

COURSE CALENDAR



NAPANEE DISTRICT SECONDARY SCHOOL

HOME OF THE HAWKS



www.napaneedss.limestone.on.ca



Limestone
DISTRICT SCHOOL BOARD

NAPANEE DISTRICT SECONDARY SCHOOL

Course Calendar 2026-2027

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Section One: School Information

Notes

Napanee District Secondary School



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VICE-PRINCIPAL:

VICE-PRINCIPAL:

Paul MacDonald

Beth Hasler

Diana Truesdell (Acting)

DEPARTMENT HEADS:

Art/Drama/Music:

Business, French & Civics:

Canadian & World Studies:

Communications:

Guidance/Co-op:

Healthy & Active Lifestyles:

Math:

Science:

Student Supports:

Technology:

Marcy Satnik

Nancy Savage

Devon Hale

Amy Helsby

Shalane Kelsey

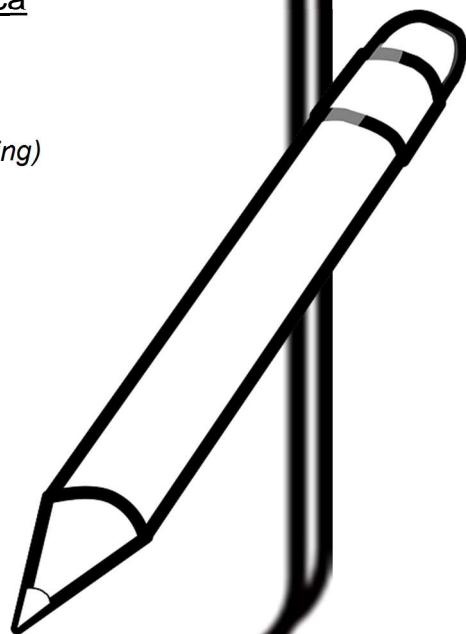
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The Principal's Message to Students and Parents

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 available through our website. Physical copies of course calendars may be borrowed from 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 *Health and Wellness*, *Transportation*, *Information and Communications Technology* 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 2026-2027 school year.

Paul MacDonald
Principal



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 – 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, and classical guitar. Students may further develop their skills by performing in the concert band 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, Ice Hockey, Rugby, Soccer, Tennis, Track and Field, Volleyball, Swimming, Baseball, Field Hockey, Ultimate Frisbee and Wrestling.

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

The NDSS Code of Behaviour sets out the standards of behaviour that is expected of all members of the school 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 school community will feel safe, comfortable and accepted. The purpose of this code of behaviour is:

- to ensure that all members of the school 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 promote the safety of people in school; and
- to discourage the use of alcohol and drugs.

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, 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 their own actions.

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

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, Indigenous 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.

Student Clothing Expectations: Staff are responsible for ensuring that student clothing does not interfere with student and staff health or safety requirements.

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 unhealthy, unhygienic or unsafe
- 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/Vaping Expectations: Students and staff who smoke/vape during the school day must do so at the designated smoking area. The smoking area is located adjacent to the main driveway entrance to the parking lot behind and north of the school sign.

Reasons: Smoking is bad for our health. It is important that members of our school community are not exposed to second-hand smoke. Provincial legislation requires that school properties be enforced as smoke-free environments. Use of tobacco/vaping products on school property or during school activities is forbidden by law. It is illegal for students under 16 to smoke or to be in possession of tobacco products. It is also illegal for students to sell or distribute tobacco products to underage persons.

RESPECT

Expected Behaviour:

- respect differences in people, their ideas, and their opinions;
- respect all members of the school community, including peers, guests, and persons in positions of authority;
- treat one another with dignity and respect at all times, and especially when there is a disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- respect self and others;
- respect property of the school and school board including cafeteria, computers and networks;
- respect the school and community, for example, dispose of litter in appropriate recycling and garbage containers.

Reasons for Expected Behaviour:

All members of the school community have the right to:

- be treated with respect and dignity
- an environment where conflict and differences can be addressed in a manner characterized by respect and civility
- have a right to the use of non-violent means to resolve conflict
- a learning environment free from the influences of drugs and alcohol
- an environment conducive to learning
- your appearance reflects your good judgement and your respect for yourself and others
- in taking care of our property, you display pride in your school and help maintain attractive surroundings and useful facilities which are necessary for successful learning for you and fellow students

CIVILITY AND RESPONSIBLE CITIZENSHIP

Expected Behaviour:

- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- take appropriate measures to help those in need
- demonstrate honesty and integrity
- participate appropriately in the civic life of the school community
- refrain from swearing at school community members including peers, guests and, staff
- respect and comply with all applicable federal, provincial, and municipal laws
- show proper care and regard for school property and the property of others

Reasons for Expected Behaviour:

Responsible citizenship involves:

- appropriate participation in the civic life of the school community
- taking care of our school buildings, furniture and supplies
- understanding that the costs associated with vandalism and theft are an additional financial burden to students, their parents/guardians and other taxpayers
- Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

ACADEMIC EXCELLENCE

Expected Behaviour:

- each student is expected to maintain quality 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), participating constructively in class
- each student is expected to maintain regular attendance
- be punctual
- notify the school in case of absences and late arrivals
- students are expected to submit work that represents their own efforts and acknowledges the source of information used in completing your work

Reasons for Expected Behaviour:

- students who are engaged in the learning process are more successful
- exemplary work habits learned and practised in school will be valuable throughout life
- consistent attendance helps you achieve goals and benefit from all school activities and services
- arriving late interrupts the learning of others
- students have the right and responsibility to be assessed and evaluated on their own work

SAFETY

Expected Behaviour:

Members of the NDSS school community must not:

- engage in bullying behaviours, including “cyberbullying” and sexual harassment
- commit sexual assault
- traffic weapons or illegal drugs
- give alcohol to a minor
- commit robbery
- be in possession of any weapon, including firearms and replica weapons
- 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 for Expected Behaviour:

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

PROGRESSIVE DISCIPLINE & CONSEQUENCES

Progressive discipline is a whole school approach that utilizes a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour while helping students make good choices. The focus is on a corrective and supportive approach. Mitigating and other factors will be taken into consideration prior to assigning a consequence.

When inappropriate behaviour occurs, a range of interventions, supports, and consequences that are developmentally appropriate, that include opportunities for students to learn from their mistakes, and to focus on improving behaviour. The frequency, severity and type of behaviour will also be taken into consideration.

Range of possible consequences include (but are not limited to): reminder, warning, discussion, time out, detention, remedial assignment, formal interview with administrator, teacher and student, parent involvement, making restitution (including full payment for damage/vandalism), changing inappropriate clothing, implementation of behaviour management/safety plan, suspension, expulsion, referral to police.

Consequences will reflect the frequency, severity and type of behaviour.

A principal or vice principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Being under the influence of drugs
- Swearing at a staff member or at another person in a position of authority

- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Engaging in another activity that, under a policy/procedure of the Board, is one for which a suspension may be considered
- Discriminating against another person's race, sexuality or religion
- Persistent truancy
- Opposition to authority
- Habitual neglect of duty
- The willful destruction of school property
- Conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
- Smoking on school property
- Bullying
- Medical/immunization
- Profanity/swearing
- Fighting/violence
- Any other activity that is an activity for which a principal may suspend a pupil under a policy of the Board 2007, c. 14, s.4

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate. For the following incidents the principal will suspend and will also consider recommending to the Board's Discipline Committee that a student be expelled:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying, if, the pupil has previously been suspended for engaging in bullying, AND the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306(1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Giving alcohol to a minor
- Giving drugs to a minor
- Behaviour that is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others
- The student has engaged in activities that cause the student's continuing presence in the school to be injurious to the physical or mental well-being of others in the school
- The student has engaged in activities that cause extensive damage to Board property or to goods that are on school Board property
- The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper
- Any other activity that under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this part, conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

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.ouinfo.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.

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>

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
Field Hockey	Season start: Fall	Ski/Snowboard	Season start: Winter
Volleyball	Season start: Fall/Winter	Curling	Season start: Winter
Basketball	Season start: Fall/Winter	Swimming	Season start: Winter
Tennis	Season start: Fall	Wrestling	Season start: Winter
Golf	Season start: Fall	Track & Field	Season start: Spring
Ultimate Frisbee	Season start: Spring	Soccer	Season start: Spring
		Rugby	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.

Badminton Club - For students to learn and play badminton.

Chess Club - Designed to give students an opportunity to learn the game of chess, improve their chess skills.

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

Gaming Club - Students who enjoy games.

Christian Fellowship Club - A group of students dedicated to making friends and being a community that wants to grow in character and faith.

Multicultural Club - Learn about the food, traditions, religions, and celebrations around the globe.

GSA Club - (Gender Sexuality Alliance)

Writing Club - For students of all abilities who enjoy creative writing.

Jack.org - Students who promote mental wellness.

Better Together Unified Council - Students who organize and promote inclusive school events.

Harmonica Club - For student to learn and practice the harmonica.

