



NAPANEE DISTRICT SECONDARY SCHOOL

Course Calendar 2019-2020

*Our mission is to help each student
maximize their opportunity to learn.*



NAPANEE DISTRICT SECONDARY SCHOOL

Course Calendar *2019-20*

Table of Contents

Section One: School Information

Contact Information.....	1
Principal's Message.	2
Beliefs, Values & Vision.	3
Education Plan.....	4
Code of Behaviour.	5-7
Pathways to the Future.	8
Assessment & Evaluation.	9
Course Outlines.	9
LDSB Achievement of Excellence Award.....	10
NDSS Honour Roll.....	10
Student Transfers.	10
Sports and Clubs	11

Section Two: Program Planning and Course Selection

Diploma & Certificate Requirements for OSS Students.....	12-13
Community Involvement.....	13
34 Credit Threshold.	13
IDC Courses.	14
The Ontario Secondary School Literacy Test (OSSLT)	14
The Ontario Secondary School Literacy Course.....	14
Substitutions for Compulsory Courses	14
Course Offerings	
Art and Drama.....	15-17
Business.....	18-19
Canadian and World Studies (Geography).....	20-21
History, Contemporary Studies and Law.....	22-25
Communications (English).....	26-29
Communications (French)	30-31
Computer Studies.....	32
Cooperative Education	33
E-Learning.....	34
Family Studies.....	35-37
Health and Physical Education.....	38-41
Mathematics	42-45
Music.....	46-48
School to Community	49
Science.	50-52
Student Services.	53
Technological Studies	54-60

Section Three: School Organization

Semesters.....	61
Reporting Periods.....	61
Definition of a Credit.....	61
Types of Courses	61
Common Course Codes.....	62
Course Selections.....	62
Course Changes.....	62
Credit Attainment & Provincial Standard.....	62
Ontario Student Record.....	62
Ontario Student Transcript.....	62
Full Disclosure for Grades 11 and 12.....	62

Section Four: Student Support and Resources

The Student Success Team.....	63
Credit Completion	63
Guidance.....	64
Special Education Policies and Program.....	65
Accommodations and Modifications.....	65
Learning Program Support.....	66
Tutoring.....	66
The Library Resource Centre.....	66
English Language Learners (ELL).....	66
Adolescent Care Worker	67
Aboriginal Support Counsellor.....	67
Community Resources.....	67

Section Five: Expanded Opportunities

What are Expanded Opportunities?.....	68
Cooperative Education.....	68
Dual Credits.....	69
E-Learning.....	69
Focus Programs.....	70
OYAP	70
Specialist High Skills Major.....	71
The Limestone Skills Training Centre for Youth.....	71

Section Six: Alternative Ways of Achieving Credits

Summer School.....	72
Prior Learning Assessment & Recognition (PLAR).....	72
Mature Student Assessment.....	72
Royal Conservatory Music Credits.....	72
Teacher Assisted Self-Study (TASS)	72
Alternative Learning Centres.....	72
Gould Lake Summer Programs.....	73-74

Notes

Napanee District Secondary School



245 Belleville Road
Napanee, Ontario K7R 3M7
(613) 354-3381

Email: napdi@limestone.on.ca

Website: napaneedss.limestone.on.ca

PRINCIPAL:

VICE-PRINCIPAL:

VICE-PRINCIPAL:

Erin Pincivero

Shannon Tyner

Dave Russell

DEPARTMENT HEADS:

Art/Drama/Music:

Canadian & World Studies:

Student Services (Guidance/Co-op):

Healthy & Active Lifestyles:

Communications:

Math/Business:

Science:

Student Supports:

Technology:

Martin Barstow

Mark Dunham

Shalane Kelsey

Jill Ardern

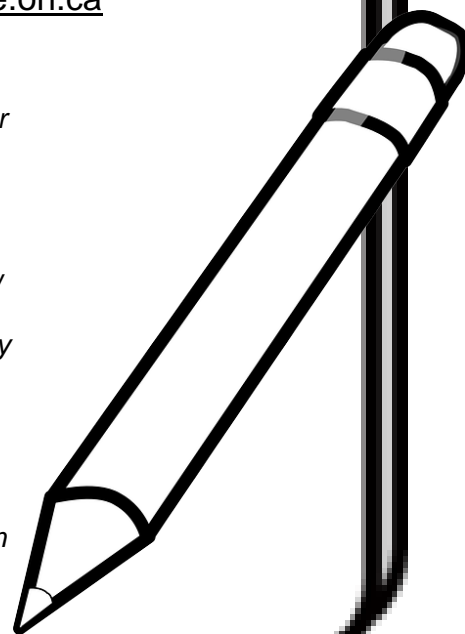
Amy Helsby

Chad Miller

Dave Stewart

Lisa Rose

Dave Brinkman





Napanee District Secondary School

245 Belleville Road, Napanee, Ontario K7R 3M7

Principal: Mrs. E. Pincivero

Vice Principal: Mrs. S. Tyner
Vice Principal: Mr. D. Russell

The Principal's Message to Students and Parents

NDSS is proud to present this course calendar, which lists the wide range of program selections and innovations for your consideration. This calendar contains details about each course and is also available through our website. Course calendars may be borrowed from your homeroom teacher or People Place.

Education is a key to success in this world. Thus, we believe that it is extremely important for students to experience success at secondary school and ultimately graduate. Accordingly, the staff at NDSS are dedicated to helping students achieve this goal.

Courses you select for the next year should match your intended post-secondary destination whether it is going directly to the world or work, university, college, or to an apprenticeship/job training program. NDSS has a wide variety of programs that will suit every student. We offer all traditional compulsory courses such as English, Mathematics and Science, but have considerable choice of different courses within them. Similarly, there is a wide variety of elective courses available including those in the arts (visual arts, music, and drama), the social sciences, physical and health education, business and technology. For students who would like to explore some areas in greater depth in Grades 11 and 12, NDSS provides students with the opportunity to earn a Specialist High Skills Major (SHSM) in *Transportation* or *Arts and Culture* upon graduation. More information about SHSM programs can be found later in this calendar. NDSS also has a wide array of exciting expanded opportunities for earning credits outside of the traditional classroom, such as Cooperative Education, E-Learning, and Dual Credits. Information regarding these and other expanded opportunities can also be found later in this calendar. The staff in People Place and your teachers are willing and eager to help you with advice and practical suggestions for course selections.

Plan your school year carefully and develop a four or five year plan that considers your intended post-secondary destination, as well as your interests and preferred learning styles.

On behalf of the staff, I wish you success and happiness for the 2019-2020 school year.

Erin Pincivero
Principal

Tel: 613-354-3381
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Guidance: 613-354-7515



Home of the "HAWK"

N.D.S.S. – HOME OF THE GOLDEN HAWKS

- A valuable community resource serving Napanee and its surrounding communities for over 100 years.
- Long-standing tradition of community involvement: Morningstar Mission Christmas Food Drive, United Way Campaign, Clothes for Kids, Humane Society, Heart and Stroke Foundation, Napanee Legion, Terry Fox Run, Canadian Red Cross, Napanee Rotary Club.
- “People Place” – the counselling/career centre of NDSS.
- Peer Helping Programs – students volunteer or earn credits to help students in areas of literacy and all curriculum areas.
- “Hawk Helpers” – student volunteers for school events.
- Community Partnerships – students are involved in various projects: the Downtown Business Association, The John M. Parrott Centre, Macpherson House, etc.
- Community Cultural Pursuits – in drama productions, musical performances, dance and art shows.
- Well-rounded, competitive athletic program – NDSS has excellent indoor and outdoor facilities.
- Technological courses – a very wide and varied choice of programs in virtually every area of technological education.
- Innovative Programs – G.I.S., O.Y.A.P., Focus Programs, Dual Credit opportunities with St. Lawrence & Loyalist Colleges
- Specialist High Skills Major opportunities.

CO-CURRICULAR ACTIVITIES

MUSIC – NDSS is nationally recognized as having an excellent music program. Students have the opportunity to major in instrumental music, vocal music, percussion and classical guitar. Students may further develop their skills by performing in the concert band, percussion ensemble, guitar ensemble or choir. The Music program has earned many regional, provincial and national awards.

DRAMA – Through the drama course offerings, the drama club and annual dramatic productions, students can explore their interests and develop their skills in this artistic field.

ART – Visual art at NDSS provides the opportunity for artistic development through course offerings, art club and community projects, as well as the Specialist High Skills Major (SHSM) designation for senior students.

MATHEMATICS – Every year a large number of NDSS students participate in the Canadian Mathematics Competition put on by the University of Waterloo. Students with an interest in math or who plan to take math related subjects in university are encouraged to enter these contests.

STUDENTS’ COUNCIL – The NDSS Students’ Council provides leadership and activities for all students at NDSS. Responsibilities range from organizing school spirit programs, supporting community and charity projects, and providing financial support for a wide variety of extra-curricular activities at NDSS.

CLUB ACTIVITIES – Students can enrich their background or learn about new activities through participation in the many school clubs at NDSS. Club activities take place either during lunch or after school. Meeting times and other details are advertised over the daily Morning Announcements or on our Clubs bulletin board located outside the cafeteria in B-Hall.

ATHLETIC ACTIVITIES – The Golden Hawks participate in the Kingston and Area conference for all inter-school competitions. There is a full range of sports for both men and women including: Badminton, Basketball, Cross-Country, Curling, Football, Gymnastics, Ice Hockey, Rugby, Soccer, Tennis, Track and Field, Volleyball, Swimming, Baseball, and Field Hockey.

YOUR ALUMNI FUND – *“Flight Path to the Future”*

We have introduced a program called “Flight Path to the Future” where grads and friends of the school can donate to a fund for school improvement. Details about this fund can be found by calling or visiting our front desk.

EDUCATION PLAN

Name: _____

Goals After High School: ☐ Work ☐ Apprentice ☐ College ☐ University ☐ Other

Grade 9 - Year 1

Intermediate

English	C

French	C

Math	C

Science	C

P. & H. E.	C

Geography	C

Elective	

Elective	

Credits This Year:
 Credits So Far:
 Compulsory This Year:
 Compulsory So Far:

Grade 10 - Year 2

Intermediate

English	C

Math	C

Science	C

*One Additional Credit in P.E. or Arts or Business Credit is Compulsory (Group 2)**

History	C

Civics/Career Ed.	

One Arts Credit is Compulsory.

Credits This Year:
 Credits So Far:
 Compulsory This Year:
 Compulsory So Far:

Grade 11 - Year 3

Senior

English	C

One Senior Math Credit is Compulsory in Grade 11 or 12

*One Additional Credit in Science (11,12) or Technology (9-12) is Compulsory (Group 3)**

*A Senior Social Science/English or 3rd Language is Compulsory (Group 1)**

** A Co-op credit may be used - see People Place for details.*

Credits This Year:
 Credits So Far:
 Compulsory This Year:
 Compulsory So Far:

Grade 12 - Year 4

Senior

English	C

Credits This Year:
 Credits So Far:
 Compulsory This Year:
 Compulsory So Far:

NDSS Code of Behaviour

This code of behaviour sets out the standards of behaviour which are expected of all members of the NDSS community in order to create a positive climate in the school. Respect, responsibility, civility and academic excellence are promoted so that all members of the NDSS community will feel safe comfortable and accepted. The purpose of this code of behaviour is:

- to ensure that all members of the NDSS community, especially people in positions of authority, are treated with respect and dignity
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- to encourage the use of non-violent means to resolve conflict
- to discourage the use of alcohol and drugs
- to promote the safety of people in school

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student: comes to school prepared, on time, and ready to learn; shows respect for himself or herself, for others and for those in authority; refrains from bringing anything to school that may compromise the safety of others; and follows the established rules and takes responsibility for his or her own actions.

Students are to comply with the behaviour expectations while at school, on buses, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

Respect

Expectations: All members of the NDSS community must show courtesy and respect for themselves and others, especially persons in positions of authority. They must respect differences in people, their ideas, and their opinions. They must treat one another with dignity and respect at all times, and especially when there is a disagreement.

Harassment which targets any personal attribute is unacceptable. Harassment is defined as “any unwelcome verbal, written or physical acts or conduct based on prejudices which blatantly disregard the human rights of groups and/or individuals, resulting in disadvantage: for example, women, aboriginal persons, people of Black African ancestry, gays and lesbians” (Board Policy E-21 Human Rights Education Policy). Gender/sexual harassment consists of any unwanted, uninvited remarks, gestures, sounds or actions of a sexual nature that make a person feel unsafe, degraded or uncomfortable. Examples of gender/sexual harassment include:

- unwanted physical contact such as touching, grabbing, or patting
- rude jokes or suggestive remarks
- demeaning nicknames
- rating, embarrassing whistles
- name or insulting comments written on walls or desks
- stalking
- insulting remarks about sexual orientation
- insulting remarks about race or culture
- graffiti which presents negative, or stereotyped images
- threats based on membership within a particular group

Fighting is prohibited. Students must refrain from horseplay, which can result in injury and/or escalation into genuine physical aggression. Any kind of threatening behaviour or intimidation is prohibited. In accordance with Board Policy and the Criminal Code, the use, threatened use, or possession of weapons, replicas or imitations of weapons on school property is strictly prohibited.

Reasons: All people have the right to be treated with respect and dignity. All members of the NDSS community have the right to a respectful environment that is conducive to learning, free from discrimination and harassment and where conflict and differences can be addressed in a manner characterized by respect and civility.

Dress Code

Expectations: Students must show courtesy and respect for themselves and others in the way they dress. Students should be neat, clean and well-groomed in overall appearance, should comply with the specific program, and health and safety policies in selected areas (e.g. gymnasium, laboratories, shops, kitchens) and be adequately covered to be consistent with a scholarly school tone. Clothing and accessories should be free of materials which:

- are racist, sexist, or homophobic
- promote unlawful or unwholesome lifestyles, including but not limited to, drugs and alcohol
- display profanity
- are unduly distracting, including but not limited to, dress which is sexually provocative, torn or ragged
- are unhealthy, unhygienic or unsafe, including but not limited to, bare/sock feet, and metal or other sharp adornments
- are reflective of violent or anti-social culture

Language

Expectations: Students must use appropriate and respectful language at all times. Profanity anywhere in the school, or in any school activity, is unacceptable.

Reasons: Profanity cannot be tolerated in the school where the tone must be academic and respectful. This expectation extends into many venues of life, including the workplace, the community in general and public service.

Smoking

Expectations: There is no smoking or vaping within 20 metres of the school property.

Reasons: NDSS is compliant with the Smoke Free Ontario Laws. We want our students to be healthy and productive citizens. If you want to stop smoking please see our Adolescent Care Worker for support.

Academic Excellence

Expectations: Each student is expected to maintain good **work habits** by: completing all homework, assignments, and projects as directed by the required deadline; making up missed work; coming to class prepared and ready to participate (with the necessary books, pens, calculators, gym wear etc. as appropriate) and by participating constructively in class.

Reasons: Students who are engaged in the learning process are more successful. Good work habits learned and practiced in school will be valuable throughout life.

Expectations: Students are expected to maintain regular **attendance**, be punctual and to notify the school in case of absences and late arrivals.

Reasons: Good attendance and punctuality help you to be successful in all aspects of school. When you leave school, your employer will expect you to be on the job regularly and on time. It is also discourteous to arrive late to class and interrupt students already at work. Ministry regulations state that "when a student returns to school after an absence, a parent of the pupil, or the pupil, where the pupil is an adult, shall give the reason for the absence". The Ministry also states that a credit shall be given for the course based on 110 hours of instruction.

Expectations: Students are expected to submit work which represents their own efforts and acknowledges the source of information used in completing your work.

Reasons: **Academic honesty** is a core value of any educational institution and is an indicator of personal integrity. Students have the right and responsibility to be assessed and evaluated on their own work.

Civility and Responsible Citizenship

Expectations: All members of the NDSS community must demonstrate honesty and integrity, and participate appropriately in the civic life of the school community. Students must seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully. Students must show proper care and regard for school property and the property of others. Students are responsible for “clean-up” throughout the building which includes depositing garbage in the appropriate cans and recycling stations. Vandalism is strictly prohibited. Students must respect and comply with all applicable federal, provincial, and municipal laws.

Reasons: Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. A clean and pleasant school building makes it possible for a good learning environment. As concerned citizens we must all take responsibility for conserving our dwindling resources. The costs associated with vandalism and theft are an additional financial burden to students, parents/guardians and other taxpayers.

Safety

Expectations: All members of the school community **must not:**

- engage in bullying behaviours
- commit sexual assault
- traffic weapons or illegal drugs
- give alcohol to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs
- inflict or encourage others to inflict bodily harm on another person
- engage in hate propaganda and other forms of behaviour motivated by hate or bias
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school

Reasons: All members of the school community have the right to be safe and to feel safe in their school community.

Pathways to the Future

Reaching Every Student!

Apprenticeship Pathway

The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Advanced Education and Skill Development. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MAESD approved Oversight.

Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship coordinator for further information. More information about OYAP can be found in the *Expanded Opportunities* section of this course calendar.

College Pathway

Students are encouraged to thoroughly research and carefully plan their college program. Information for Ontario colleges is available at www.ontariocolleges.ca. The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post-secondary plan.

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Up-to-date information is available in college calendars or at www.ontransfer.ca.

University Pathway

Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required. Admission requirements for similar programs may vary significantly from university to university.

