Course Calendar
2021-2022

GEORGIAN BAY COMMUNITY SCHOOL

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BLUEWATER DISTRICT SCHOOL BOARD

2021-2022
Common Course Calendar
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Common Section A

USING THE COURSE CALENDAR

General Information

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

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

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

Ontario Scholar

Upon graduation from high school, a student may be designated an Ontario Scholar if he or she satisfies ***both*** of the following requirements: he or she obtains an aggregate of at least 480 marks in any combination of ministry-approved, Grade 12 level courses that provide a total of six credits; and, he or she has been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year. For more information on the Ontario Scholar designation, go to www.edu.gov.on.ca/extra/eng/ppm/53.html

Board Vision 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:

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

In addition, students must complete:

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

Plus one credit from each of the following groups:

1	**Group 1:** • English of French as a Second Language** • a Native Language • a Classical or International Language • Social Sciences and the Humanities • Canadian and World Studies • Guidance and Career Education • Cooperative Education***
1	**Group 2:** • Health and Physical Education • The Arts • Business Studies • French as a Second Language** • Cooperative Education***
1	**Group 3:** • Science (Grade 11 or 12) • Technological Education • French as a Second Language** • Computer Studies • Cooperative Education***

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

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

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

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

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

SAFE SCHOOL POLICY

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

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

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

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

STUDENT SUCCESS TEAMS

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

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

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

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

Each secondary school has a dedicated Student Success teacher. This teacher performs key roles in looking at course offerings, and curricular supports to help students. Credit recovery is also an option for many of our students who previously failed a credit.
www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html

Specialist High Skills Major

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

What is a Specialist High Skills Major (SHSM)?

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

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.

Agriculture
Regional program open to students at the Chesley District Community School satellite campus

Arts and Culture
Grey Highlands Secondary School
Owen Sound District Secondary School
Saugeen District Senior School

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

Environment
Bruce Peninsula District School
Georgian Bay Community School
Grey Highlands Secondary School
Owen Sound District Secondary

Health and Wellness
Georgian Bay Community School
Owen Sound District Secondary School
Walkerton District Community School

Horticulture and Landscaping
Grey Highlands Secondary School

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

Information and Communication Technology
John Diefenbaker Senior School
Walkerton District Community School

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

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





SPECIALIST HIGH SKILLS MAJOR
SHSM
Ontario.ca/SHSM

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

www.bwdsb.on.ca

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

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

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

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

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

Grade 8-9 Transition

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

As part of our transition program, every secondary school in Bluewater welcomes Grade 9s to their school by linking them with senior mentors who guide them through their first year in secondary school. This connection begins on the first day of school, and continues throughout a student's Grade 9 year.

Ontario Youth Apprenticeship Program (OYAP)

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

To begin an apprenticeship, students must

- have completed 16 credits and be enrolled full-time in school and be at least 16 years of age
- have acceptable attendance records
- apply for a Cooperative Education course

- demonstrate competencies in Math, English, Science, and Technological Studies
- be responsible for his or her own transportation to and from the worksite

For more information contact:
Dave Barrett at oyap@bwdsb.on.ca or 519-363-2014

Bruce Power Cooperative Education Program

Prerequisite: 16 years of age for all placements.

Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college or university.
The program offers a wide range of placements including business (accounting, communications, human resources, marketing, office administration), engineering, fire/emergency response, information technology, nuclear power careers, security, and skilled trades (electrical, mechanical, transportation).
A separate application (March deadline) and interview at Bruce Power are required. Program participation is also dependent upon Bruce Power security clearance.

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

Militia Cooperative Education Program

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

To start the process you must meet the minimum requirements:

- Be a Canadian Citizen
- Be 16 years of age, with parent or guardian consent
- Have 15 high school credits
- Have no obligation to the legal system

What are the steps to apply?

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

Online Learning – eLearning Ontario (eLO)

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

Summer School

Summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course or to take transfer courses. *Contact your guidance teacher/counsellor for further details.*
https://www.bwdsb.on.ca/programs/summer_school

Dual Credit Program

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

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

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

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

The Georgia College OYAP Dual Credit – Level 1 Cook program The Georgian College OYAP Dual Credit – Level 1 General Carpentry program are a combination of co-op education and Level 1 Apprenticeship training at the Owen Sound Campus of Georgían College. 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.

Prior Learning and Assessment for Mature Students

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

For more information contact:
Jodi McDonald at Jodi_mcdonald@bwdsb.on.ca or 519-363-2014

French Immersion

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

Bluewater offers two certifications:

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

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

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

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

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

Native Studies

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

COMMUNITY INVOLVEMENT ACTIVITIES

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will log their hours on the Hour Republic (hourrepublic.com) website in accordance with the *Secondary Student Community Involvement Guidelines*. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.
www.edu.gov.on.ca/extra/eng/ppm/124a.html

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

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

Adjudication Process

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

Accommodations

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review

Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the Ontario Secondary School Literacy Test must not be altered.

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

If a parent or an adult student requests a deferral, the principal will determine whether 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
A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.
For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 105)*

SUBSTITUTIONS FOR COMPULSORY COURSES

Upon the approval of the principal, up to three substitutions may be made for compulsory courses where it is deemed the student's educational interests are best served by such a substitution. Either the parent or the principal may initiate a request. Substitutions may only be made from a list of courses considered to be compulsory. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 67)*

THIRTY-FOUR CREDIT THRESHOLD

All secondary schools are encouraged to meet individually with current 4th year students who are planning to return for a 5th year of secondary school and complete pathways planning. The school will plan with students to meet their educational goals within 34 credits. Where this is not possible, schools will explore all options available to students beyond simply returning to secondary school for credits. This could include eLearning, Credit Recovery, summer school, etc.

34 Credit Threshold Guidelines

- Students will not be charged for courses above the 34 credit threshold
- If a student successfully completes a credit course more than once (e.g., to upgrade marks) each successful completion will count toward the 34 credit total
- 5th year students returning for more than 34 credits **may be part-time**

Student Exemptions:

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

Credit Course Exemptions:

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

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

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

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

TYPES OF COURSES

Academic Courses and Applied Courses in Grades 9 and 10

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

Locally Developed Courses

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

Open Courses in Grades 9 and 10

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

Grade 11 and 12 Destination Courses

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

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

Workplace Preparation Courses

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

University Preparation Courses

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

independent learning skills. Students will also be required to demonstrate that they have developed these skills.

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

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

Curriculum documents are available on the Ministry of Education website:
www.edu.gov.on.ca/eng/curriculum/secondary/index.html
Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

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

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

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

The first number indicates the grade level:
1 – Grade 9
2 – Grade 10
3 – Grade 11
4 – Grade 12

The letter following the first number indicates the nature of the course type or level of difficulty:
D – Academic
P – Applied
L – Locally Developed
O – Open

E – Workplace Destination
U – University Destination
C – College Destination
M – College or University Destination

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

Transfer Courses
A transfer course is a .5 credit course that bridges the gap between courses of two different levels in the same subject. Students who revise their educational and career goals and who wish to change from one level of a course in a particular subject but lack the prerequisite course may do so by taking a transfer course.

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

PROCEDURES FOR CHANGING COURSES

Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system.
A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required**.**

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

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

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

It is possible to move between the Academic and Applied levels in Grade 9 and 10 without taking a transfer course. *The exception is Grade 10 academic mathematics which requires a half-credit transfer course when moving from Grade 9 applied*. Many courses in Grades 11 and 12 have prerequisites which must be met before admission to the course is normally granted. Students and parents/guardians should consider prerequisites very carefully so that the highest degree of programming flexibility can be maintained as the student moves from year to year.

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

OPTIONAL PROGRAMMING

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

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

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

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

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

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

Private Study
Students may be permitted to take one or more courses where a) the student is deemed to have valid reasons for not attending classes or b) the school does not offer the course. The school must be willing to monitor the student's progress and evaluate the student's work. ILC courses may form part of the private study program.

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

PROGRAMS BEYOND YOUR HOME SCHOOL

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

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

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

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

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

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

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

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

THE ACHIEVEMENT CHART

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

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

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

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 *(for Grade 9 and 10 courses only)*

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

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

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

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

- **70% of the grade will be based on assessments and evaluations conducted throughout the course**
- **30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course**

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

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

The PLAR process is not an independent study nor does it involve classroom teachers in any way.
For additional information on PLAR, check out:
https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links*, contact the principal at your school, or go to:* www.edu.gov.on.ca/extra/eng/ppm/129.html

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

A student's parents/guardians, or students who are adults (18 years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance.
A principal may also initiate consideration of whether a special indicator should be added. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

FORMS OF EXPERIENTIAL LEARNING

Introduction

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

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

Job Shadowing and Job Twinning 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-Work Transition Program

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

SPECIAL EDUCATION

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

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

When an IPRC identifies a student as exceptional:

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

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

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

of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents.

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

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

Secondary schools may:

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

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

For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal and/or go to:
https://www.bwdsb.on.ca/departments/learning_services_-_student_support/seac_resources

For further information on Ministry of Education Special Education guidelines go to:
www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

For access to Bluewater's Special Education Parent Guide go to: Special Education Parent Guide

ENGLISH LANGUAGE LEARNERS

Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students.
www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 35)*
www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

SPECIAL PROGRAMMING PATHWAYS

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

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

- reach the standards needed for success in Applied or Academic Grade 9 courses

or

- continue into Locally Developed Grade 10 courses and then to Workplace Destination courses working toward achieving an Ontario Secondary School Diploma (30 credits, 18 of which are compulsory) and moving from school to work or college, or apprenticeship

or

- continue taking courses that will lead to achieving an Ontario Secondary School Certificate (minimum of 14 credits, 7 of which are compulsory)

or

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

Individual Program Plan (IPP)

Starting in Grade 7, students begin to document what they learn in the Education and Career/Life Planning Program in an Individual Pathways Plan (IPP). The IPP becomes the primary planning tool that students use as they proceed through school towards their initial postsecondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.
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
Bluewater District School Board will be offering several courses through eLearning. Below is a list of the potential courses offered:

Business Studies
BAF3M *Introduction to Accounting*
BAT4M *Accounting*
BOH4M *Business Leadership*
Canadian & World Studies
CHY4U *World History*
CLN4U *Canadian and International Law*
English
EWC4C *Writer's Craft*
EWC4U *Writer's Craft*
Mathematics
MCT4C *Math for College Technology*
MCV4U *Calculus & Vectors*
MDM4U *Data Management*
Science
SCH4C *Chemistry*
SCH4U *Chemistry*
SPH4C *Physics*
SPH4U *Physics*
Social Sciences & Humanities
HZT4U *Philosophy*

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

GEORGIAN BAY COMMUNITY SCHOOL
2021-2022
Section B

Table of Contents

Welcome to Georgian Bay Community School

Situated beside the Niagara Escarpment on the shores of Georgian Bay in the heart of apple country with dynamic tourism, Georgian Bay Community School offers an excellent composite educational facility. We combine a rural family-like atmosphere with the opportunities provided by larger schools as evidenced by our wide variety of academic, vocational and co-curricular activities. Students attending our school benefit from the philosophy that," it takes a village to raise a child."

At Georgian Bay Community School, eight credits can be scheduled in any one year. Our school is a semestered school, with four courses offered from September to January and four courses from February to June. Students have the opportunity to participate in special programming. We offer four Specialist High Skills Majors in Construction, Health and Wellness, Environment and Transportation. We also offer a four credit Outdoor Education program called Pursuits. Final examinations are in January and June for most courses. We have an exceptional number of awards for students of all grades and levels.

Our athletic program involves approximately half the student body participating in a wide range of sports, and involves many staff members as coaches. We run teams in several sports and regularly send teams to district and CWOSSA, and OFSAA.

There is an active community night school program that utilizes the school as well.

Founding Year: 1891
Population: 320
Colours: Black and Gold
Team Name: Thunder

SCHOOL GOALS AND PHILOSOPHY

Reflect Respect

Welcome to Georgian Bay Community School (GBCS). You have made a great choice in coming to GBCS. We offer the widest possible range of courses and are committed to offering the best possible educational experience to each of our students.