Section Two: Program Planning and Course Selection

Graduating with an **OSSD** Ontario Secondary School Diploma

If you started Grade 9 before 2024:

The THREE BIG THINGS:



1. A total of at least **30 credits** (including **18 compulsory**, **2 online learning***)
2. A minimum of **40 hours** of community involvement
3. Successful completion of the **Ontario Secondary School Literacy Test** (or Literacy Course in Gr. 12)

18 Compulsory Credits:

- 4 English credits (1 per grade)
- 1 French credit
- 3 Math credits (at least 1 Grade 11 or 12)
- 2 Science credits
- 1 Canadian Geography credit
- 1 Canadian History credit
- 1 Arts credit (Music/Visual Arts/Drama)
- 1 Physical Education credit
- ½ Civics credit
- ½ Careers credit
- 1 **Group One credit:**
 - an additional English, French, Native Language, Classical or International Language, Social Sciences, Humanities, Canadian and World Studies credit, or Guidance and Career Education (Peer Tutoring), or Co-op**
- 1 **Group Two credit:**
 - an additional Phys. Ed, Arts, Business credit, or Co-op**
- 1 **Group Three credit:**
 - an additional Senior Science, any Technology credit, or Co-op**

12 Optional credits

*Opt-out available.

**Max of 2 Co-op credits can be used in Groups 1, 2 & 3.

If you started Grade 9 in or after 2024:

The THREE BIG THINGS:



1. A total of at least **30 credits** (including **17 compulsory**, **2 online learning***)
2. A minimum of **40 hours** of community involvement
3. Successful completion of the **Ontario Secondary School Literacy Test** (or Literacy Course in Gr. 12)

17 Compulsory Credits:

- 4 English credits (1 per grade)
- 1 French credit
- 3 Math credits (at least 1 Grade 11 or 12)
- 2 Science credits
- 1 Canadian Geography credit
- 1 Canadian History credit
- 1 Arts credit (Music/Visual Arts/Drama)
- 1 Technology credit (must be Grade 9 or 10)
- 1 Physical Education credit
- ½ Civics credit
- ½ Careers credit
- 1 credit from the **STEM-related** course group:
 - business studies
 - computer studies
 - cooperative education
 - math (in addition to required)
 - science (in addition to required)
 - technology (in addition to required)

13 Optional credits

Which may include up to 4 credits earned through an approved Dual Credit program.

*Opt-out available.

Special Considerations – 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.

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 to be granted their diploma. Hours may be completed over the course of their high school years. Students entering Grade 9 may begin their community involvement hours in the summer prior to Grade 9. For more information, please contact People Place.

Volunteer Recognition

If you go above and beyond in your volunteer work during high school, you can earn a **Minister's Certificate of Recognition for Community Involvement** when you graduate. This new certificate celebrates your dedication to helping others and for completing more than 50 volunteer hours during high school.

- Bronze: 50 to 99 volunteer hours
- Silver: 100-199 volunteer hours
- Gold: 200 or more volunteer hours

This certificate recognizes your civic engagement, leadership and community spirit. It can also help you stand out when applying for:

- jobs
- college or university programs
- apprenticeships
- scholarships

Please note that the **Ontario Secondary School Diploma (OSSD) requirement remains at 40 hours** of community involvement. These certificates serve as an enhancement and formal acknowledgment of students who demonstrate exceptional commitment to community service.

34 Credit Threshold

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. At this time, 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, based on enrollment, at NDSS:

IDC4UO	Building Financial Security (Business)
IDC4UV	Leadership Through Movement (Healthy & Active Living)

For further information on IDC courses, please consult the appropriate subject areas in this calendar.

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)

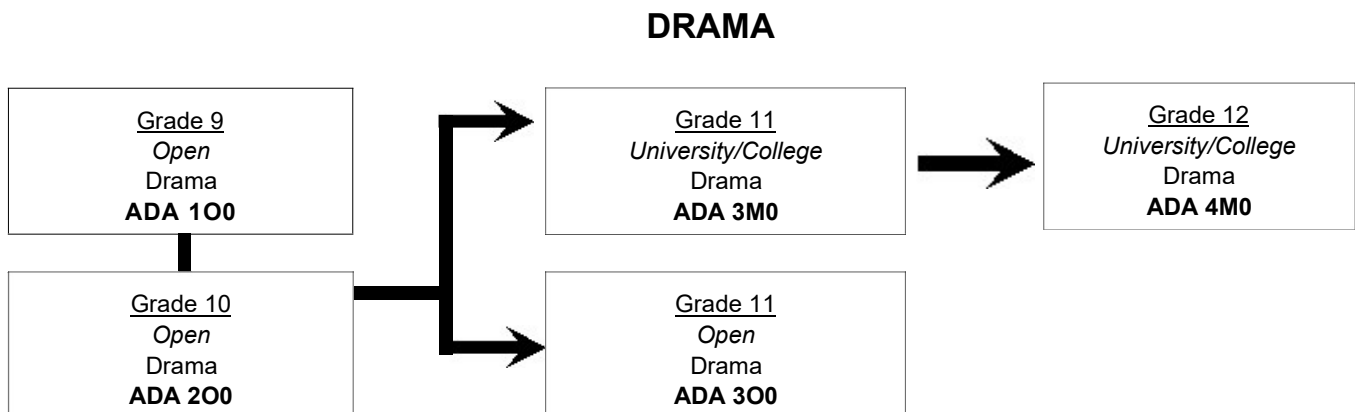
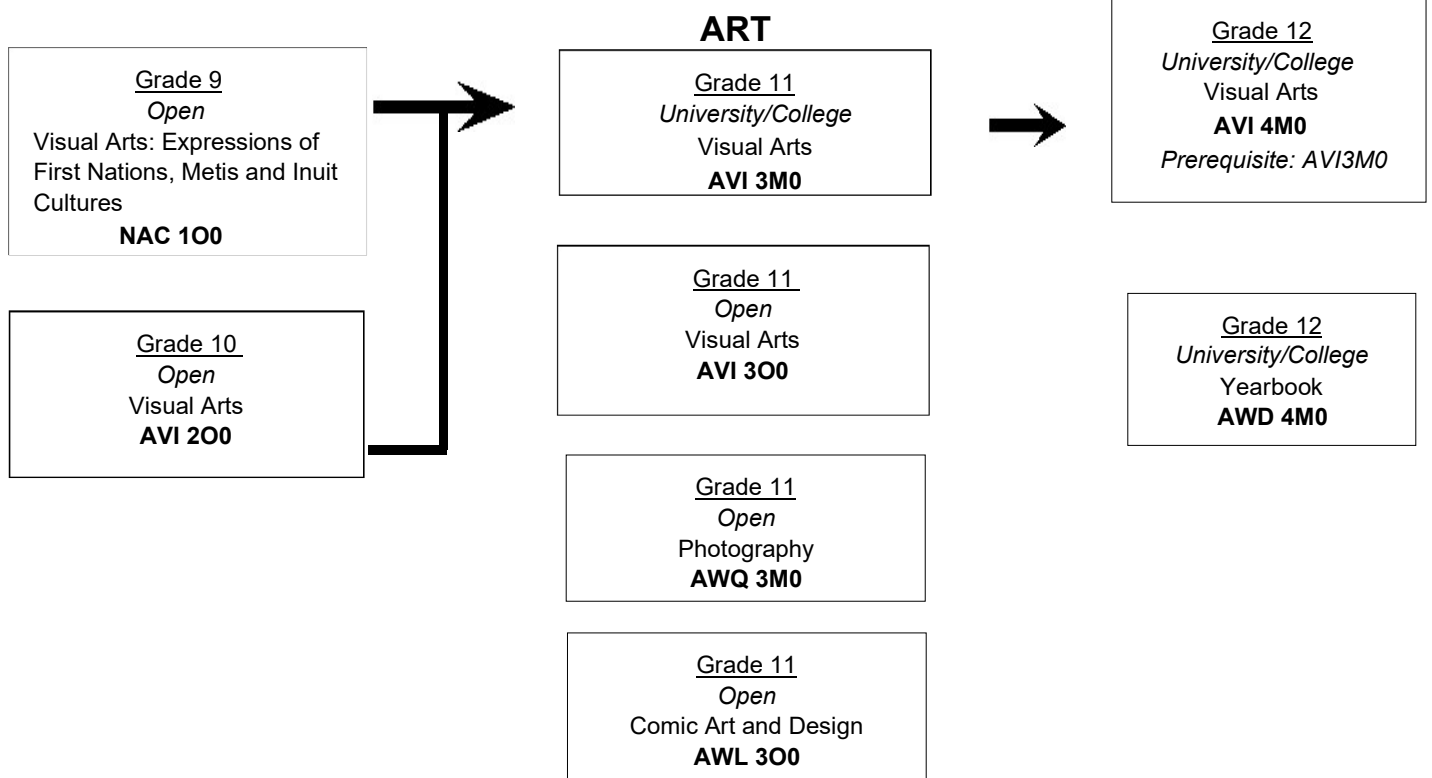
Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School 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. Substitutions are typically completed in a student's graduating year.



ART and 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

NAC100 GRADE 9, VISUAL ARTS – Expressions of First Nation, Metis and Inuit Cultures

This course is exploratory in nature, offering an overview of various arts disciplines and using visual arts as a foundation for further study. Students are given the opportunity to create, present and analyze art works that explore or reflect First Nations, Metis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and familiar with elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative arts challenges. Students will use the create 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: NAC100 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.

AWQ3M0 GRADE 11, PHOTOGRAPHY – University/College

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*

AWD4M0 GRADE 12, DIGITAL MEDIA - YEARBOOK - University/College

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.*

<p><i>The courses are offered for student selection. If not enough students select a course it will not “run”.</i></p>
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DRAMA

ADA100 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.

ADA200 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.