Students should consult their guidance counsellor for more information. Ontario University admission criteria can be found at www.electronicinfo.ca. Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.

Workplace Pathway

Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://skills.edu.gov.on.ca>

Workplace courses may be offered as stand alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of *Expanded Opportunities* such as SHSM, Focus Programs and Co-operative Education. More information can be found in the *Expanded Opportunities* section of this course calendar.

Assessment & Evaluation

Our Key Beliefs

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below, and form the basis of learning experiences for all of our students.

Assessment for Learning

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment as Learning

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit <http://www.limestone.on.ca/Parents/>.

Course Outlines

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Limestone District School Board Achievement of Excellence Award

Workplace Pathway

Awards to ALL graduating students who:

- ✓ achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)
- ✓ achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- ✓ complete grade 12 English in the Workplace pathway or take the OLC 40 course.

College Pathway

Awarded to ALL graduating students who:

- ✓ achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)
- ✓ achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- ✓ complete grade 12 English in the College pathway.

University Pathway

Awarded to ALL graduating students who:

- ✓ achieve a grade of excellent (E) for all learning skills in any six of their grade 12 credits* (including open level courses).
- ✓ achieve a minimum average of 90%** in six of their grade 12 credits.
- ✓ complete grade 12 English in the University pathway.

* Please note that successful candidates do not have to achieve grades of Excellent for learning skills in the same six courses that are used for the purposes of calculating academic achievement. Any credits that the students have earned and that are recorded on the transcript should be considered (including cooperative education, dual learning, summer school, PLAR and eLearning credits).

** The percentage grade of 90% was chosen as it represents the middle percentage grade associated with level four achievements.

NDSS Honour Roll

Honour Awards for NDSS students are based on an average of 80% or higher, as of September 2012.

The **Grade Nine Honour Awards** are presented to any student who has obtained a total of **640 marks** in their Grade 9 program, taken during the first two semesters of his/her secondary school career.

The **Grade 10 Honour Awards** are presented to any student registered in Grade 10 who has obtained a total of **640 marks** on 8 credits taken during the 3rd and 4th semesters of his or her school career.

The **Grade 11 Honour Awards** are presented to students who are registered in Grade 11 and who have attained a total of **560 marks** on 7 subjects taken during the 5th and 6th semesters of his or her school career.

The **Grade 12 Honour Awards** are presented to students who are registered in Grade 12 and who have attained a minimum total of **480 marks** on six credits.

Returning Grade 12 Students (fifth year or higher):

- one semester attendance - minimum of **240 marks** taken from **3 credits**
- full year attendance - minimum of **480 marks** taken from **6 credits**

Student Transfers

New students wishing to register at NDSS should complete the online registration form found at <https://registration.limestone.on.ca>. If you wish to transfer to NDSS and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KASSAA to determine eligibility.

SPORTS

Represent your school, get involved in sports! It's a great way to get in shape and meet a lot of new friends.

Football	Season start: Fall	Badminton	Season start: Winter
Cross Country	Season start: Fall	Hockey	Season start: Winter
Gymnastics	Season start: Fall	Figure Skating	Season start: Winter
Field Hockey	Season start: Fall	Track & Field	Season start: Spring
Volleyball	Season start: Fall/Winter	Soccer	Season start: Spring
Basketball	Season start: Fall/Winter	Rugby	Season start: Spring
Curling	Season start: Winter	Tennis	Season start: Spring
Swimming	Season start: Winter	Golf	Season start: Spring



CLUBS

There's something for every interest!

Hawk Helpers - Students who volunteer their time to help younger students and new students through People Place.

Drama Club - The people involved in putting on performances throughout the school year.

Athletic Council - Team players who raise money to cover athletic fees and organize special events.

Students' Council - Students who lead activities throughout the year.

Concert Band, and Musical Ensembles - Music students performing together.

Vocal Groups - Opportunities for students to sing together. (Choir and Acapella)

Tech Club - Opportunities to work in the shops of NDSS on special projects.

Interact Club - Students involved in community service and political awareness.

Badminton Club

Ping Pong Club

Fitness Club - A group of students working on personal fitness.

Generation Empowered Club - A group of students who raise awareness about teen issues.

Gaming Club - Students who enjoy computer games.

Christian Fellowship Club

GSA Club - (Gender Sexuality Alliance)

Respect Ed - Students who provide presentations on peer related issues.

Section Two: Program Planning and Course Selection

Diploma & Certificate Requirements for OSS Students

Ontario Secondary School Diploma (OSSD)

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Healthy Active Living 2 additional credits from Arts, Business, Technology, or Family Studies	English Math Science History Civics (.5) Career Studies (.5)	English Math	English
Other Compulsory Courses	<p>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</p> <p>Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p>Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p>Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*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.</p> <p>**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.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
Number of Optional Credits	2 options	3 options	5-6 options	5-7 options
Summary of Graduation Requirements	<p>Students need to complete the following criteria to earn their graduation diploma:</p> <ul style="list-style-type: none"> • 18 compulsory courses (as described above) • 12 optional courses (as described above) • 40 hours of Community Involvement • Successful completion of the Ontario Secondary School Literacy Test or Course. 			
Special Considerations	<ul style="list-style-type: none"> • Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses. • Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits. • Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English. • Up to four Dual Credits can be counted towards optional or elective credits. 			

It is possible to complete an Ontario Secondary School Diploma in 4 years. Many students, however, may decide to take 4 ½ to 5 years to complete their graduation requirements. An extended timeline will allow students to:

- **explore** dynamic options in various courses of study in order to expand their creative abilities and critical thinking skills;
- **participate** in workplace opportunities to investigate career options and enhance their employability skills;
- **balance** their rigorous academic timetables to prepare academically, socially, and financially for post-secondary education;
- **enrich** their high school experience by participating in school clubs, sports and activities.

Universities and colleges encourage students to maintain breadth in their secondary school courses and to keep their options open. Remember that to earn your diploma, you need **18 prerequisite credits, 12 optional credits, 40 hours of Community Involvement, and you must successfully complete the Ontario Secondary School Literacy Test.**

Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they have earned a minimum of 14 credits distributed as follows:

2	English
1	Canadian Geography or Canadian History
1	Mathematics
1	Science
1	Health and Physical Education
1	Arts, Technology or Computer Studies
7	Additional optional credits

Requirements for the Certificate of Accomplishment

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment, which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement with either the OSSC or Certificate of Accomplishment.

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. As of 2011, students entering Grade 9 may begin their community involvement hours in the summer prior to Grade 9. For more information, please contact People Place.

34 Credit Threshold

Beginning September 2013, the Ministry of Education has implemented a 34 credit threshold for school board funding for students who are in their 5th year or beyond in high school. It is important to note that this is not a "cap" and that students may continue to enroll in credits beyond 34 in number. This change in Ministry policy does not translate into any limitations for students enrolling in courses or costs for students or their families.

IDC Courses at NDSS

Interdisciplinary studies courses (IDC) provide students with a particular curriculum focus to help them meet diploma requirements and make the transition to post-secondary destinations. Students may take a maximum of 3 interdisciplinary courses - one each of IDC3O, IDC4O and IDC4U. The following IDC courses are offered at NDSS:

IDC3OB	It's Your Business
IDC3OG	Girls' Interdisciplinary Technology
IDC4U0	Global Economy Business

For further information on IDC courses, please consult a People Place Counsellor.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Success.

The Ontario Secondary School Literacy Course (OSSLC)

Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course **will meet the provincial literacy requirement for graduation**.

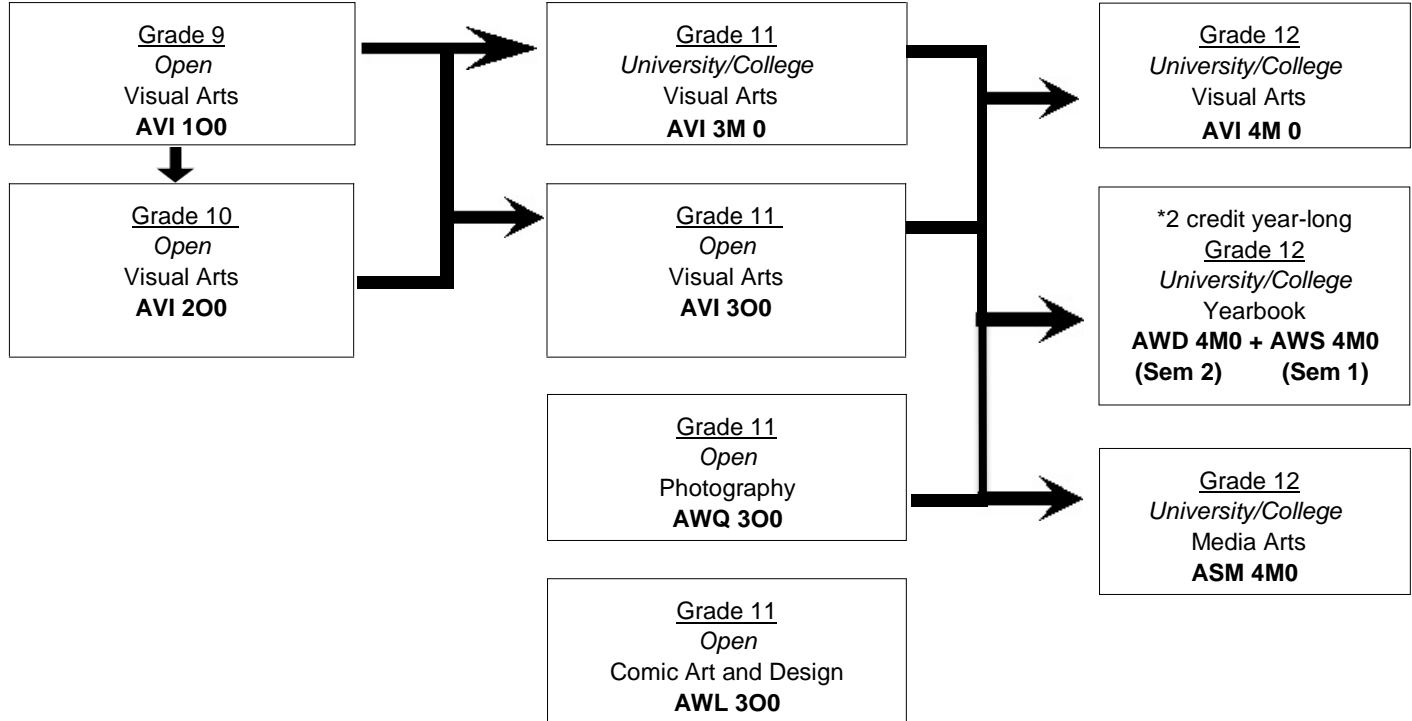
Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credits. To meet individual students' needs, principals may replace up to three of these credits (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Transcript. Please contact People Place for more information.

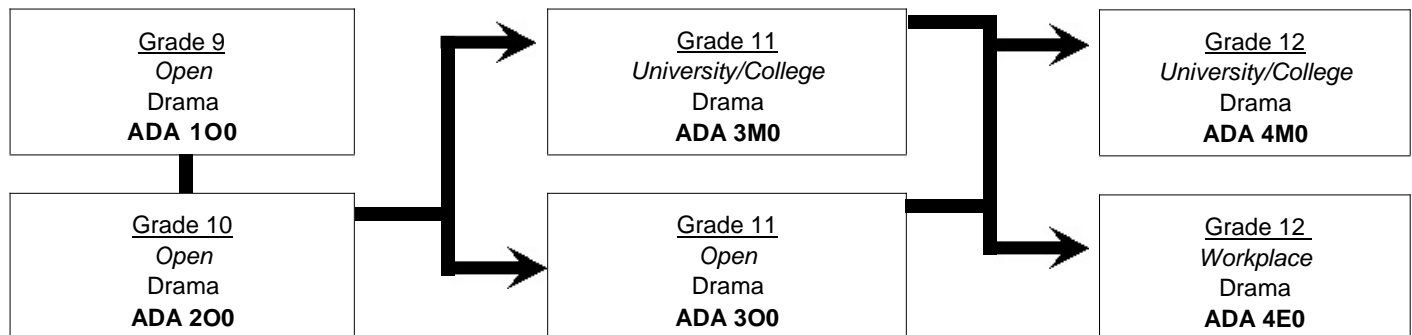


ART and DRAMA

ART



DRAMA



***Reminder:** All students working towards the Ontario Secondary School Diploma must achieve 1 Arts credit (any Art, Music or Drama) before graduation. This can be taken in Grade 9 or in a later year.

ART

AVI100 GRADE 9, VISUAL ARTS - Open

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

AVI200 GRADE 10, VISUAL ARTS - COMPREHENSIVE - 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.

AVI3M0 GRADE 11, VISUAL ARTS - University/College

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). *Prerequisite: AVI100 or AVI200*

AVI300 GRADE 11, 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.

AWQ300 GRADE 11, PHOTOGRAPHY - Open

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. This course will be delivered through the medium of photography. There is an optional fee for printing digital pictures.

AWL300 GRADE 11, VISUAL ARTS - DRAWING: COMIC BOOK - Open

This course focuses on studio activities in one or more of the visual arts. Students will create art works that explore a wide range of subject matter, and will evaluate art works, providing grounds for their aesthetic judgements. They will also examine historical and cultural contexts of Western art (including Canadian art) and art from various world cultures to support their study of specific media. This course will be delivered through comic book illustration.

AVI4M0 GRADE 12, VISUAL ARTS - University/College

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. *Prerequisite: AVI3M0*

ASM4M0 GRADE 12, MEDIA ARTS - University/College

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animations, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values. *Prerequisite: Any grade 11 course in the arts.**

AWD4M0 GRADE 12, VISUAL DESIGN - YEARBOOK - University/College (Semester 2)

This course focuses on enabling students to refine their use of the creative process when creating and presenting print media art works using digital photography and graphics, desktop publishing, writing copy and marketing through the production of the school yearbook. Students will use the critical analysis process to deconstruct previously published yearbooks and explore connections between art and society. This program enables students to explore a range of processes and techniques that can be applied in their own art production. Students will also make connections between various publications in personal, contemporary, historical, and cultural contexts. *Prerequisites could include: Visual Arts, grade 11, University/College Preparation, grade 11 Communications Technology, grade 11 Photography.* Two Credit Grade 12 Yearbook Production Package. Students are encouraged to select both course codes, ASM 4M0 and AWD 4M0.

AWS4M0 GRADE 12, DIGITAL MEDIA - YEARBOOK - University/College (Semester 1)

This course focuses on enabling students to refine their use of the creative process when creating and presenting digital art works using a variety of emerging media and technologies, including desktop publishing and computer graphics software. Students will use the critical analysis process to explore connections between digital publications and society. This program enables students to explore a range of software, processes, and techniques that can be applied in their own art production. Students will also make connections between various digital works in personal, contemporary, historical, and cultural contexts. *Prerequisites could include: Visual Arts, grade 11, University/College Preparation, grade 11 Communications Technology, grade 11 Photography.* Two Credit Grade 12 Yearbook Production Package. Students are encouraged to select both course codes, ASM 4M0 and AWD 4M0.

**DRAMA****ADA1O0 GRADE 9, DRAMA - Open**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of courses 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.

