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2017-2018 Course Calendar
Individual Secondary School Course Calendars are posted to the BWDSB website

To view a calendar electronically, please visit
www.bwdsb.on.ca/program/coursecalendars
# 2017-2018 Common Course Calendar

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| **Individual Secondary School Section B** | |
Using the Course Calendar:
General Information
Pages 2 to 19 provide information on diplomas, certificates, course codes, summer school and Cooperative Education.

Availability of Subjects in Each School
Refer to the Individual School Section B for the summary of courses offered.

THE SECONDARY SCHOOL PROGRAM

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

Specialist High Skills Major Red Seal
Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with a SHSM red seal. For further information, go to page 8 of Section A or www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf (page 79).

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

BOARD VISION & MISSION STATEMENTS
Bluewater’s vision is focused on preparing students today for the world of tomorrow. Our mission is to be a learning organization committed to providing a quality educational experience for every student in a safe and caring environment.

In conjunction with our mission and vision, we have established four key priorities:

• the well-being of students and staff
• quality instruction
• parent engagement
• responsible stewardship of resources

www.bwdsb.on.ca/about_us/Strategic_Plan

REACH EVERY STUDENT
Our commitment is to every student. This means both “raising the bar,” to encourage the absolute highest achievement from our students, and “closing the gap,” to ensure that we develop strategies to help every student learn, no matter their personal circumstances.

Our efforts will be sharply focused on:

High levels of student achievement
• Going deeper and wider on literacy and numeracy
• Continuing innovation in secondary schools in reaching the 85 per cent graduation rate.

Reduced gaps in student achievement
• Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

Increased public confidence in publicly funded education
• Strengthening the role of schools as the heart of communities
• Recognizing the pivotal role of schools in developing the workforce and citizens of tomorrow.

### What you need to graduate from high school

**Ontario Secondary School Diploma (OSSD)**

#### 18 Compulsory Credits

<table>
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<th>Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:</th>
<th>Plus one credit from each of the following groups:</th>
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| 4 credits in English (1 credit per grade)* | 1 Group 1:  
• English or French as a second language**  
• a Native language  
• a classical or international language  
• social sciences and the humanities  
• Canadian and world studies  
• guidance and career education  
• cooperative education*** |
| 3 credits in mathematics  
(1 credit in Grades 11 or 12) | |
| 2 credits in science | 1 Group 2:  
• health and physical education  
• the arts  
• business studies  
• French as a second language**  
• cooperative education*** |
| 1 credit in Canadian history | 1 Group 3:  
• science (Grade 11 or 12)  
• technological education  
• French as a second language**  
• computer studies  
• cooperative education*** |
| 1 credit in Canadian geography | |
| 1 credit in the arts | |
| 1 credit in health and physical education | |
| 1 credit in French as a second language | |
| .5 credit in career studies | |
| .5 credit in civics | |

### In addition, students must

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

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

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

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

**** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.
ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7):
- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in The Arts or Technological Education

Optional Credits (total of 7):
- 7 credits selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT (COA)

Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student’s Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

SAFE SCHOOL POLICY

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

Bluewater is committed to ensuring that its school community is a safe and welcoming place for all students, staff and community partners. Creation of a positive learning environment is important. Students with a positive self-concept can more easily appreciate the needs and concerns of others, show respect for others and resist negative peer pressure as it relates to rules of the school. All violent acts of which the school community is aware will result in some form of intervention which is designed to respond to the perpetrator and the victim. The level of intervention will be progressive in nature and contingent upon mitigating circumstances and the severity of the violence.

The policy has three components; prevention, intervention, and the development of procedures that define and outline consequences of prohibited behaviour on Board property or at Board sponsored events. www.bwdsb.on.ca/director/policies/BP_6820-D.pdf

Student Success
Learning to 18

Student Success Teams

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

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

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

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

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

For more information please contact the Student Success teacher in your secondary school.
Bluewater schools can help put you on the path to success!

Specialist High Skills Major (SHSM)

Earn sector specific certifications, knowledge and experience with a focus on the future. Open to all Bluewater students.

www.bwdsb.on.ca/success/SS_SHSM
WHAT IS ICE?

The Specialist High Skills Major (SHSM) Innovation, Creativity and Entrepreneurship (ICE) training is one way the Ontario Ministry of Education is helping prepare students for the future. This training initiative takes a process-based approach to innovation, creativity and entrepreneurship by encouraging the application of key skills to a unique experience solving real-world, sector-relevant challenges, developed in consultation with employers/sector partners.