Georgian Bay Secondary School is a learning organization committed to a high standard of excellence and continuous student learning. Bluewater District School Boards mission is to provide a quality education for every student in a safe, accepting, and caring environment with a vision of learning today, leading tomorrow. The following information is provided to assist students and their parents in making wise choices for their school program and to select the best path to their post-secondary destination. Students should make their course selections based on their future goals. A guidance counsellor and classroom teachers can assist with this process.

SCHOOL PROGRAMS

Unique Programs
Specialist High Skills Major (SHSM)

The SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Through partnerships with local businesses, non-profit organizations and post-secondary institutions, SHSM students have opportunities to gain various experiences in their SHSM sector. Students completing the SHSM requirements receive a unique designation on their Ontario Secondary Diploma (OSSD) recognizing their achievements.

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

1. A bundle of 8–10 Grade 11 and Grade 12 credits that include:
    - 4 major credits that provide sector-specific knowledge and skills (see course code chart on page 19)
    - 2-4 other required credits from the Ontario curriculum in which some expectations are met through learning activities contextualized to the sector
    - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills

2. Sector-recognized certifications and training courses
3. Experiential learning activities within the sector
    - Access to resources, equipment, and expertise that may not be available in their secondary school
4. "Reach ahead" experiences in the student's selected post-secondary pathway that leads to a specific destination; designed with flexibility to allow students to shift between destinations (e.g., switch from a pathway leading to college to an apprenticeship pathway) or discontinue the SHSM specialization should career plans change in Grades 11 or 12.

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

At GBCS we offer SHSMs in Construction, Health and Wellness, Environment, and Transportation sectors. An Agriculture program is available at the satellite campus at Chesley District Community School with transportation provided.

SHSM Leads:

Construction - Owen Ferguson (owen_ferguson@bwdsb.on.ca)
Health and Wellness – Ian Carr, Katie Holmes (katie_holmes@bwdsb.on.ca)
Environment – Ian Carr (ian_carr@bwdsb.on.ca)
Transportation – Owen Ferguson (owen_ferguson@bwdsb.on.ca)
SHSM Guidance Lead – Mike Page: (mike_page@bwdsb.on.ca)
For more information, visit: www.edu.gov.on.ca/morestudentsuccess/SHSM.asp

French Immersion

French Immersion at GBCS is offered through a combination of in class immersion courses and Blended Learning courses. For more information, please email pernilla_johannesson@bwdsb.on.ca (Lead French teacher) or mike_page@bwdsb.on.ca (Guidance Counsellor).

Pursuits

Integrated Curriculum Program (ICP) Grades 11 and 12

Pursuits is a 4-credit program with a focus on outdoor and environmental education and emphasizes experiential and integrated learning. This long standing and unique program gives students the opportunity to value the sense of community they experience, the educational approach, their personal growth throughout the semester while leaving them with a lasting connection to the program, influencing their academic and career goals, and driving them to enact environmental consciousness. Largely a field trip-based model, Pursuits prepares students by learning inquiry, critical thinking and teamwork skills which are transferrable to their post-secondary options. There is a course fee for this program. There is a bursary application process if needed.

Special Education Programming

Developmental Learning Program (D.L.)
This program offers a wide range of opportunities for students with different learning needs. They may work on courses in literacy, math, cooking, small business skills, Co-op, physical education, Special Olympics, personal care, physiotherapy activities and more. Each student's Secondary School plan is individualized to meet the needs of the student. Each student, parent(s) and the special education team develop an enjoyable and meaningful educational experience that prepares the student for post-secondary life.

K Courses
The students of the D.L. units are programmed with K courses, which are provided by the Ministry of Education. Although they are non-credit, they are very valuable, interesting, challenging and applicable to everyday life. Some of the courses we have offered in the past are:

Personal Life Skills

- Learn skills to get through the day such as personal hygiene, planning a dinner party, taking out library books, writing resumes and cover letters, time management, etc.

Culinary Skills

- Create healthy lunches each day, to be purchased by the students
- Prepare menus, make grocery lists, budgets, complete the shopping at the local grocery store
- Learn about the Canadian Food Guide, health and safety

Numeracy and Numbers

- Develop number sense
- Money skills, calendar skills, telling time, understanding taxes, measurement
- Some students may use this course to prepare themselves for a locally developed, Grade 9 math course

Self Help and Self Care

- Become a self-advocate
- Learn to communicate needs and wants in a positive, healthy and effective manner
- Learn self-care skills

Language and Communication Development

- Literacy is important at any level
- Expand reading and writing skills
- Presentation skills are also a focus
- Read novels, build vocabulary and develop improved reading comprehension skills

Personal Health and Fitness

- Being physically fit is important for a healthy life
- Develop skills in basketball, badminton, bowling, track and field and leisure activities
- There is also a health component, to encourage healthy lifestyle choices and relationships

Creative Arts for Enjoyment and Expression

- Explore abilities in visual arts and music
- Develop drawing skills

- Learn to play the piano or guitar
- Create a music video
- Exploring the World of Work
- Develop employability skills
- Apply skills in a workplace setting

Integration of Students in Developmental Learning Classes:
Some of our students are integrated into credit courses outside of the D.L. classroom. The D.L. teacher contact works with the integrated teacher to support homework, organization of notes, test support, study skills, re-explanation of concepts learned in class, etc. An educational assistant (E.A.) may or may not be assigned to the class.

It will be determined by both teachers if the student is capable of working toward a credit, modified credit or an audit of the class (no credit).

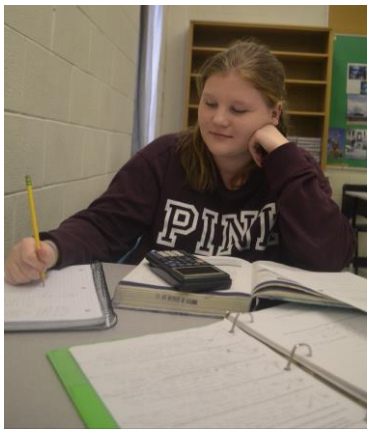
CORE COURSE ACADEMIC EXCELLENCE

50% of a student's compulsory courses are from the following three subject areas.

English

The English Department emphasizes academic excellence, language and skill development, and the use of current and relevant material. All courses encourage a love of reading and literature. In addition to core courses, the department offers a wide variety of additional courses, including Writer's Craft and Studies in Literature in Grade 12. The department also offers an English Help Room for any student requiring assistance during the first part of the lunch hour.

Mathematics



The Mathematics Department offers courses that enable all students to be successful whether they are headed for the workplace, college or university. GBCS is equipped with four up-to-date computer labs and two class sets of graphing calculators that enhance curriculum delivery. Students have the opportunity annually to write the Canadian Mathematics Competition. In the past, students from GBCS have performed very well in this international competition. A Math Help Room is open during the lunch period every day of the week. Also, individual teachers are available for extra help upon request.

Science

The Science Department offers a variety of introductory science courses in Grades 9 and 10 which serve as a solid foundation for more specialized studies in the senior years. Senior courses are based on the three major scientific disciplines of biology, chemistry and physics. All courses develop the student's skills in scientific research, critical thinking, scientific literacy, and debating. Science touches every aspect of our life, and these courses will ensure that students are prepared for lifelong learning in the ever-expanding field of science.

Optional Opportunities

Students are required to take one compulsory course in a variety of areas. After completing these compulsories, students may choose to continue in these subject areas to earn elective credits. These include: The Arts, Business, Canadian and World Studies, Computer Studies, French, Health and Physical Education, Social Science, and Humanities. These courses meet a wide variety of interests and are designed to excite the learner and enrich their learning experience.

Activities
Intramural Sports and Sports Teams

The GBCS Athletic Program offers a wide variety of both group and individual sports teams. A committed group of staff and community coaches donate an extraordinary amount of time to the development of their teams. Intramural programs, open gym, and weight room times are also available to all students during the lunch hours.

Clubs

GBCS benefits from several active clubs that include Student Council, O.S.A.I.D. (Ontario Students Against Drunk Driving), Drama, Literacy Program, Born to Read, and Photography.

Exchanges

The Canadian Education Exchange Foundation offers 3 month reciprocal exchange opportunities for our students. There is also an opportunity for a year-long program through the Rotary Youth Exchange and Yes Canada. Visit Students Services for more information.

Student Council

Students' Council is open to all students in the school. The Council collects student fees and team fees which support all extra-curricular activities. Students' Council organizes house assemblies, three dances throughout the year, spirit days, oversees fundraising campaigns, volunteers at commencement and maintains the house point system.

School Plaques (formerly School letters)

Involvement in some of the above activities qualifies a student to become eligible to receive a school plaque. A plaque is an award given to students who excel in at least two of the three main areas of school life during their senior years: ACADEMICS, ACTIVITIES and ATHLETICS. This award is presented at the June Awards Assembly.

SCHOOL RESOURCES

GUIDANCE AND CAREER EDUCATION

The guidance office is a comfortable and welcoming environment for students and families—a place where you can obtain information and support. The secondary school guidance department serves the school community in a variety of ways:

- Supports students in academic planning and course selection;
- Helps students seek out special pathways programs in secondary school that support their learning styles, interests and needs;
- Provides information about all post-secondary and career pathways;
- Supports students in establishing effective study habits and exam preparation;
- Coaches in career/life planning, including college and university scholarship application process;
- Supports students with life skills like decision-making, problem-solving, conflict resolution, stress and time management and relationship awareness; and
- Provides personal support and referrals to community resources.

For more information please contact:

Mike Page (Guidance Counsellor)……519-538-1680 ext. 530

BWDSB Mental Health Worker

Jennifer Ottewell…….....519-538-1680

Learning Resource Teacher (LRT)

If your son/daughter has an Individualized Education Plan (IEP) for any exceptionality the school has a teacher that supports their school career. The LRT advocates for and facilitates special education programs and services for students at the school level. In collaboration with the principal, school team and learning services-student support staff they assist with program development and support curriculum implementation. The LRT updates the IEP and assists with the Identification, Placement, and Review Committee (IPRC) process working with the classroom teacher, principal, educational assistant, parents, student, learning services-student support staff, and community agencies to support the learning needs of the student with an IEP.

For more information please contact:

Kaitlyn Crone (LRT)…….519-538-1680 ext. 529

Library Resource Centre

The GBCS Library is staffed by a teacher-librarian on a part-time basis. There is a small collection of classroom-oriented videos, especially the Canadian Broadcasting Corporation (CBC) News in Review. We subscribe to a number of magazines of interest and keep some back issues. There are computers in the library that have word processing and internet capabilities. They are available for student use. Remember that if you are unsure of how to use the library and its resources, please ask the staff for help.

COMMUNITY SUPPORT PARTNERSHIPS

GBCS has developed numerous partnerships within our community with the intent of providing assistance to meet the needs of our students.

Some of our community partners include:

Keystone Children's Services……..…….519-371-4773

Choices (Mental Health and Addictive Services)…….……...519-371-5487

O.P.P. School Liaison Officer…….…….……..1-888-310-1122

Public Health Nurse……..…….. 519-376-9420 ext.1256

STUDENT ROLES AND RESPONSIBILITIES

Student Responsibilities, Achievement and Attendance

Regular attendance at school is one of the most important ingredients for success in school and is critical for achievement of course expectations. End-of-semester evaluations/examinations are compulsory. It is expected that vacations and other appointments will be avoided during the examination periods. Generally, failure to write a final examination will result in a mark of zero and possible loss of credit. Deferral or possible excusal from writing an examination is given only for a valid medical reason. A medical certificate will be required clearly indicating that the examination could not be written.