ADA300 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: ADA100 or ADA200.*

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*



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

BUSINESS

Grade 9
Open
Business: Building
the Entrepreneurial
Mindset
BEM100

Grade 11
University/College
Financial Accounting
Fundamentals
BAF 3M0

Grade 12
College
Entrepreneurship:
Venture Planning in an
Electronic Age
BDV 4C0

Grade 10
Open
Launching and
Leading a Business
BEP200

Grade 11
College
Marketing: Goods,
Services, Events
BMI 3C0

Grade 12
University/College
International Business
Fundamentals
BBB 4M0



Grade 12
University/College
Business Leadership:
Management
Fundamentals
BOH 4M0

Grade 12
University
Building Financial
Security
IDC 4U0

BEM100 GRADE 9, BUILDING THE ENTREPRENEURIAL MINDSET - Open

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset and learn why it's important to take initiative, adapt to change, find creative solutions and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

BEP200 GRADE 10, LAUNCHING AND LEADING A 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.

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.

BDV4C0 GRADE 12, ENTREPRENEURSHIP: VENTURE PLANNING IN AN ELECTRONIC AGE - College

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

BBB4M0 GRADE 12, INTERNATIONAL BUSINESS FUNDAMENTALS – College/University

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

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.

IDC 4U0 GRADE 12, BUILDING FINANCIAL SECURITY - University

This course integrates expectations from Interdisciplinary Studies, Principles of Financial Accounting, Mathematics of Data Management, and Analysing Current Economic Issues to explore financial management, capital markets, and personal finance. Students will examine budgeting, investment strategies, and corporate financial decisions while analyzing the social and ethical impacts of these choices. Designed to prepare students for both adult financial responsibilities and post-secondary studies in accounting, finance, or economics, this course equips them with practical tools and critical thinking skills to navigate complex economic issues and make informed decisions.

<i>The courses are offered for student selection. If not enough students select a course it will not “run”.</i>

CANADIAN & WORLD STUDIES

(Includes Geography, History and Law)

GEOGRAPHY

Grade 9

Exploring Canadian
Geography
CGC 1W0

Grade 9

(French Immersion)
Exploring Canadian
Geography
CGC 1W3

Note: This course will only be
offered in school years
beginning with an odd year i.e.
2027-2028

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.

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

Grade 12

University
World Issues-A
Geographic Analysis
CGW 4U0

Grade 12
College
World Issues- A
Geographic Analysis
CGW 4C0

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

CGC 1W0 GRADE 9, EXPLORING CANADIAN GEOGRAPHY

This course builds on learning Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Metis and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process and use geospatial technologies throughout their investigations.

CGF 3M0 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.

CGW 4U0 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.*

CGW 4C0 GRADE 12, WORLD ISSUES- A GEOGRAPHIC ANALYSIS – College

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. *Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied*



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

History, Contemporary Studies and Law

Grade 10
Academic
Canadian History Since W W I
CHC 2D0

Grade 10
Applied
Canadian History Since W W I
CHC 2P0

French Immersion

Grade 10
Academic
Canadian History Since W W I
CHC 2D3

This course will only be offered in school years beginning with an even year i.e. 2026-2027

French Immersion

Grade 10
Open
Civics (half credit)
CHV 203

This course will only be offered in school years beginning with an even year i.e. 2026-2027

Grade 10
Open
Civics
(half-credit) (compulsory)
CHV 200

Grade 11
University
Introduction to Psychology
and Sociology
HSP 3U0

Grade 11
College
Introduction to Psychology
and Sociology
HSP 3C0

Grade 11
University
American History
CHA 3U0

Grade 11
Open
World History Since 1900
CHT 300

Grade 11
University/College
Understanding Canadian
Law
CLU 3M0

Grade 12
University
World History Since
the 15th Century
CHY 4U0

Grade 12
College
World History Since the
15th Century
CHY 4C0

Grade 12
College
Legal Studies
CLN 4C0

Grade 12
University
Canadian and
International Law
CLN 4U0

Grade 12
University
Challenge and Change in
Society
HSB 4U0

Grade 12
University/College
Indigenous Issues:
A World View
NDW 4M0

In order to take a Grade 12 course above, students must have taken a Grade 11 preparation course in Canadian and World Studies, English, or Social Sciences and The Humanities at the same or higher academic level.

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

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.

CHT 300 - World History since 1900 - Open

This course focuses on major developments in world history from 1900 to the present. Students will explore the causes and consequences of global and regional conflicts, the impact of significant individuals and social movements, and the effects of social, economic, and political developments around the world. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating interactions within and between nations and other historical developments and events, including those that continue to affect people in various parts of the world. *Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied*

CHA 3U0 - American History - University

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. 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 various forces that helped shape American history. *Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied*

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.*

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.*

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.

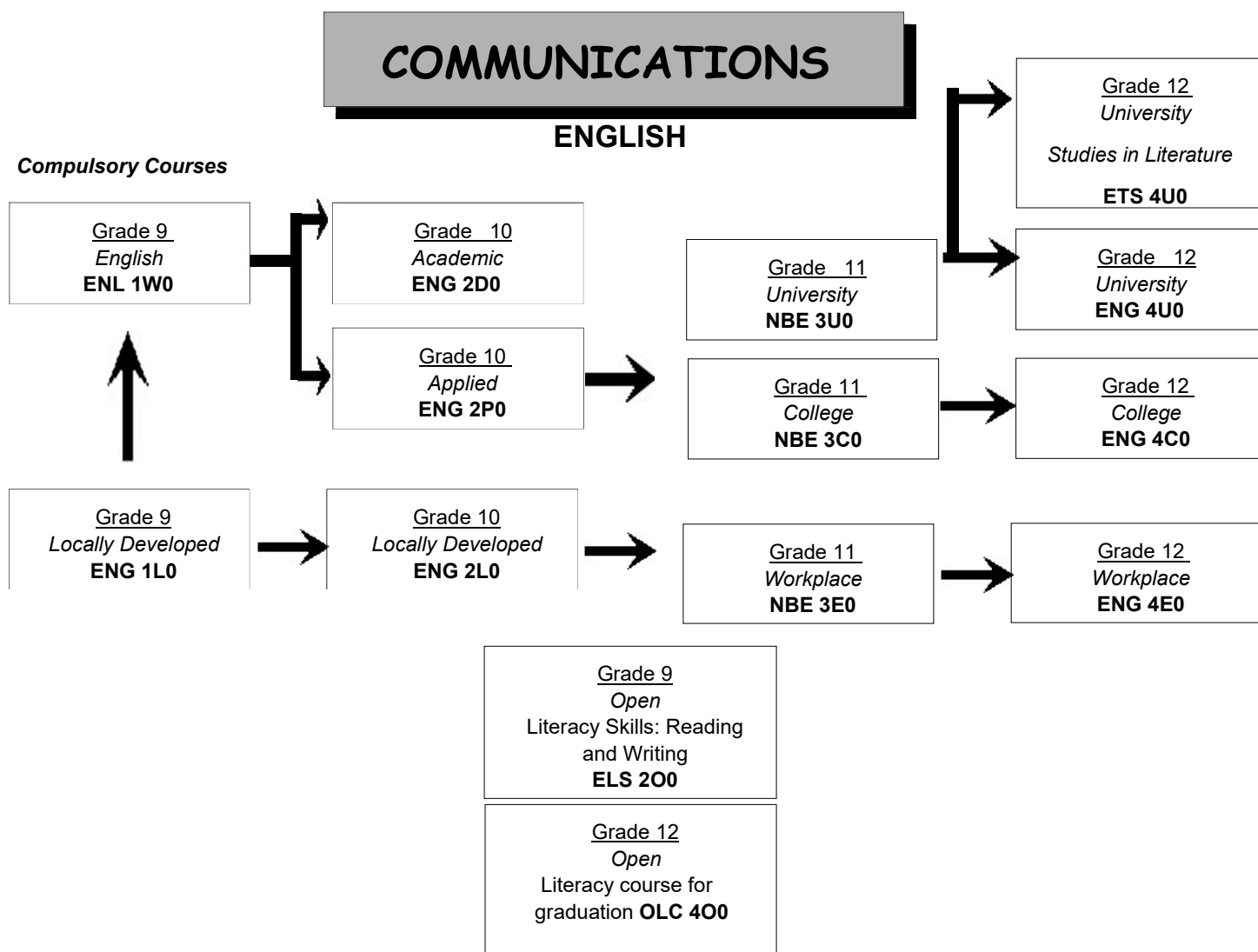
CLN4U0 GRADE 12, CANADIAN AND INTERNATIONAL LAW - University

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.*

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



ENL1W0 ENGLISH

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

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.

ENG2P0 GRADE 10, ENGLISH – Applied9

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.

