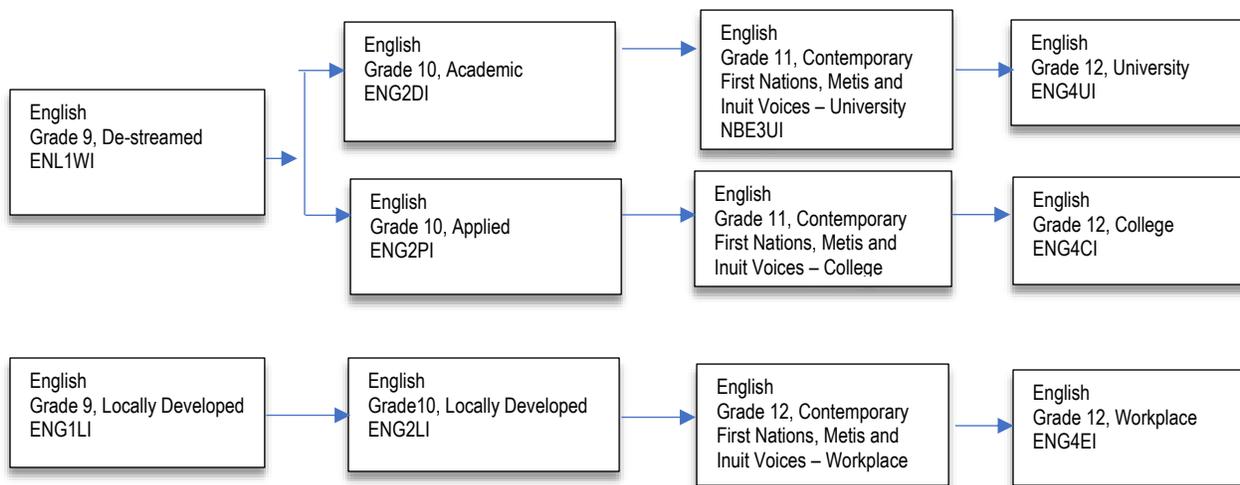
- *student in graduating year of school*
- *medical certificate (and compulsory school insurance)*
- *successful interview at Bruce Power, followed by security clearance*
- *good attendance record, maturity, and behaviour*

See Guidance for additional information. Also, see the “A” or “Common” section for additional Cooperative Education information.

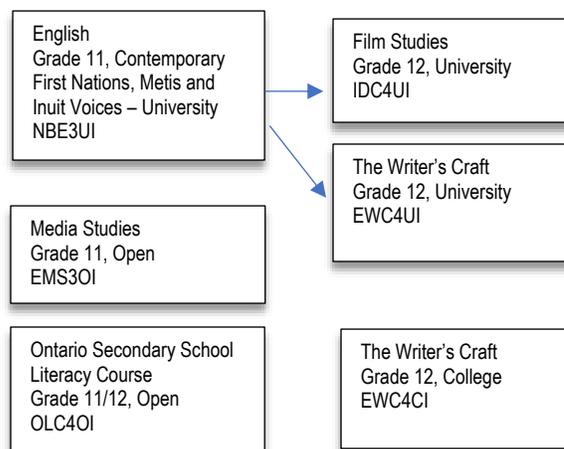
English

ENGLISH – COMPUSORY COURSES

The English Compulsory and Optional Credit Courses flow chart below depicts movements from course to course with regards to prerequisites but does not include all possible movements form course to course.



ENGLISH – OPTIONAL COURSES



Compulsory Courses

English, Grade 9, Locally Developed Compulsory, ENG1LI

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 10 locally developed course.

English, Grade 9, Academic, ENL1WI

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

English, Grade 10, Locally Developed, ENG2LI

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. This course is organized by strands that extend listening and speaking 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 speaking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: Any Grade 9 English credit

English, Grade 10, Academic, ENG2DI

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their senior school academic programs and in their daily lives. Students will analyze 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

English, Grade 10, Applied, ENG2PI

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in senior 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

English, Grade 11, Contemporary First Nations, Metis and Inuit Voices, University Preparation, NBE3UI

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

Prerequisite: ENG2DI

English, Grade 11, Contemporary First Nations, Metis and Inuit Voices, College Preparation, NBE3CI

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures.

In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.

Prerequisite: *ENG2PI or ENG2DI*

English, Grade 11, Contemporary First Nations, Metis and Inuit Voices, Workplace Preparation, NBE3EI

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course

Prerequisite: *Any Grade 10 English credit*

English, Grade 12, College Preparation, ENG4CI

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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: *NBE3CI, English, Grade 11, College Preparation*

English, Grade 12, Workplace Preparation, ENG4EI

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

Prerequisite: *Any Grade 11 English credit*

English, Grade 12, University Preparation, ENG4UI

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 analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: *ENG3UI*

Ontario Senior School Literacy, Grade 12, Open, OLC4OI

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

Eligibility – Students, who have been eligible to write the Ontario Senior School Literacy Test (OSSLT) at least once, and have been unsuccessful, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

Optional Courses

Media Studies, Grade 11, Open, EMS3OI

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: *ENG2PI or ENG2DI*

The Writer’s Craft, Grade 12, University Preparation, EWC4UI

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project.

Prerequisite: *ENG3UI*

The Writer’s Craft, Grade 12 College Preparation EWC4CI

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: *NBE3CI*

Film Studies, Grade 12, University Preparation, IDC4UI

This interdisciplinary course combines skills and expectations from English, Communications, and Arts curricula. It will further develop student knowledge of story structure, narrative, film structure, film genre, process, and technical production. The course aims to develop students’ skills so that they become adept in both interpreting and making films through the key understandings outlined below. Students will study a variety of film (including genres like drama, documentary, comedy, science fiction, and short film). Films are both analyzed thematically using film language, and produced using production schema, as students will learn the art of planning, blocking, scripting, filming, and editing within production units. Through the creative process, students will be encouraged to discover their own unique vision in creating short films.

Prerequisite: *ENG3UI, TGJ3MI or AVI3MI*

English as a Second Language

The availability of these courses is related to student demand.

English as a Second Language, multi-level, Open, ESLAO/BO/CO/DO

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.