School Code of Conduct

The code of conduct for GBCS is intended to assist students in their personal growth toward becoming mature, productive members of society. This growth should emphasize self-respect, respect for the rights of others, and respect for property. The most important realization for students is that each and every student is responsible for the consequences of his/her conduct. The code of conduct was developed for the school through co-operation of parents, students and teachers. A complete version may be found on the school website: https://gbss.bwdsb.on.ca/about_us/code_of_conduct

COURSE SELECTION GUIDELINES

CHOOSING COURSES

Course selection for the next school year begins in February of the current year. Students are expected to register for courses as early as possible and to remain in the courses selected. Students registered in Grades 9, 10, and 11 are expected to take a full course load each semester (four classes). Course selections are done online using myblueprint.ca

Factors to Consider When Choosing a Stream

ACADEMIC	APPLIED	LOCALLY DEVELOPED
• Learning is theory-based • Pacing is fairly fast (new concepts presented daily) • Teaching style is geared to self-motivated and independent learners • Workload is demanding (requires daily homework completion) • A good fit for Grade 8 students with a 70%+ average • Courses tend to lead to university pathways	• Learning is practical and concrete • Pacing is moderate (new concepts presented every few days) • Teaching style supports small and large group learning • Workload is moderate (some homework is required) • A good fit for Grade 8 students with a 60-70% average • Courses tend to lead to college and apprenticeship pathways	• Content is geared to students with gaps in their learning • Learning is practical and hands-on • Pacing is matched to the needs of individuals • Teaching style supports small group learning with enhanced 1 on 1 support • Work completion is supported with classroom assistance (homework is minimal) • A good fit for Grade 8 students with a less than 60% average • Courses tend to lead to apprenticeship and workplace pathways

GRADE 9 PROGRAM

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

Compulsory Courses	Optional Courses (choose 2 of the following)
English Mathematics French Science Geography Physical Education	Music Visual Arts Exploring Technologies Introduction to Information Technology (Business) Drama

GRADE 10 PROGRAM

All Grade 10 students enroll in **9 courses (8 credits)**. **There are 5 compulsory credits (6 courses) and 3 optional courses.**

Compulsory Courses	Optional Courses (choose 2 of the following)
English History Mathematics Science Civics (1/2 credit) Career Studies (1/2 credit)	Music Introduction to Business Physical Education Communications Technology Manufacturing Technology Visual Arts Dramatic Arts Construction/Woodworking Technology Guitar French Outdoor Phys Ed. Transportation Technology

NOTE: Prerequisite courses for Grade 11 and Grade 12 courses – Specific Grade 10 courses are prerequisite for the subsequent courses in Grade 11. Check the flow charts carefully.

Students wishing to change level after Grade 10 may be required to take a Transfer Course in order to meet the prerequisite for the Grade 11 course. Transfer courses are credit-based (.25 or .5 credit) and count toward the 30 required credits for an OSSD. More information about Transfer Courses is available in the Student Services Office.

GRADE 11 PROGRAM

All Grade 11 students enroll in 8 courses. Grade 11 English and Mathematics are compulsory. The other 6 courses may be compulsory or optional. Check the flow charts to determine prerequisite courses.

GRADE 12 PROGRAM

All Grade 12 students enroll in a minimum of 6 courses. Grade 12 English is compulsory. The other 5 courses may be compulsory or optional. Check the flow charts carefully to determine prerequisite courses.

GBCS TIMETABLE

O'Canada will begin the official part of the day. Announcements are just before lunch. Note the 5-minute break between classes.

	Period	Week 1	Week 2
9:00-10:15	1	A	A
10:20-11:35	2	B	B
11:35-12:40		LUNCH	LUNCH
12:40-1:55	3	C	D
2:00-3:15	4	D	C

INDIVIDUAL PATHWAY TO GRADUATION (OSSD) AND UNIVERSITY (OR COLLEGE)

Grade 9	Grade 10	Grade 11	Grade 12	My Goal
***** English *English* **ENG1DI** (Academic)	***** English *English* **ENG2DI** (Academic)	***** English *English* **ENG3UI** (University)	***** English *English* **ENG4UI** (University)	1. University 2. College 3. Private College 4. Armed Forces 5. Apprenticeship 6. Other
***** Math *Mathematics Grade* **9** **MTH1WI**	***** Math *Principles of Mathematics* **MPM2DI** (Academic)	***** Math *Functions and Applications* **MCF3MI** (University/College) *Functions* **MCR3UI** (University)	Calculus and Vectors **MCV4UI** *Mathematics of Data Management* **MDM4UI** Advanced Functions **MHF4UI** (University)	30 Total Credits Literacy Requirement Community Service Hours <u>Group 1</u> – an additional credit in English, or French as a second language, or Native language, 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. <u>Group 2</u> – an additional credit in health and physical education, the arts, business studies, French as a second language or cooperative education <u>Group 3</u> – an additional credit in science, (Grade 11 or 12) technological education, French as a second language or cooperative education *indicates a compulsory course. One Arts credit is also compulsory – choose from Visual Arts, Music or Dramatic Arts
***** Geography Issues in Canadian Geography **CGC1DI** (Academic)	***** History *Canadian History* **CHC2DI** (Academic)	<u>Group 1</u> or Elective	<u>Group 1</u> or Elective	
***** Science Science **SNC1DI** (Academic)	***** Science Science **SNC2DI** (Academic)	<u>Group 2</u> or Elective	<u>Group 2</u> or Elective	
***** French French **FSF1DI** (Academic)	***** Civics/Career Studies *Civics/Career Studies* **CHV2OH/GLC2OH** (.5 credit/.5 credit)	<u>Group 3</u> or Elective	<u>Group 3</u> or Elective	
***** Healthy Active Living Education (Open) **PPL1OI**	Elective	Elective	Elective	
One Elective (from Art, Music, Food and Nutrition, Business Integrated Technology)	Elective	CO-OP or Elective	These are determined by the courses required to gain entry to the program of choice.	
One Elective	Elective	CO-OP or Elective		

INDIVIDUAL PATHWAY TO GRADUATION (OSSD) AND COLLEGE

Grade 9	Grade 10	Grade 11	Grade 12	My Goal
***** English *English* **ENG1PI** (Applied)	***** English *English* **ENG2PI** (Applied)	***** English *English* **NBE3CI** (College)	***** English *English* **ENG4CI** (College)	1. College 2. Private College 3. Armed Forces 4. Apprenticeship 5. Other
Math *Mathematics Grade 9* **MTH1WI**	***** Math *Foundations of Mathematics* **MFM2PI** (Applied)	***** Math *Foundations for College Mathematics* **MBF3CI** (College) *Functions and Applications* **MCF3MI** (University/College)	*Foundations for College Mathematics* **MAP4CI** (College Preparation)	30 Total Credits Literacy Requirement Community Service Hours <u>Group 1</u> – an additional credit in English, or French as a second language, or Native language, 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. <u>Group 2-</u> an additional credit in health and physical education, the arts, business studies, French as a second language or cooperative education <u>Group 3-</u> an additional credit in science, (Grade 11 or 12) technological education, French as a second language or cooperative education *indicates a compulsory course. One Arts credit is also compulsory – choose from Visual Arts, Music or Dramatic Arts
***** Geography Issues in Canadian Geography **CGC1PI** (Applied)	***** History *Canadian History* **CHC2PI** (Applied)	<u>Group 1</u> or Elective	Elective	
***** Science *Science* **SNC1PI** (Applied)	***** Science *Science* **SNC2PI** (Applied)	<u>Group 2</u> or Elective	Elective	
***** French *French* **FSF1PI** (Applied)	***** Civics/Career Studies *Civics/Career Studies* **CHV2OH/GLC2OH** (.5 credit/.5 credit)	<u>Group 3</u> or Elective	Elective	
***** Healthy Active Living Education (Open) **PPL1OI**	Elective	Elective	Elective	
One Elective – (from Art, Music, Food and Nutrition, Business or Integrated Technology)	Elective	CO-OP or Elective	CO-OP or Elective	
One Elective – (from above choices)	Elective	CO-OP or Elective	CO-OP or Elective	

INDIVIDUAL PATHWAY TO GRADUATION (OSSD) AND WORKPLACE

Grade 9	Grade 10	Grade 11	Grade 12	My Goal
***** English *English* **ENG1LI** (Locally Developed)	***** English *English* **ENG2LI** (Locally Developed)	***** English *English* **NBE3EI** (Workplace)	***** English *English* **ENG4EI** (Workplace)	**Work**
***** Math *Mathematics* (Locally Developed) **MAT1LI** *Mathematics* *Grade 9* **MTH1WI**	***** Math *Mathematics* (Locally Developed) **MAT2LI**	***** Math *Mathematics for Everyday Life* **MEL3EI** (Workplace)	Elective or *Mathematics for Everyday Life* **MEL4EI** (Workplace)	30 Total Credits Literacy Requirement Community Service Hours <u>Group 1</u> – an additional credit in English, or French as a second language, or Native language, 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. <u>Group 2</u> – an additional credit in health and physical education, the arts, business studies, French as a second language or cooperative education Group 3 – an additional credit in science, (Grade 11 or 12) technological education, French as a second language or cooperative education
***** Geography Issues in Canadian Geography **CGC1PI** (Applied)	***** History *Canadian History* **CHC2LI** (Locally Developed)	<u>Group 1</u> or Elective	Elective	
***** Healthy Active Living Education **PPL1OI** (Open)	***** Civics/ Career Studies *Civics/* *Career Studies* **CHV2OH/GLC2OH**	<u>Group 2</u> or Elective	Elective	
***** Science *Science* **SNC1LI** (Locally Developed)	<u>Group 3</u> or Elective	***** Science *Science* **SVN3EI** (Workplace)	CO-OP	
***** Arts (Visual Arts or Music or Drama in Grade 10)	Elective	Elective	CO-OP	French substitution plus 2 more substitutions where/when necessary
Elective	Elective	CO-OP	CO-OP	
Elective	Elective	CO-OP	CO-OP	*** indicates a compulsory course**

DIPLOMA REQUIREMENTS

Students entering Secondary 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 a Native language, or Native studies, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or 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 2 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 40 hour requirement.

Grade 10 Literacy Test (OSSLT)

Students are required to pass the Grade 10 Ontario Secondary School Literacy Test (OSSLT) to receive a diploma. The Ontario Secondary 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.

COURSES OFFERED 9-12

Grade 9		Grade 10	
ADA1OI	Dramatic Arts	ADA2O1	Dramatic Arts
AMU10I	Music	AMG2OI	Music - Guitar
NAC101	Expressing Aboriginal Cultures	AMU2OI	Music
BTT1OI	Business	AVI2OI	Visual Arts
CGC1DI	Issues in Canadian Geography	BBI2OI	Introduction to Business
CGC1PI	Issues in Canadian Geography	CHC2DI	Canadian History
ENG1DI	English	CHC2PI	Canadian History
ENG1PI	English	CHC2LI	Canadian History
ENG1LI	English	CHV2OH	Civics (.5)
FSF1DI	French	ENG2DI	English
FSF1PI	French	ENG2PI	English
GLE/S10I	Learning Strategies	ENG2LI	English
MTH1WI	Mathematics	FSF2DI	French
MAT1LI	Mathematics	GLE/S2OI	Learning Strategies
PPL1OI	Healthy Active Living	GLC20H	Careers (.5)
SNC1DI	Science	MPM2DI	Mathematics
SNC1PI	Science	MFM2PI	Mathematics
SNC1LI	Science	MAT2LI	Mathematics
TIJ1OI	Integrated Technologies	PAD2OI	Outdoor Activities
		PPL2OI	Healthy Active Living
		SNC2DI	Science
		SNC2PI	Science
		TCJ2O1	Construction Technology
		TDJ2OI	Technological Design
		TGJ 2O1	Communication Technology
		TMJ2O1	Manufacturing Technology
		TTJ2O1	Transportation Technology

Please check course descriptions for prerequisites.