ENG2L0 GRADE 10, ENGLISH - Locally Developed

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 analyze 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*

OLC400 ONTARIO SECONDARY SCHOOL LITERACY COURSE - Open

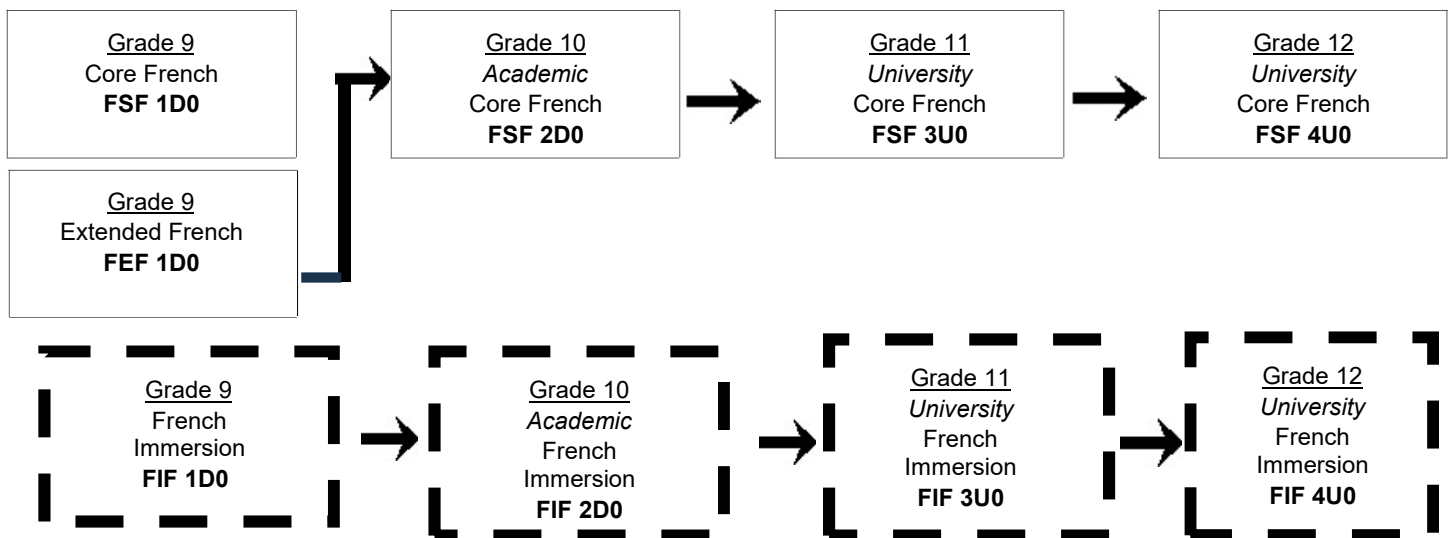
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Reading selections in this 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.*

ETS 4U0 GRADE 12, STUDIES IN LITERATURE - University

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project. *Prerequisite: English, Grade 11, University Preparation*

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

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

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.*

FEF 1D0 - Grade 9, Extended French

This course provides enriched opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FIF1D0 GRADE 9, FRENCH IMMERSION

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their 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*

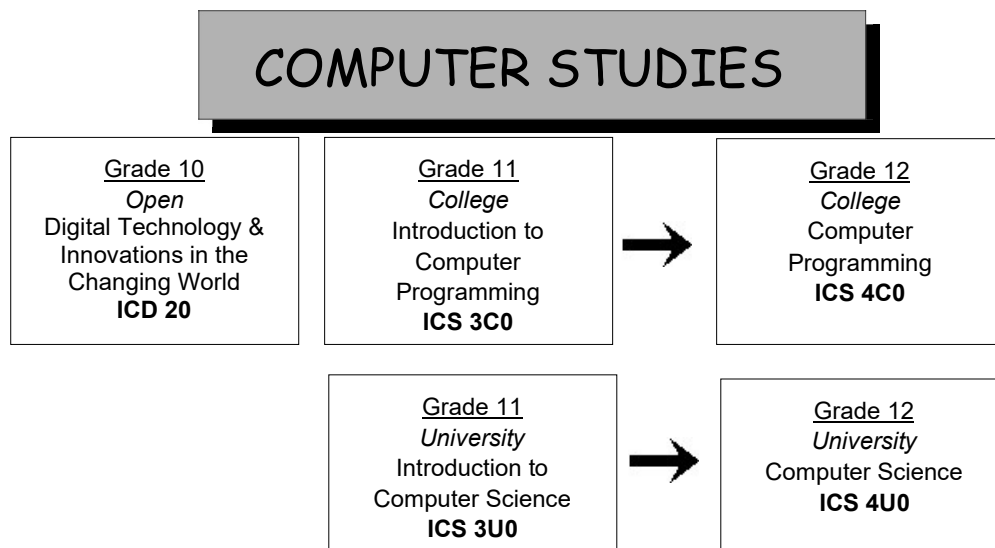
FSF4U0 GRADE 12, FRENCH - University

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*

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

ICD20 GRADE 10, DIGITAL TECHNOLOGY AND INNOVATIONS IN THE CHANGING WORLD - Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them

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

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*

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

COOPERATIVE EDUCATION

What is Co-op?

Co-operative education involves a partnership between education and industry, the trades and professional organizations with the purpose of extending learning opportunities beyond the traditional classroom.

As one of several experiential learning programs available to students, cooperative education offers students an opportunity to earn high school credits through a course that integrates classroom theory with learning experiences in the workplace. Students apply and further develop skills related to a high school course and career area of choice.



Why consider Co-op?

By participating in cooperative education, students develop their skills, interests and professional connections while

still in high school, creating a personal career plan based on realistic, practical information.

Students learn about themselves, the expectations of the world of work and the realities of a profession while developing the work habits, attitudes and job skills necessary for a successful transition from secondary school to post-secondary education or the workplace.

Benefits

- An opportunity to earn academic credits while exploring career and education choices
- Earn credits toward your diploma
- Make more informed education and career planning choices
- Gain a competitive edge in the job market
- Move more confidently into post-secondary education or the world of work
- Gain valuable related experience as required for some post-secondary programs
- Choose OYAP (Ontario Youth Apprenticeship Program) as part of a skilled trade and pursue one of 144 skilled trades.

Application Process - Who can apply?

Co-op is available to any grade 11 or 12 students interested in exploring a career area of choice.

It is open to students studying at the workplace, college or university level with various post-secondary destinations: college, apprenticeship, university or direct entry into the workplace.

- Students request Co-op on their course selection option sheet through MyBlueprint and complete a Co-operative Education Application available through People Place.
- Students complete an interview with the co-op teacher to ensure appropriate education career planning choices and that the student is ready for a co-op placement in the community.
- Please note that signing up for a coop does not guarantee a placement. Students with poor attendance, punctuality, responsibility or behaviour at NDSS may not be accepted into the coop program.
- With input from the student, the Co-op teacher arranges the appropriate learning placement based on the student's interests, abilities and readiness.

Scheduling

Co-op is scheduled into a student's timetable to avoid conflict with other program choices or requirements.

Every effort is made to provide students with meaningful and relevant co-op learning opportunities within reasonable proximity to transportation and the school.

Students must attend pre-placement and integration co-op classes and co-op placements.

Co-op is available in both semesters one and two, with four, two or one credit options:

- Full-day, 4-credit co-op provides convenient scheduling and many learning opportunities.
- Half-day, two-credit co-op with morning or afternoon placement. Some restrictions apply.
- One period - can be arranged when the student's schedules allow for it

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*

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



WHAT YOU NEED TO KNOW

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 Virtual 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.

The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete the new e-learning graduation requirement. LDSB students will complete their e-learning course requirement in their grade 11 and/or 12 year unless students select to complete the requirement during summer session.

Students will use myBlueprint to select the LDSB online courses (VLDSBO) they are interested in from the selection below. If you are interested in additional opportunities through the Ontario eLearning Consortium (OeLC) please indicate this by selecting OeLC Consortium placeholder (VELRNC) and your guidance counsellor will connect with you about available options when course offerings are available for the 2026-2027 school year.

What is the Ontario eLearning Consortium (OeLC)?

The OeLC is comprised of a collective of Ontario School Boards, each offering a selection of course options. There are no course fees and students can be scheduled in both their home school and the OeLC. <https://ontario.prismsis.com/oelc>

Can my student “opt out” of the mandatory Online Learning Requirement?

Parent/Guardians who determine they want to opt their student out of the mandatory online learning credits, will have the option to complete the opt out form during the students’ graduating year. The opt out form can be accessed [here](#) or from school guidance counsellor.

For more Information:

Visit www.limestone.on.ca or contact your guidance counsellor.