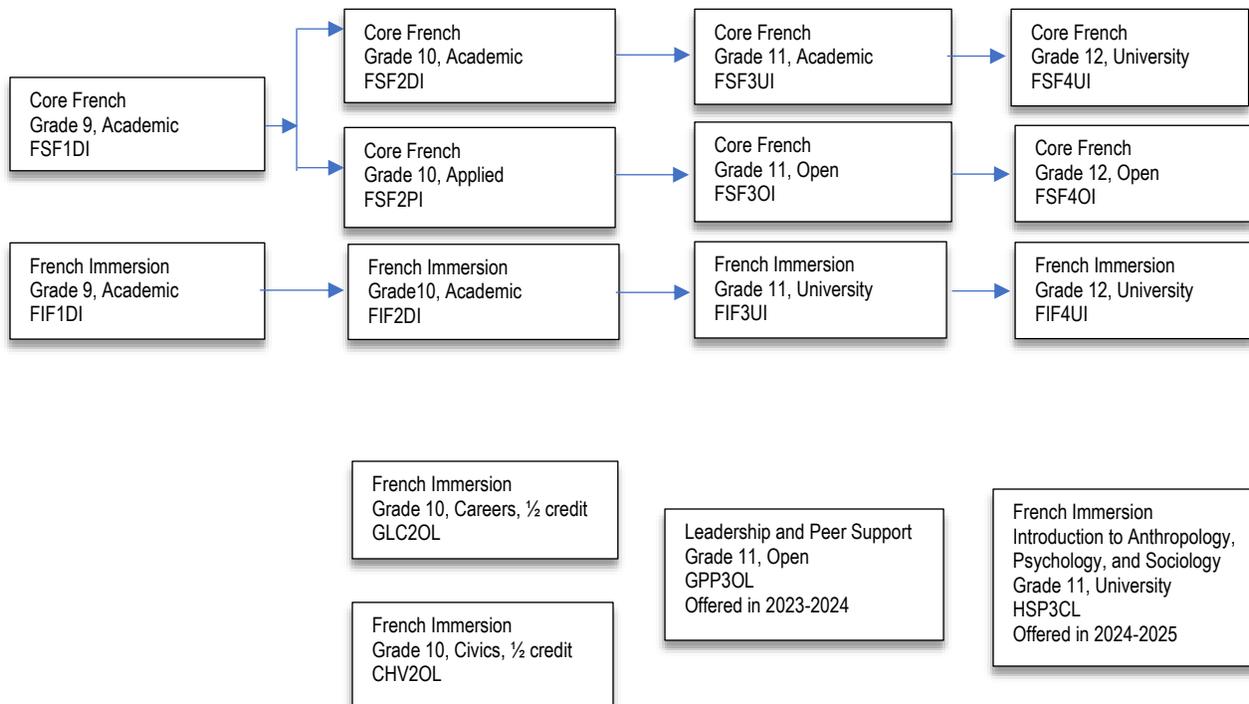
English Literacy Development, multi-level, Open, ELDAO/BO/CO/DO

This course is intended for English language learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; and use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

French

FRENCH AS A SECOND LANGUAGE

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



Core French

Core French, Grade 9 Academic FSF1DI

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop the skills necessary for life-long language learning.

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

Core French, Grade 10 Academic FSF2DI

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

Prerequisite: *FSF1DI*

Core French, Grade 10 Applied FSF2PI

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 life-long language learning.

Prerequisite: *FSF1DI*

Core French, Grade 11 University Preparation FSF3UI

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

Prerequisite: *FSF2DI*

Core French, Grade 12 University Preparation FSF4UI

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

Prerequisite: *FSF3UI*

Extended French Program/French Immersion Program

The aim of the Extended French program is to develop students' French-language knowledge and skills and to provide them with an understanding and appreciation of francophone culture in Canada and around the world. Students will take four Extended French language courses and three additional courses in other disciplines in which French is the language of instruction. By the end of the four-year program, if students have successfully completed the seven courses, they will receive an Extended French Certificate.

In 2022-2023, we may continue to offer some courses through the Blended Learning format. Students will have the option of pursuing a French Immersion Certificate that involves taking ten courses with French as the language of instruction.

French Immersion, Grade 9 Academic FIF1DI

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 Immersion French program. Students will enhance their knowledge of the French language and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Prerequisite: *Minimum of 3800 hours of elementary French instruction*

French Immersion, Grade 10 Academic, FIF2DI

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: *French Immersion, Grade 9, FIF1DI*

French Immersion, Grade 11 University Preparation FIF3UI

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*

French Immersion, Grade 12 University Preparation FIF4UI

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*

French Extended/Immersion, Leadership and Peer Support, Grade 11, Open GPP3OL

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. **This course is being offered in the 2023-2024 academic year.**

Prerequisite: *This course will be taught in French. FIF1DI is recommended.*

French Extended/Immersion, Introduction to Anthropology, Psychology, and Sociology, Grade 11 College Preparation HSP3CL

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. Students 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. **This course is being offered in the 2024-2025 school year.**

Prerequisite: *This course will be taught in French. FIF1DI is recommended.*

French Extended/Immersion, Grade 10, Careers, GLC2OL

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

This is a 0.5 credit. **This course will be offered in the 2022-2023 academic year.**

Prerequisite: *None. This course will be taught in French. FIF1DI is recommended.*

French Extended/Immersion, Grade 10, Civics, CHV2OL

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.

This is 0.5 credit. **This course will be offered in the 2022-2023 academic year.**

Prerequisite: *None. This course will be taught in French. FIF1DI is recommended.*

Guidance and Career Education

Career Studies Grade 10, Open, ½ credit GLC20H
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Learning Strategies 1: Skills for Success in Senior School, Grade 9 or 10, Open GLS1OI, GLE1OI, GLE2OI

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: For GLS1OI: none. For GLE1OI and GLE2OI: Recommendation of the Principal or Learning Resource Teacher.

Career Studies, Grade 10, Open, GLC20H

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

This is a 0.5 credit.

Prerequisite: None

Advanced Learning Strategies: Skills for Success After Senior School, Grade 11 or 12, Open, GLS4OI, GLE3OI, GLE4OI

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.