THE GOALS OF ICE TRAINING

ICE training will provide students with a process and set of tools that help them develop the mindsets related to innovation, creativity and entrepreneurship. Through this training, students will develop sector specific knowledge and skills to solve real world problems.

THREE GEARS TO CREATING INNOVATIVE STRATEGIES TO MEET CUSTOMER NEEDS

- GEAR 1: Empathy & Need Finding
- GEAR 2: Ideation & Prototyping
- GEAR 3: Strategy & Testing

THE MINDSETS

Innovation

Innovation is both the generation and realization of new-to-the-world ideas that add meaningful value to people’s lives.

- **Mindset**
  - I have a responsibility to create new ideas that meet needs in the world.
  - I can see the value in understanding the world from another person's perspective.

Creativity

Creativity is a process of generating ideas, making connections and imagining what could be.

- **Mindset**
  - I believe that there are multiple possibilities and that I am capable of creating them.

Entrepreneurship

Entrepreneurship is a set of activities for building and scaling an idea sustainably.

- **Mindset**
  - I have the confidence to develop strategies to implement and sustain my idea(s).
  - I am willing to take smart risks and learn from them.
  - I believe I can learn from the ideas and strategies that I build, regardless of their success.
  - I seek to understand and consider the impact and consequences of my innovations on the world.
ICE TRAINING PROCESS

Challenges will be co-designed with employers/sector partners. Each ICE training challenge will be unique to a specific sector and partner. To solve the challenge, students will use a systematic process called the 3 Gears which include: empathy and need finding, ideation and prototyping, strategy and testing.

SECTOR PARTNER INVOLVEMENT

Employer/sector partner involvement is essential to providing authentic challenges for SHSM students to develop skills and mindsets in innovation, creativity and entrepreneurship. Students who have chosen to be part of the Specialist High Skills Major program are interested and engaged in learning more about their chosen sector. These students can offer a fresh perspective that may be helpful and inspiring to solving real world challenges.

*If you are interested in learning more about the SHSM ICE training, please contact your school Guidance department.*
PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)
For students who have a career path in mind, this initiative offers an opportunity to customize their learning. Beginning in Grade 11, students take “bundles” of eight to ten courses that help them prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

Pending available transportation, students are able to transfer to a school offering a Specialist High Skills Major of their choice.

Bluewater District School Board has been granted approval to run twelve Specialist High Skills Major programs in eleven different sectors:

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

More details are available in the B Section of this publication, or on school websites, or by calling the Guidance department of your school.

Grade 8-9 Transition & Link Crew
Our Grade 8 transition teachers are instrumental in making the move to secondary as seamless as possible for all students. Students who have difficulty making the transition from elementary school to secondary school will get the support they need through increased individual attention and programming tailored to fit their individual strengths.

As part of our transition program, every secondary school in Bluewater welcomes Grade 9s to their school through Link Crew. Link Crew helps Grade 9 students by linking them with senior mentors who guide them through their first year in secondary school. The link begins on the first day of school, and continues throughout a student’s Grade 9 year.

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

To begin an apprenticeship, students must:
- have completed 16 credits and be enrolled full-time in school
- be at least 16 years of age
- have acceptable attendance records
- apply for a Cooperative Education course
- demonstrate competencies in Math, English, Science, and Technological Studies
- be responsible for his or her own transportation to and from the worksite

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

Bruce Power Cooperative Education Program
Prerequisite: 16 years of age for all placements.

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

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

For more information contact:
Tim Smith at tim.smith@brucepower.com
519-361-2673 extension 14669
or the school Guidance/Co-op office
**Militia Cooperative Education Program**
Students go through the military selection process and are then sworn into the Army reserve. They are immersed in a military environment as the Armoury in Owen Sound becomes their schoolhouse where students earn four coop credits. This is a paid coop placement and includes reserve benefits. *Pending sufficient enrolment, check with your guidance counsellor.*

**To start the process you must meet the minimum requirements:**
- Be a Canadian Citizen
- Be 16 years of age, with parent or guardian consent
- Have 15 high school credits
- Have no obligation to the legal system

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

**Online Learning – eLearning Ontario (eLO)**
Students in Bluewater have access to eLearning Ontario (eLO) courses as a way to achieve success at school. Many of these courses are offered through our own secondary schools. All eLearning courses are taught by qualified Ontario teachers.

In Bluewater some teachers are providing components of their courses online which enables them to “blend” classroom and online activities in a blended learning format.