ADA2O0 GRADE 10, DRAMA - Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ADA3O0 GRADE 11, DRAMA - Open

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

ADA3M0 GRADE 11, DRAMA - University/College

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: ADA1O0 or ADA2O0.*

ADA4E0 GRADE 12, DRAMA - Workplace

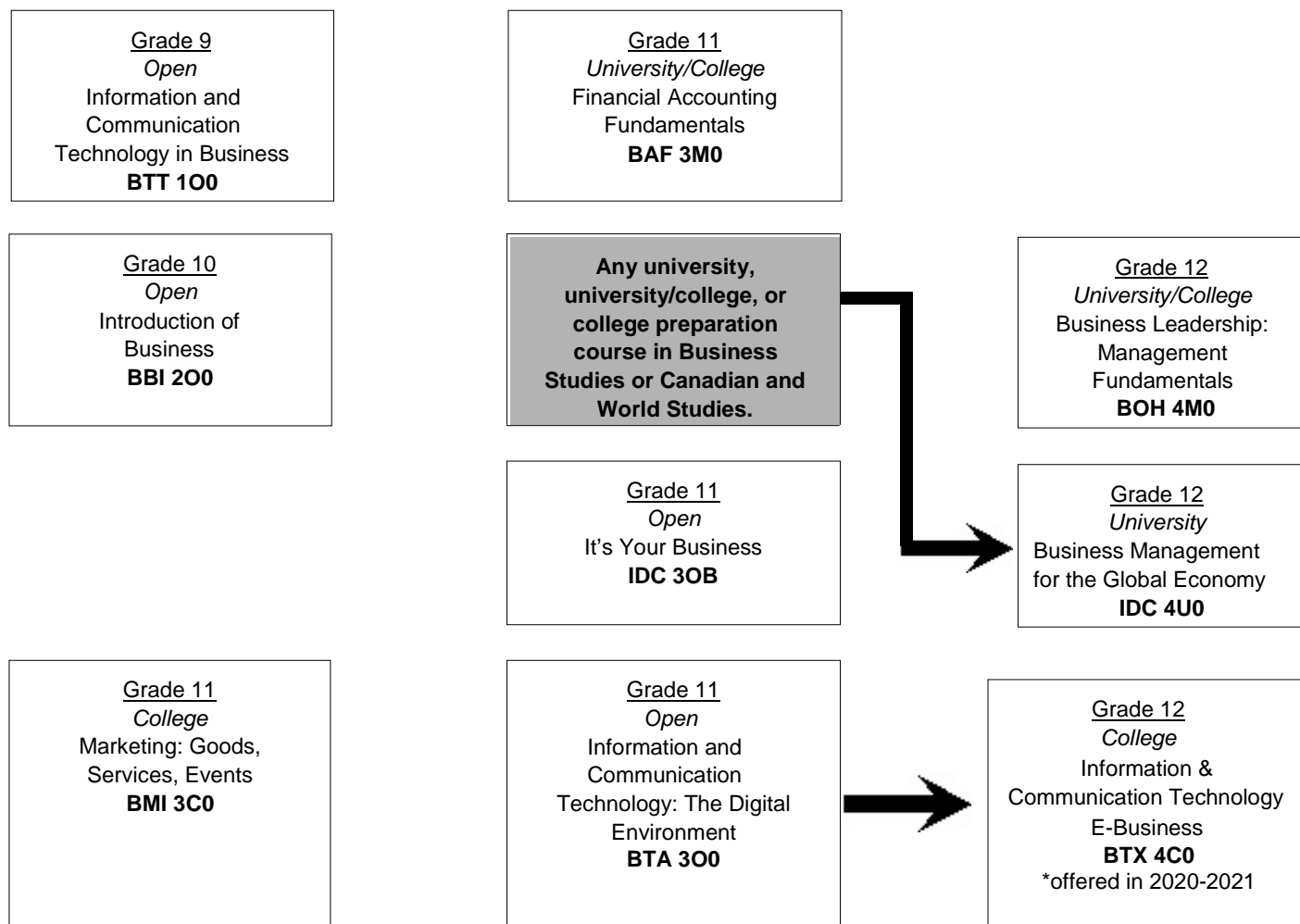
This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace. *Prerequisite: ADA3O0*

ADA4M0 GRADE 12, DRAMA - University/College

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. *Prerequisite: ADA3M0*



BUSINESS



BTT100 INFORMATION AND COMMUNICATION 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.

BBI200 GRADE 10, 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 and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

BAF3M0 GRADE 11, FINANCIAL ACCOUNTING FUNDAMENTALS - University/College

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.

IDC3OB GRADE 11, IT'S YOUR BUSINESS - Open

Many people will depend upon self-employment for part of or all of their future income. Perhaps you will step into a family business. This is no easy task, as any self-employed individual knows. *It's Your Business* will cover a broad range of topics to introduce students to the world of business. The focus will be on small businesses that could provide part time or full time employment. Business plans, business management, finances, and marketing are all topics that need to be covered to provide an overview for young entrepreneurs. ***Students who have taken IDC3OG Technology for Girls may not take IDC3OB to count as a credit.***

BMI3C0 GRADE 11, MARKETING: GOODS, SERVICES, EVENTS - College

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

**BTA300 GRADE 11, INFORMATION AND COMMUNICATION TECHNOLOGY:
THE DIGITAL ENVIRONMENT - Open**

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or post-secondary studies, or placement in BTX 4C0.

**BOH4M0 GRADE 12, BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS -
University/College**

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

IDC4U0 GRADE 12, BUSINESS MANAGEMENT FOR THE GLOBAL ECONOMY - University

This course is designed to give students an advanced understanding and exposure to a range of global business and economic concepts. Students will investigate the global business environment and the impact business decisions have on various stakeholders. The units will give the students a solid background to pursue further post secondary study in Commerce, Accounting or Economics programs at the College or University level. Case studies of businesses operating in international markets will provide practical examples of the theory covered. The course allows students to develop their analytical and evaluative skills while learning more about the world we live in. IDC 4U is an interdisciplinary course that **combines expectations from BBB 4M and BAT 4M.**

**BTX 4C0 GRADE 12, INFORMATION AND COMMUNICATION TECHNOLOGY:
Multimedia Solutions, Grade 12, College Preparation**

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers. *Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open. Course will be offered in 2020-2021 if the prerequisite (BTA 300) runs in 2019/2020.*



CANADIAN & WORLD STUDIES

(Includes Geography, History and Law)

GEOGRAPHY

Grade 11
University/College Forces
of Nature: Physical
Processes and Disasters
CGF 3M0

Any Grade 11 or 12
university or university/
college course in
Canadian and World
Studies English, or Social
Sciences and Humanities.

Grade 12
University
World Issues-A
Geographic Analysis
CGW 4U0

Grade 9
Academic
Issues in Canadian
Geography
CGC 1D0

Any Grade 11 or 12
college preparation
course in Canadian and
World Studies, English, or
Social Sciences and
Humanities.

Grade 12
University/College
Spatial Technologies
in Action
CGO 4M0

Grade 9
Applied
Issues in Canadian
Geography
CGC 1P0

Grade 11
Open
Introduction to Spatial
Technologies
CGT 300

Grade 9
Academic (French
Immersion)
Issues in Canadian
Geography
CGC 1D3

Note: This course will only be
offered in school years
beginning with an odd year i.e.
2019-2020

Grade 11
Open
Travel and Tourism
CGG 300

CGC1D0 GRADE 9, 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.

The courses are offered for student selection. If not enough students select a course it will not "run".

CGC1P0 GRADE 9, 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.

CGF3M0 GRADE 11, FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS - University/College

This course examines Earth's physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth's water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth's natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them. *Prerequisite: CGC1D0 or 1P0*

CGG300 GRADE 11, TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE - Open

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. *Prerequisite: CGC1D0 or 1P0*

CGT300 GRADE 11, INTRODUCTION TO SPATIAL TECHNOLOGIES - Open

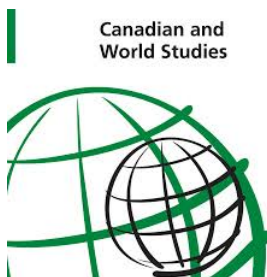
This course focuses on giving students practical experiences with geo-technologies and related skills. Students will engage in image interpretation, desktop mapping, analysis using geographic information systems (GIS), use of the global positioning system (GPS), computer mapping, data collection and management. Students will conduct field work and explore applications and career opportunities in environmental, economic, and political contexts. Students will use a variety of communication tools and methods to present the results of their investigations. *Prerequisite: CGC1D0 or 1P0*

CG04M0 GRADE 12, SPATIAL TECHNOLOGIES IN ACTION - University/College

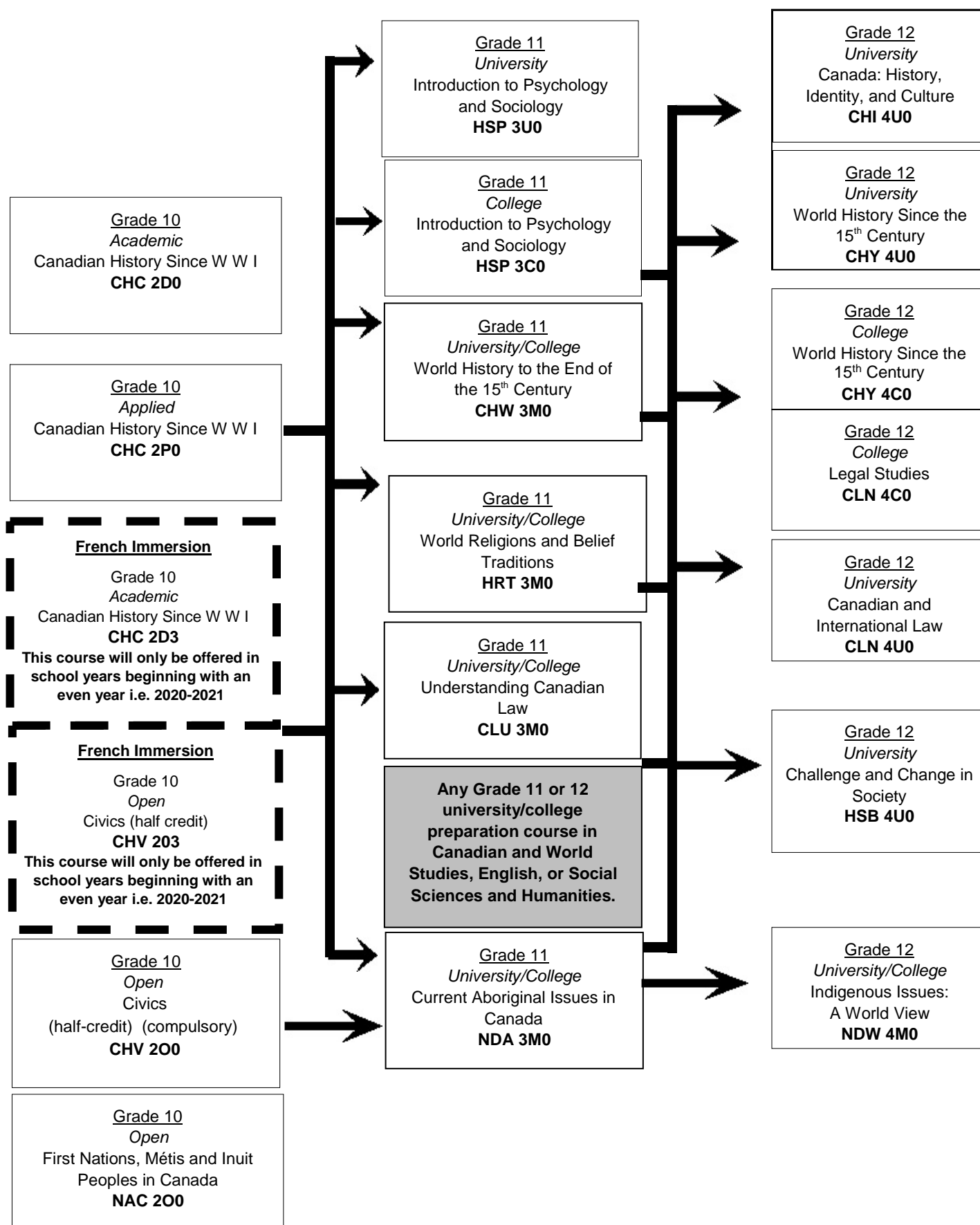
This course gives students experience in using geo-technologies to develop solutions to real-world problems involving physical and human geography. Students will extend their knowledge of geomatics in the areas of cartography, geographic information systems (GIS), the global positioning system (GPS), computer mapping, and remote sensing. Students will develop critical thinking and communication skills as they apply geo-technologies and geographic inquiry methods to devise and present ways of improving conditions for people and the environment. *Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*

CGW4U0 GRADE 12, WORLD ISSUES - A GEOGRAPHIC ANALYSIS - University

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*



History, Contemporary Studies and Law



CHC2D0 GRADE 10, CANADIAN HISTORY SINCE WORLD WAR I - Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHC2P0 GRADE 10, CANADIAN HISTORY SINCE WORLD WAR I - Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

CHV200 GRADE 10, CIVICS AND CITIZENSHIP - .5 Credit - 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.

NAC200 GRADE 10, FIRST NATIONS, MÉTIS, AND INUIT PEOPLES IN CANADA - Open

This course explores First Nations, Métis, and Inuit peoples' relationships with Canada from pre-contact to the 21st century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Indigenous people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others' ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships.

CHW3M0 GRADE 11, WORLD HISTORY TO THE END OF THE 15TH CENTURY - University/College

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. *Prerequisite: CHC2D0 or 2P0*

HRT3M0 GRADE 11, WORLD RELIGIONS AND BELIEF TRADITIONS - University/College

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

HSP3C0 GRADE 11, INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY - College

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.*

HSP3U0 GRADE 11, INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY - University

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: ENG2D0 or CHC2D0.*

HSB4U0 GRADE 12, CHALLENGE AND CHANGE IN SOCIETY - University

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. *Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.*

CHI4U0 GRADE 12, CANADA: HISTORY, IDENTITY, AND CULTURE - University

This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada's national identity and how and why it has changed throughout the country's history. 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 the people, events, and forces that have shaped Canada. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.*

CHY4C0 GRADE 12, WORLD HISTORY SINCE THE FIFTEENTH CENTURY - College

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world. *Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities.*

CHY4U0 GRADE 12, WORLD HISTORY SINCE THE FIFTEENTH CENTURY - University

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.*

NDA3M0 GRADE 11, CURRENT ABORIGINAL ISSUES IN CANADA - University/College

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples. *Prerequisite: Aboriginal Peoples in Canada, grade 10, Open or Canadian History in the Twentieth Century, grade 10, Academic or Applied.*

NDW4M0 GRADE 12, INDIGENOUS ISSUES - A WORLD VIEW - University/College

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.*

CLU3M0 GRADE 11, UNDERSTANDING CANADIAN LAW - University/College

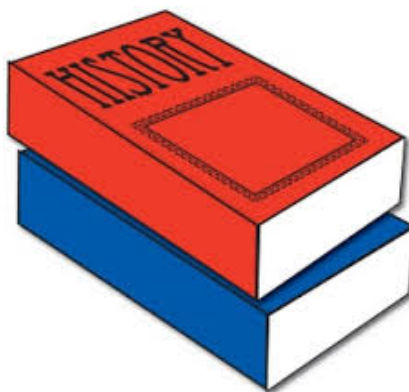
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply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

CLN4U0 GRADE 12, CANADIAN AND INTERNATIONAL LAW - University

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law. *Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Science and Humanities.*

CLN4C0 GRADE 12, LEGAL STUDIES - College

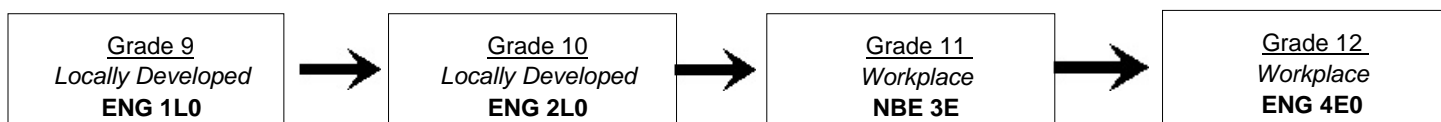
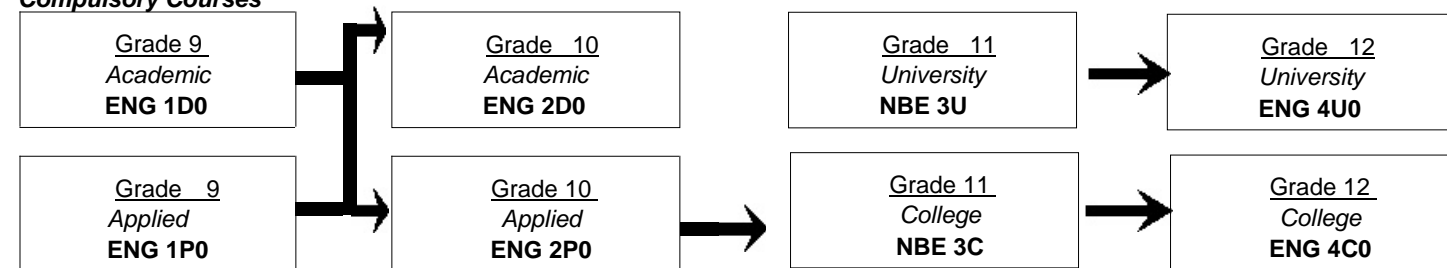
This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analyzing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society. *Prerequisite: Civics and Citizenship, grade 10, Open.*



COMMUNICATIONS

ENGLISH

Compulsory Courses



Grade 10
Open
Literacy Skills: Reading
and Writing
ELS 200

Grade 12
Open
Literacy course for
graduation **OLC 400**

Grade 12
University
The Writers' Craft
EWC 4U0

ENG1D0 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. Reading selections in this course include a variety of fiction and non-fiction works, a class novel, a Shakespearean tragedy, as well as grade appropriate independently selected materials. Assignments will include but are not limited to: paragraph writing, an opinion piece, a news report, a literary essay, creative writing, and poetic analysis.

ENG1P0 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. Reading selections in this course include a variety of fiction and non-fiction works, with a focus on pieces in preparation for the OSSLT. Students will also read a class novel, as well as grade appropriate independently selected materials. Assignments will include but are not limited to: opinion pieces, news reports, paragraph writing, and various reading responses.

ENG1L0 ENGLISH - Locally Developed

This course emphasizes key reading, writing, oral communication, and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, and newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language. This course is intended for students who have significant difficulties with literacy skills. The course is organized into 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 on using language clearly and accurately in a variety of authentic contexts.