Legend – 5th character means:
U – University preparation course
M - University/college preparation course
O – Appropriate for all students regardless of post-secondary destination
C – College preparation course
E – Workplace preparation course
D – Academic course
P – Applied course
L – Locally developed credit course
W – Workplace

Grade 11		**Grade 12**	
ADA3OI	Dramatic Arts	ADA4EI	Dramatic Arts
ADA3MI	Dramatic Arts	ADA4MI	Dramatic Arts
AMG3OI	Music - Guitar	AMU4MI	Music
AMU3MI	Music - Music	AVI4MI+	Visual Arts
AVI3OI+	Visual Arts	AVI4EI+	Visual Arts
AVI3MI+	Visual Arts	CGR4EI+	Living in a Sustainable World
BAF3MI+	Intro to Financial Accounting	CGR4MI+	The Environment and Resource Mgmt.
NBE3CI	English: Contemporary Aboriginal	CHY4UI	World History: The West and World
NBE3EI	English: Contemporary Aboriginal	ENG4CI	English
NBE3UI	English: Contemporary Aboriginal *(Pursuits)*	ENG4EI	English
ENG3UI	English	ENG4UI	English
FSF3UI	French	FSF4UI	French
GLE/S3OI	Advanced Learning Strategies	GLE/S4OI	Advanced Learning Strategies
HSP3CI+	Introduction to Social Sciences	HIP4OI+	Personal Life Management
HSP3UI+	Introduction to Social Sciences	HHS4U/C+	Families in Canada
ICS3CI	Computer Programming	HSE4MI+	Equity and Social Justice
ICS3UI	Computer Science	ICS4CI	Computer Programming
IDC3OI+	Interdisciplinary Studies *(Pursuits)*	ICS4UI	Computer Science
MBF3CI	Foundations for College Math	IDC4UI+	Interdisciplinary Studies *(Pursuits)*
MCF3MI	Functions and Relations	MAP4CI	Foundations for College Mathematics
MCR3UI	Functions	MCV4UI	Calculus and Vectors
MEL3EI	Math for Work and Everyday Life	MDM4UI	Mathematics of Data Management
NBV3EI+	Aboriginal Studies	MEL4EI	Math for Work and Everyday Life
NDA3MI+	Current Aboriginal Issues in Canada	MHF4UI	Advanced Functions
PAF3OI+	Personal Fitness	NDW4M	Aboriginal Studies in a Global Context
PPL3OI+	Health and Phys Ed.	OLC4OI	OSSLT Course
SBI3CI+	Biology	PAF4OI+	Personal Fitness
SBI3UI+	Biology	PLF4MI+	Rec. and Fitness *Leadership (Pursuits)*
SCH3UI+	Chemistry	PPL4OI+	Health and Phys Ed.

SVN3EI+	Environmental Science	PSK4UI*+	Introductory Kinesiology
SPH3UI+	Physics	SBI4UI+	Biology
TCJ3CI+	Construction – Woodworking	SCH4UI+	Chemistry
TDJ3M/O+	Technological Design	SCH4CI+	Chemistry
TGJ3O/MI+	Communications Technology	SNC4MI	Science *(Pursuits)*
TMJ3C/EI+	Manufacturing Technology	SPH4UI+	Physics
TTJ3C/OI+	Transportation Technology	SPH4CI+	Physics
ZCOOP	Cooperative Education	TCJ4CI+	Construction Technology
		TDJ4M/O+	Technological Design
		TGJ4O/MI+	Communications Technology
		TMJ4C/EI+	Manufacturing Technology
		TTJ4CI+	Transportation Technology
		ZCOOP	Cooperative Education

Note: e-Learning Ontario (eLo) online course offerings for the 2021/2022 school year will be announced in the spring of 2021.

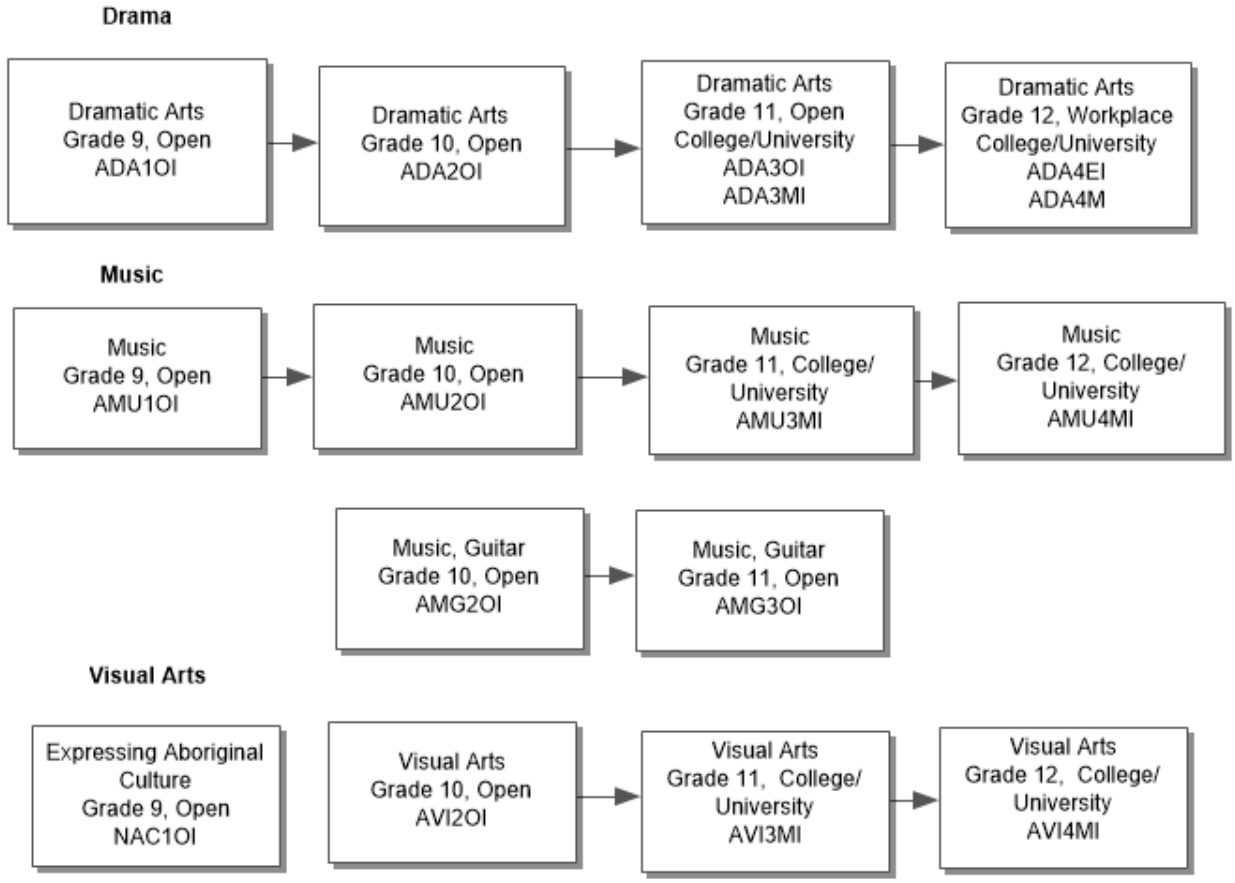
* Courses run every other year. Please see course description for year course will run.

+ Indicates a SHSM Major Credit

COURSE DESCRIPTIONS AND PREREQUISITES

THE ARTS

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



Dramatic Arts

ADA1O1 – Dramatic Arts (Open) – 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 analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite**: None

ADA2OI – Dramatic Arts (Open) – This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite**: None

ADA3OI – Dramatic Arts (Open) – This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works. **Prerequisite**: None

ADA3MI – Dramatic Arts (University/College Preparation) – This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences. **Prerequisite**: Drama, Grade 9 or 10, Open

ADA4EI – Drama (Workplace Preparation) – This course requires students to create, present, and analyze a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace. **Prerequisite**: Drama, Grade 11, Open

ADA4MI – Dramatic Arts (University/College Preparation) – This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite**: Drama, Grade 11, University/College Preparation

Music

AMG2OI – Guitar (Open) – This course emphasizes the performance of guitar music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. **Prerequisite**: None

AMG3OI – Guitar (Open) – This course emphasizes the 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 an understanding of chord theory and proper playing technique. This course is designed for students who have taken AMG2OI or who have at least an intermediate playing ability. Beginning students should select AMG2OI before progressing to this course. **Prerequisite**: AMG2OI

AMU1OI – Music (Open) – This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. **Prerequisite**: None

AMU2OI – Music (Open) – This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. **Prerequisite**: None

AMU3MI – Music (University/College Preparation) – 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**: Music, Grade 9 or 10, Open

AMU4MI – (University/College Preparation) – This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers. **Prerequisite**: Music, Grade 11, University/College Preparation

Visual Arts

Grade 9 Art – See Native Art description

AVI2OI – Visual Arts (Open) – This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. **Prerequisite**: None

AVI3OI – Visual Arts (Open) – This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. **Prerequisite**: None

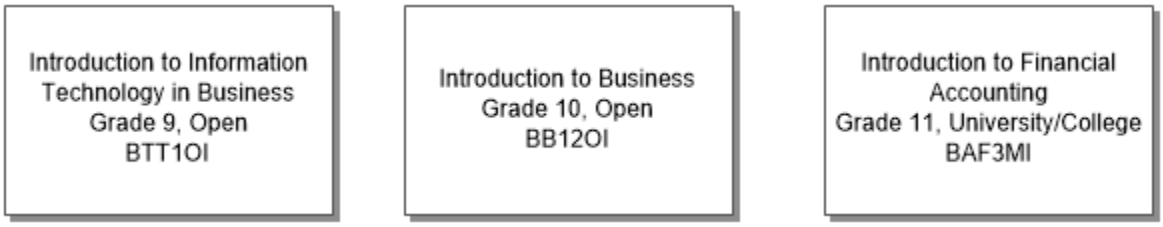
AVI3MI – Visual Arts (University/College Preparation) – This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, and information design). **Prerequisite**: Visual Arts, Grade 9 or 10, Open

AVI4MI – Visual Arts (University/College Preparation) – This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite**: Visual Arts, Grade 11 University/College

AVI4EI – Visual Arts (Workplace Preparation) – This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design. **Prerequisite**: Visual Arts, Grade 11, Open

BUSINESS STUDIES

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



BTT1OI – Introduction to Information Technology in Business (Open) – This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. **Prerequisite**: None

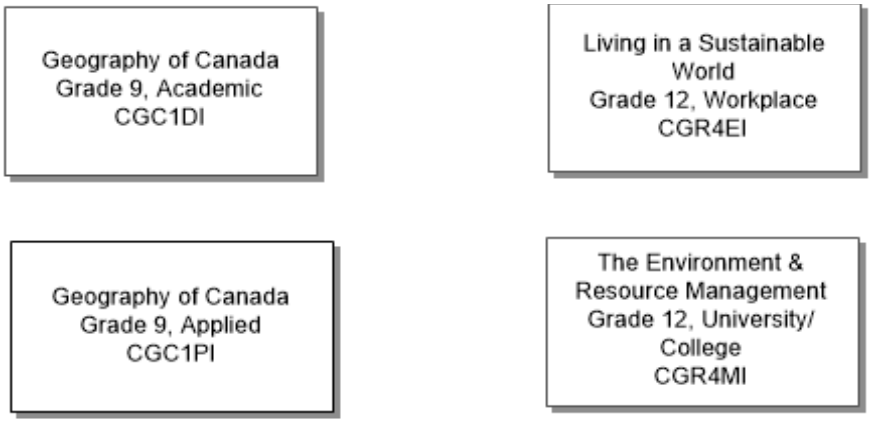
BBI2OI – Introduction to Business (Open) – This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. **Prerequisite**: None

BAF3MI – Introduction to Financial Accounting (University/College Preparation) – This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. **Prerequisite**: None

CANADIAN AND WORLD STUDIES

Geography

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



CGC1DI – Issues in Canadian Geography (Academic) – This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live. **Prerequisite**: None

CGC1PI – Issues in Canadian Geography (Applied) – This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada. **Prerequisite**: None