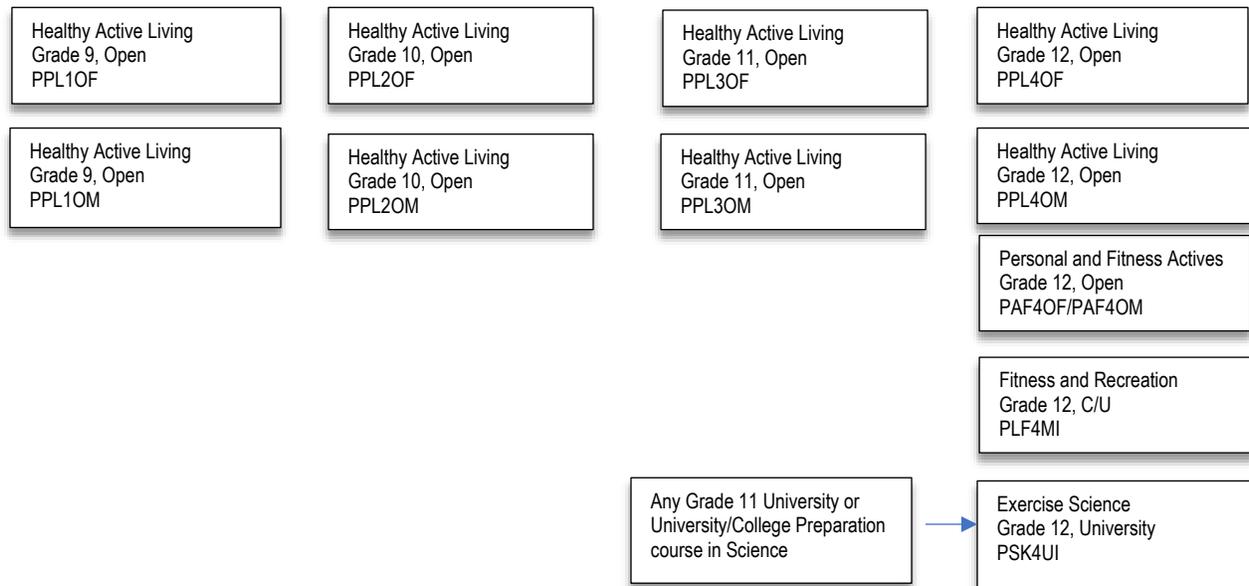
Prerequisite: For GLS4OI: none. For GLE3OI and GLE4OI: Recommendation of the Principal or Learning Resource Teacher.

Creating Opportunities through Co-op, DCO3OI, Grade 11, Open

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

Health and Physical Education

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



Healthy Active Living Education, Grade 9, Open, PPL10F (Girls) PPL10M (Boys)

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.

Healthy Active Living Education, Grade 10, Open, PPL20F (Girls) PPL20M (Boys)

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.

Healthy Active Living Education, Grade 11, Open, PPL30F (Girls) PPL30M (Boys)

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.

Personal and Fitness Activities, Grade 12, Open, PAF4OI (coed)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Some of the activities that this course offers to develop personal fitness are aerobics, weight training, aquatics, badminton, self-defense, cross-country skiing, biking, curling and yoga.

Healthy Active Living Education, Grade 12, Open, PPL4OF (Girls), PPL4OM (Boys)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. "Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected with others and develop their ability to think critically and creatively.



Recreation and Healthy Active Living Leadership, Grade 12, University/College, PLF4MI

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 course in health and physical education.*

Introductory Kinesiology, Grade 12, University Preparation, PSK4UI

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

Prerequisite: *Any Grade 11 University or University/College preparation course in science or any Grade 11 or Grade 12 course in health and physical education.*

Interdisciplinary Studies

Film Studies
Grade 12, University
IDC4UI

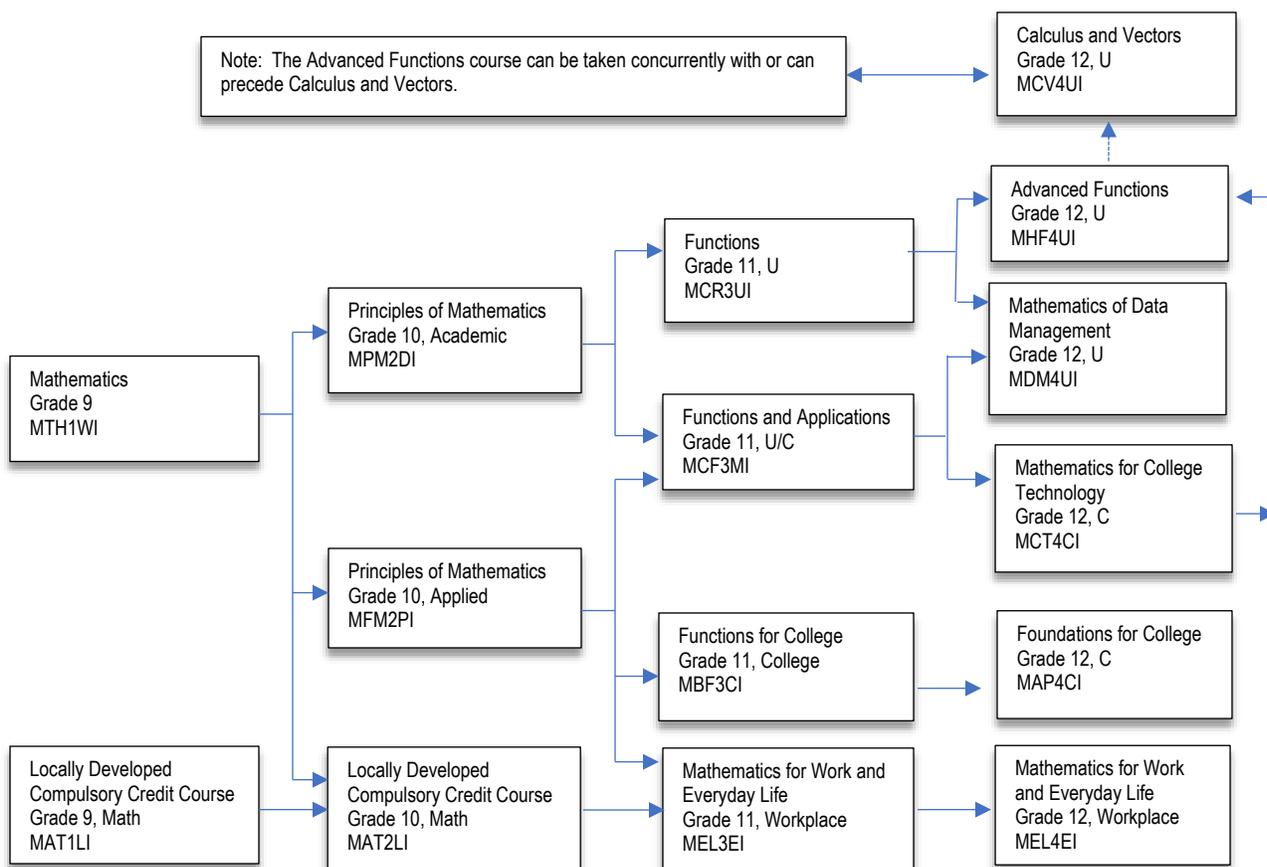
Film Studies, Grade 12, University Preparation, IDC4UI

This interdisciplinary course combines skills and expectations from English, Communications, and Arts curriculum. It will further develop student knowledge of story structure, narrative, film structure, film genre, process, and technical production. The course aims to develop students' skills so that they become adept in both interpreting and making films through the key understandings outlined below. Students will study a variety of film (including genres like drama, documentary, comedy, science fiction, and short film). Films are both analyzed thematically using film language, and produced using production schema, as students will learn the art of planning, blocking, scripting, filming, and editing within production units. Through the creative process, students will be encouraged to discover their own unique vision in creating short films.