ENG2D0 GRADE 10, 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. Reading selections include a variety of fiction and non-fiction works, a class novel, and a Shakespearean play. Students will also read an approved novel of choice. Written assignments will include but are not limited to: opinion pieces, literary essay, reviews, news reports, and various textual responses. The course includes a 1.5 hour final examination. *Recommended Preparatory Course: ENG1D0*

ENG2P0 GRADE 10, 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. Reading selections in this course include a variety of fiction and non-fiction works, with a focus on informational, narrative and graphical reading selections. Students will also read a class novel and an appropriate independent novel of choice. Assignments will include but are not limited to: opinion pieces, news reports, paragraph writing, reading responses, and media productions. *Recommended Preparatory Course: ENG 1P0.*

ENG2L0 GRADE 10, 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. The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on 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. Reading selections in this course include a variety of fiction and non-fiction works, with an emphasis on reading for practical communication (i.e. instruction manuals, job applications, etc.). Assignments will include but are not limited to opinion pieces, news reports, summaries, paragraph writing, and various textual responses. *Recommended Preparatory Course: ENG1P0 or ENG1L0.*

ELS200 GRADE 10, LITERACY SKILLS: READING AND WRITING - Open

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, and newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling. This course will be of particular help to students preparing for the Grade 10 Ontario Secondary School Literacy Test (OSSLT). Reading selections in this course will include a variety of narrative, informational and graphical selections, with a focus on practice and preparation for the OSSLT. Assignments will include a variety of textual responses, paragraph writing, opinion pieces and news reports. ***Placement in this course will be determined by our Student Support Department.***

NBE3U0 GRADE 11, ENGLISH - University

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

Prerequisite: English, Grade 10, Academic

NBE3C0 GRADE 11, ENGLISH - College

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course. Prerequisite: English, Grade 10, Academic or Applied

NBE3E0 GRADE 11, ENGLISH - Workplace

This course explores themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course. Prerequisite: English, Grade 10, Academic or Applied, or the Grade 10 locally developed compulsory credit (LDCC) course in English

ENG4U0 GRADE 12, ENGLISH - University

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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. Reading selections in this course include a variety of challenging fiction and non-fiction works, class novels, approved independent novels, and a Shakespearean play. Assignments will include but are not limited to formal essays (comparison and literary), poetic analysis, group and individual seminars, tests, and presentations. This course includes a final two-hour examination. *Prerequisite: ENG3U0*

ENG4C0 GRADE 12, ENGLISH - College

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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. Reading selections in this course include a variety of fiction and non-fiction works, a class novel, as well as grade appropriate independently selected materials. Assignments will include but are not limited to: research essay, opinion pieces, literary essay, creative writing tasks, and media works. This course includes a two-hour final examination. *Prerequisite: ENG3C0*

ENG4E0 GRADE 12, ENGLISH - Workplace

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will 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. Reading selections in this course include a variety of fiction and non-fiction works, with a focus on real-life reading selections. Students will also study a class novel, as well as independently selected materials. Assignments will include but are not limited to opinion pieces, research reports, a variety of textual responses, and writing for the world of work. *Prerequisite: ENG 3E0*

EWC4U0 GRADE 12, THE WRITER'S CRAFT - University

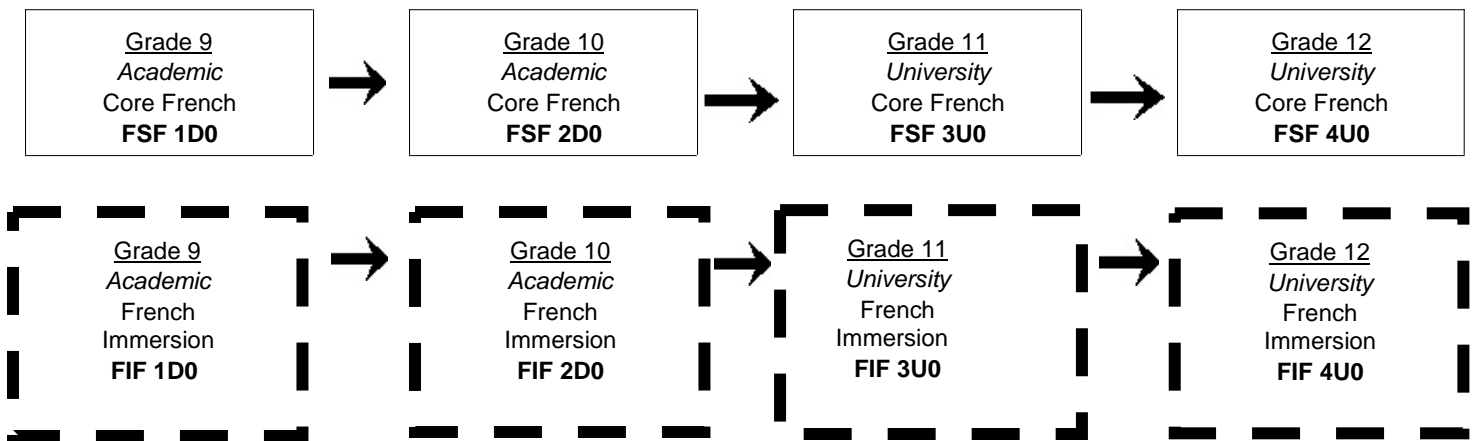
This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing, use a workshop approach to produce a range of works, identify and use techniques required for specialized forms of writing, and identify effective ways to improve the quality of their writing. They will also complete a paper as part of a creative or analytical project and investigate opportunities for publication and for writing careers. This course emphasizes the creative process involved in writing, offering creative writing strategies to maximize students' writing potentials. The class is set in an environment conducive to creativity, and students are permitted time to pursue independent writing in various styles. This course includes the publication of a student anthology of best pieces. Students will read independent novels. *Prerequisite: ENG3U0*

OLC400 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. Reading selections in this course include a variety of narrative, graphical and informational texts; two class novels, as well as independently selected materials. Assignments will include but are not limited to: opinion pieces, news reports, summaries, informational paragraphs, reflection journals, and a variety of reading responses. The course includes a final project consisting of a variety of the above tasks. *Notes: To be eligible for this course, students must have been eligible to write the OSSLT at least once, and have been unsuccessful. This course may also count as the 4th English compulsory required for a diploma, but will not count as the required English course for College admission.*



FRENCH



French Immersion at NDSS - Students may take a full 4-year Immersion program at NDSS. Each year, core courses are offered in French as well as a variety of electives. Elective courses will run based on sufficient enrolment. For more information, contact the Guidance Office at NDSS.

FSF1D0 GRADE 9, 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.*

FIF1D0 GRADE 9, FRENCH IMMERSION - Academic

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 ability to communicate in French and confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. *Prerequisite: Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent.*

FSF2D0 GRADE 10, 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: FSF1D0*

FIF2D0 GRADE 10, FRENCH IMMERSION - Academic

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 and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long learners. *Prerequisite: FIF1D0*

FSF3U0 GRADE 11, FRENCH - University

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their 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: FSF2D0*

FIF3U0 **GRADE 11, FRENCH IMMERSION - University**

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 apply language-learning strategies while exploring a variety of concrete and abstract topics, and will increase their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. *Prerequisite: FIF2D0*

FSF4U0 **GRADE 12, FRENCH - University**

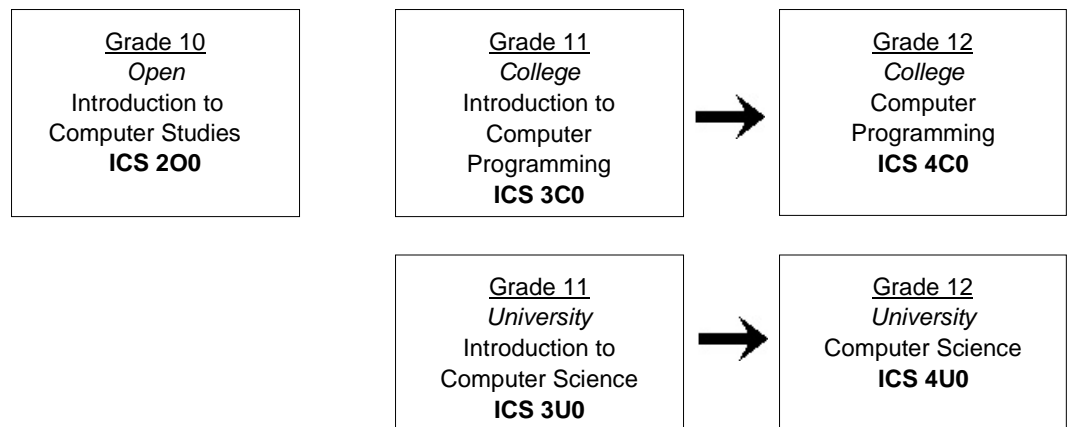
This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting 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: FSF3U0*

FIF4U0 **GRADE 12, FRENCH IMMERSION - University**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and apply them 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 continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners. *Prerequisite: FIF3U0*



COMPUTER STUDIES



Students may be required to contribute to the cost of materials for some project work in some Technology courses.

ICS200 **GRADE 10, INTRODUCTION TO COMPUTER STUDIES - Open**

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS3C0 **GRADE 11, INTRODUCTION TO COMPUTER PROGRAMMING - College**

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 developing project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and post-secondary opportunities in computer-related fields.

ICS3U0 **GRADE 11, INTRODUCTION TO COMPUTER SCIENCE - University**

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.

ICS4C0 **GRADE 12, COMPUTER PROGRAMMING - College**

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:* ICS3C0

ICS4U0 **GRADE 12, COMPUTER SCIENCE - University**

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:* ICS3U0

COOPERATIVE EDUCATION

CO-OPERATIVE EDUCATION - EXPERIENCE IT!

Are you a **hands-on learner**? Would you like to get **your foot in the door** to prove yourself to potential employers? Would you like **practical work experience** in a field of work you would like to pursue?

You choose the type of learning experience that you want. You earn **1 elective credit for every 110 hours of work**. You can take Co-op as many times as you want. You can earn all 12 elective credits and up to two compulsory credits in the Group 1, 2, 3 categories.

Co-op students working in the skilled trades earn elective high school credits as well as being able to **apply the time they spent in Co-op, towards an apprenticeship**.

For more information, see the Co-op Coordinator or a counsellor in People Place.

Creating Opportunities through Co-op, Grade 11, Open (DCO3O)

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Cooperative Education Linked to a Related Course (or Courses)

This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None





E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

There are unique demands associated with participation in an e-Learning course. Students enrolled in e-Learning courses: require a high level of personal motivation and self-discipline to succeed; should be comfortable learning new skills and using new technologies; are comfortable with a virtual classroom environment; are able to manage their time effectively.

If an e-Learning course sounds like a good fit for you, your myBlueprint course selections may include the LDSB courses shown below. Contact your school's Guidance Department to explore additional e-Learning course opportunities available through the OeLC.



LDSB E-LEARNING COURSE OFFERINGS* FOR THE 2019-2020 SCHOOL YEAR

* SUFFICIENT ENROLMENT IS REQUIRED FOR ANY COURSE OFFERING TO RUN.

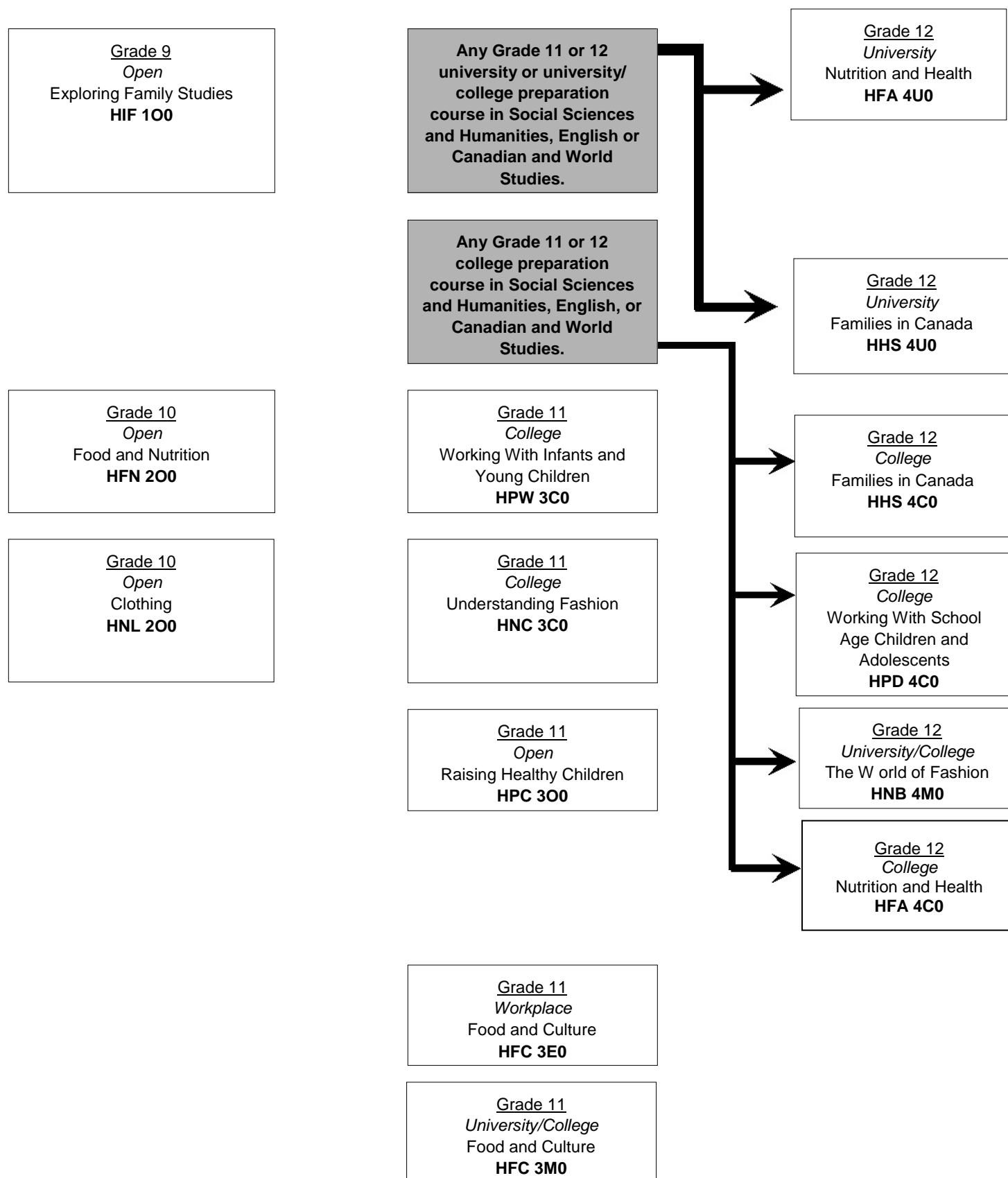
Semester 1		Semester 2	
BAF3M	Financial Accounting	BAT4M	Financial Accounting
HSB4U	Challenge & Change in Society	ICS3U	Computer Science
ICS4U	Computer Science	MDM4U	Data Management
MCT4C	Mathematics for College Technology	SPH4U	Physics
MDM4U	Data Management		

WHAT YOU NEED TO KNOW

- What courses are available?**
 LDSB hosted courses, listed below, may be included as myBlueprint course selections. Additional e-Learning courses, hosted through the OeLC, are listed at:
<https://www.elearningstudents.ca>
- Are e-Learning courses "easier"?**
 E-Learning courses adhere to the same Ministry of Education curriculum expectations and require as much or more time as face-to-face classes. Provincial statistics show e-Learning courses have comparable success rates and course grade averages.
- How often do I need to log into my e-Learning course?**
 E-Learning courses require students to participate on a regular basis, just like a face-to-face class does. Teachers have planned lessons and each student's participation in course activities, like discussions, are an important part of the learning experience. Courses follow the same Limestone Board of Education calendar.

"Limestone is pleased to offer some e-Learning courses for grade 11 and 12 students. However, it should be noted that face-to-face course sections offered in the home school must be filled first, before students would be scheduled into the same e-Learning course. It should also be noted that short of exceptional circumstances like an international exchange or medical reasons, students would be limited to one e-Learning course per semester."

FAMILY STUDIES



HIF100 GRADE 9, EXPLORING FAMILY STUDIES - Open

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

HFN200 GRADE 10, FOOD AND NUTRITION - Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

HNL200 GRADE 10, CLOTHING - Open

This course introduces students to the world of clothing. Students will gain knowledge about clothing and will demonstrate basic skills associated with techniques and technologies used to create garments and accessories. Students will learn about the functions of clothing and accessories and what clothing communicates about the wearer. They will learn how to enhance their personal wardrobe by assessing garment quality and will develop shopping strategies and an understanding of various retail formats. Students will develop research skills as they investigate topics related to clothing.

HPW3C0 GRADE 11, WORKING WITH INFANTS AND YOUNG CHILDREN - College

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

HFC3E0 GRADE 11, FOOD AND CULTURE - Workplace

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

HFC 3M0 GRADE 11, FOOD AND CULTURE – University/College

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

HNC3C0 GRADE 11, UNDERSTANDING FASHION - College

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. They will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

HPC300 GRADE 11, RAISING HEALTHY CHILDREN - Open

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

HFA4U0 GRADE 12, NUTRITION AND HEALTH - University

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. *Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.*

HFA4C0 GRADE 12, NUTRITION AND HEALTH - College

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health. *Prerequisite: Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.*

HPD4C0 GRADE 12, WORKING WITH SCHOOL-AGE CHILDREN AND ADOLESCENTS - College

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. *Prerequisite: Any university, college, university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.*

HNB4M0 GRADE 12, THE WORLD OF FASHION - University/College

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. *Prerequisite: Any university, college, university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.*

HHS4U0 GRADE 12, FAMILIES IN CANADA - University

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.* HSP 3U highly recommended.

HHS4C0 GRADE 12, FAMILIES IN CANADA - College

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.* HSP 3U or HSP 3C highly recommended.