*See pages 20-21 for current course offerings.*

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

[www.bwdsb.on.ca/coned/ss_school/home%20page](http://www.bwdsb.on.ca/coned/ss_school/home%20page)

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

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

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

**Continuing Education**
This involves the provision of credit and non-credit courses for students who wish to study part time or full time for a short term outside the secondary school program. Courses may include evening, summer school, and adult basic education courses. *Contact your guidance teacher/counsellor or check out the Community Education section of the Bluewater site for further details: [www.bwdsb.on.ca/coned/](http://www.bwdsb.on.ca/coned/)*

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

Bluewater offers two certifications:

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

French Immersion is offered in three high schools:
- John Diefenbaker Senior School, Hanover
- Kincardine District Secondary School, Kincardine
- Owen Sound District Secondary School, Owen Sound

Extended French is offered in two high schools:
- Grey Highlands Secondary School, Flesherton
- Saugeen District Secondary School, Port Elgin

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

Native Studies

As the first people of Canada, Aboriginal peoples are unique in Canada’s mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. Native Studies provides all students with an increased awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada.

Native Studies may be offered in any secondary schools in Bluewater. Please contact your guidance department re: availability in your secondary school.

COMMUNITY INVOLVEMENT ACTIVITIES

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will receive the Bluewater District School Board Secondary Student Community Involvement Record Book and a pamphlet Secondary Student Community Involvement Guidelines. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.


THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

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

Adjudication Process

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

Accommodations

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

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language / English Literacy Development (ESL / ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal
may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

**Exemptions**

A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student’s IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

*For further information go to: www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf (page 98)*

**SUBSTITUTIONS FOR COMPULSORY COURSES**

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

*For further information go to: www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf (page 61)*

**THIRTY-FOUR CREDIT THRESHOLD**

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

**34 Credit Threshold Guidelines**

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

Student Exemptions:

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

Credit Course Exemptions:

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

A ‘Frequently Asked Questions’ for Students can be found at: www.edu.gov.on.ca/eng/students/faqs.html

**ORGANIZATION OF SECONDARY SCHOOL COURSES**

**Definition of a Credit**

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

**TYPES OF COURSES**

**Academic Courses and Applied Courses in Grades 9 and 10**

Academic and applied courses set high expectations for all students. *Academic courses* focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. *Applied courses* also focus on the essential concepts of the discipline, and develop students’ knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.
**Locally Developed Courses**
Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. The locally developed courses offered in Bluewater include Grade 9 Math, Science and English, and Grade 10 Math, Science, English and History. These Grade 9 and 10 locally developed core courses count as compulsory credits. A student in Ontario may count *no more than seven* locally developed courses as compulsory credits.

**Open Courses in Grades 9 and 10**
An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

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

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

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

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

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

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

*Curriculum documents are available on the Ministry of Education website: [www.edu.gov.on.ca/eng/curriculum/secondary/index.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html)*

*Course outlines can be requested at any secondary school.*

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

**Specialized Programs**
Specialized programs are programs that provide students with a particular curriculum focus to assist them in meeting diploma requirements and in making the transition to postsecondary destinations (i.e. college, apprenticeship programs, the workplace, and university). Students who do not have a specific career in mind but who wish to pursue their studies at the postsecondary level could take a university preparation or college preparation program. Students who wish to go directly into the work force could take a school to work transition program. *Additional information on courses of study offered at each school and curriculum documents are available by contacting the guidance staff.*
PROCEDURES FOR CHANGING COURSES
Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system. A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:
- take a transfer course that will bridge the gap between course types
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take

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

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

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

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

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

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

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

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

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

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

Ontario Educational Resource Bank (OERB)
In the fall of 2006, e-Learning Ontario launched the OERB, created specifically for the publicly funded school system by Ontario teachers. It contains thousands of items such as lesson plans, student activities and multimedia objects. Teachers and students in Bluewater have access to this provincial resource.

Ask your guidance teacher/counsellor for a student login and password.