Prerequisite: *English, Grade 11, University Preparation, TGJ3M1 or AVI3M*

Mathematics

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



In order to experience a higher chance of success, it is recommended that a student's final mark in the prerequisite course be greater than 60%.

Locally Developed Compulsory Credit Course, Mathematics, Grade 9, MAT1LI

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.

Mathematics, De-streamed, Grade 9, MTH1WI

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.

Locally Developed Compulsory Credit Course, Mathematics, Grade 10, MAT2LI

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. This 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

Principles of Mathematics, Grade 10, Academic, MPM2DI

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

Prerequisite: MTH1WI

Foundations of Mathematics, Grade 10, Applied, MFM2PI

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of

quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MTH1WI

Functions, Grade 11, University Preparation, MCR3UI

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.

This course is strongly recommended for students planning to study Calculus, MCV4UI, and is a prerequisite for students who plan to enroll in Advanced Functions, MHF4UI.

Prerequisite: MPM2DI

Functions and Applications, Grade 11, University/College Preparation, MCF3MI

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

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

Foundations for College Mathematics, Grade 11, College Preparation, MBF3CI

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 a measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: *Foundations of Mathematics, Grade 10, Applied, MFM2PI*

Mathematics for Everyday Life, Grade 11, Workplace Preparation, MEL3EI

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

Prerequisite: *Principles of Mathematics, Grade 9, or a ministry-approved locally developed Grade 10 mathematics course. MTH1WI or MAT2LI*

Calculus and Vectors, Grade 12, University Preparation, MCV4UI

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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: *Advanced Functions, Grade 12, University Preparation, MHF4UI*

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

Advanced Functions, Grade 12, University Prep, MHF4UI

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: *Functions, Grade 11, University Preparation, MCR3UI or Mathematics for College Technology, Grade 12, College Preparation*

Mathematics of Data Management, Grade 12, University Preparation, MDM4UI

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

Prerequisite: *Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation, MCR3UI or MCF3MI*

Mathematics for College Technology, Grade 12, College Preparation, MCT4CI

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

Prerequisite: *Functions and Applications, Grade 11, University/College Preparation or Functions, Grade 11, University Preparation, MCF3MI or MCR3UI*



Foundations for College Mathematics, Grade 12, College Preparation, MAP4CI

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

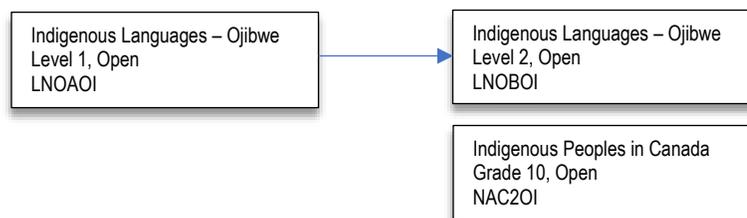
Prerequisite: *Foundations for College, Grade 11, College Preparation, MBF3CI*

Mathematics for Everyday Life, Grade 12, Workplace Preparation, MEL4EI

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

Prerequisite: *Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation, MEL3EI*

Indigenous Studies and Ojibwe



Indigenous Languages, Grade 9, Open, LNOAOI / LNOBOI (Level 2)/LNOCOI (Level 3)/LNODOI (Level 4)

This course will enable students to experience the unique respect for life that permeates Indigenous Languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical construction and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Indigenous Language Studies or demonstrates the required proficiency.

First Nations, Metis and Inuit Peoples in Canada, Grade 10, Open, NAC2OI

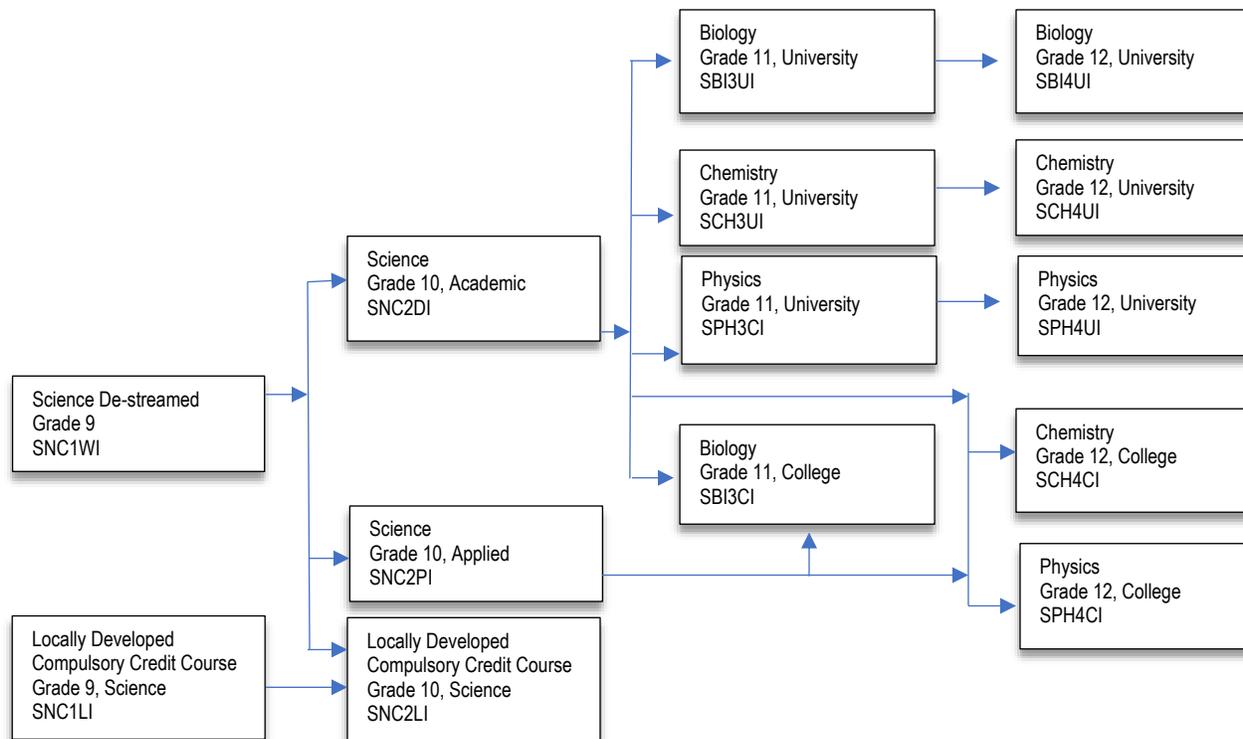
This course explores the histories of First Nations and Inuit in Canada from precontact, as well as Métis from their beginnings, to the present day. Students will examine the continuing impact of past social, cultural, economic, political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and



communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada.