HEALTH & PHYSICAL EDUCATION

Grade 9

Male

Healthy Active Living
Education
PPL 10B

Grade 10

Male

Healthy Active Living
Education
PPL 20B

Grade 11

Male

Healthy Active Living
Education
PPL 30B

Grade 12

Male

Healthy Active Living
Education
PPL 40B

Grade 9

Female

Healthy Active Living
Education
PPL 10G

Grade 10

Female

Healthy Active Living
Education
PPL 20G

Grade 11

Female

Healthy Active Living
Education
PPL 30G

Grade 12

Female

Healthy Active Living
Education
PPL 40G

French Immersion

Grade 9

Co-ed

Healthy Active Living
Education
PPL 103

French Immersion

Grade 10

Co-ed

Healthy Active Living
Education
PPL 203

Grade 11

Male

H.A.L.E. Personal
and Fitness Activity
PAF 30B

Grade 12

Male

H.A.L.E. Personal
and Fitness Activity
PAF 40B

Grade 11

Female

H.A.L.E. Personal
and Fitness Activity
PAF 30G

Grade 12

Female

H.A.L.E. Personal
and Fitness Activity
PAF 40G

Grade 11

Co-ed

Hockey Canada
Skills Academy
PAL 300

Grade 12

Co-ed

Hockey Canada
Skills Academy
PAL 400

*Grade 12

Recreation and
H.A.L. Leadership
PLF 4M0

**Grade 12

Introductory
Kinesiology
PSK 4U0

***Any Grade 11 or 12
course in Physical
Education**

****Any Grade 11
university/college
preparatory course
in Science or any
Grade 11 or 12
course in Physical
Education**

Students in Physical Education activity courses are expected to wear a proper gym uniform in activity classes. Students may be required to contribute to the cost of some activities when offered e.g. golf, swimming, curling, self- defense.

PPL10G GRADE 9, HEALTHY ACTIVE LIVING EDUCATION (Female)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement, competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL10B GRADE 9, HEALTHY ACTIVE LIVING EDUCATION (Male)

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement, competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL20G GRADE 10, HEALTHY ACTIVE LIVING EDUCATION (Female)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL20B GRADE 10, HEALTHY ACTIVE LIVING EDUCATION (Male)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL30G GRADE 11, HEALTHY ACTIVE LIVING EDUCATION (Female)

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.

PPL30B GRADE 11, HEALTHY ACTIVE LIVING EDUCATION (Male)

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.

PAF30G GRADE 11, HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES (Female)

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. *This course will focus on the development of personal fitness using a variety of individual and group fitness training regimens.*

PAF30B GRADE 11, HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES (Male)

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. *This course will focus on the development of personal fitness using a variety of individual and group fitness training regimens.*

**PAL300 GRADE 11, HEALTHY LIVING AND LARGE GROUP ACTIVITIES
(HOCKEY CANADA SKILLS ACADEMY) - (Co-Ed)**

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. The course will focus on hockey and personal fitness. Students will also study the components of healthy relationships, reproductive health, mental health, personal safety and fitness. There is an additional fee for this course to cover the cost of the ice time and other program requirements.

PPL40G GRADE 12, HEALTHY ACTIVE LIVING EDUCATION (Female)

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.

PPL40B GRADE 12, HEALTHY ACTIVE LIVING EDUCATION (Male)

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.

PAF40G GRADE 12, HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES (Female)

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. *This course will focus on the development of personal fitness using a variety of individual and group fitness training regimens.*

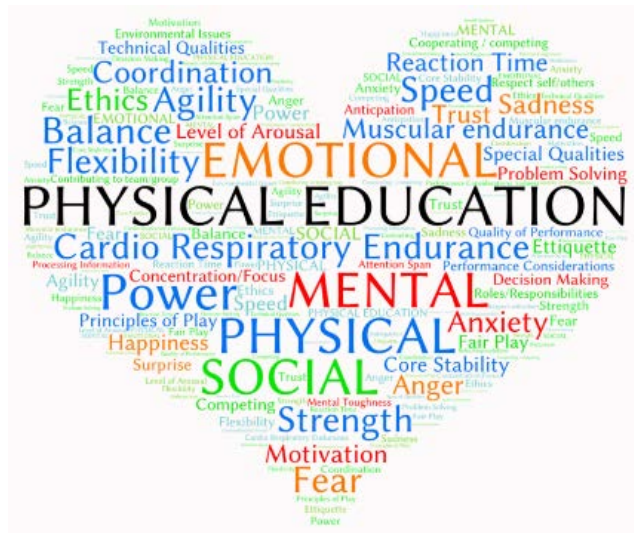
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation 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. *This course will focus on the development of personal fitness using a variety of individual and group fitness training regimens.*

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.

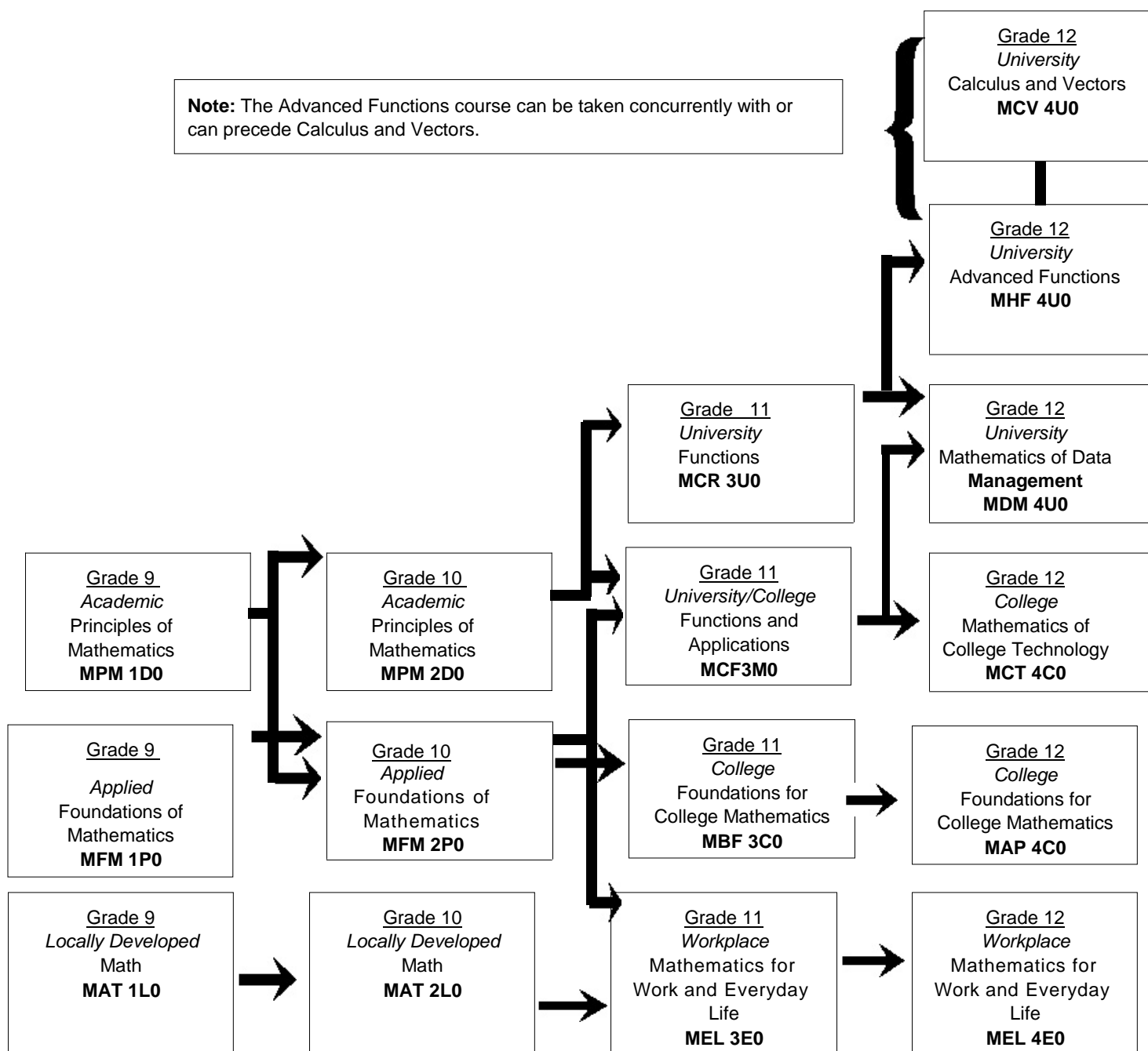
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social 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 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. The course will focus on hockey and personal fitness. Students will also study the components of healthy relationships, reproductive health, mental health, personal safety and fitness. There is an additional fee for this course to cover the cost of the ice time and other program requirements.



MATHEMATICS

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



MPM 1D0 GRADE 9, PRINCIPLES OF MATHEMATICS - Academic

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between difference representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM1P0 GRADE 9, FOUNDATIONS OF MATHEMATICS - Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MAT1L0 GRADE 9, LOCALLY DEVELOPED MATHEMATICS

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 Locally Developed course. The course is organized in 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.

MPM2D0 GRADE 10, MATHEMATICS - Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multistep problems and communicate their thinking. *Recommended Prerequisite: MPM 1D.*

MFM2P0 GRADE 10, 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 quadric 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. *Recommended Prerequisite: MFM 1P.*

MAT2L0 GRADE 10, LOCALLY DEVELOPED MATHEMATICS

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. *Prerequisite: MFM1P0 or MAT1L0*

MCR3U0 GRADE 11, FUNCTIONS - University

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Prerequisite: MPM2D0. This course is a required prerequisite for Grade 12 Advanced Functions (MHF 4U) and Calculus and Vectors (MCV 4U).*

MCF3M0 GRADE 11, FUNCTIONS AND APPLICATIONS - University/College

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in 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. *Prerequisite: MPM2D0 or MFM2P0 with a grade of 70% or higher.*

MBF3C0 GRADE 11, FOUNDATIONS FOR COLLEGE MATHEMATICS - College

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: MFM2P0*

MEL3E0 GRADE 11, MATHEMATICS FOR WORK AND EVERYDAY LIFE - Workplace

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite: A grade 9 math or MAT2L0.*

MCV4U0 GRADE 12, CALCULUS AND VECTORS - University

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. **This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.** *Prerequisite: MHF4U0. Note: The Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.*

MHF4U0 GRADE 12, ADVANCED FUNCTIONS - University

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. *Prerequisite: MCR3U0 or MCT4C0*

MDM4U0 GRADE 12, MATHEMATICS OF DATA MANAGEMENT - University

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: MCR3U0 or MCF3M0*

MCT4C0 GRADE 12, MATHEMATICS FOR COLLEGE TECHNOLOGY - College

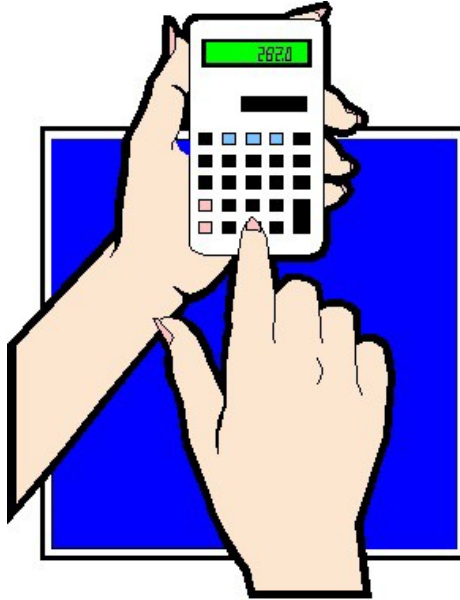
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **This course prepares students for a variety of college technology programs.** *Prerequisite: MCF3M0 or MCR 3U.*

MAP4C0 GRADE 12, FOUNDATIONS FOR COLLEGE - College

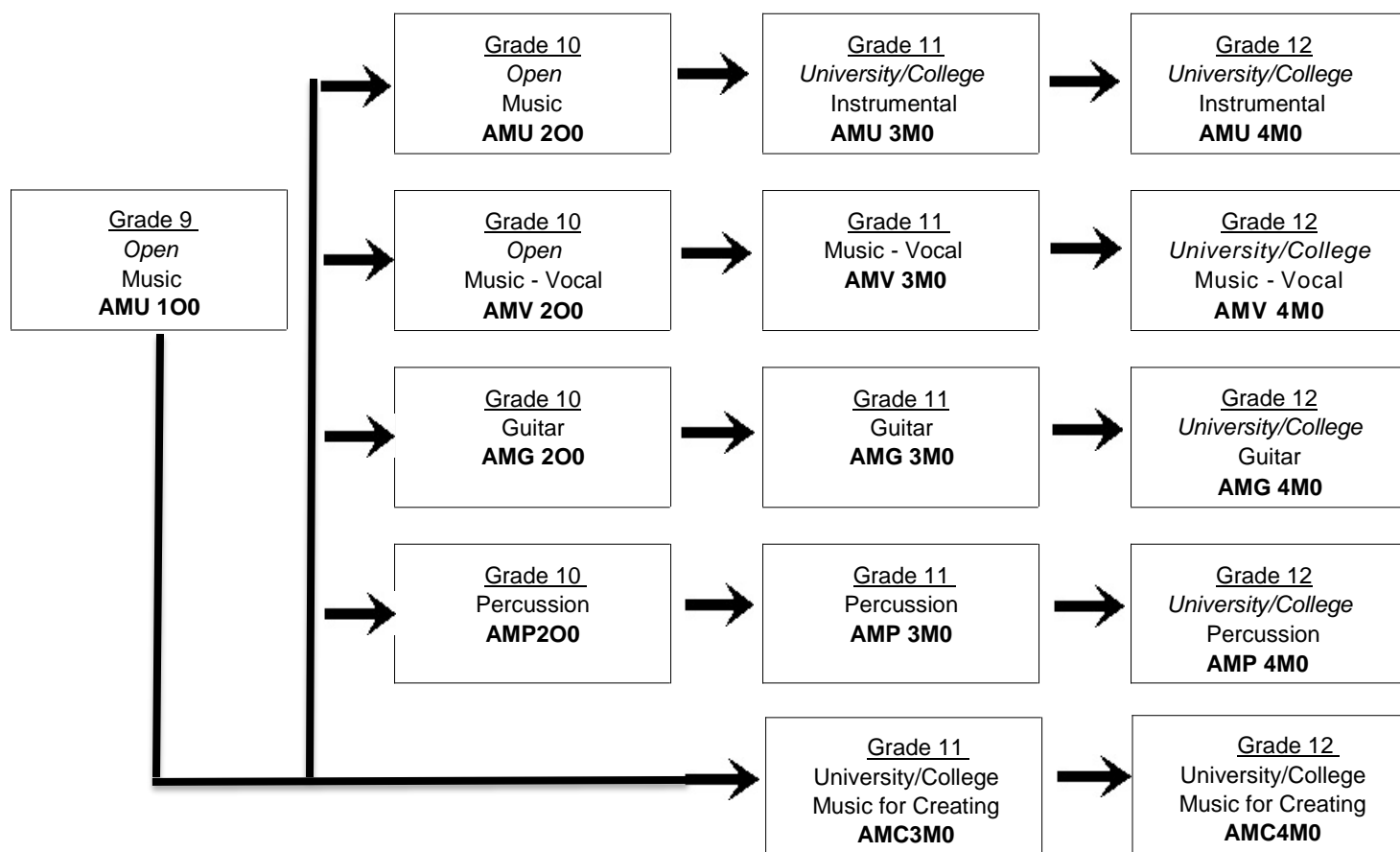
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically 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: MBF3C0, MCF3M0 or MCR3U0*

MEL4E0 GRADE 12, MATHEMATICS FOR WORK AND EVERYDAY LIFE - Workplace

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems in familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. *Prerequisite:* MEL3E0



MUSIC



AMU100 GRADE 9, MUSIC - Open

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. Students will select one instrument for study to develop musicianship skills, and literacy. A full semester will be devoted to the learning of a selected instrument to be used in a large ensemble setting and in small ensemble groups and activities. Students will choose one of: flute, clarinet, saxophone, oboe, bassoon, percussion, trumpet, trombone, baritone, tuba, French horn. This beginning course is designed for further study in music in the areas of instrumental music, vocal music, and guitar and percussion. Students from this course will become members of our co-curricular bands and choirs and participate in music concerts, festivals and trips.

AMG200 GRADE 10, MUSIC-GUITAR - Open

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. This is a course for all students who have no previous experience reading music and playing the guitar. Students will develop basic guitar performance techniques as well as to learn to read music and chord charts. Various guitar styles will be played and studied and music skills will be developed.

AMV200 GRADE 10, MUSIC-VOCAL - Open

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. This is an introductory course in singing. This class is open to students from grade 10 to 12 who wish to develop their music skills through singing. Students will increase their vocal capabilities by singing exercises and repertoire in unison and in harmony. Included in the course will be an introduction to music literacy, sight singing, ear training and listening.

AMU200 GRADE 10, INSTRUMENTAL 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.

AMP200 GRADE 10, MUSIC-PERCUSSION - Open

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology and history. This course will focus on the study of percussion instruments including drumming rudiments, the drum set, mallet percussion and percussion ensemble. The course is open to students in 10 to 12 who want to further their studies in percussion techniques.