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

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

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

The next two characters differentiate between subjects within the subject area:
e.g., CGC – Geography of Canada
       CHC – Canada in the 20th Century

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

The letter following the first number indicates the nature of the course type or level of difficulty:
D – Academic
P – Applied
L – Locally Developed
O – Open
E – Workplace Destination
U – University Destination
C – College Destination
M – College or University Destination

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

PROGRAMS BEYOND YOUR HOME SCHOOL

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

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

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

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

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

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

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

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

THE ACHIEVEMENT CHART

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

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

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

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

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

<table>
<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement Level</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Level 4</td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Level 3</td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Level 2</td>
<td>The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approached the provincial standard.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Level 1</td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.</td>
</tr>
<tr>
<td>Below 50%</td>
<td></td>
<td>Student has not demonstrated the required knowledge and skills. Extensive remediation is required.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Insufficient evidence to assign a percentage mark <em>(for Grade 9 and 10 courses only)</em></td>
</tr>
</tbody>
</table>
The table on the previous page provides a summary description of achievement in each percentage grade. Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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School-Work Transition Program
This program is typically not less than 2 years and is a combination of school and work-based education and training involving a variety of learning opportunities. Credits will vary with type of planned workplace experience.
When an IPRC identifies a student as exceptional:
• the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained
• an IEP must be developed within thirty days of the placement of an exceptional student in a particular program
• the parents must be provided with a copy; and, the student must also be given a copy if he or she is sixteen years of age or older

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

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

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

SPECIAL PROGRAMMING PATHWAYS
The Ontario Ministry of Education has encouraged all Ontario School Boards to develop pathways that meet the needs of, and provide opportunities for the success of every student. Bluewater secondary schools are committed to offering a variety of excellent programming options, and every destination pathway provides

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

Secondary schools may:
• offer individual assistance to students with identified special education needs
• offer a wide range of programs
• offer partial withdrawal to the Special Education Resource Unit
• monitor, advise and counsel students

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

For information regarding the Board’s Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal and/or go to: www.bwdsb.on.ca/stserv/seac_brochure

For further information on Ministry of Education Special Education guidelines go to: www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resourc e/iepresguid.pdf

For access to Bluewater’s Special Education Parent Guide go to: www.bwdsb.on.ca/stserv/

ENGLISH LANGUAGE LEARNERS
Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum in all subject areas. All teachers share in the responsibility for the English language development of these students.


students with four years of meaningful and productive secondary school education.
Locally Developed Grade 9 courses in Mathematics, English and Science are designed to prepare students to:

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

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

Success in secondary school can lead to many valued post-secondary opportunities, including work placements, university, apprenticeships, and college.

**GUIDANCE AND CAREER EDUCATION**

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

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

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

**Individual Program Plan (IPP)**

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


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

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

Bluewater District School Board will be offering a number of courses through eLearning in the 2017/18 school year. Below is a list of the potential courses offered:

<table>
<thead>
<tr>
<th>Business Studies</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAF3M Financial Accounting Fundamentals</td>
<td>MCV4U Calculus &amp; Vectors</td>
</tr>
<tr>
<td>BOH4M Business Leadership</td>
<td>MDM4U Data Management</td>
</tr>
<tr>
<td>BAT4M Accounting</td>
<td>MCT4C Mathematics for College Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Canadian &amp; World Studies</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHY4U World History Since the Fifteenth Century</td>
<td>SCH3U/4C/4U Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>SPH3U/4C/4U Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG4C/4U English</td>
<td></td>
</tr>
<tr>
<td>EWC4U Writer’s Craft</td>
<td>HZT4U Philosophy</td>
</tr>
</tbody>
</table>

* The following course descriptions might duplicate information provided in Section B: Course Descriptions and Prerequisites *
These courses will be available pending teacher availability.

BUSINESS STUDIES

**BAF3M – Financial Accounting Fundamentals, Grade 11, University/College Preparation**
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.
**Prerequisite:** None

**BOH4M – Business Leadership: Management Fundamentals, Grade 12, University/College Preparation**
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
**Prerequisite:** None

**BAT4M – Financial Accounting Grade 12, University/College Preparation**
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students’ knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
**Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

CANADIAN AND WORLD STUDIES

**CHY4U – World History since the Fifteenth Century, Grade 12, University Preparation**
This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas 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

ENGLISH

**ENG4C – English, Grade 12, College Preparation**
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
**Prerequisite:** English, Grade 11, College Preparation

**ENG4U – English, Grade 12, University Preparation**
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
**Prerequisite:** English, Grade 11, University Preparation
EWC4U – The Writer’s Craft, Grade 12, University Preparation
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project, and investigate opportunities for publication and for writing careers.
Prerequisite: Grade 11 English, University Preparation

MATHMATICS
MDM4U – Mathematics of Data Management, Grade 12, University Preparation
This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: Note: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors.