Science

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



Science, Locally Developed Compulsory, Grade 9, SNC1LI

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students in everyday life, in the workplace and in the Science Grade 12 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.

Science, De-streamed, Grade 9, SNC1WI

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.

Science, Grade 10, Locally Developed, SNC2LI

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigations; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space explorations. A variety of hands-on activities assists students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

Prerequisite: *Any grade 9 science credit*

Science, Grade 10, Academic, SNC2DI

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*

Science, Grade 10, Applied, SNC2PI

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*

Biology, Grade 11, University Preparation, SBI3UI

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions 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*

Biology, Grade 11, College Preparation, SBI3CI

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*

Chemistry, Grade 11, University Preparation, SCH3UI

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

Physics, Grade 11, University Preparation, SPH3UI

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification, and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2DI

Biology, Grade 12, University Preparation, SBI4UI

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 Also **Recommended:** SCH3U

Chemistry, Grade 12, University Preparation, SCH4UI

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

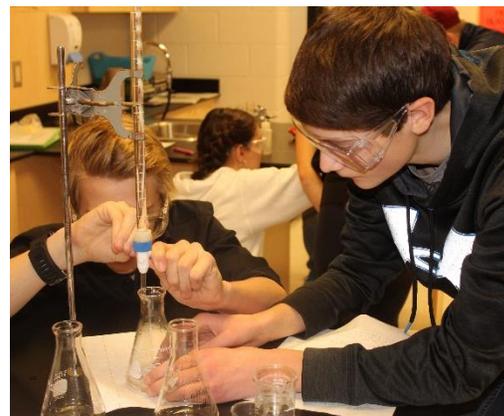
Chemistry, Grade 12, College Preparation, SCH4CI

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: SNC2PI or SNC2DI

Physics, Grade 12, University Preparation, SPH4UI

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 analyze, 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

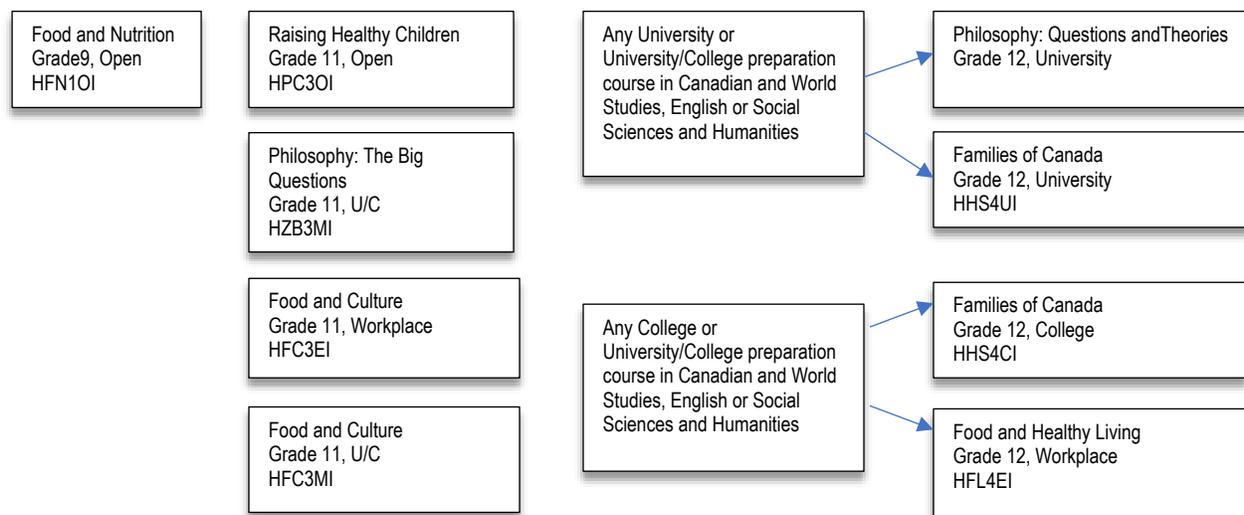
Physics, Grade 12, College Preparation, SPH4CI

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: SNC2PI or SNC2DI

Social Science and Humanities

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



Food and Nutrition, Grade 9 Open HFN1OI

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.



Food and Culture, Grade 11 Workplace Preparation HFC3EI

Hayley Swigger

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.

Prerequisite: None

Food and Culture, Grade 11 University/College Preparation HFC3MI

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.

Prerequisite: None

Raising Healthy Children, Grade 11 Open HPC3OI

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

Philosophy: The Big Questions, Grade 11 University/College Preparation HZB3MI

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyze the responses of philosophers to the big questions and formulate their own response to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Philosophy: Questions and Theories, Grade 12 University Preparation HZT4UI

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and 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.*

Families in Canada, Grade 12 College Preparation HHS4CI

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 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*

Families in Canada, Grade 12 University Preparation HHS4UI

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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.*

Food and Healthy Living, Grade 12 Workplace Preparation, HFL4EI

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.

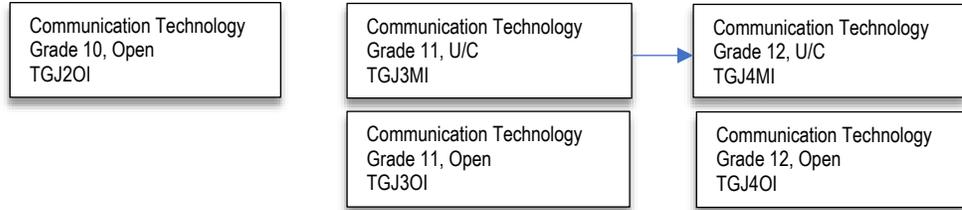
Prerequisite: *None*

Technological Education

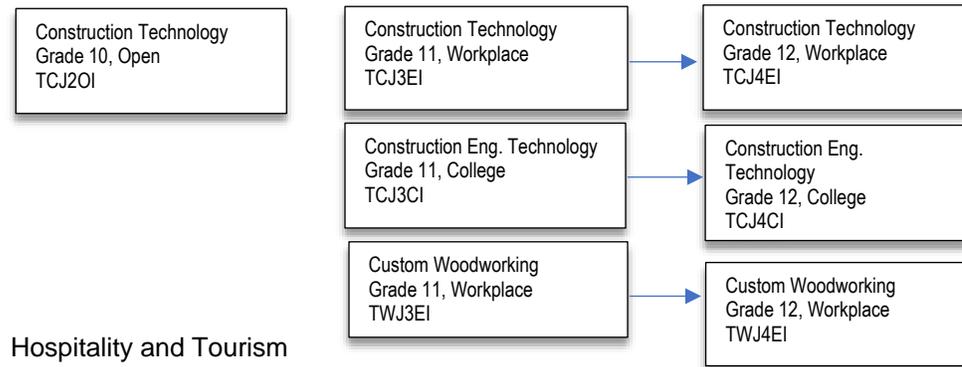
TECHNOLOGICAL EDUCATION: Part A, Broad-Based Technology