AMG3M0 GRADE 11, MUSIC-GUITAR - University/College

Using guitar as the focus, 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: AMG200*

AMU3M0 GRADE 11, INSTRUMENTAL MUSIC - University/College

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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: AMU100 or AMU200*

AMV3M0 GRADE 11, MUSIC-VOCAL - University/College

Through the medium of vocal music, this course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and 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: AMV20 or any Grade 9 or 10 Music Course.*

AMP3M0 GRADE 11, MUSIC-PERCUSSION - University/College

Using percussion as the focus, 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 process 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: AMP200*

AMG4M0 GRADE 12, MUSIC-GUITAR - University/College

Using guitar as a focus, 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: AMG3M0*

AMU4M0 GRADE 12, INSTRUMENTAL MUSIC - University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers. *Prerequisite: AMU3M0*

AMV4M0 GRADE 12, MUSIC-VOCAL - University/College

Through the medium of vocal music, this course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers. *Prerequisite: AMV3M0*

AMP4M0 GRADE 12, MUSIC-PERCUSSION - University/College

Using percussion as a focus, 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: AMP3M0*

AMC 3M0 GRADE 11 MUSIC FOR CREATING - University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **This course will focus on the use of and understanding of sound production technologies, electronic editing software and sound engineering equipment (i.e. Microphones, amplifiers, soundboards, music recording equipment).** *Prerequisite: Any grade 9 or 10 Music Course.*

AMC 4M0 GRADE 12 MUSIC FOR CREATING - University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **This course will focus on the use of and understanding of sound production technologies, electronic editing software and sound engineering equipment (i.e. Microphones, amplifiers, soundboards, music recording equipment).** *Prerequisite: AMC3M0*



SCHOOL TO COMMUNITY

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed.

Programming within the SCS program is comprised of alternative courses of study (K courses). The * asterisk in the course description refers to grade level which varies ("A" for Grade 9, "B" for Grade 10, and so forth).

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

KFL*NM, Personal Life Skills

This course includes any combination of the alternative expectations or curriculum expectations from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

KEN*NM, Language and Communication Development

This course involves the development of skills need for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversations Skills and/or Functional Language.

KMM*NM, Numeracy and Numbers

This course involves the development of mathematic skills required for daily living. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances

KHD*NM, Social Skills Development

This course involves the development of the individual in his/her relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self-Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.

KGW*NM, Exploring the World of Work

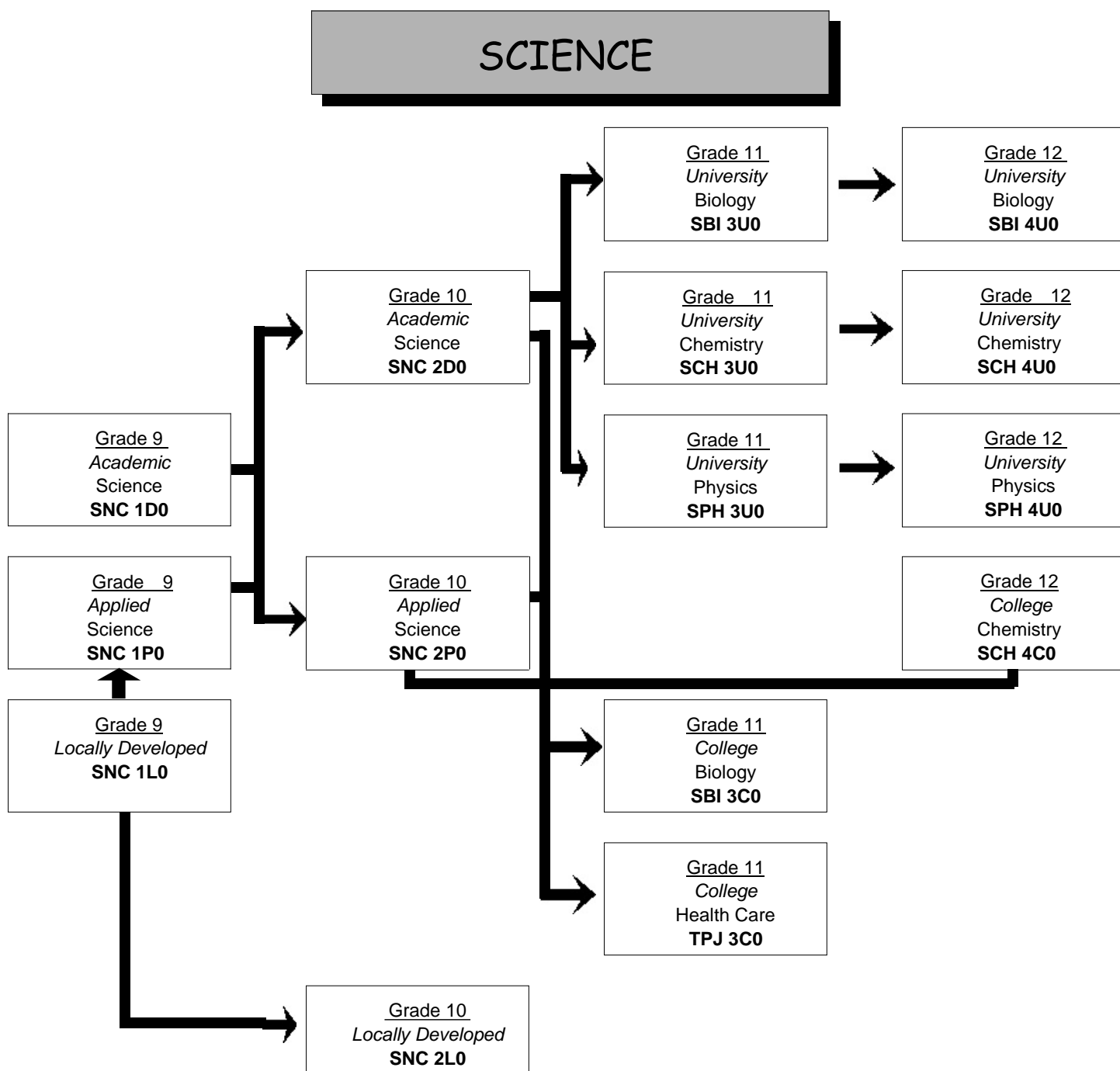
This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.

KPP*NM, Self Help and Self Care

This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills.

KPF*NM, Personal Health and Fitness

This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre- ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills.



SNC1D0 GRADE 9, 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.

SNC1P0 GRADE 9, 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.

SNC1L0 GRADE 9, SCIENCE - Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including a 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 Science Grade 11 Workplace Preparation course. Students explore a range of topics within the topics of biology, chemistry and environmental science. Students will have the opportunity to extend mathematical and scientific process skills and to develop their skills in reading, writing, and oral language through relevant and practical science activities.

SNC2D0 GRADE 10, 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:* SNC1D0

SNC2P0 GRADE 10, 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: SNC1P0 or SNC1D0

SNC2L0 GRADE 10, SCIENCE - Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace, and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics within the topics of biology, chemistry and environmental science. 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.

SBI3U0 GRADE 11, BIOLOGY - University

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: SNC2D0

SCH3U0 GRADE 11, CHEMISTRY - University

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: SNC2D0

SPH3U0 GRADE 11, PHYSICS - University

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:* SNC2D0

SBI3C0 GRADE 11, BIOLOGY - College

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:* SNC2D0 or SNC2P0

TPJ3C0 GRADE 11, HEALTH CARE - College

This course focuses on the development of knowledge and skills that will benefit students planning a career in the health care field. Students will learn about human anatomy and physiology, homeostasis, vital signs, disease prevention and treatment, how lifestyle choices affect health and well-being, and conventional and complementary methods of disease prevention and treatment. Students will develop an awareness of health and safety issues, environmental and societal issues related to health care, and career opportunities in the field.

SBI4U0 GRADE 12, BIOLOGY - University

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: SBI3U0. SCH3U0 Strongly Recommended.*

SCH4U0 GRADE 12, CHEMISTRY - University

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: SCH3U0*

SPH4U0 GRADE 12, PHYSICS - University

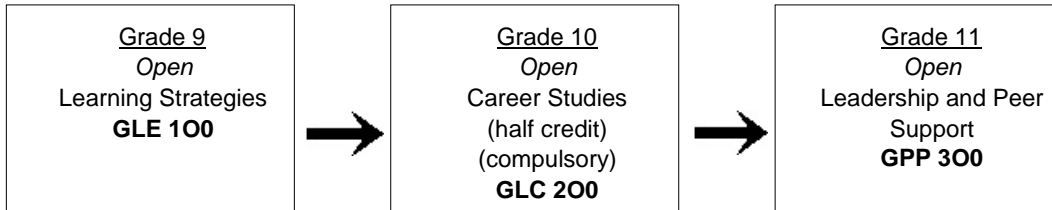
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students 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 related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. *Prerequisite: SPH3U0. MCR3U0 Strongly Recommended.*

SCH4C0 GRADE 12, CHEMISTRY - College

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: SNC2D0 or SNC2P0*



SUPPORT & STUDENT SERVICES



GLE100 **GRADE 9, LEARNING STRATEGIES 1 - Open**

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

Prerequisite: Recommendation of Principal

GLC200 **GRADE 10, CAREER STUDIES - .5 Credit - Open**

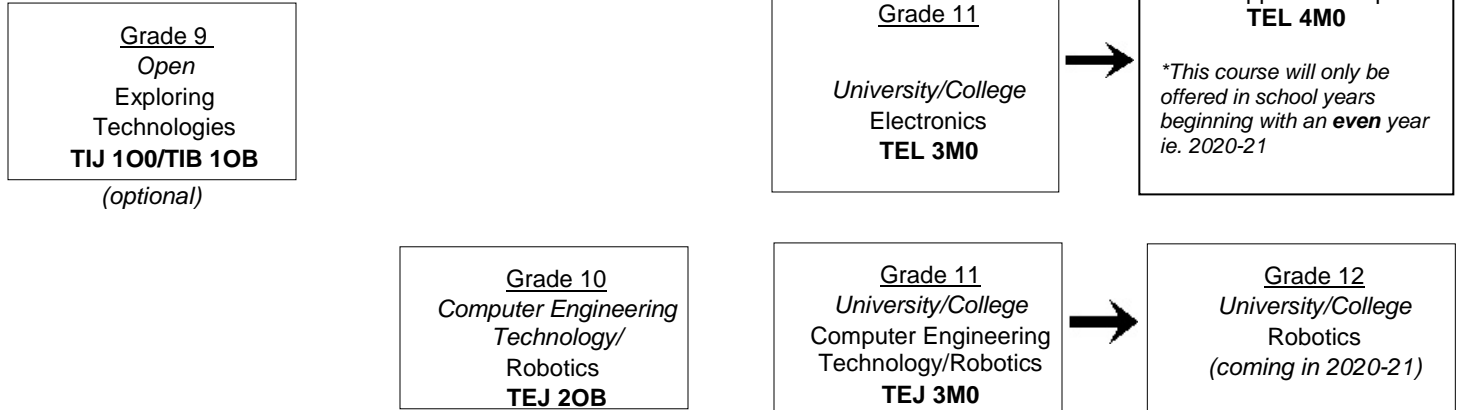
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

GPP300 **GRADE 11, LEADERSHIP AND PEER SUPPORT - Open**

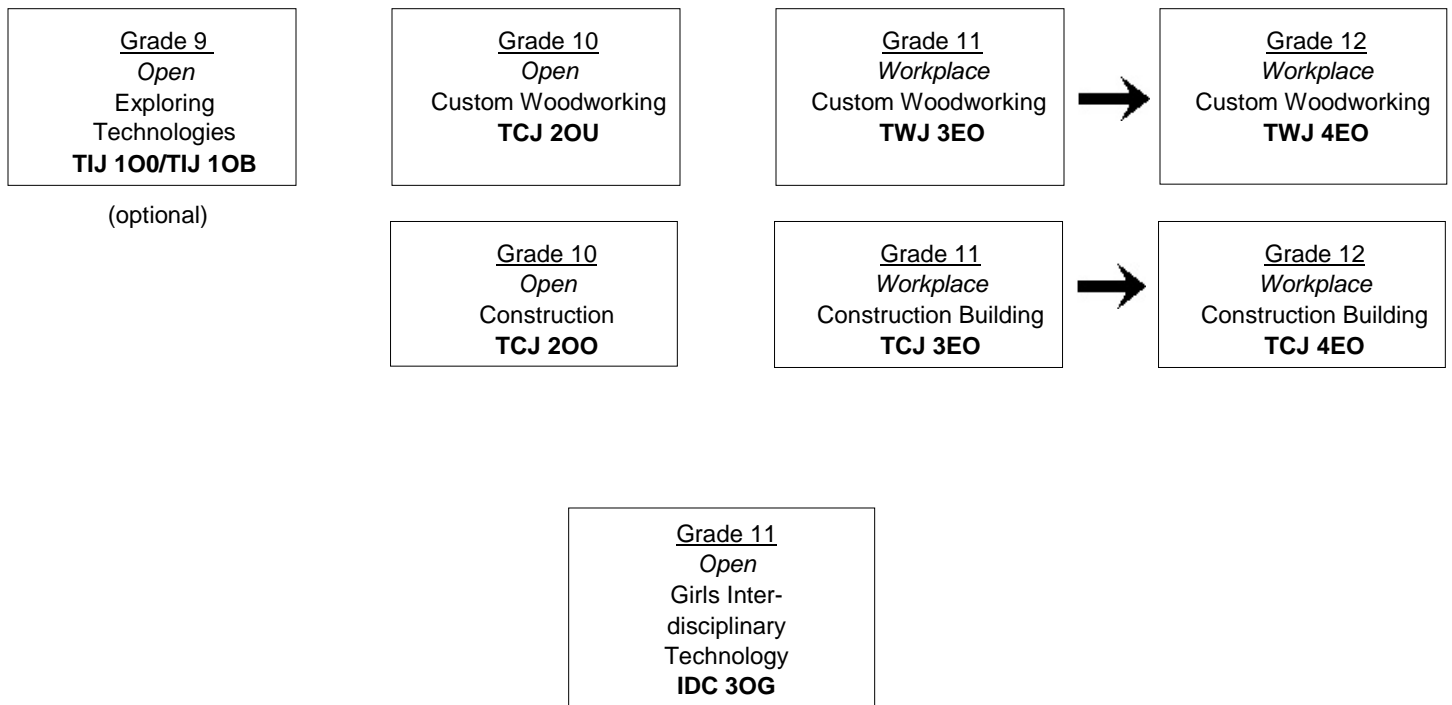
This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. *Prerequisite: GLC200*

TECHNOLOGICAL STUDIES

Computer Technology

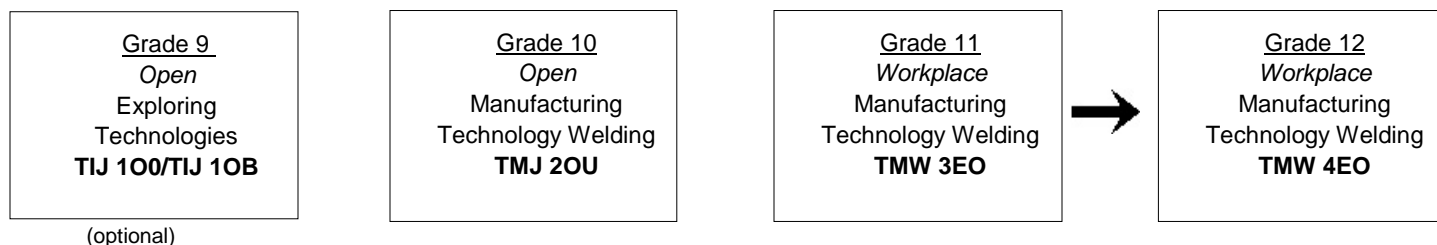


Construction Technology

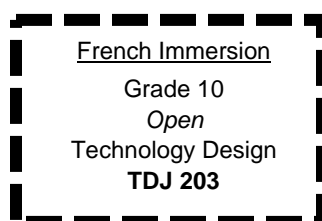
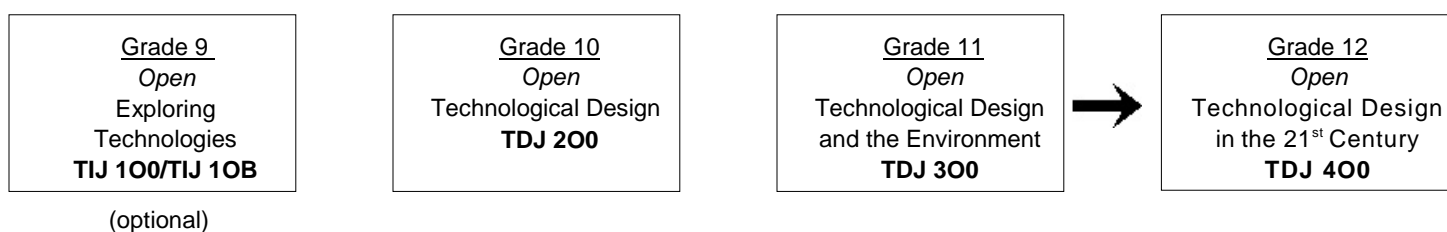


*This course will only be offered in school years beginning with an **odd** year i.e. 2019-2020