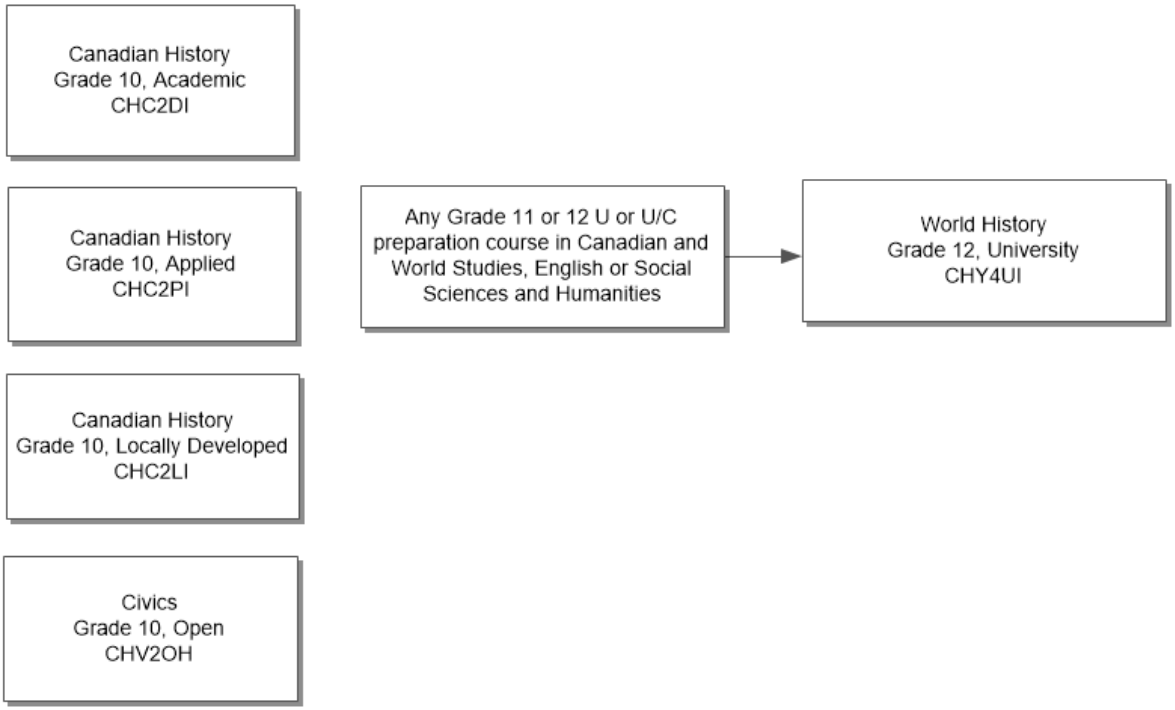
CGR4EI – Living in a Sustainable World, (Workplace Preparation) – This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and the effects of planning decisions and consumer choices on natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home, in the workplace, and in the local community. **Prerequisite**: Issues in Canadian Geography, Grade 9, Academic or Applied

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

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

History

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



CHV2OH – Civics and Citizenship, (Open) – This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. **Prerequisite**: None

CHC2DI – Canadian History since World War I, Grade 10 (Academic) – This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. **Prerequisite**: None

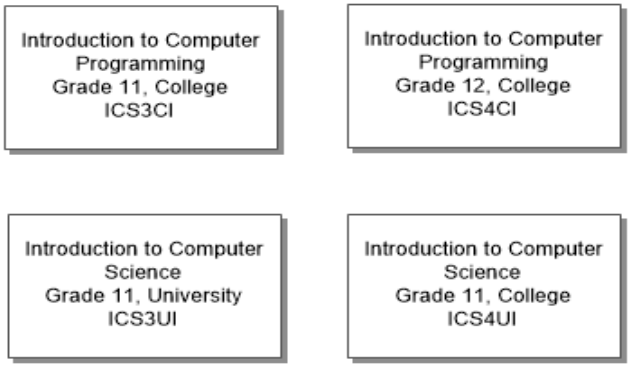
CHC2PI – Canadian History since World War I, Grade 10 (Applied) – This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite**: None

CHC2LI – Contemporary Canadian History (Locally Developed) – This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for Grade 11 Canadian and World Studies, Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media. **Prerequisite**: None

CHY4UI – World History since the Fifteenth Century, Grade 12 (University Preparation) – This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and 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.

COMPUTER STUDIES

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



ICS3UI – Introduction to Computer Science (University Preparation) – 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

ICS3CI – Introduction to Computer Programming (College Preparation) – This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite**: None

ISC4UI – Computer Science (University Preparation) – This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also 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

ICS4CI – Computer Programming (College Preparation) – This course further develops students 'computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers. **Prerequisite**: Introduction to Computer Programming, Grade 11, College Preparation

COOPERATIVE EDUCATION

Cooperative education permits you to spend at least half of each school day in a work placement in the community where you will be able to observe and participate in a real work experience. The cooperative education course consists of two components: A classroom component comprised of pre-placement and integration activities and a placement component with an employer in the community. Through these two components, the cooperative education course prepares the student for the successful participation in a work placement and also provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in their related school courses.

Cooperative EDUCATION
The Community Is Your Classroom

Prerequisites:

- It is recommended that you are entering your third or fourth year of secondary school.
- You must be accepted into the program by completing a separate co-op application and having an interview with the teacher responsible for the course.
- You should have a satisfactory record of attendance, punctuality, behaviour and academic standing.

Ontario Youth Apprenticeship Program (OYAP)

OYAP is a structured coop program with the focus on apprenticeship training. Students can complete part of an apprenticeship while earning their O.S.S.D.

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

Benefits:

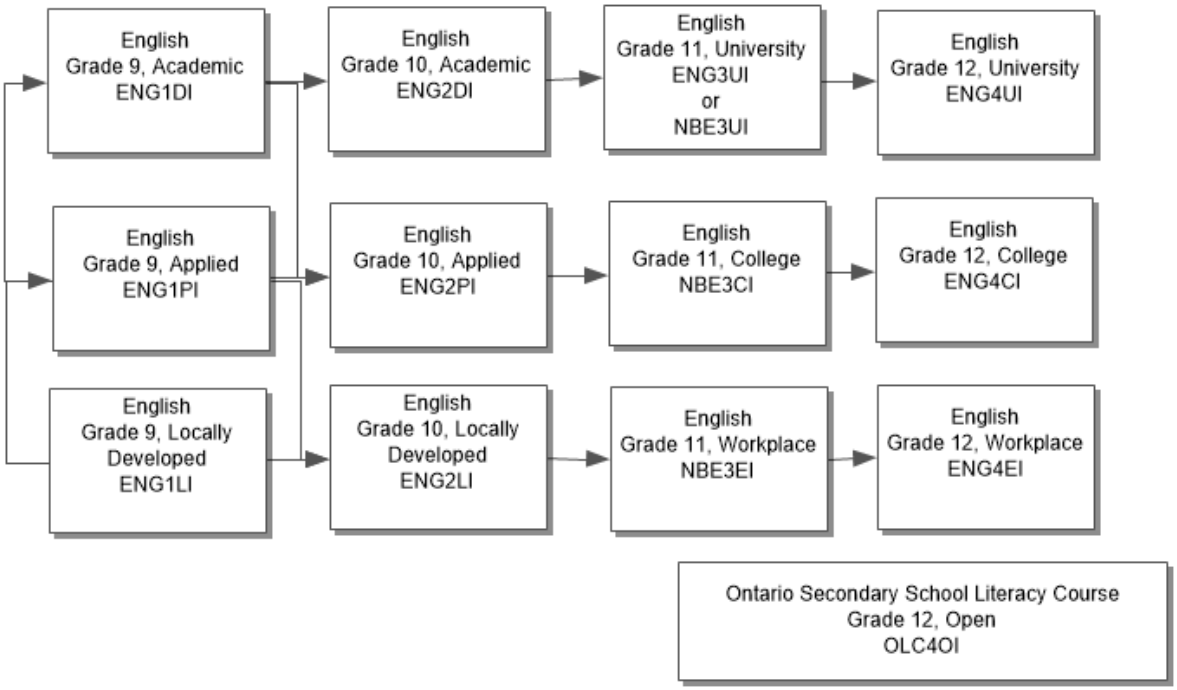
- Begin a skilled occupation as an apprentice while still in high school
- Develop skilled trade related competencies
- Collect hours toward a skilled occupation
- Earn coop credits
- Have potential to earn money while you learn
- Apprenticeship in-school training is currently paid by M.T.C.U.
- Employers invest time and money in providing on-the-job training

OYAP is for Grade 11 and 12 students who:

- Have completed at least 16 credits; are at least 16 years of age, and are enrolled in school full time as defined

ENGLISH

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



ENG1DI – English (Academic) – This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. **Prerequisite**: None

ENG1PI – English (Applied) – This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students 'comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12. **Prerequisite**: None

ENG1LI – English (Locally Developed Compulsory) – This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite**: None

ENG2DI – English (Academic) – This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs

and in their daily lives. Students will 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**: English, Grade 9, Academic or Applied

ENG2PI – English (Applied) – This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 College or Workplace Preparation course. **Prerequisite**: English, Grade 9, Academic or Applied

ENG2LI – English (Locally Developed Compulsory) – In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 workplace Preparation Course, or in the English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation course. The course is organized by stands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite**: Grade 9 English credit

ENG3UI – English (University Preparation) – This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 University or College Preparation course. **Prerequisite**: English, Grade 10, Academic

NBE3CI – English: Contemporary Aboriginal Voices (College Preparation) – This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays and analyze the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. **Prerequisite**: Grade 10 English, Academic or Applied

NBE3EI – English: Contemporary Aboriginal Voices (Workplace Preparation) – This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. **Prerequisite**: English, Grade 10, Academic or Applied

NBE3UI – English: Contemporary Aboriginal Voices (University Preparation) – This course is offered only as part of the Pursuits program. This course emphasizes the development of literacy, critical thinking and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship between media forms and audiences. An important focus will be the

further development of students 'understanding of English-language usage and conventions. **Prerequisite**: English, Grade 10, Academic

ENG4UI – English (University Preparation) – This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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**: English, Grade 11, University

ENG4CI – English (College Preparation) – This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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**: English, Grade 11, College

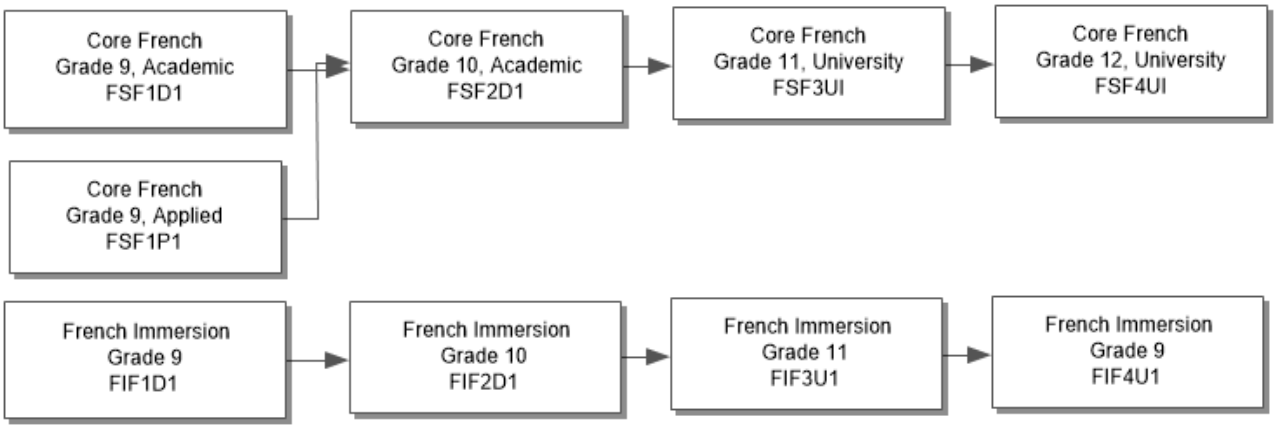
ENG4EI – English (Workplace Preparation) – This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. **Prerequisite**: English, Grade 11, Workplace

Optional Courses (English)

OLC4OI – Ontario Secondary School Literacy Course (Open) – This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. **Prerequisite**: Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

FRENCH

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



FSF1PI – Core French (Applied) – This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language, knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite**: Minimum of 600 hours of elementary Core French instruction, or equivalent

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

FSF2DI – Core French (Academic) – This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners. **Prerequisite**: Core French, Grade 9, Academic or Applied

FSF3UI – Core French (University Preparation) – This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. **Prerequisite**: Core French, Grade 10, Academic

FSF4UI – Core French (University Preparation) – This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. **Prerequisite**: Core French, Grade 11, University Preparation