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

Computer Technology



Construction Technology

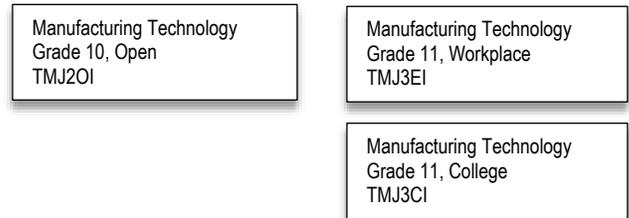


Exploring Technology
Grade 9, Open
TIJ1OI

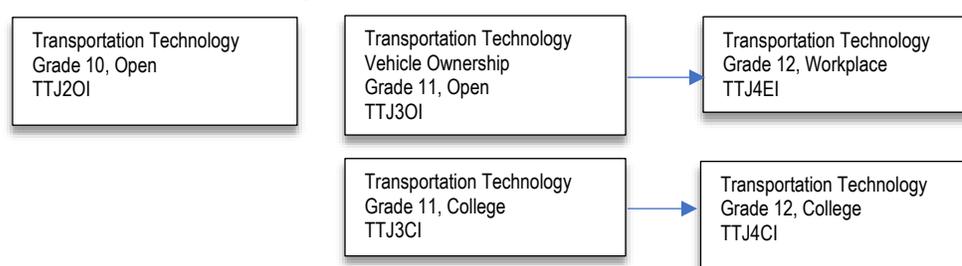
Hospitality and Tourism

Hospitality and Tourism
Grade 10, Open
TFJ2OI

Manufacturing and Technology



Transportation Technology



Technological Design



Broad-Based Technology

Exploring Technologies, Grade 9, Open, Rotation, TIJ1OI

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 senior and postsecondary education and training pathways leading to careers in technology-related fields. This course involves aspects of communications, construction, manufacturing, and transportation technologies.

Communications Technology

Communications Technology, Grade 10, Open, TGJ2OI

This course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio, and audio production, print and graphic communications, photography, 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 explore senior and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, Grade 11, University/College Preparation TGJ3MI

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

Communications Technology, Grade 11, Broadcast and Print Production, Open, TGJ3OI

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 senior and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation, TGJ4MI

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: *Communications Technology, Grade 11, University/College Preparation, TGJ3MI*

Communications Technology: Digital Imagery and Web Design, Grade 12, Open, TGJ4OI

This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modeling, 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*

Construction Technology

Construction Technology, Grade 10, Open, TCJ2OI

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 senior and postsecondary pathways leading to careers in the industry. Grade 10 Construction is a hands-on practical course that focuses on woodworking; students design and build small and large woodworking projects, furniture, and cabinets.

Prerequisite: *None*

Construction Engineering Technology, Grade 11, College Preparation TCJ3CI

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

Units of study may include construction safety, site layout and survey, blueprint reading, drafting, building code and bylaws, framing exterior finish drywall, interior finish, masonry, electrical, and plumbing.

Prerequisite: *None *SHSM Major Credit*

Construction Technology, Grade 11, Workplace Preparation, TCJ3EI *SHSM Major Credit

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating, and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology and explore postsecondary and career opportunities in the field. *Units of study may include construction safety, framing, exterior finish, drywall, masonry, electrical and plumbing.*

Prerequisite: *None*

Construction Engineering Technology, Grade 12, College Preparation, TCJ4CI

*SHSM Major Credit

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology and explore career opportunities in the field. *Units of study may include construction safety, site layout and survey, blueprint reading, drafting, building code and bylaws, framing, exterior finish, drywall, interior finish, masonry, electrical, and plumbing.*

Prerequisite: *Construction Engineering Technology, Grade 11, College Preparation, TCJ3CI*

Construction Technology, Grade 12, Workplace Preparation, TCJ4EI *SHSM Major Credit

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

Units of study may include construction safety, framing, exterior finish, drywall, interior finish, masonry, electrical, and plumbing.

Prerequisite: *Construction Technology, Grade 11, Workplace Preparation, TCJ3EI*

Custom Woodworking, Grade 11, Workplace Preparation, TWJ3EI *SHSM Major Credit

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

Prerequisite: *None*

Custom Woodworking, Grade 12 Workplace Preparation TWJ4EI *SHSM Major Credit

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

Prerequisite: *Custom Woodworking, Grade 11, Workplace Preparation, TWJ3EI*

Technological Design

Technological Design, Grade 10, Open, TDJ2OI

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 will learn about secondary and postsecondary education and training leading to careers in the field.

Prerequisite: None

Technological Design, Grade 11, University/College, TDJ3MI

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

Hospitality and Tourism

Hospitality and Tourism Technology, Grade 10, Open, TFJ2OI

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore senior and postsecondary pathways leading to careers in the tourism industry.

Prerequisite: None

Manufacturing Technology

Manufacturing Technology, Grade 10, Open, TMJ2OI

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 molding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about senior and post-senior pathways leading to careers in the industry.

Prerequisite: None

Manufacturing Technology, Grade 11, College Preparation, TMJ3CI *SHSM Major Credit

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

Manufacturing Technology, Grade 11, Workplace Preparation, TMJ3EI *SHSM Major Credit

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 senior school pathways that lead to careers in the industry.