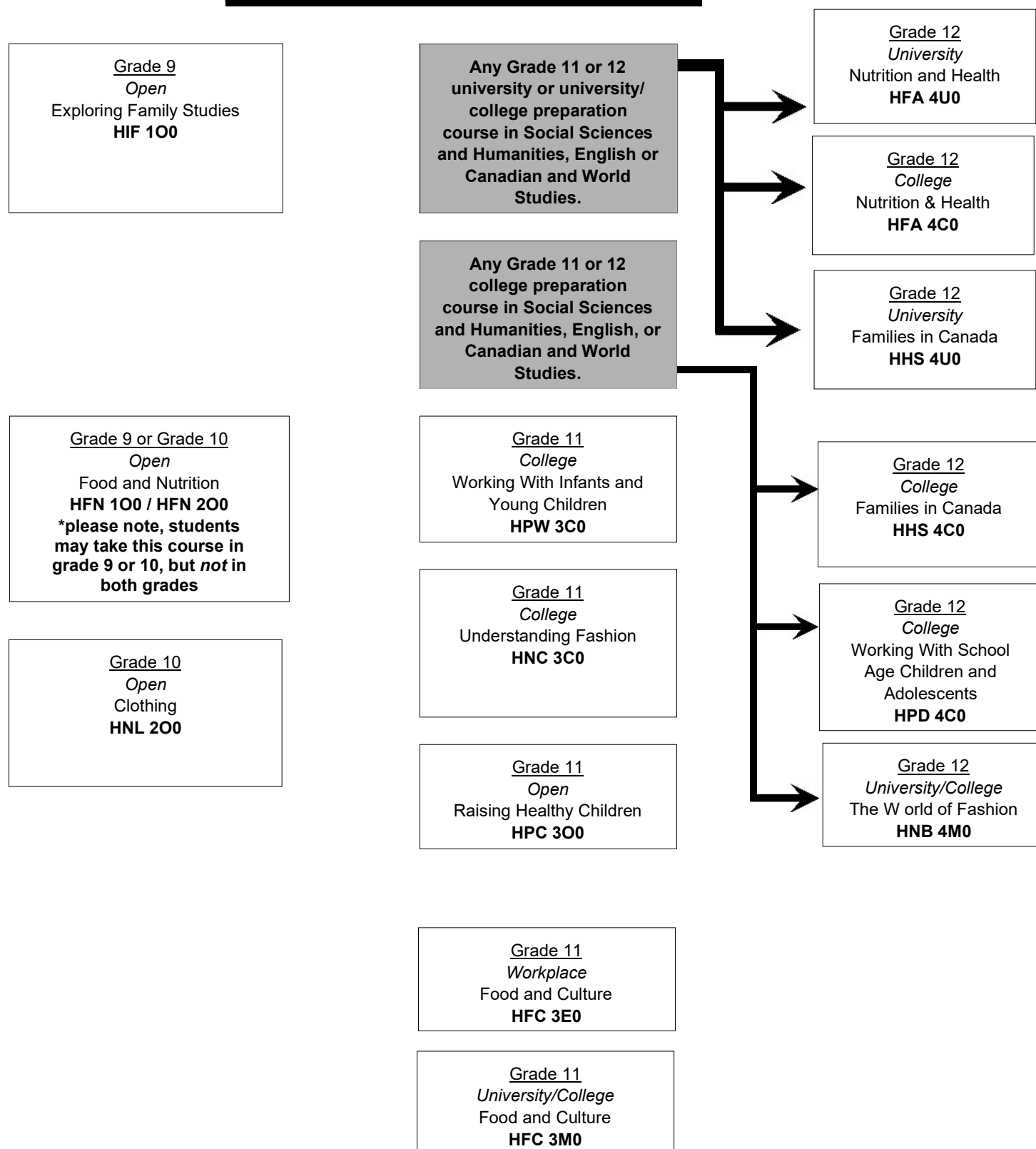


LDSB E-Learning Course Offerings* 2026-2027 School Year

* SUFFICIENT ENROLLMENT IS REQUIRED FOR ANY COURSE OFFERINGS TO RUN

BAF 3M	Financial Accounting, Gr 11	MAP 4C	Foundations for College Mathematics, Gr 12, College Preparation
BAF 4M	Financial Accounting Principles, Gr 12	MBF 3C	Foundations of Mathematics, Gr 11, College Preparation
CGG 3O	Travel and Tourism: A Geographic Perspective, Gr 11, Open Level	MEL 3E	Mathematics for Work and Everyday Life, Gr 11, Workplace Preparation
CGW 4U	World Issues: A Geographic Analysis, Gr 12, University Preparation	MDM 4U	Mathematics of Data Management, Gr 12, University Preparation
CHY 4C	World History: The West and the World, Gr 12, College Preparation	NBE 3C	English Understanding Contemporary First Nations, Metis, and Inuit Voices, College Preparation
CHY 4U	World History Since the Fifteenth Century, Gr 12, University Preparation	NBE 3U	English Understanding Contemporary First Nations, Metis, and Inuit Voices, University Preparation
ENG 4C	English, Gr 12, College Preparation	OLC 4O	Ontario Secondary School Literacy Course
ENG 4U	English, Gr 12, University Preparation	SBI 4U	Biology, Gr 12, University Preparation
HSB 4U	Challenge & Change in Society, Gr. 12, University Preparation	SCH 4C	Chemistry, Gr 12, College Preparation
ICS 3C/U	Introduction to Computer Science, Gr. 11, University and College Preparation	SCH 4U	Chemistry, Gr 12, University Preparation
ICS 4C/U	Computer Science, Gr. 12, University and College Preparation	SPH 4C	Physics, Grade 12 College Preparation

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.

HFN100/HFN 200 GRADE 9 or 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. ***please note, students may take this course in grade 9 or 10, but *not* in both grades**

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.

HPC3O0 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.

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

HFA4C0 GRADE 12, NUTRITION & 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.

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.*

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.



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

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

Grade 9
All Gender

Healthy Active Living
Education
PPL 10O

Grade 10
All Gender

Healthy Active Living
Education
PPL 20O

Grade 11
All Gender

Healthy Active Living
Education
PPL 30O

Grade 12
All Gender

Healthy Active Living
Education
PPL 40O

Grade 12
Male

Personal and Fitness
Activity
PAF 40B

French Immersion

Grade 9&10

All Gender

Healthy Active Living
Education

PPL 103/203

Note: This course will
only be offered in school
years beginning with an
odd year i.e.: 2027-2028

Grade 11
Female

Personal and Fitness
Activity
PAF 30G

Grade 11
Male

Personal and Fitness
Activity
PAF 30B

Grade 11
All Gender

Personal and Fitness
Activity
PAF 30O

Grade 12
Female

Personal and Fitness
Activity
PAF 40G

Grade 12
All Gender

Personal and Fitness
Activity
PAF 40O

*Grade 12

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

**Grade 12

Introductory
Kinesiology
PSK 4U0

**Grade 12

Leadership
Through
Movement
IDC 4UV

***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/PPL10B/PPL10O GRADE 9, HEALTHY ACTIVE LIVING EDUCATION, Female/Male/All Gender

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/PPL20B/PPL20O GRADE 10, HEALTHY ACTIVE LIVING EDUCATION, Female/Male/All Gender

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/PPL30B/PPL30O GRADE 11, HEALTHY ACTIVE LIVING EDUCATION, Female/Male/All gender

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/PAF30B/PAF30O GRADE 11, HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES. Female/Male/All Gender

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.*

PPL40G/PPL40B/PPL40O GRADE 12, HEALTHY ACTIVE LIVING EDUCATION, Female/Male/ All Gender

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.

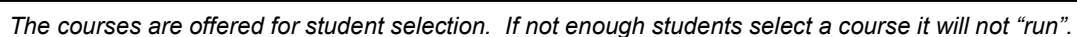
PAF40G/PAF40B/PAF40O GRADE 12, HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES, Female/Male/All Gender

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.*

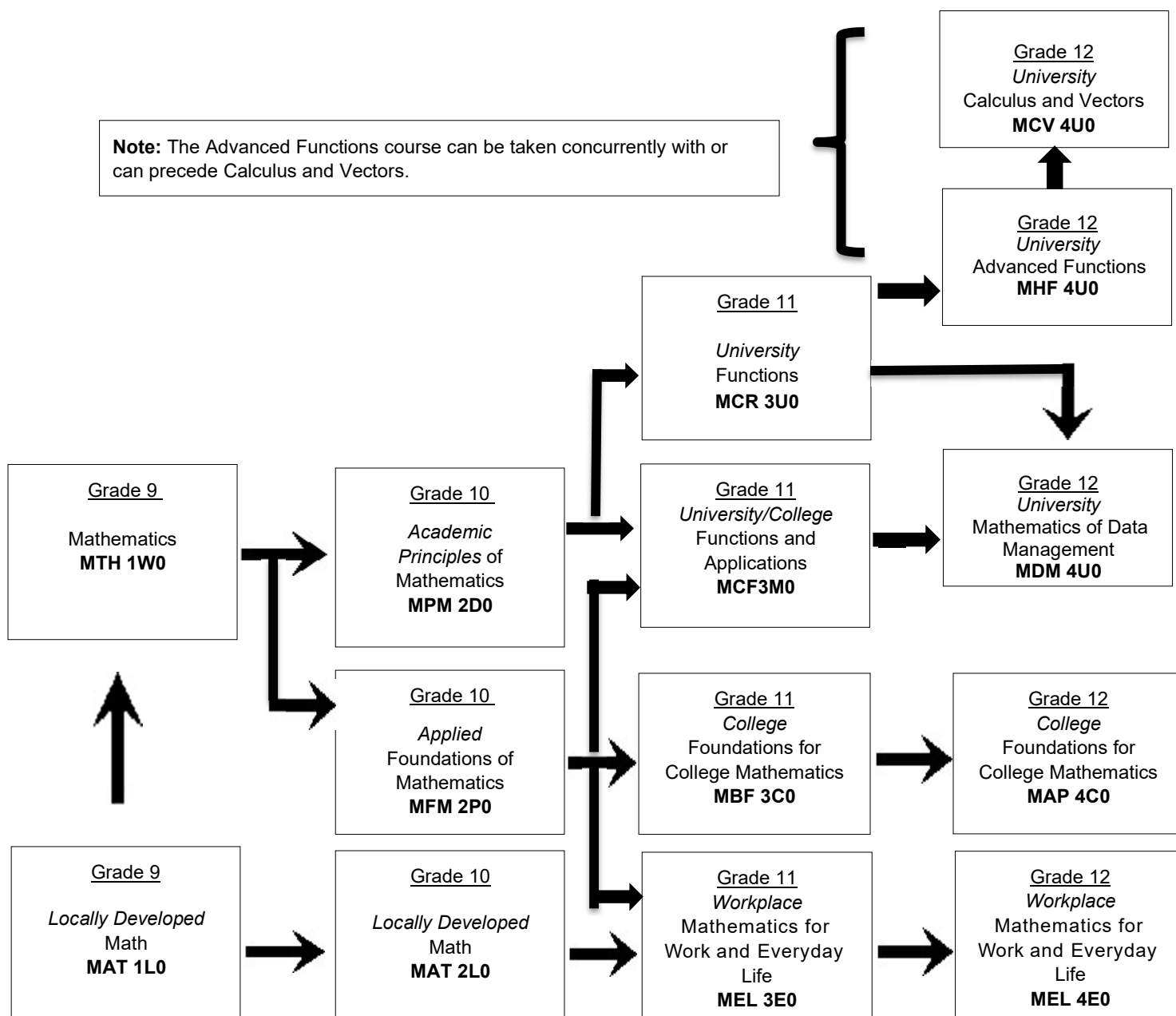
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social 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.*

Through experiential learning, inquiry, and reflection, students will explore leadership development, human movement, physical literacy, health, and social responsibility. Students will apply theoretical knowledge from kinesiology and health sciences to practical leadership contexts such as planning, leading, and evaluating physical activity experiences for diverse populations, including inclusive and adaptive settings. The course emphasizes collaboration, ethical decision-making, communication, and self-reflection. Students will design, implement, and assess movement-based leadership initiatives while examining the personal, social, and career implications of leadership in health, recreation, sport, and community wellness contexts.