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

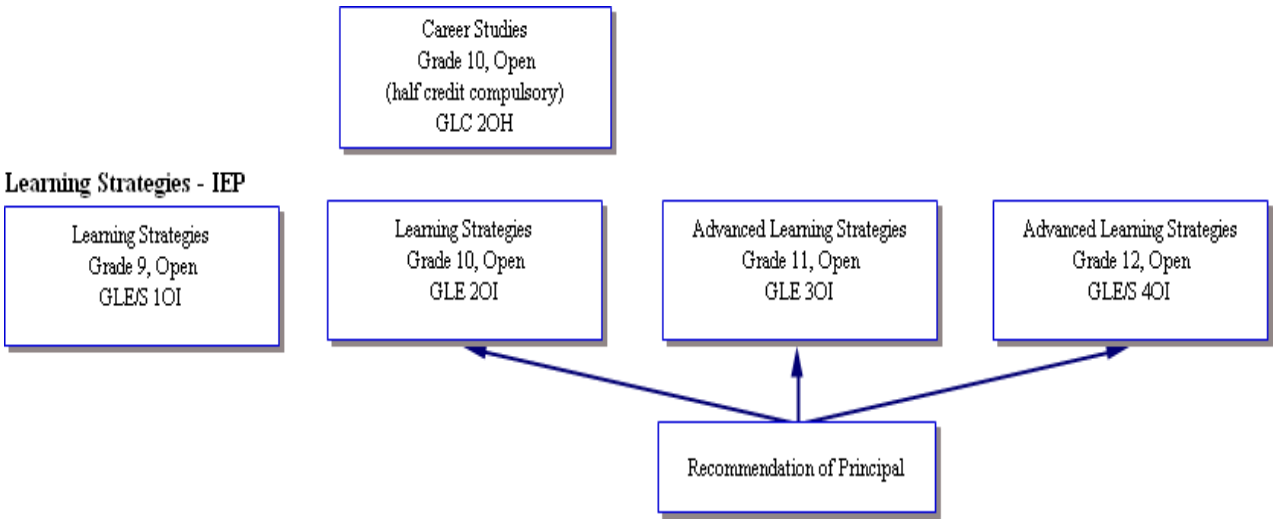
FIF2DI – French Immersion – This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: French Immersion, Grade 9, Academic or Applied

FIF3UI – French Immersion – This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: French Immersion, Grade 10, Academic

FIF4UI – French Immersion – This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: French Immersion, Grade 11, University Preparation

GUIDANCE AND CAREER EDUCATION

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



GLE/GLS1OI – Learning Strategies 1: Skills for Success (Open) – This course introduces students to learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills, both in school and in other contexts. Students will learn how to use reflective thinking, structured inquiry, active reading, memorization, goal-setting strategies, and time- and stress-management skills to identify and work towards their goals. The course will also help students identify their preferred ways of learning and use this knowledge to increase their confidence, motivation, and ability to learn. Note: Students must have an I.E.P. in at least one subject in order to register for this course. **Prerequisite**: None

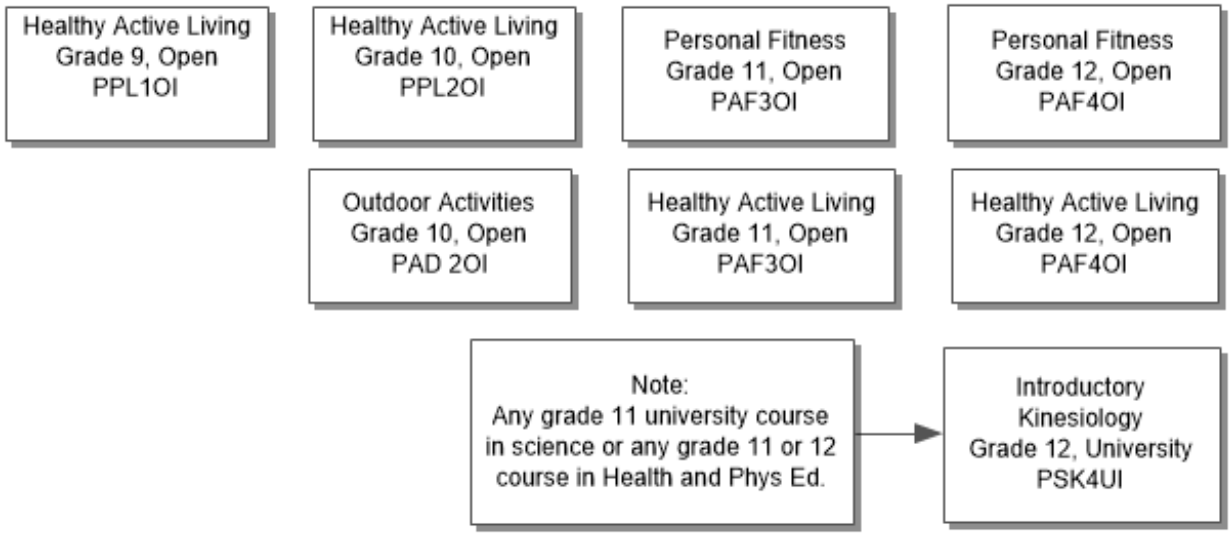
GLE/GLS2OI – Learning Strategies 2: Skills for Success After Secondary School (Open) – This course improves students 'learning theories and strategies, prepares them to become effective independent learners, and helps them increase their personal management skills. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and post-secondary education or training and develop plans for learning after secondary school. Note: Students must have an I.E.P. in at least one subject in order to register for this course. **Prerequisite**: None

GLE3OI/GLE4OI/GLS4OI – Advanced Learning Strategies: Skills for Success after Secondary School (Open) – This course improves students 'learning skills, preparing them to make successful transition to work and post-secondary education and become independent, lifelong learners. Students will learn how to assess their learning abilities and use critical reading, time management, and other techniques for promoting effective learning. In addition, they will investigate learning requirements for employment and post-secondary education or training and develop plans for learning after secondary school. Note: Students must have an I.E.P. in at least one subject in order to register for this course. **Prerequisite**: None

GLC2OH – Career Studies (Open) – This course teaches students how to develop and achieve personal goals in education and work and contribute to their communities. Student learning will include assessing their own knowledge, skills, and characteristics and investigating economic trends, workplace organization, work opportunities, and ways to search for work. The course explores post-secondary learning options, prepares students for community-based learning, and helps them build the capabilities needed for managing work and life transitions. Students will design action plans for pursuing their goals. **Prerequisite**: None

HEALTH AND PHYSICAL EDUCATION

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



PPL1O1 (Co-Ed) – Healthy Active Living Education (Open) – This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills. Cardiopulmonary Resuscitation (CPR) is introduced. **Prerequisite**: None

PAD2OI – Outdoor Activities (Open) – This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles in mostly outdoor or recreational activities opposed to traditional team sports in regular physical education. Risk management will be emphasized and safety and injury prevention in the outdoor settings will be a strong component to the course. Students will investigate issues related to healthy living, and will participate in activities designed to develop goal-setting, communication, leadership and social skills. Due to numerous off campus activities, there will be a fee for this course. **Prerequisite**: None

PPL2OI (Co-Ed) – Healthy Active Living Education (Open) – This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite**: None

PAF3OI – Personal Fitness (Open) – 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. The focus of this course is on personal and fitness activities. **Prerequisite**: None

PPL3OI – Healthy Active Living Education (Open) – This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite**: None

PPL4OI – Healthy Active Living Education (Open) – This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. **Prerequisite**: None

PAF4OI – Personal Fitness (Open) – 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. The focus of this course is on personal and fitness activities. **Prerequisite**: None

PSK4UI – Introductory Kinesiology (University Preparation) – This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. **Prerequisite**: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education. This course will be offered 2022-2023. It is offered every other year.

The Pursuits Program

The Pursuits program is a specialized 4-credit Integrated Curriculum Program (ICP) for students who are interested in the expanding disciplines of health and recreation and environmental and sustainability. This unique educational experience allows students to directly apply their knowledge of Grade 11 University or College Native Studies English; Grade 12 University/College Recreation and Fitness Leadership; Grade 11 Open or 12 University Interdisciplinary Studies and Grade 11 Open Creating Opportunities through Co-op. The practical nature of this course will assist students in developing transferable skills such as leadership, group dynamics and managerial skills. Pursuits is designed for students who are motivated, committed, outgoing with an interest adding value to their high school experience. Students will understand the importance of wellness and sustainability; explore cultural teachings; learn from sector professionals and experts; contribute in numerous off campus activities (such as canoe tripping, hiking and winter camping); engage in varied Work Experiences; participate in a Youth Leadership Program; and more. Interested students are asked to see their Student Services advisor for more information. Please note that there is a course fee. Students will be required to sign up for all four individual courses on the option sheet.

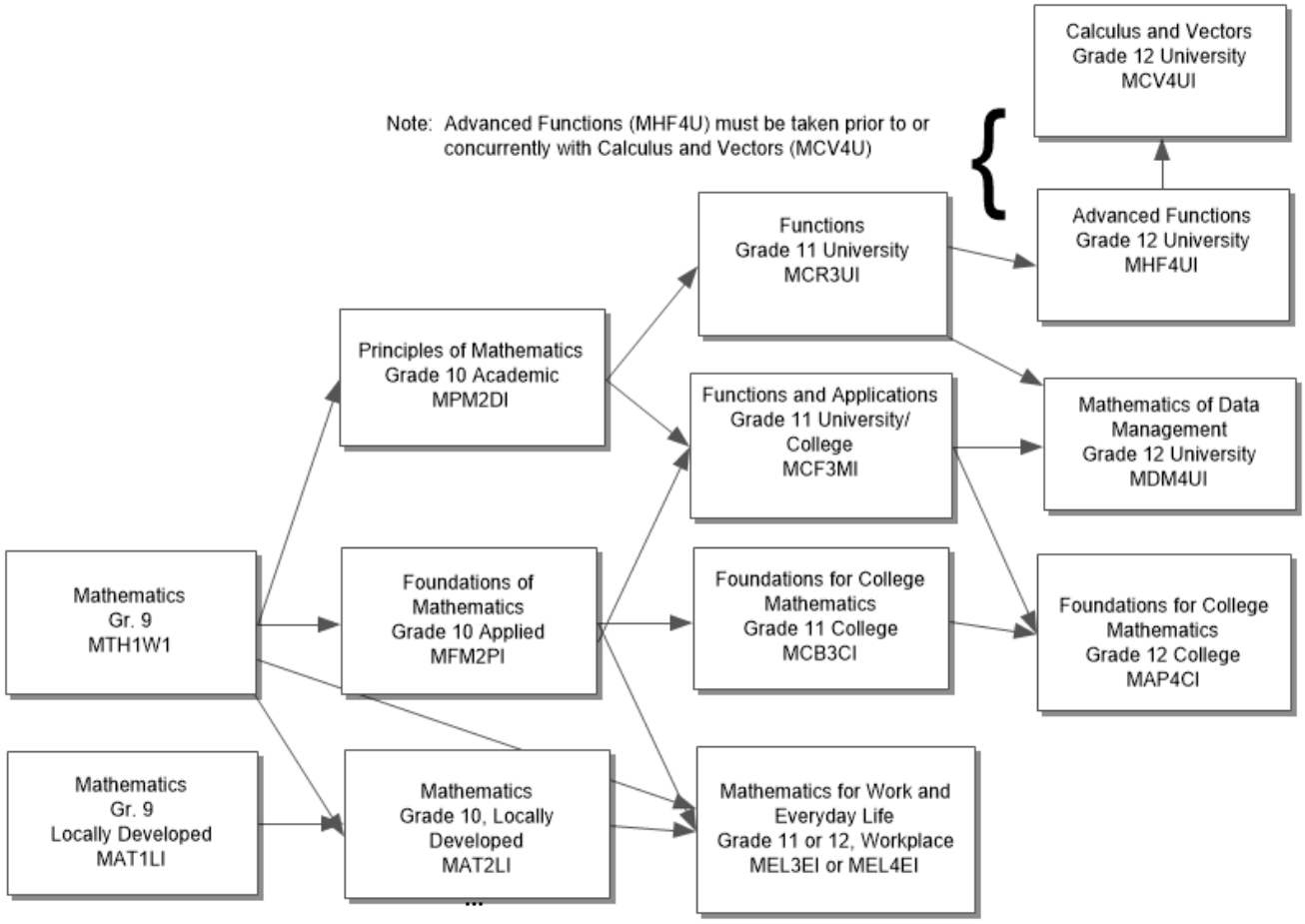
PLF4MI – Recreation and Fitness Leadership, Grade 12 (University/College Preparation) – This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. **Prerequisite**: Any health and physical education course

IDCO3OI - Creating Opportunities through Co-op (Open) – This "stand-alone" cooperative education course consists of a community-connected experience and cooperative education curriculum. The curriculum focuses on developing skills and knowledge throughout the experience that will support students 'learning, now and in the future, as well as their education and career/life planning. Students will learn about safety and well-being and will develop research, decision-making, and leadership skills. They will create and implement a learning plan that meets their interests and needs, reflect on their learning, and make connections between their experience and other aspects of their lives. For policy relating to cooperative education, see the section on cooperative education in the document Community-Connected Experiential Learning (forthcoming). **Prerequisite**: None

IDC4UI/3OI – Interdisciplinary Studies: Environmental Stewardship, Grade 12 or 11 (University/Open) – This course challenges students to consider and practice responsible use and protection of the natural environment through conservation and sustainable practices. Students will take into account the interests of society, future generations, and other species, as well as of private needs and accepts significant answerability to society. Students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. **Prerequisites**: any university or university/college preparation course

MATHEMATICS

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



MAT1LI – Mathematics (Locally Developed Compulsory) – This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed Compulsory Course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** None

MTH1WI – Mathematics, Grade 9
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Prerequisite:** None

MPM2DI – Principles of Mathematics (Academic) – This course enables students to broaden their understanding of relationships, extend their problem-solving skills through investigation, the effective use of

technology and abstract reasoning. Students will explore quadratic functions and their applications; solve and apply linear systems; verify properties of geometric figures using analytical geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multistep problems and communicate their thinking. **Prerequisite**: Mathematics, Grade 9 Academic or transfer course

MFM2PI – Foundations of Mathematics (Applied) – This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite**: Mathematics, Grade 9 Academic or Applied

MAT2LI – Mathematics (Locally Developed Compulsory) – This course emphasizes the extension of mathematical knowledge and skills to prepare students for success on their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three stands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational and mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite**: Any Grade 9 Mathematics credit

MCR3UI – Functions (University Preparation) – This course introduces the mathematical concept of the function by extending students 'experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite**: Principles of Mathematics, Grade 10 Academic. This course is intended for students planning to study a Technical College program or a University program that is highly focused on mathematics.