Manufacturing Technology

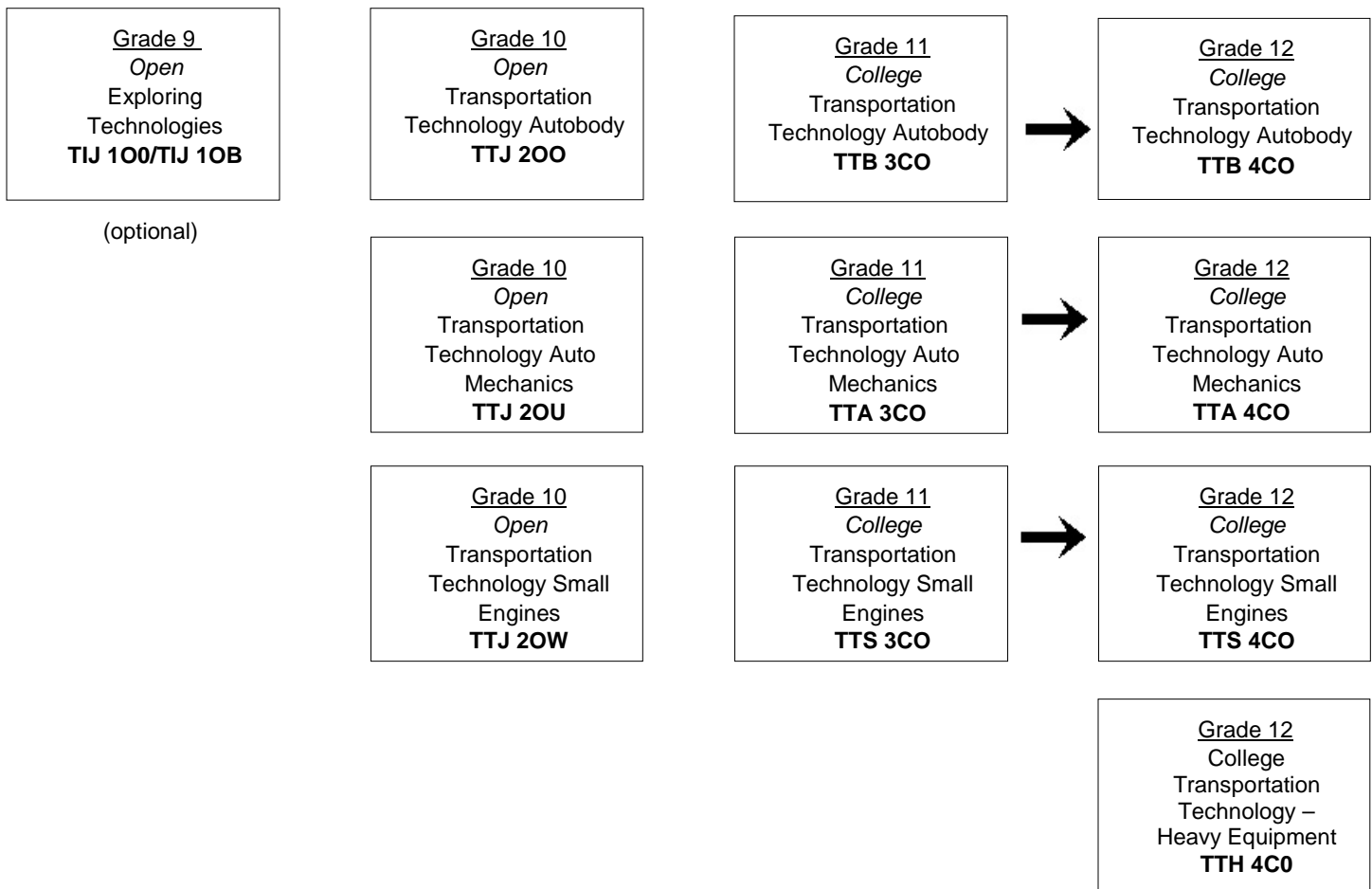


Technological Design



*This course will only be offered
in school years beginning with an
odd year ie. 2019-2020

Transportation Technology



Students may be required to contribute to the cost of materials for some project work in some Technology courses.

TIJ100 GRADE 9, EXPLORING TECHNOLOGIES (Integrated Tech) - Open

This project-based 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 post-secondary education and training pathways leading to careers in technology-related fields. Students will gain exposure to all the varied Technological courses offered at NDSS.

TIJ10B GRADE 9, TECHNOLOGICAL DESIGN (“BUILD A BOT” Robotics) - Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research a robotics project, design a chassis, build models and/or prototypes, and assess the final products and/or processes using appropriate tools, techniques, and strategies. Student projects shall include design of robotics parts, and operating software in order to achieve the goal of producing a fully functioning robot. 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.

COMPUTER TECHNOLOGY

TEL2OB GRADE 10, ROBOTICS - Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research a robotics project, design a chassis, build models and/or prototypes, and assess the final products using appropriate tools, techniques, and strategies. Student projects shall include design of robotics parts and include a variety of sensors and operating software in order to achieve a specific task or goal. 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.

TEJ3M0 GRADE 11, COMPUTER ENGINEERING/ROBOTICS – University/College

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

TEL3M0 GRADE 11, ELECTRONICS - University/College

This course introduces students to electronic components both digital and analog, and how they are used in circuits. Students will work extensively with computers and test equipment as they reinforce electrical theory in laboratory activities. Students will also develop an awareness of environmental and societal issues related to computer technology and explore post-secondary and career opportunities related to the field. *Recommended Prerequisite: MFM2P0.*

TEL4M0 GRADE 12, ELECTRICAL/ELECTRONICS – Pre-Apprenticeship

This course introduces students to the theory and practices required to become an electrician. The course content is based on an introduction to each of the six courses taught during the basic apprenticeship intake: Canadian Electrical Code, Blueprint Reading, Direct Current Theory, Installation Methods, Instrumentation and Electronics. To be most successful in this fast-paced course one of the following pre-requisite courses is highly recommended: MCR3U (Grade 11 Functions) or MCT4C (Grade 12 Mathematics for college technology) **or** MAP4C (Grade 12 mathematics foundations for college)

CONSTRUCTION TECHNOLOGY

TCJ2OU GRADE 10, CUSTOM WOODWORKING - 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 post-secondary pathways leading to careers in the industry.

TCJ2OO GRADE 10, BUILDING CONSTRUCTION - 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 post-secondary pathways leading to careers in the industry.

TWJ3EO GRADE 11, CUSTOM WOODWORKING - Workplace

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

TCJ3EO GRADE 11, CONSTRUCTION TECHNOLOGY - Workplace

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

TWJ4EO GRADE 12, CUSTOM WOODWORKING - Workplace

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. *Prerequisite: TMJ3EW*

TCJ4EO GRADE 12, CONSTRUCTION TECHNOLOGY - Workplace

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. *Prerequisite: TCJ3EB*

IDC3OG GRADE 11, GIRLS INTER-DISCIPLINARY TECHNOLOGY - Open

This course is designed to give female students the opportunity to explore and develop knowledge and skills in non-traditional areas. Students will become familiar with basic household repairs, automobile purchasing, servicing and insuring, basic electrical theory and service, basic plumbing repairs, etc. Students will participate in numerous hands-on projects to develop and refine many practical daily skills, as well as attend information sessions with industry experts to obtain valuable insight into everyday issues. **Students who have taken IDC 30B "Its' Your Business" may not take IDC 30G to count as a credit.**

MANUFACTURING TECHNOLOGY**TMJ2OU GRADE 10, MANUFACTURING TECHNOLOGY - WELDING - Open**

This project-based course introduces the students to concepts and skills related to the making of welded metal products. Students will develop the necessary skills needed to communicate an idea, safely operate tools and equipment, and construct projects. Development of products will include technical drawing, properties and preparation of materials, and manufacturing techniques. Students will be able to explore secondary and post-secondary pathways leading to careers in trades and technology.

TMW 3EO GRADE 11, MANUFACTURING TECHNOLOGY - WELDING - Workplace

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. Students will continue to learn safe use of tools and equipment used in the welding of metals other than mild steel. Students will be able to explore secondary and post-secondary pathways leading to careers in trades and technology. *Prerequisite: TMJ2OW*

TMW 4EO GRADE 12, MANUFACTURING TECHNOLOGY - WELDING - Workplace

This course enables the students to further develop knowledge and skills related to welding quality. Students will learn about industry-recognized certifications and welded test plate assemblies. Practical tasks include building projects to specifications using drawings and welding symbols. Students will be expected to be able to develop meaningful personal projects to demonstrate their competence. Students will expand their awareness of post-secondary options and career opportunities in the manufacturing sector. Students will be encouraged to work on building an employment portfolio and resume. Common certification courses may be available to interested students wishing to maximize their employability profile. *Prerequisite: TMW 3EW*

TECHNOLOGICAL DESIGN

TDJ200 GRADE 10, TECHNOLOGICAL DESIGN - Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and post-secondary education and training leading to careers in the field.

TDJ300 GRADE 11, 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 post-secondary pathways leading to careers in the field.

TDJ400 GRADE 12, 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, building, 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 post-secondary pathways leading to careers related to technological design.

TRANSPORTATION TECHNOLOGY

TTJ200 GRADE 10, TRANSPORTATION TECHNOLOGY - AUTO BODY - 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 post-secondary pathways leading to careers in the transportation industry.

TTJ20U GRADE 10, TRANSPORTATION TECHNOLOGY - AUTO MECHANICS - 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 post-secondary pathways leading to careers in the transportation industry.

TTJ20W GRADE 10, TRANSPORTATION TECHNOLOGY - SMALL ENGINES - Open

This is a project based course in Transportation Technology that introduces the student to the construction, parts, operating principles of both the two and four stroke cycle engines currently used on lawnmowers, snow-blowers, rototillers, motorcycles, trimmers and chainsaws. Individual practical projects allow the student to use mechanic's hand tools and special engine tools properly and safely while performing service and repairs to the small engine. Adjustment procedures to the engine's auxiliary systems (cooling, fuel, ignition and lubrication) allow students to utilize diagnostic and test equipment.

TTB3CO GRADE 11, TRANSPORTATION TECHNOLOGY - AUTOBODY - College

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.

TTA3CO GRADE 11, TRANSPORTATION TECHNOLOGY - AUTO MECHANICS - College

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, 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.

TTS3CO GRADE 11, TRANSPORTATION TECHNOLOGY - SMALL ENGINES - College

This course examines the various types of land, air, and/or marine vehicles and vehicle systems found within the transportation sector. Students will acquire identification, troubleshooting, repairing, and testing skills that meet industry standards and government regulations. In addition to developing employability and technical skills, they will explore the broad range of career opportunities within this sector, and will examine the impact of the transportation sector on people, society, and the environment. Group projects utilizing a small engine will be designed and serviced by students using both class exercises and practical application of multi-cylinder equipment. Class projects are subject to instructor approval.

TTB4CO GRADE 12, TRANSPORTATION TECHNOLOGY - AUTOBODY - College

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: TTB3CA

TTA4CO GRADE 12, TRANSPORTATION TECHNOLOGY - AUTO MECHANICS - College

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.

TTH4CO GRADE 12, TRANSPORTATION TECHNOLOGY – HEAVY EQUIPMENT - College

This course enables students to further develop transportation sector safety awareness, technical knowledge and skills with a focus on heavy equipment off road vehicle's as they study, test, service, and repair diesel engine systems; fluid power systems, electrical systems; fuel systems; drive trains and wheel assemblies. 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, Grade 11, College Preparation

TTS4CO GRADE 12, TRANSPORTATION TECHNOLOGY - SMALL ENGINES - College

This course enables students to further develop technical knowledge and skills in servicing, repair, and maintenance of small powered equipment. In addition to developing employability and technical skills, students will explore the broad range of career opportunities within this sector and will examine the impact of internal combustion engine use on people, society and the environment. Group projects utilizing small engine, fluid power equipment and alternative fuels will be designed and built by students. Class projects are subject to teacher's approval.



Section Three: School Organization

Semesters

NDSS is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February – June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course in each semester is 110 hours in length.

Reporting Periods

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at NDSS, please contact the school's administrators.

Definition of a Credit

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education.

Types of Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways.

Grades 9 and 10:

- **Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **Locally Developed courses** develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.
- **Open courses** are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Grades 11 and 12

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **Open courses** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs.

Common Course Codes

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use. For example, the Grade 10 Academic Mathematics course is MPM2D.

Mathematics	MPM	2	D
Course Title	Course Code	Grade of course	Course Type
		"1" - Grade 9	(L/P/D/O)
		"2" - Grade 10	(L/P/D/O)
		"3" - Grade 11	(U/C/M/E/O)
		"4" - Grade 12	(U/C/M/E/O)
"D" – Academic (Grade 9/10 only)		"P" – Applied (Grade 9/10 only)	
"O" – Open		"U" – University	
"M" – University/College		"C" – College	
"E" – Workplace		"L" – Locally Developed	

Course Selection at NDSS

The option selection process takes place each year in February and March. Students are assisted by People Place in planning their course selection for the following school year based on credits earned to date, areas of personal interest, and career plans. Careful planning is necessary as courses will only run if there is sufficient enrolment. Tentative timetables will be distributed to students in June of each year.

Course Changes at NDSS

Students wishing to have a change to their timetables processed are to begin with an appointment in People Place. School procedures will be followed and each request for a timetable change will be considered on a case- by-case basis. Parental consent and Administration approval will be sought as necessary.

Credit Attainment and Provincial Standard

Credits are granted with a minimum grade of 50%, in all courses. Provincial standard, however, is set at 70%. This means if a student achieves a minimum of 70%, he or she is prepared to take the next course at the same stream [academic, applied, college, university/college, university, workplace]. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. If this is the case, a student may consider upgrading. Please contact People Place for more information.

Ontario Student Record (OSR): Recording & Reporting Procedures

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at the school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important for the educational programming of the student. Students and their parents/guardians (if the student is under 18) may request to examine the contents of the OSR. Appointments are required, please contact People Place. The Education Act and Freedom of Information legislation protect the Ontario Student Record.

Ontario Student Transcript (OST): Recording & Reporting Procedures

The Ontario Student Transcript is an official and consistent record of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Full Disclosure for Grades 11 and 12

Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student's OST. Courses dropped appear with a "w", and do not count toward the student's average. Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with college.

Section Four: Student Support and Resources

The Student Success Team – Reaching Every Student

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

NDSS offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's **Program Pathway** is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on **Student Success**. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. **It is our goal that every student will be a success!**

Credit Completion (Credit Rescue & Credit Recovery)

All schools have an interventions process in place. The Student Success Team will assist those students requiring additional support in achieving their credits and, in exceptional circumstances, a student may have the option of completing the credit through Credit Recovery.

Guidance

The Guidance and Career Education Program is a vital and integral part of NDSS. The main purpose of the Guidance Program is to help students acquire the skills, knowledge and attitudes necessary to:

- ✓ Know and appreciate themselves;
- ✓ Relate effectively to others;
- ✓ Develop appropriate educational plans;
- ✓ Explore career alternatives.

Teacher Counsellors in People Place encourage students and parents to participate in the programs, workshops, lessons and individual sessions intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning. Post-secondary calendars, workplace information sessions, the Ontario Youth Apprenticeship Program, as well as pathway planning tools such as My Blueprint are all invaluable resources. For more information, please see a People Place counsellor.

“People Place” is the Guidance Office at NDSS. It is located in the heart of the school just off the Cafeteria. People Place Counsellors and our Guidance Secretary are available to help students, teachers, and parents in the NDSS Community. People Place Counsellors are all teachers, as well as being Guidance Counsellors. They can offer support in the following three general areas:

1. **Academic counselling**, including such issues as timetabling concerns and levels of study (ex. Applied, College or University);
2. **Career counselling**, including planning for career or post-secondary choices after high school (ex. world of workplace/college/university/apprenticeships/etc.);
3. **Personal counselling**, including concerns about a variety of issues in the life of a student in high school, some even needing the support and expertise of outside agencies in the Community.

There are also some excellent resources available to students, teachers, and parents in People Place. Calendars of programs for all Ontario colleges and universities are available, as well as the Calendars of Study for many colleges and universities in other parts of Canada and the U.S. Scholarship opportunities are also available through People Place.

Information is also available on a wide variety of other topics such as volunteering, apprenticeships, summer job opportunities, a year-off-school programmes, part-time jobs, bursaries, exchange programs to other countries, private post-secondary institutions, special events, OSAP funding, SAT tests, etc.

Help or information is only a visit or a phone call away, at People Place (613-354-7515).

Special Education Policies & Programs

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom.

Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) includes representatives from community parent groups, the Board of Education, the trustee group and others who have an interest in special education. The SEAC mandate is to advise the Board on matters related to the education of exceptional students.

Special Education Plan

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, Understanding the IPRC Process: A Parent Guide, are available through the school office.

A full description of Special Education programs and services may be found on the board's web page at www.limestone.on.ca

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

Learning Program Support (LPS)

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

- ✓ Working with classroom teachers to deliver supports for students within the regular classroom;
- ✓ Ongoing monitoring of students' progress;
- ✓ Providing students with a scheduled support period during the school day;
- ✓ Delivering Learning Strategies courses;
- ✓ Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time for classroom assignments, summative evaluations, and culminating activities; facilitating assistive technology support, etc.)
- ✓ Providing support to classroom teachers with program modifications;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services.