MATHEMATICS

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



MTH 1W0 GRADE 9, MATHEMATICS

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

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

MAT 1L0 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.

MPM 2D0 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.

MFM 2P0 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.

MAT 2L0 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: MTH 1W0 or MAT 1L0*

MCR 3U0 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).*

MCF 3M0 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 recommended grade of 70% or higher.*

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

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*

MAP4C0 GRADE 12, FOUNDATIONS FOR COLLEGE - College

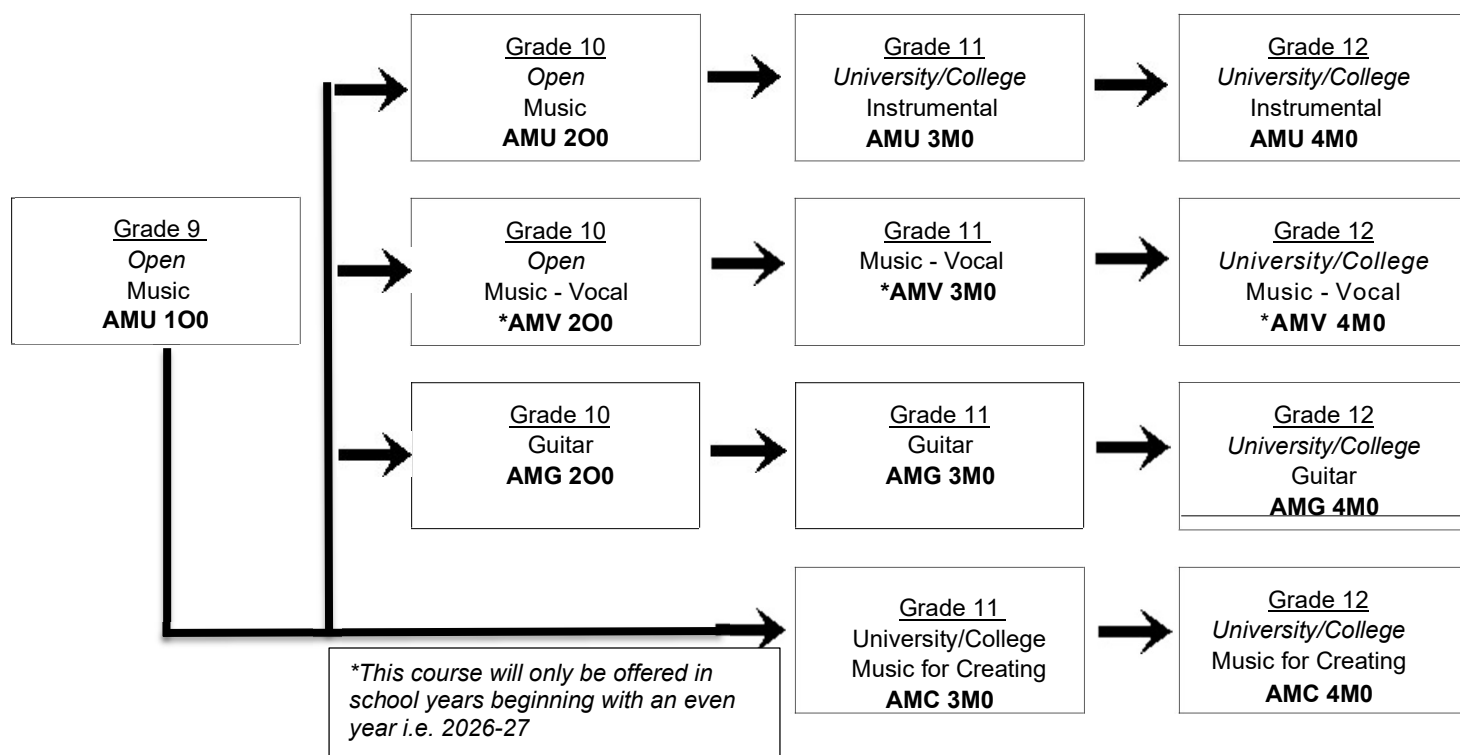
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically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

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

MUSIC



AMU100 **GRADE 9, MUSIC - Open**

Discover the world of music—no experience required! This introductory course is the perfect starting point for students who want to explore music in a fun and supportive environment. You'll develop essential skills such as active listening, musical literacy, and proper use of musical terminology through creative, hands-on activities. Your learning will focus on one instrument of your choice, which you'll play in both large ensembles and small group settings. Instrument options include: flute, clarinet, saxophone, oboe, trumpet, French horn, trombone, baritone, tuba, or percussion. Beyond the classroom, students have the opportunity to join our extra-curricular bands and vocal ensembles, perform in concerts, and participate in 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.

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

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.

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.*

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*

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.*

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

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 analyze 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*



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

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.

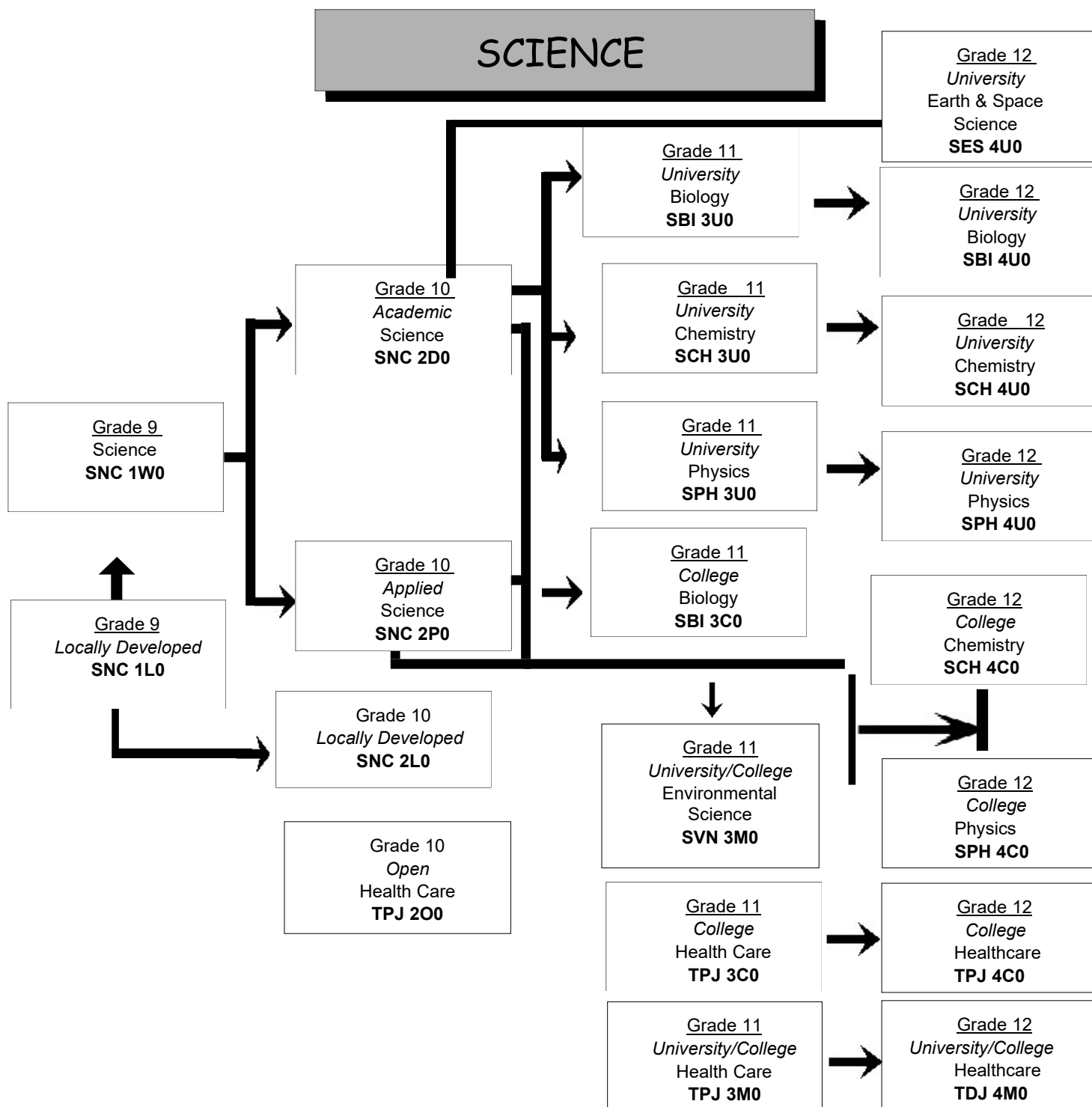
KPF*NM, Personal Health and Fitness

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.

KSN*NM, Exploring our Environment

This course involves the development of an awareness and relationship with their surroundings. The course focuses on authentic, hands-on experiences, allowing students to learn through investigation and life-oriented learning. The IEP becomes the definition of the course and may include components from the following areas: safety, local tourism, resource used, community planning, social and emotional well-being strategies, problem solving and communication skills, as well as the importance of contributing to a healthy environment.