MCF3MI – Functions and Relations (University/College Preparation) – This course introduces basic features of the function by extending students 'experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course is intended for students planning to study a Technical College program or a University program that is not highly focused on math **Prerequisite**: Principles of Mathematics, Grade 10 Academic or Foundations of Mathematics, Grade 10 Applied

MBF3CI – Foundations for College Math (College Preparation) – 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 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

MEL3EI – Mathematics for Work and Everyday Life (Workplace Preparation) – This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they

solve problems and communicate their thinking. Prerequisite: Principles of Mathematics, Grade 9 Academic, or Foundations of Mathematics, Grade 9 Applied, or Mathematics, Grade 10 (Locally Developed Compulsory)

MCV4UI – Calculus and Vectors (University Preparation) – This course builds on students 'previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Prerequisite**: Advanced Functions, Grade 12, University. Note: The Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.

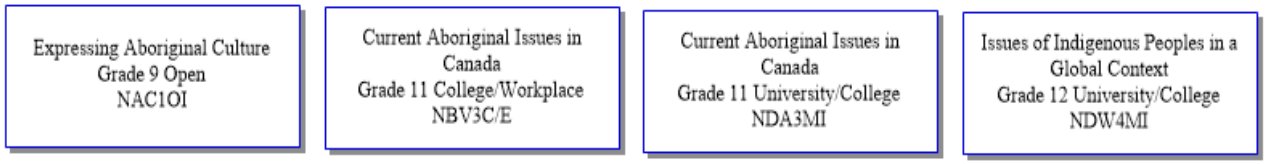
MHF4UI – Advanced Functions (University Preparation) – This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite**: Functions, Grade 11, University, or Mathematics for College Technology, Grade 12, College

MDM4UI – Mathematics of Data Management (University Preparation) – This course broadens students 'understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite**: Functions and Applications, Grade 11, University/College, or Functions, Grade 11, University

MAP4CI – Foundations for College Mathematics (College Preparation) – 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; 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 Mathematics, Grade 11, College Preparation

MEL4EI – Mathematics for Work and Everyday Life (Workplace Preparation) – This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Will run next in 2020-2021. Alternates annually with MEL3EI. Grade 12 students should take MEL3EI instead.

NATIVE STUDIES



NAC1O1 – Expressing Aboriginal Culture (Open) – This course examines Aboriginal cultures in Canada through an exploration of art forms – painting, sculpture, storytelling, dance, and music – created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty.

NBV3CI – Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society, Grade 11 (College Preparation) – This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada and the political, economic, cultural and social challenges facing Aboriginal individuals and communities from various regions and cultures. By examining their own beliefs, values and assumptions, the world-views of others and factors that influence world views, students will appreciate how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples. **Prerequisite**: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied.

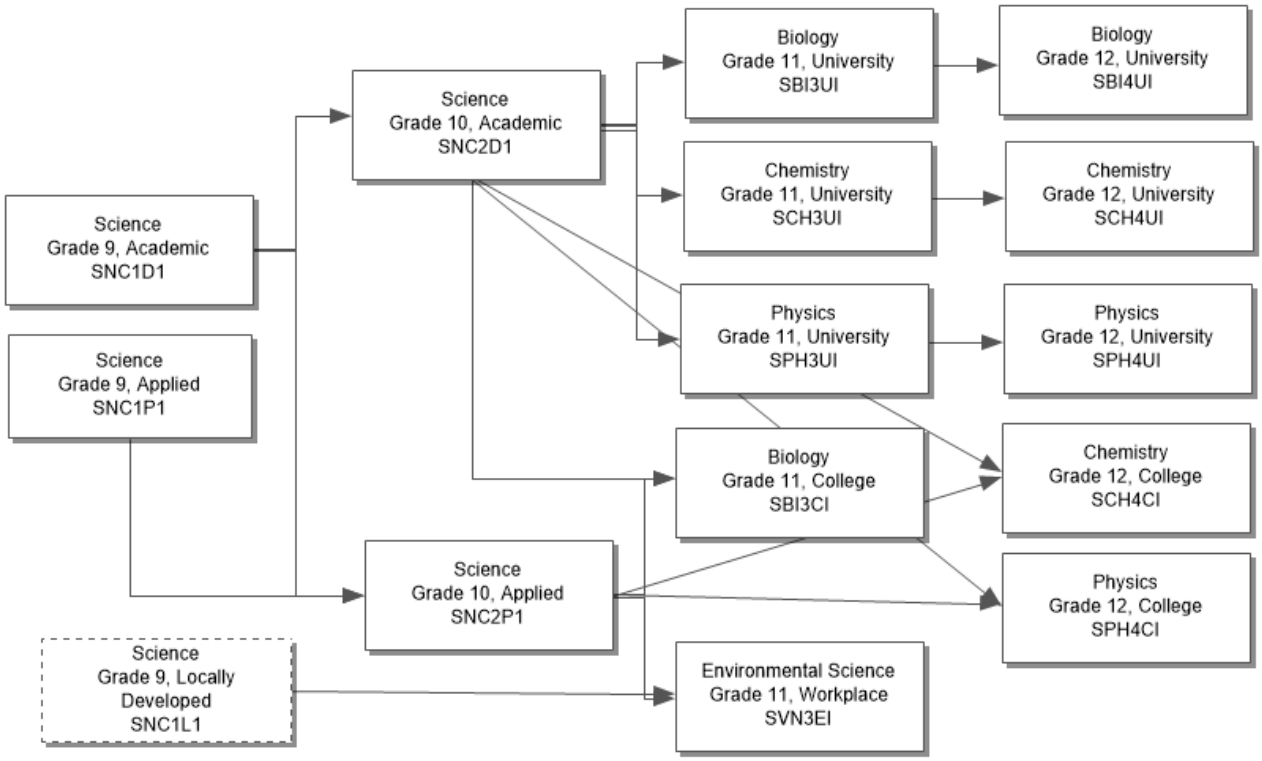
NBV3EI – Beliefs, Values and Aspirations of Aboriginal Peoples in Contemporary Society (Workplace Preparation) – This course focuses on the diverse beliefs, values, and aspirations between First Nations, Métis, and Inuit peoples of Canada. Students will examine issues of identity facing Aboriginal individuals and communities in connection to changing relationships with the land, nature, one another and Canada. By examining their own worldview and investigating factors that influence perspectives over time, students will develop their understanding of how traditional and contemporary beliefs and values influence present and future aspirations of Aboriginal peoples. **Prerequisite** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied.

NDA3MI – Current Aboriginal Issues in Canada (University/College Preparation) – This course focuses on existing and emerging issues of national and regional importance of concern to Aboriginal peoples in Canada. Students will analyze diverse perspectives from a variety of sources such as media, academic works and public opinion polls on events and developments related to land, community, governance, identity and culture. Using political thinking concepts and the political inquiry process students will explore their own and others 'ideas, investigate an issue to determine what needs to change, why and appropriate problem-solving strategies. **Prerequisite**: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied.

NDW4MI – **Issues of Indigenous Peoples in a Global Context (University/College Preparation)** – This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world. **Prerequisite**: Any Grade 11 university, university/college, or college preparation course in Native studies

SCIENCE

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



Note: Dotted lines represent locally developed compulsory credit courses (LDCCs), which are not outlined in the curriculum document.

SNC1LI – Science (Locally Developed) – This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the relationship between science, society and the environment, to prepare students for success in everyday life, in the workplace, and in the Grade 11 Science 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.

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

SNC1DI – Science (Academic) – This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and

compounds; the study of the universe and its properties and components; and the principles of electricity. **Prerequisite**: None

SNC2PI – Science (Applied) – This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. **Prerequisite**: Science, Grade 9, Academic or Applied

SNC2DI – Science – (Academic) – This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite**: Science, Grade 9, Academic or Applied

SBI3CI – Biology (College Preparation) – This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. **Prerequisite**: Science, Grade 10, Academic or Applied

SBI3UI – Biology (University Preparation) – This course furthers students 'understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite**: Science, Grade 10, Academic

SBI4UI – Biology (University Preparation) – This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite**: Biology, Grade 11, University

SCH3UI – Chemistry (University Preparation) – This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite**: Science, Grade 10, Academic

SCH4CI – Chemistry (College Preparation) – This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific

information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **Prerequisite**: Science, Grade 10, Academic or Applied.

SCH4UI – Chemistry (University Preparation) – This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite**: Chemistry, Grade 11, University

SNV3EI – Environmental Science (Workplace Preparation) – This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students ' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. **Prerequisite**: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in Science

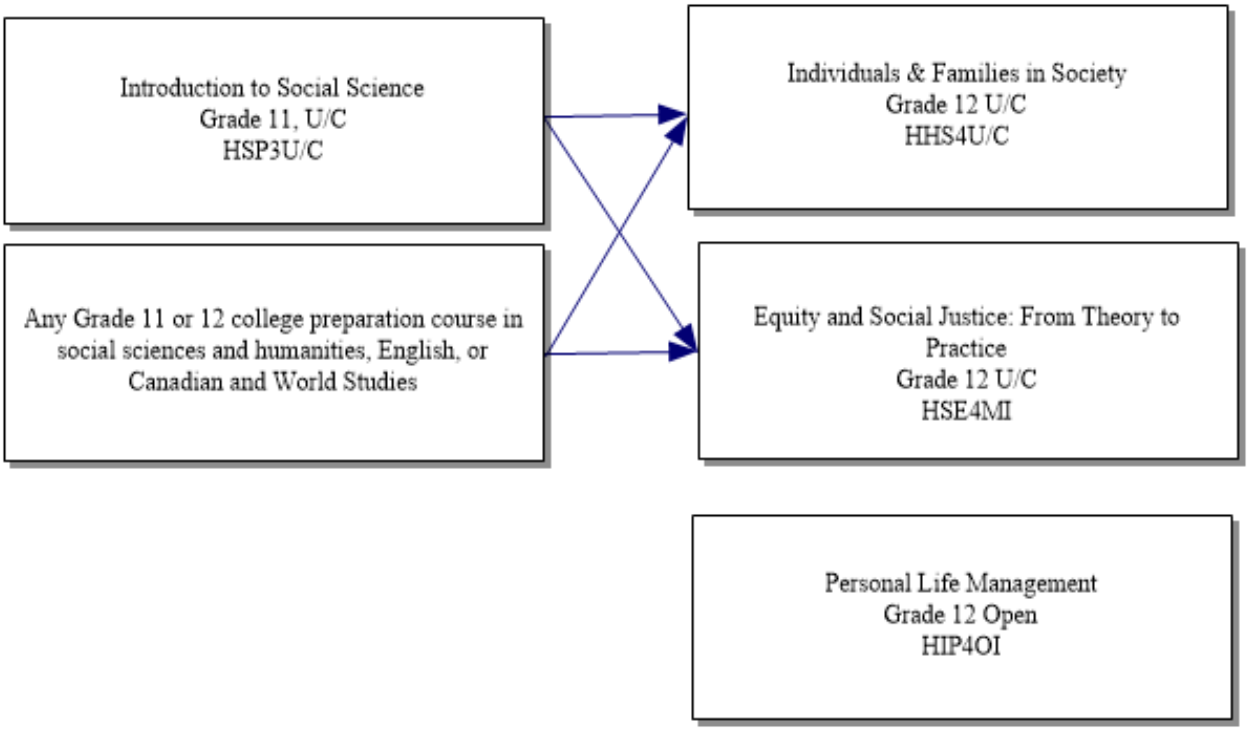
SPH3UI – Physics (University Preparation) – This course develops students 'understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite**: Science, Grade 10, Academic

SPH4CI – Physics (College Preparation) – This course develops students 'understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite**: Science, Grade 10, Academic or Applied.