Prerequisite: None

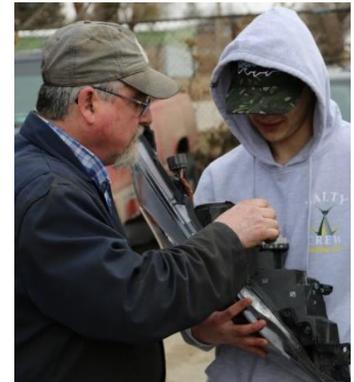
TRANSPORTATION TECHNOLOGY

Transportation Technology, Grade 10, Open, TTJ2OI

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 senior and postsecondary pathways leading to careers in the transportation industry. **Prerequisite:** None

Transportation Technology: Vehicle Ownership, Grade 11, Open, TTJ3OI

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

Transportation Technology, Grade 11, College Preparation, TTJ3CI

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

Transportation Technology, Grade 12, Workplace Preparation, TTJ4EI

This course introduces students to the 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 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: *Transportation Technology, Open Preparation, Grade 11, TTJ3OI*

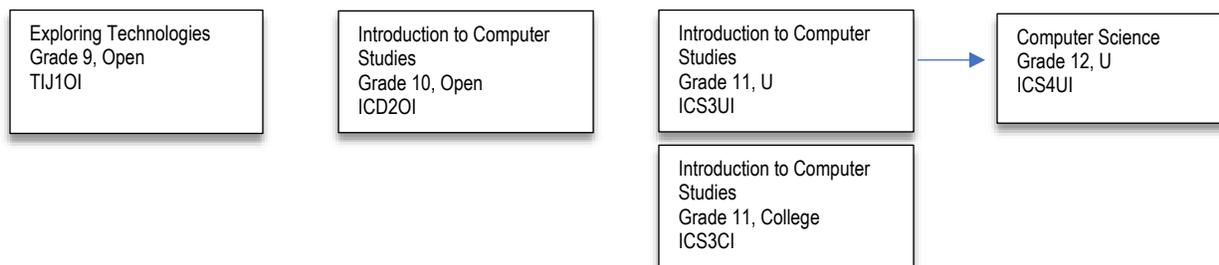
Transportation Technology, Grade 12, College Preparation, TTJ4CI

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: *Transportation Technology, College Preparation, Grade 11, TTJ3CI*

Technological Education: Part B, Computer Science

The technological ED. Part B flow chart below depicts movement from course to course with regard for prerequisites but does not include all possible movements from course to course.



Computer Studies

Digital Technology and Innovations in the Changing World, Grade 10, Open, ICD2OI

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

Prerequisite: *None*

Introduction to Computer Science, Grade 11, College Preparation, ICS3CI

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

Prerequisite: *None (It is recommended to have taken ICS2OI.)*

Introduction to Computer Science, Grade 11, University Preparation, ICS3UI

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying

the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: *None (It is recommended to have taken ICS201.)*

Computer Science, Grade 12 University Preparation, ICS4UI

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 analyze 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: *Introduction to Computer Science, Grade 11, University Preparation, ICS3UI*

SAUGEEN DISTRICT SENIOR SCHOOL

SPECIALIST HIGH SKILLS MAJOR



Ontario.ca/SHSM

CONSTRUCTION

Are you interested in:

- Real world experiences?
- Exploring a variety of occupations in the Construction field?
- Gaining valuable career advice?
- Connecting with future employers?
- Earning valuable certifications and training that employers look for?



The Ministry of Education is providing enhanced funding for SDSS for this program.

SUMMARY OF BENEFITS:

- ✓ **FREE** sector specific field trips and workshops
- ✓ **FREE** Certification in CPR and AED, Basic Standard First Aid, Working Heights with IHSA, General Construction Health and Safety, and WHMIS training
- ✓ **Red Seal** on your high school diploma, recognized by some post-secondary schools with **bursaries**.
- ✓ Specialized training and skills giving you an extra edge in the job market.

NEED MORE INFORMATION:

TALK TO:
THE GUIDANCE DEPARTMENT

SPECIALIST HIGH SKILLS MAJOR CONSTRUCTION

SAUGEEN DISTRICT SENIOR SCHOOL

CONSTRUCTION COURSE BUNDLES



SHSM Pathway Chart – Construction (9 or 10 credits in total)

SHSM Major Subjects (4 required; minimum of one per grade) *							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
TCJ 3E	TCJ 4E	TCJ 3C	TCJ 4C			TCJ 3E	TCJ 4E
TCJ 3C	TCJ 4C	TMJ 3C	TMJ 4C			TCC 3E	TCC 4E
TCC 3E	TCC 4E	TDJ 3M	TDJ 4M			TCE 3E	TCE 4E
TCE 3E	TCE 4E					TMJ 3E	TMJ 4E
TMJ 3E	TMJ 4E					TWJ 3E	TWJ 4E
TMJ 3C	TMJ 4C						
TWJ 3E	TWJ 4E						
English (1 required)							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
ENG 3E	ENG 4E	ENG 3C	ENG 4C	ENG 3U	ENG 4U	ENG 3E	ENG 4E
NBE 3E	ENG 4C	NBE 3C				NBE 3E	OLC 4O
NBE 3C	OLC 4O						
Math (1 required for Workplace / 2 required for all other pathways)							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
MCF 3M	MAP 4C	MCF 3M	MAP 4C	MCR 3U	MHF 4U	MEL 3E	MEL 4E
MBF 3C	MCT 4C	MBF 3C	MCT 4C	MCF 3M	MDM 4U		
Business Studies or Science (1 required) *							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
BDI 3C	SPH 4C	BAF 3M	BAT 4M	BAF 3M	BAT 4M		OLC 4O
BMI 3C	SCH 4C	BDI 3C	BOH 4M	SPH 3U	BOH 4M		MEL 4E
SBI 3C		BMI 3C	SPH 4C	SBI 3U			GLE 4O
		SBI 3C	SCH 4C	SCH3U			or GLS 4O
Co-op Credits in the sector (2 required)							
*1 credit may be substituted with an additional co-op credit in the sector							

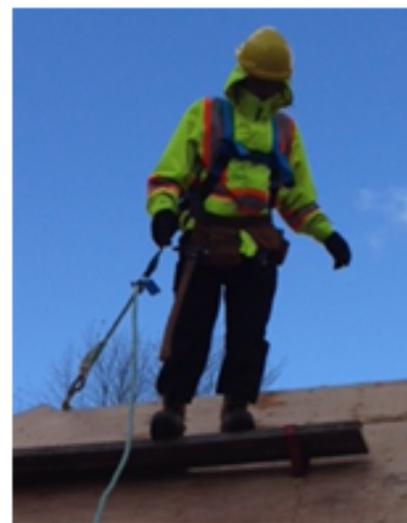
FOR DETAILS, PLEASE TALK TO :
THE GUIDANCE DEPARTMENT
OR
MR. ALLEN RAMSAY

Why join SHSM construction?

- ✓ Students will be part of an offsite construction team
- ✓ Students will have opportunity to achieve certifications beyond the five compulsory

OTHER POSSIBLE AREAS OF STUDY

- Electrical
- Drywall
- Plumbing
- Framing
- Roofing
- Landscape Construction
- Woodworking
- Cabinetry
- Masonry



SPECIALIST HIGH SKILLS MAJOR ARTS & CULTURE

SAUGEEN DISTRICT SECONDARY SCHOOL

According to the Canada Council for the Arts, arts and culture are essential elements in the new global economy - not only for their entertainment value but also for the skills that develop in individuals.