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



SNC1W0 GRADE 9, SCIENCE

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

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.

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.

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.

TPJ2O0 GRADE 10, HEALTH CARE - Open

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field.

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*

SVN3M0 GRADE 11, ENVIRONMENTAL SCIENCE – University/ College

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. *Prerequisite: Grade 10 Science, Applied or Academic*

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.

TPJ3M0 GRADE 11, HEALTH CARE – University/College

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards 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*

SES4U0 GRADE 12, EARTH AND SPACE SCIENCE - University

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. *Prerequisite: Science, Grade 10, Academic*

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*

SPH 4C0 GRADE 12, PHYSICS - College

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. *Prerequisite: SNC 200 or SNC 2PO*

TPJ 4M0 GRADE 12, HEALTH CARE - University/College

This course focuses on the development of a range of skills needed to analyse and interpret clinical findings. Students will learn about accepted health care practices and demonstrate an understanding of basic procedures and the use of appropriate instruments and equipment. They will acquire an understanding of basic concepts related to the function of the human immune system and explore the relationship between pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, analyse environmental and societal issues related to health care, and further explore professional practice standards and postsecondary destinations in the field. *Prerequisite: Health Care, Grade 11, University/College Preparation*

TPJ 4C0 GRADE 12, HEALTH CARE - College

This course focuses on the development of clinical skills needed to assess general health status. Students will learn about accepted health care practices and demonstrate an understanding of some basic procedures and the use of appropriate instruments and equipment. They will identify the characteristics of the human immune system and learn about pathology and disease prevention and treatment. Students will expand their awareness of workers' health and safety issues, environmental and societal issues related to health care, professional practice standards, and postsecondary destinations in the field. *Prerequisite: Health Care, Grade 11, College Preparation*



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

SUPPORT & STUDENT SERVICES

Grade 9
Open
Learning Strategies
GLE 100

Grade 10
Open
Career Studies
(half credit)
(compulsory)
GLC 200

Grade 11
Open
Leadership and Peer
Support
GPP 30V

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.

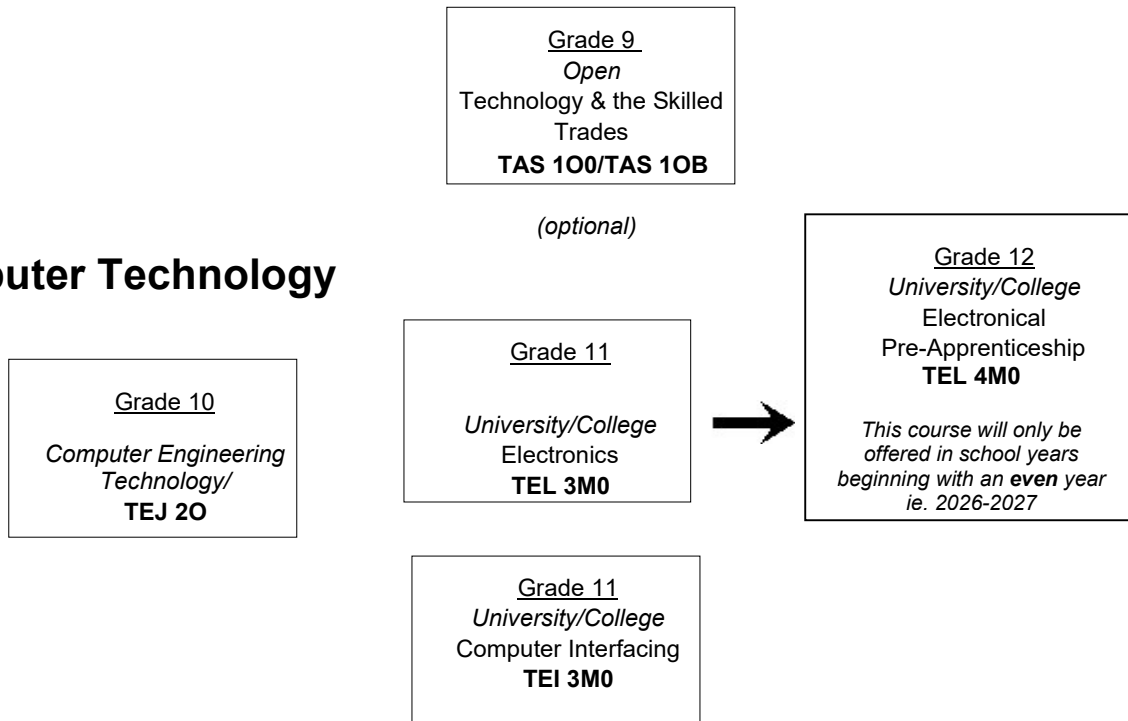
GPP30V GRADE 11, LEADERSHIP AND PEER SUPPORT - Open

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*

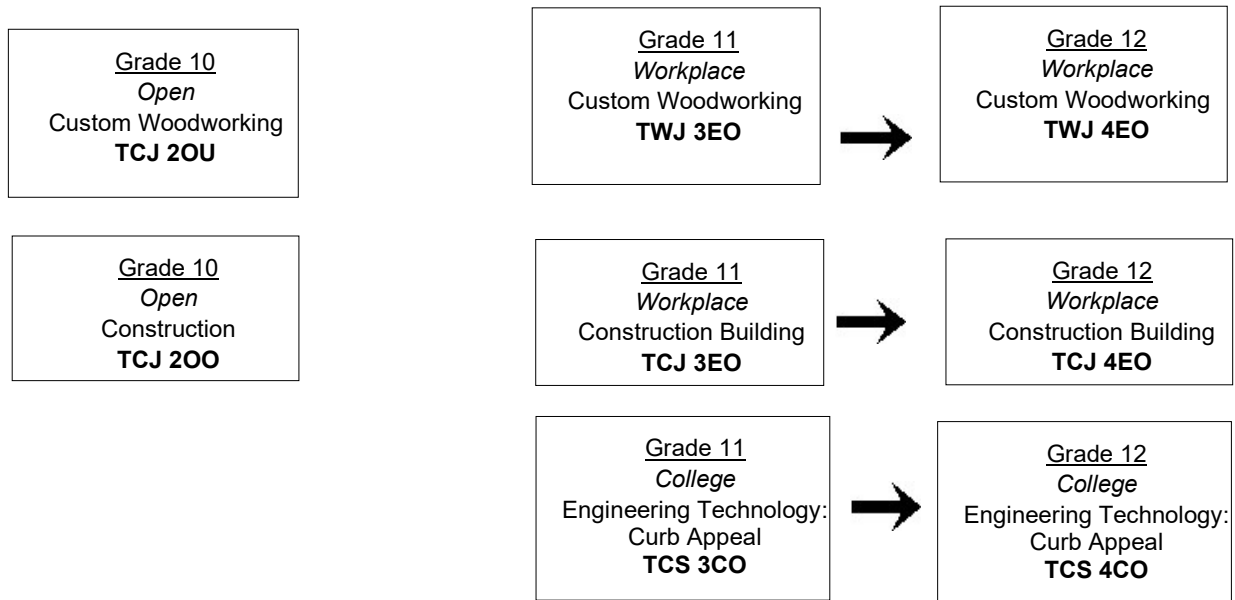
The courses are offered for student selection. If not enough students select a course it will not "run".

TECHNOLOGICAL STUDIES

Computer Technology

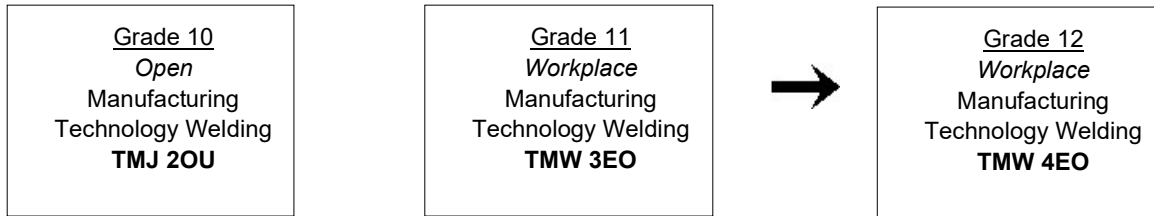


Construction Technology

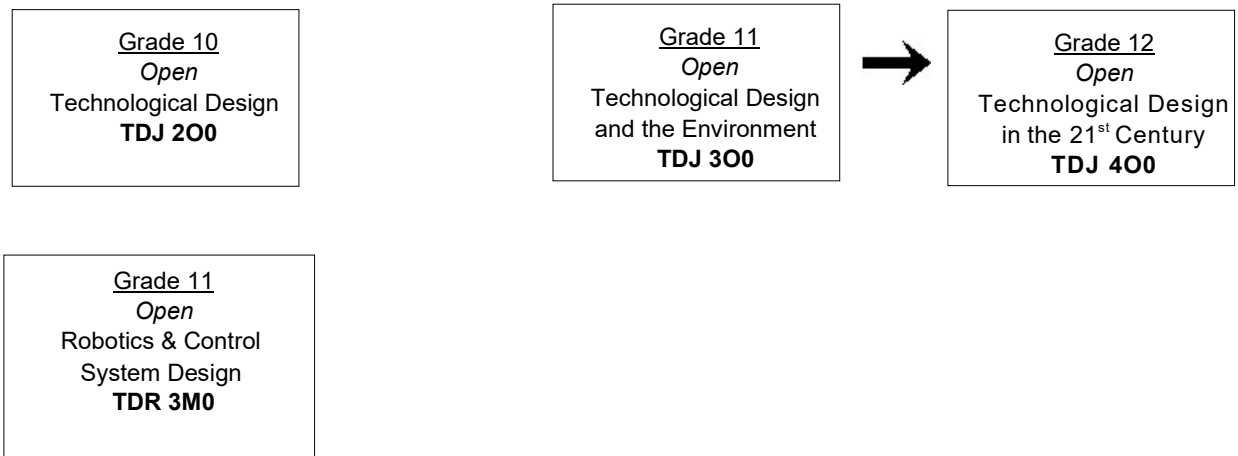


The courses are offered for student selection. If not enough students select a course it will not "run".