Tutoring

Tutoring assistance is available in many different forms. Many classes have peer tutors working within the class to provide extra support and some peer tutors, where possible, are able to provide extra assistance outside of class time. For more information, contact People Place.

The Library Resource Centre

The Library Resource Centre is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time teacher librarian who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection, essay writing or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through the school network or home internet connections. Home access codes for databases are available from the school librarian. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

English Language Learners (ELL)

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational supports to assist them in attaining proficiency in English. For more information about accommodations to support English Language Learners, please contact People Place. Academic, career counselling and referrals to community agencies to assist students as they settle into a new educational environment is also available through People Place.

The Adolescent Care Worker (ACW)

The Adolescent Care Worker (ACW) supports students with social and emotional concerns that may interfere with academic success. Adolescent Care Workers act as student advocates and mentors, as well as provide support through individual and small group programs and counseling. Adolescent Care Workers facilitate referrals to community resources and work with agencies and school personnel to bring about positive outcomes for youth by acting as a liaison between school, community agencies and family.

Aboriginal Support Counsellor

The Limestone District School Board has a student support counsellor to support self-identified First Nation, Metis, and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

Community Resources

Several outside agencies are available to lend support to NDSS students and families, Addictions, Mental Health Services KFLA, the Maltby Centre (formerly Pathways), and KFL & A Health Unit.



Section Five: Expanded Opportunities

What are Expanded Opportunities?

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond.

The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

- **Cooperative Education**
- **Dual Credits**
- **E-Learning**
- **Focus Programs**
- **OYAP**
- **Specialist High Skills Majors**

Co-operative Education

What is it?

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community- based placement. Students returning for a fifth year may find the co-op experience particularly beneficial in terms of gaining valuable career insight and work experience. Co-operative education credits may be used to fulfill compulsory credit requirements for Groups 1, 2, or 3. Please refer to Section Two: Requirements for the OSSD for specific details.

Who it's for

Primarily for students in grades 11 and 12 who are heading for apprenticeship, college, university or the workplace. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application. *For more information, please contact your Guidance Counsellor or the Co-op Coordinator.*

How it helps

Students have the opportunity to

- ✓ Experience hands-on learning
- ✓ Test-drive career options
- ✓ Develop a broad range of essential skills and attitudes required in the workplace
- ✓ See the relevance of their classroom learning and its connection to the workplace
- ✓ Gain valuable work experience to help build a resume for post-secondary programs & future employment.

Dual Credits

What are they?

Students participate in apprenticeship training and college courses, which allow them to earn credits that count towards their high school diploma and / or their college diploma or their Phase One for Apprenticeship.

Who they're for

Students who need learning opportunities outside of high school and who would benefit from a college experience. *For more information on how to qualify for dual credit programs, please contact your Guidance Counsellor or Student Success Teacher.*

How it helps

Students have the opportunity to

- ✓ Earn high school or college credits while studying at a local college
- ✓ Gain experience that will help them with their post secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post secondary learning & training for future careers.

E- Learning

What is it?

Students may qualify to earn high school credits by taking a course on-line. The Limestone District School Board currently offers a variety of on-line courses taught by qualified teachers who look forward to providing innovative, relevant and engaging e-learning experiences.

In addition, the Limestone District School Board is a member of the Ontario E-Learning Consortium. Students may be able to access courses beyond our District offerings through the Ontario E-Learning Consortium. Some courses offered within the Ontario E-Learning Consortium may further help students specialize in preparation for their post-secondary plans.

Who it's for

E-Learning options are available to all students registered with the Limestone District School Board. You may be an ideal candidate for E-Learning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation).

E-Learning requires the same time commitment as traditional day-school classes. However, the method of delivery allows for flexibility – students may complete course work outside of the traditional school day.

How it helps

Students have the opportunity to

- ✓ Achieve credits towards an Ontario Secondary School Diploma
- ✓ Access a course that may otherwise be unavailable
- ✓ Further develop learning skills
- ✓ Provides flexibility to study using computers at home or at school
- ✓ Practice learning in an on-line environment in preparation for E-Learning courses offered at colleges, universities, and in the workplace.

**** See page 34 of this course calendar for E-Learning course offerings.**

Focus Programs

What are they?

Focus Programs are bundles of credits that concentrate on specific areas of interest and provide students with the opportunity for both academic and experiential learning. Focus programs are organized into categories representing the post secondary pathways [Apprenticeship, College, University, Workplace] while providing the necessary skills and training for further study in that pathway.

Who they're for

Focus Programs are packages of courses designed for senior students. *For more information, see a counsellor in People Place, or visit <http://focus.limestone.on.ca>.*

How it helps

Students have the opportunity to

- ✓ Work together with the benefit of specialized equipment and training
- ✓ Make informed career decisions
- ✓ Explore a unique interest or passion through experiential learning
- ✓ Ensure with a smooth transition to post secondary education or the work of work

Ontario Youth Apprenticeship Program [OYAP]

What is it?

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma [OSSD] while acquiring the necessary sector- specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

Who it's for

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact your Guidance Counsellor or the LDSB Ontario Youth Apprenticeship Coordinator, (Michael Mol - 613-544-6925).*

How it helps

Students have the opportunity to

- ✓ Acquire sector specific and specialized training
- ✓ Participate in hands-on and experiential learning
- ✓ Earn high school credits as well as receive apprenticeship hours
- ✓ Receive government loans for trade tools
- ✓ Gain valuable contacts within the trades industry for future employment

Specialist High Skills Major (SHSM)

What is it?

Completion of a Specialist High Skills Major (SHSM) recognizes a student has achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or lifelong passion. Arts & Culture, Construction, Energy, Forestry, Health & Wellness, Hospitality & Tourism, Transportation and Manufacturing are currently offered in Limestone. The following components comprise all Specialist High Skills Majors: a bundle of 8-10 credits including 4 credits [two grade 11 credits and two grade 12 credits] in the subject major along with contextualized learning activities and a two credit co-op for experiential learning, 6-7 sector recognized certifications, completion of the Ontario Skills Passport and designated Reach-Ahead activities. For more information on SHSM, please see People Place.

Who it's for

Grade 11 or 12 Students who want to customize their high school experience to suit their interests and talents while preparing them for a successful post secondary transition to apprenticeship, college, university or the world of work. *For more information, please contact People Place.*

How it helps

Students have the opportunity to

- ✓ Explore an interest or passion through focused SHSM courses
- ✓ Gain essential on the job skills through the cooperative education component
- ✓ Earn valuable industry certification, including First Aid and CPR.
- ✓ Demonstrate commitment & proficiency in an industry sector
- ✓ Make more informed career decisions
- ✓ Provide exemplary evidence of achievement to post secondary institutions and employers

NDSS currently offers SHSM designation in the **Arts & Culture** and **Transportation** sections.

The Limestone Skills Training Centre for Youth (LSTYC)

Located at 66 Harvey Street, previous site of the Enviro-works Focus Program, the LSTYC lies in the heart of Kingston north with access to all city and rural LDSB locations. The Training Center is part of the LDSB, re- engagement strategy that will provide a fixed location enabling senior students and staff in the LDSB to actively participate in the completion of sector specific training in, Fall Protection, WHMIS, Elevated Platform, Lift Truck and more.

The intended audience will be students seeking direct entry to the workplace, or students requiring additional certification to enhance post secondary opportunities and apprenticeship. In addition the center will provide a practical space to supplement the hands on components required in trade related calculations and communications tutorials. LDSB Facility Services staff will also centralize their training needs and will be an active partner in the implementation and use of the centre.

The LSTYC is also the new home of the Limestone Ontario Youth Apprenticeship Program providing a more visible, centralized service accessible to students in all LDSB Secondary schools and Alternative Learning Centres.

Section Six: Alternative Ways of Achieving Credits

Summer School

Summer school applications and course offerings will be available through People Place in early May. For information that is more detailed please contact your School's Guidance Counsellor.

Prior Learning Assessment & Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: challenge and equivalency. Please see your Guidance Counsellor for more information.

Mature Student Assessment

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

Royal Conservatory Music Credits

A student who has successfully completed the requirements of one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD in addition to any other non-Grade 12 university/college preparation music credit earned in school:

- Grade V111 Practical and Grade 11 Rudiments of the Royal Conservatory of Music, Toronto.
- Grade V111 Practical and Grade 1V Theory of Conservatory Canada, London
- Collegial 1 Practical and Collegial 1 Theory of any conservatory of the province of Quebec.
- Grade V11 Practical and Grade V Theory of the Trinity College of Music, London, England.
- Grade V11 Practical and Grade V1 Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements of one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to any other Grade 12 university/college preparation music credit earned in school:

- Grade 1X Practical and Grade 111 Harmony of the Royal Conservatory of Music, Toronto.
- Grade 1X Practical and Grade V Theory of Conservatory Canada, London
- Collegial 11 Practical and Collegial 11 Theory of any conservatory of the province of Quebec.
- Grade V111 Practical and Grade V1 Theory of the Trinity College of Music, London, England.
- Grade V111 Practical and Grade V111 Theory of the Royal Schools of Music, London, England.

Teacher Assisted Self Study (TASS)

Teacher Assisted Self Study (TASS) allows students to earn Ontario Secondary School credits using Independent Learning Resource materials. TASS programs are offered at Limestone Education Centre in Kingston and Gateway in Napanee. For more information on how to qualify for TASS, please contact People Place. Students must have the approval of their Guidance Counsellor and Principal prior to registration.

Alternative Learning Centres

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres also serve mature students who need to re-engage in their secondary education on route to workplace or post-secondary destinations.

Outdoor Escape 2019

Session 1: July 15 - 19 Cost: \$230 (taxes included)
Session 2: July 29 - August 2 Staff/Student Ratio: 1:4
Session 3: August 19 - 23

Quest/GAP 2019

*Quest *GAP: July 27 - August 3
Session 1: June 29 - 6
Session 2: July 21 - 28 Cost: \$365 (taxes included)
Session 3: August 4 - 11 Credit: PAD10 (0.5 credit, PHE)
Session 4: August 18 - 25 Staff/Student Ratio: 1:6

Outreach 2019

Session 1: July 2 - 19 Cost: \$675 (taxes included)
Session 2: August 6 - 23 Credit: PAD20 (1.0 credit, PHE)
Staff/Student Ratio: 1:4

Outdoor Pursuits 2019

Session 1: July 1 - 19 Cost: \$845 (taxes included)
Session 2: July 24 - August 11 Credit: PAD30 (1.0 credit, PHE)
Staff/Student Ratio: 1:4

Outdoor Skills 2019

Session 1: July 7 - 24 Cost: \$845 (taxes included)
Session 2: July 21 - August 7 Credit: PAD40 (1.0 credit, PHE)
Session 3: August 10 - 27 Staff/Student Ratio: 1:5

Solo Moving Water Course 2019

August 27 - 30 Cost: \$260 (taxes included)
Staff/Student Ratio: 1:4

Wilderness Instructor Course 2019

Trip: June 29 - July 15 Cost: \$1100 (taxes included)
CSP: August 25 & 26 OR 27 & 28 Credits: PLF4M (1.0 credit, PHE)
Staff/Student Ratio: 1:6 PLF4MA (1.0 credit, COOP)

The Long Trail Hiking Trip 2019

July 23 - August 7 Cost: \$675 (taxes included)
Credit: IDC30 (1.0 credit) Staff/Student Ratio: 1:4

Kayak Instructor Course 2019

July 18 - August 19 Cost: \$1,995 (taxes included)
Credits: PAD40A (COOP) & GPP30 Staff/Student Ratio: 1:5

FRIENDS OF OUTREACH

FINANCIAL ASSISTANCE PROGRAM

Friends of Outreach (FOO) is a charitable trust established by a group of current and former Gould Lake Outdoor Centre staff, students and parents. Its mandate is to raise money to sponsor students who would benefit from participation in the Gould Lake Outdoor Centre summer credit programs, but would not be able to attend without financial support. All funds raised go directly to sending students to the Gould Lake wilderness programs.

For more information on receiving funding or providing support to FOO, please visit us at foo.gouldlake.ca or call us at 613.376.1433.

REGISTRATION 2019

BEGINS DECEMBER 1ST, 2018

Applications will be accepted online at www.gouldlake.ca

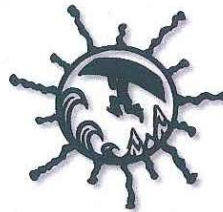
Applications received prior to January 7, 2019 will be processed en-mass with no preference given to date received. Applications received after January 7, 2019 will be processed on a first-come, first-served basis.

Please refer to our website for our full registration policy, course prerequisites and additional details. Feel free to call or email our office should you have any questions or concerns.

GOULD LAKE OUTDOOR CENTRE

Mailing Address:
2857 Rutledge Rd.
Sydenham, ON K0H2T0
Email: outed@limestone.on.ca

Phone: 613.376.1433
Twitter: @gouldlake_LDSB
Web: www.gouldlake.ca



GOULD LAKE OUTDOOR CENTRE

Summer Programs 2019

www.gouldlake.ca

OUTDOOR ESCAPE

An Exciting Week of Outdoor Activities

For Grade 6 Graduates

Outdoor Escape is a 5-day program designed for Grade 6 graduates. This program will give students the opportunity to grow and learn in an outdoor environment. The goal of Outdoor Escape is to help students prepare for future Gould Lake programs by providing them with an opportunity to gain confidence in their skills and abilities and allow them to learn how to work within a team environment.

Students will be bused to and from Gould Lake each day. During this time, students will be learning and gaining new skills including campcraft, canoeing, navigation, and team building. On Day-4, students will have the opportunity to take part in an overnight at Gould Lake. Emphasis is placed on having fun while trying a variety of outdoor pursuits.



QUEST/GAP

A Wilderness Canoeing Experience in Frontenac Park

For Grade 7 & 8 Graduates

Quest & GAP are 8-day introductory outdoor camping/canoeing courses, featuring a 5-day canoe trip in Frontenac Provincial Park. Quest is a co-ed program and GAP (Girls Adventure Program) is for girls only. No previous experience is necessary to enrol in our Quest or GAP programs.

The first 3 days are spent at Gould Lake preparing for the canoe trip; learning skills such as: canoeing, portaging, low-impact camping, swimming, team building, basic first aid, and much, much more. Emphasis is placed on teamwork & building self confidence.



OUTREACH

A Wilderness Canoeing Experience in Algonquin Park

For Grade 8 & 9 Graduates

Outreach is an introductory outdoor camping/canoeing course featuring a 9-day canoe trip in Algonquin Provincial Park. No previous experience is necessary to enrol in our Outreach program.

The first 7 days of Outreach are spent at Gould Lake. Students learn the necessary canoe and camp skills for the 9-day trip to the interior of Algonquin Provincial Park. These skills include: canoeing, portaging, map reading, introduction to leadership, low-impact camping techniques, and cooking canoe trip meals. Emphasis is placed on personal growth and developing leadership skills.



ALL GOULD LAKE COURSES INCLUDE...

Bus Transportation from Kingston to Gould Lake and to trip locations
Program Equipment (canoes, paddles, packs, tents etc.)

Food for the Trip

A custom Gould Lake T-shirt

Awesome Staff, Amazing Experiences & Memories that will last forever!

VISIT GOULDLAKE.CA FOR MORE DETAILS!

OUTDOOR PURSUITS (OP)

For Grade 9 - 11 Graduates

This 18-day course provides students with an opportunity to develop their wilderness skills through a variety of challenging experiences. OP combines an 8-day canoe trip in either Killarney Provincial Park or the Temagami Wilderness Area and a 7-day hiking trip in the Adirondack High Peaks region of New York State.

OUTDOOR SKILLS (OS)

For Grade 9 - 11 Graduates

This 16-day course provides students with an opportunity to develop their wilderness skills through a variety of challenging experiences. OS combines an 8-day sea kayaking trip on Georgian Bay and a 4-day moving water canoe course at Palmer Rapids on the Madawaska River.

Outdoor Pursuits and Outdoor Skills are designed such that either can be taken after completing Outreach and both can be completed in a single summer. Both should be completed prior to enrolling in WIC or KIC.

SOLO MOVING WATER COURSE (SOLO)

For students who have completed or enrolled in Outdoor Skills

This 4-day solo moving water course provides students with an opportunity to further develop their moving water skills at Palmer Rapids on the Madawaska River. A great way to build on the skills acquired in our OS Palmer experience.

WILDERNESS INSTRUCTOR COURSE (WIC)

For Grade 10 - 12 Graduates

This course prepares students to be wilderness instructors who will be well-qualified to work in the outdoor industry. WIC includes a 14-day river trip on the Missinaibi River to James Bay, a 2-day Canadian Style Paddling seminar and a 16-day placement in our junior programs.

THE LONG TRAIL HIKING TRIP (LT)

For students who have completed or enrolled in WIC

This 16-day course for WIC graduates provides students with an opportunity to explore the Green Mountains of Vermont on the oldest trail in the United States while continuing to develop one's leadership style.

KAYAK INSTRUCTOR COURSE (KIC)

For Grade 10 - 12 Graduates

This sea kayaking expedition along the coast of Anticosti Island is a wilderness experience of a lifetime! Students take the Nordik Ferry from Rimouski to Port Menier to begin their exploration of the rugged coastline of Anticosti. The combination of the length, remote destination, unique ecosystem, and focus on building outdoor leadership capacities, make this an exceptional opportunity.