Participating in an Arts & Culture SHSM will provide students with an opportunity to start developing the skills necessary for future careers in a wide variety of arts and culture related fields.

The SHSM Arts and Culture enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeships

SHSM Pathway Chart – Arts and Culture (8 credits in total)

SHSM Major Subjects (4 required; minimum of one per grade) *							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
ADA 30	AEA 40	ADA 3M	ADA 4M	ADA 3M	ADA 4M	ADD 30	AEA 40
AMV 30	TGJ 40	AMU 3M	ADB 4M	AMU 3M	ADB 4M	AMV 30	ADD 40
AMG 30		AMV 3M	ADD 4M	AMV 3M	ADD 4M	AMG 30	TGJ 40
TGJ 30		AVI 3M	AMU 4M	AVI 3M	AMU 4M	TGJ 30	
		TGJ 3M	AMR 4M	TGJ 3M	AMR 4M		
			AMV 4M		AMV 4M		
			AVI 4M		A5M 4M		
			AWP 4M		AVI 4M		
			AW5 4M		AWP 4M		
			AWM 4M		AW5 4M		
			AWN 4M		AWM 4M		
			TGJ 4M		AWN 4M		
					IDC 4U		
					TGJ 4M		
English (1 required)							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
	ENG4E		ENG4C		ENG4U		ENG4E
	ENG4C						OLC4O
	OLC4O						
Business Studies or Canadian and World Studies (1 required) *							
Apprenticeship		College		University		Workplace	
11	12	11	12	11	12	11	12
BDI 3C	CHM 4E	BDI 3C	BAT 4M	BDI 3C	BAT 4M	BDI 3C	OLC 4O
BMI 3C	CHY 4C	BMI 3C	BOH 4M	BMI 3C	BOH 4M	BMI 3C	GLE 4O
CGT 3O		BAF 3M	CHY 4C	BAF 3M	CGW 4U	CGT 3O	or
		CHW 3M	CGO 4M	CHW 3M	CHY 4U		GLS 4O
		CLU 3M		CLU 3M	CGO 4M		MEL 4E
		CGF 3M		CGF 3M			CHM 4E
Co-op Credits in the sector (2 required)							
*1 credit may be substituted with an additional co-op credit in the sector							



WHAT IS SHSM?

The Specialist High Skills Major program in Arts and Culture is an exciting opportunity for Grade 11 and 12 students that involves:

A bundle of 4 Major Arts & Culture credits in any combination of Gr. 11 and 12: **Drama, Music, Visual Art, Dance, Musical Theatre & Theatre Tech courses.**

- **2 Elective Courses:** one English and one Business or Canadian and World Studies
- **3 compulsory and 3 elective certifications** (Free for registered students)
- **2 Cooperative Education credits in the sector.**



What is SHSM?

The Specialist High Skills Major program in Agriculture is an exciting opportunity for Grade 11 and 12 students that involves:

-A bundle of 4 core credits that are timetabled as a one semester package at CDCS

Animal Science, Livestock Production, Greenhouse Science, Agricultural Business and Crop Production

- Three other required credits (One in English, one in Math and once credit in Science or Business Studies)

- Two Cooperative Education credits in the sector.

-Four compulsory and three elective certifications (Free for registered students)

WHY JOIN SHSM AGRICULTURE?

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

The SHSM program includes:

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

Developmental Learning Centre

The non-credit courses below are eligible for a Certificate of Achievement only and not an Ontario Secondary School Diploma or Ontario Secondary School Certificate. They are intended to prepare the students to become participating members of our community.

Core Programs May Include:

KAL	Creative Arts for Enjoyment and Expression, Non-Credit
KCW	Exploring our Environment, Non-Credit
KEN	Language and Communication Development, Non-Credit
KGL	Personal Life Skills, Non-Credit
KGW	Exploring the World of Work, Non-Credit
KHD	Social Skills Development, Non-Credit
KHI	Culinary Skills, Non-Credit
KMM	Numeracy and Numbers, Non-Credit
KPF	Personal Health and Fitness, Non-Credit
KPH	Choice Making for Healthy Living, Non-Credit
KSN	Exploring our Environment, Non-Credit

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

Course Descriptions:

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

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

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

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

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

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

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

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

KPF – PERSONAL HEALTH AND FITNESS: This non-credit course focuses on personal health and fitness, including strength and flexibility exercises related to individual physiotherapy programs. The students will participate in group games and team sports as part of training for Ontario Special Olympics events such as bowling, swimming, and track and field.

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

KSN – EXPLORING OUR ENVIRONMENT: This non-credit course provides instruction in basic tech skills and is designed to meet individual needs. Students will be exposed to small machinery, shop safety, communication skills, group and team building skills. Students will participate in various school-based tasks.



MyBlueprint



Saugeen District Senior School has partnered with **myBlueprint** to provide your child with an engaging and interactive online education and career planning program.

myBlueprint Education Planner (7-12) includes a number of beneficial resources to support your child as they progress through high school, including:

- ✓ **Who Am I** – 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility)
- ✓ **High School** – A tool to visually plan courses, track progress toward graduation, and instantly identify post-senior eligibility for opportunities in all pathways
- ✓ **Postsecondary** – A database to explore postsecondary opportunities and compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Goals** – An interactive goal setting tool to set S.M.A.R.T. goals and action plans
- ✓ **Occupations** – A database of over 500 occupations to compare comprehensive information on jobs
- ✓ **Resumes and Cover Letters** – Interactive tools to record personal experiences, build resumes and write cover letters
- ✓ **Money** – An engaging budget-making tool to help students track income and expenses and develop financial literacy
- ✓ **Job Search** – A tool to explore real-world job postings that relate to occupations of interest
- ✓ **Portfolios** – A portfolio builder to create multiple portfolios and share it with parents, teachers, or future employers

To explore the features of myBlueprint, you can create a **Parent Account** and link to your child's account. With direct access from home, you can get more informed and involved with your child's education and support your child in making the most informed decisions for their future.

To create your **Parent Account**, follow these simple steps:

1. Visit www.myBlueprint.ca/bluewater
2. Click **Sign Up** at the top right corner
3. Enter your child's school Activation Key **Saugeen1** and click **Create Account**
4. Click **Not a Student? Teachers, Counsellors, and Parents sign up here**
5. Select **Parent/Guardian/Advisor**
6. Fill out the sign up form

We encourage you to get started today!

If you have any questions, please contact the guidance department.