Manufacturing Technology

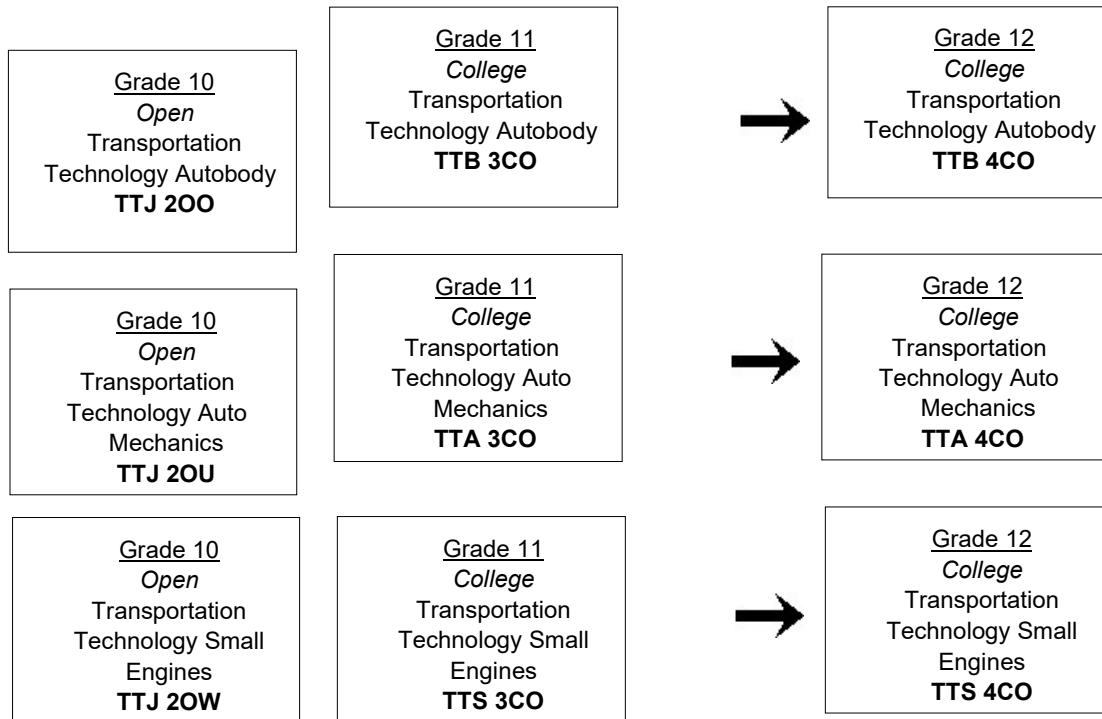


Technological Design



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

Transportation Technology



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

TAS100 GRADE 9, TECHNOLOGY AND THE SKILLED TRADES -Open

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TAS10B GRADE 9 – TECHNOLOGY AND THE SKILLED TRADES - Robotics (Build-a-bot) - Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges through the lens of robotics. Students will research a robotics project, design a chassis, build prototypes, and assess the final products using appropriate tools, techniques and strategies. Students 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.

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

COMPUTER TECHNOLOGY

TEJ20 GRADE 10, COMPUTER ENGINEERING TECHNOLOGY

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

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.*

TEI 3M0 GRADE 11, COMPUTER INTERFACING - University/College

This course introduces students to interfacing computer systems to electronic circuits and robotic controls. Students will wire electronic circuits and write computer programs to control simple devices like lights, fans, motors or pumps as well as sensors used to measure temperature, pressure, light intensity, etc. Students will also develop an awareness of related environment and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology. Taking ICS20 (Introduction to Computer Studies) prior to taking this course is highly recommended.

TEL4M0 GRADE 12, ELECTRICAL/ELECTRONICS – Pre-Apprenticeship *Even years only

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).

TEI 4M0 GRADE 12, COMPUTER INTERFACING - University/College *Odd years only

This course introduces students to interfacing computer systems to electronic circuits and industrial PLC control language. Students will wire electronic circuits and write computer programs to control both digital and analog devices like lights, fans, motors or pumps as well as sensors used to measure temperature, pressure, light intensity, etc. Students will also develop an awareness of related environment and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology. Taking ICS3C/U (Introduction to Computer Science/Programming) prior to taking this course is highly recommended.

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.

<i>The courses are offered for student selection. If not enough students select a course it will not “run”.</i>

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: TMJ3EO*

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: TCJ3EO*

TCS3C0 GRADE 11, CONSTRUCTION ENGINEERING TECHNOLOGY- CURB APPEAL - College

This course teaches students the principles of construction and design. The class covers a wide range of topics including residential construction practices, green industries, and project management. Students will gain hands-on experience and practical skills using tools and techniques applicable in the construction industry with a particular emphasis on finish carpentry and landscaping. Students will develop an awareness of environmental and societal issues related to construction technology and explore postsecondary and career opportunities in the field.

TCS4C0 GRADE 12, CONSTRUCTION ENGINEERING TECHNOLOGY- CURB APPEAL - College

This course teaches students the principles of construction and design. The class covers a wide range of topics including residential construction practices, green industries, and project management. Students will gain hands-on experience and practical skills using tools and techniques applicable in the construction industry with a particular emphasis on finish carpentry and landscaping. Students will develop an awareness of environmental and societal issues related to construction technology and explore postsecondary and career opportunities in the field.

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.

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

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.

TDR3M GRADE 11, ROBOTICS AND CONTROL SYSTEM DESIGN -University/College

In this course, students will gain hands-on experience in operating a quadcopter drone, learning how to control it through pre-programmed Python code. They'll also explore the fundamentals of Python programming, enabling them to write custom flight commands for their drone. Additionally, students will learn how to design 3D objects using computer-aided design (CAD) software and then create a 3D printed payload. This payload will be used in a simulated "rescue mission," where the drone must retrieve an action figure, integrating coding, drone operation, and 3D design into a fun and challenging project.

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.

TTJ2OW 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.

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.

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

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:

- **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.
- **De-streamed Courses** The Ministry of Education is committed to education system changes to ensure equity of access and outcomes for all students. These changes are in response to the historic over-representation in applied courses of Indigenous, Black, and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. One of the most significant changes is the de-streaming of Grade 9 courses in September 2022 to provide opportunities for students to make decisions about their future, while keeping their options open. De-streaming means that students will no longer be placed into applied or academic courses, a practice that has disadvantaged some students. Students entering Grade 9 will take courses that will include English, Math, Science, Geography, French, Health and Physical Education plus two elective courses (Art courses, Technology courses, Business courses, etc.). Grade 9 is a continuation of learning from Grade 8, and will allow students to transition to high school before making a decision about their preferred pathway (apprenticeship, college, workplace or university) for the future.

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/W/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 10 only)			“P” – Applied (Grade 10 only)
“O” – Open			“U” – University
“M” – University/College			“C” – College
“E” – Workplace			“L” – Locally Developed
			“W” – Destreamed

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.



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 NASA group (Napanee Academic Support Association) offers individual and small group tutoring sessions to all students by appointment over the lunch hour.

The Library Learning Commons

The Library Learning Commons 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.

Indigenous Education Support & Engagement Teacher

The Limestone District School Board has a student support teacher to support self-identified First Nation, Metis, and Inuit students. The support teacher is accessed through school administrators and guidance counsellors. 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**
- **OYAP**
- **Specialist High Skills Majors**

Co-operative Education

Please refer to pages 32-33.

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

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 Co-op 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.

Two credits achieved via E-Learning are now a requirement for graduation in the province of Ontario. Students/families may opt out of this graduation requirement by completing the Opt-Out form found on the LDSB website and submitting it to People Place.

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 33 of this course calendar for E-Learning course offerings.**

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

Ontario Youth Apprenticeship Program [OYAP]

OYAP is a school-to-work program that opens the door for students to explore and work in apprenticeship trades, through a cooperative education program. Students may have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing the requirements to obtain their Ontario Secondary School Diploma ("OSSD").

OYAP-Focused Apprenticeship Skills Training is an accelerated stream within OYAP that allows students to participate in more apprenticeship learning while working towards their OSSD. To be eligible, students must:

- Meet the OYAP eligibility requirements
- Have a signed parent consent form to participate

Students participating in OYAP-FAST must:

- Earn 8 to 11 cooperative education credits with their placement component in the skilled trades; • Register as an apprentice (obtain an RTA) by the time they complete the 8th cooperative education credit. Once a student has completed these requirements and all other OSSD requirements, they will be awarded the OYAP-FAST seal on their OSSD.



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

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 visit the LDSB website or see a guidance counselor in 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.

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, Health & Wellness, Information and Communications Technology** and **Transportation** sections.



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

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. Summer school courses are completed online.

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. 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.

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

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.

Gould Lake Summer Programs

The Gould Lake Outdoor Centre provides environmental and experiential education programs for elementary and secondary students in Limestone District School Board. See LDSB website for further information.