SPH4UI – Physics (University Preparation) – This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to 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**: Physics, Grade 11, University

SOCIAL SCIENCES AND HUMANITIES

The Social Science 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.



HSP3CI – Introduction to Anthropology, Psychology and Sociology, (College Preparation) – 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. **Prerequisite**: None

HSP3UI – Introduction to Anthropology, Psychology & Sociology, (University Preparation) – This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite**: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).

HHS4CI – Families in Canada (College Preparation) – This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. **Prerequisite**: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

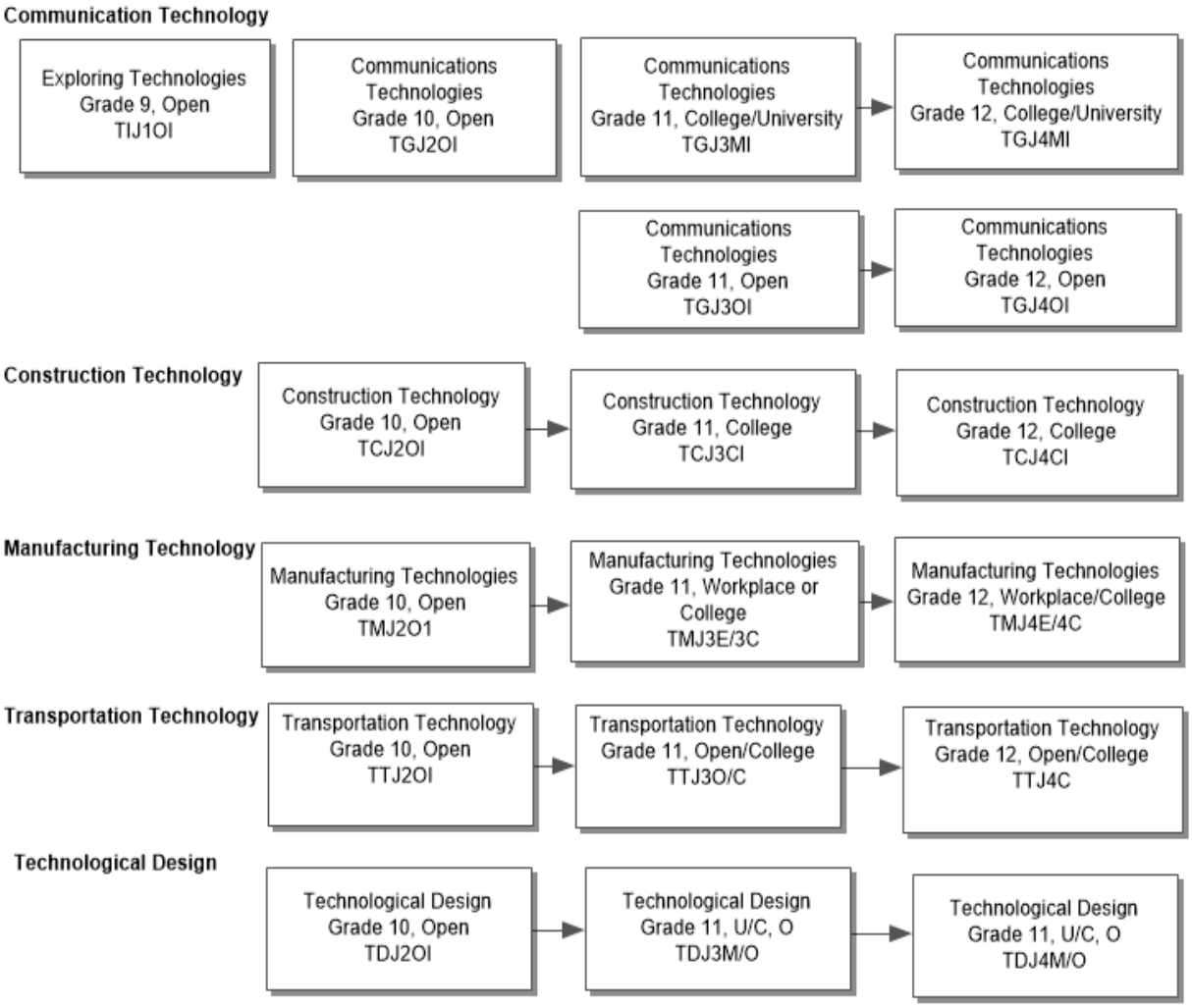
HHS4UI – Families in Canada (University Preparation) – This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues 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.

HIP4O1 – Personal Life Management (Open) – This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. **Prerequisite**: None

HSE4MI – **Equity and Social Justice: From Theory To Practice (University/College)** – This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue. **Prerequisite**: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

TECHNOLOGICAL EDUCATION

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



TIJ1OI – Exploring Technologies (Open) – This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.
Prerequisite: None

Communications

TGJ2OI – Communications Technology (Open) – This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and 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 secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.
Prerequisite: None

TGJ3MI – Communications Technology (University) – 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

TGJ3OI – Communications Technology: Broadcast and Print Production (Open) – This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. **Prerequisite**: None

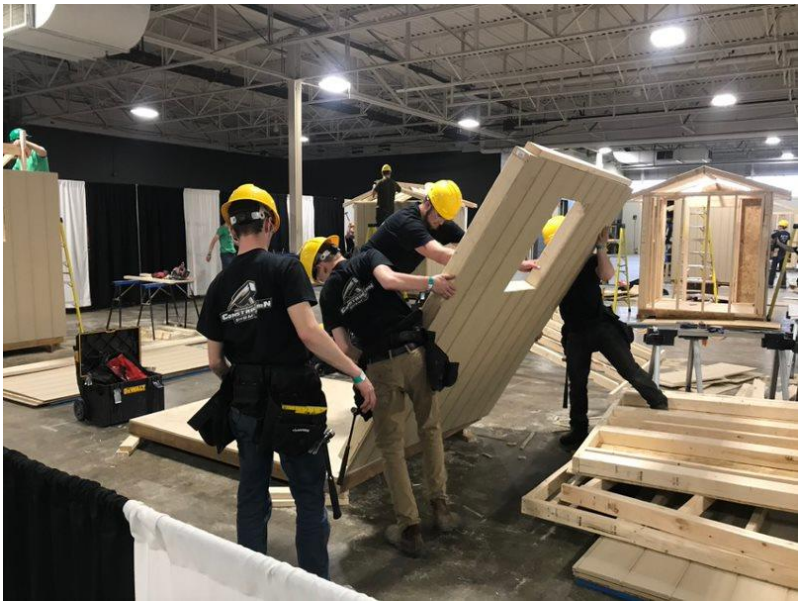
TGJ4MI – Communications Technology (University/College Preparation) – This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; 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, gr. 11 University/College

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

Construction

TCJ2OI – Construction Technology (Open) – This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. **Prerequisite**: None

TCJ3CI – Construction Engineering Technology (College Preparation) – This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. **Prerequisite**: None



TCJ4CI – Construction Engineering Technology (College Preparation) – This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field. **Prerequisite**: Construction Engineering Technology, Grade 11, College

Manufacturing Technology

TMJ2OI – Manufacturing Technology (Open) – This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry. **Prerequisite**: None

TMJ3EI – Manufacturing Technology (Workplace Preparation) – This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. **Prerequisite**: None

TMJ3CI – Manufacturing Technology (College Preparation) – 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

TMJ4EI – Manufacturing Technology (Workplace Preparation) – This project-driven, hands-on course builds on students ’experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. **Prerequisite**: Manufacturing Technology, Grade 11, Workplace

TMJ4CI – Manufacturing Technology (College Preparation) – This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. **Prerequisite**: Manufacturing Technology, Grade 11, College

Transportation Technology

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

TTJ3OI – Transportation Technology: Vehicle Ownership (Open) – This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. **Prerequisite**: None

TTJ3CI – Transportation Technology (College Preparation) – 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

TTJ4EI – Transportation Technology: Vehicle Maintenance (Workplace Preparation) – 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, Grade 11

TTJ4CI – Transportation Technology (College Preparation) – 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, Grade 11

Technological Design

TDJ2OI – Technological Design (Open) – This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/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

TDJ3MI – Technological Design (University/College Preparation) – This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. **Prerequisite**: None

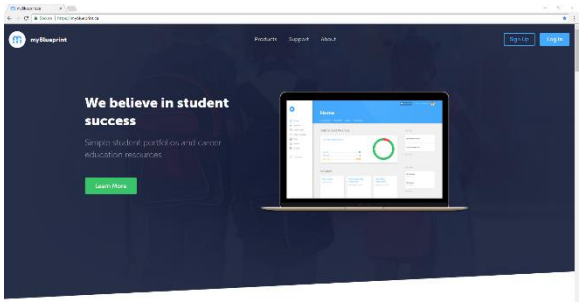
TDJ3OI – Technological Design and the Environment (Open) – This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. **Prerequisite**: None

TDJ4M – Technological Design, (University/College Preparation) – This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them. **Prerequisite**: Technological Design, Grade 11, University/College Preparation

TDJ4O – Technological Design in the Twenty-first Century (Open) – This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design. **Prerequisite**: None

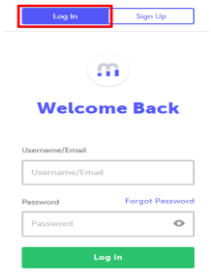
MY BLUEPRINT

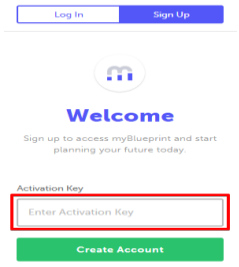
Student and Parent Support Contact: help@myBlueprint.ca



1. Using Internet Explorer or Firefox, visit www.myBlueprint.ca.
2. Click “Log In” in the top right hand corner.
3. Enter your email address and password or click School Login with your School Account.
4. Click Log in (Forgot your password? Click Forgot Password)
5. To Sign up for a new account Click Sign Up in the top right corner
6. Enter your Activation Key (georgianbay1), and click Create Account
7. Complete the sign-up form and click Create My Account. You will need your Ontario Education Number (OEN) which is located on your timetable or ask your Guidance Teacher.

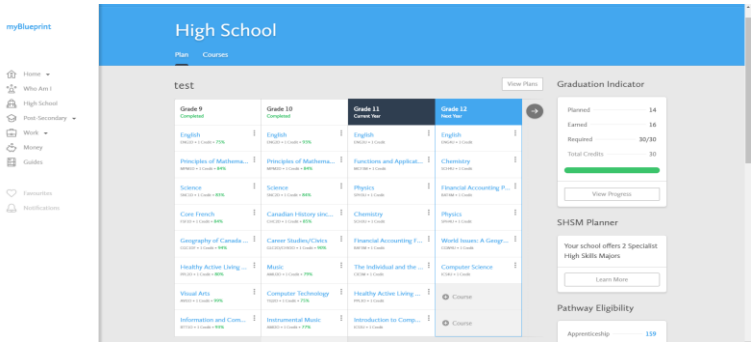
LOG IN **SIGN UP**





TROUBLESHOOTING TIPS
Have an account?
Enter your email/password in the Username/Email box
Forgot your password?
Click on “Forgot Password”

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



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

10. Explore additional Features:

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