MCT4C – Mathematics for College Technology, Grade 12, College Preparation
This course builds on students’ previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical 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 choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: Functions, Grade 11, University, or Functions and Applications, Grade 11, University/College Preparation

SCIENCE
SCH3U – Chemistry, Grade 11, University Preparation
This course enables students to develop an understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

SCH4C – Chemistry, Grade 12, College Preparation
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

SCH4U – Chemistry, Grade 12, University Preparation
This course enables students to develop an 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: Grade 11 Chemistry, University Preparation

SPH3U – Physics, Grade 11, University Preparation
This course develops students’ understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic
SPH4C – *Physics, Grade 12, College Preparation*
This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic or Applied

SPH4U – *Physics, Grade 12, University Preparation*
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, 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: Grade 11 Physics, University Preparation

SOCIAL SCIENCES AND HUMANITIES

HZT4U – *Philosophy: Questions and Theories, Grade 12, University Preparation*
This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.
Prerequisite: Any university or university/college course in Social Sciences and Humanities, English, or Canadian and World Studies

*Please also note: Students are encouraged to check with their guidance departments in the spring for additional eLearning options. Schools may be able to offer additional sections after preliminary timetabling is complete.*
# Bruce Peninsula District School

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Bruce Peninsula District School

Introduction

In the fall of 1919, secondary school education began on the Bruce Peninsula with five students attending classes in the wood-heated Orange Hall. By 1928, the enrolment had jumped to forty-six, and a second teacher was hired. The larger school was housed at both the Odd Fellows Hall and the Knox Presbyterian Church.

In 1931, the school moved to its present site on Moore Street. The new two-room Continuation School, with its peaked roof and incredible view of Isthmus Bay, cost a grand total of $8511.57 to build.

Increased enrolment in the 1950’s created a need for additional space and in 1954 a science lab, two classrooms, and a staffroom were added. The larger school also received a new name, Bruce Peninsula District High School. In 1967, further construction added three classrooms, a gym and an administrative area and, for the first time, grade thirteen courses were taught at the school. 1972 saw another major change with the grade five to eight classes from Eastnor Central School moving to the Moore Street location. With one more addition, Bruce Peninsula District School was born!

In September 1994, the grade four students joined BPDS and, in June 2001, the small school on the highway, Eastnor Central School, closed its doors. Bruce Peninsula District School is now a small, fully composite J.K. to grade twelve school serving the needs of over 250 students. Excellent facilities, dedicated teachers, and small classes combine to provide superior educational opportunities for the students from Mar to Tobermory.

School Goals and Philosophy

BPDS is a place of learning committed to a high standard of excellence and continuous student learning. We believe in quality, equity, partnerships, accountability and a safe environment. At BPDS, we foster a learning environment that helps each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships and work effectively. At BPDS, we believe that all students can achieve academic success. Literacy and Numeracy are priorities at this school. In addition, we have student success initiatives in place to help ensure that our grade ten students achieve 16 credits by the end of grade ten. Achievement of 16 credits after the second year has been shown to be a key indicator of overall success in secondary school.

BPDS is a UNESCO Associated School. We are proud to follow UNESCO’s four themes of study for learning: UN priorities; education for sustainable development; peace and human rights; intercultural learning.

The following information is provided to assist students and their parents in making the best possible choices for their school program. Students should make their course selections based on diploma requirements, their aptitudes, and future career goals. A student’s parents, guidance counsellor and teachers can assist with this process.
Extra-Curricular Activities

At BPDS we believe in teaching the whole child. An extensive extracurricular program improves the positive atmosphere of a school and promotes a student’s sense of well-being. Students agree that school activities offer *something for everyone* and enhance their social skills development.

Our extracurricular program broadens the definition of success for students and provides opportunities for students to strive for excellence in a non-academic setting.

Our program meets the interests and needs of students through a wide range of activities. This successful program has a high participation level from students in a blend of cooperative and competitive activities.

Some of the extracurricular activities we have offered at BPDS are:

- Curling
- Social Justice efforts
- Cross Country Running
- Cross Country Skiing
- Girls’ Volleyball
- Boys’ Basketball
- Dance Committee
- Encounters With Canada
- Grad Committee
- OSAID
- Gay Straight Alliance
- Badminton
- Choir
- Student Government
- Drama
- Envirothon
- Running Group
- Outers
- Duke of Edinburgh Award
- Year Book Club
- Europe Trip
- Student Exchanges
- Golf
- Link Crew
- Intramurals
- *Footprints* Conference
- Science Fair
- Tennis
- OSL Conference
- Track & Field
- Yoga
- Hockey
- Stratford Trip

*all extracurricular activities are subject to interest and participation

Support Services

**Guidance:**
If a student needs help with program planning for their future, or with a specific problem, they should go to the office and make an appointment to see the guidance counsellor. The guidance teacher and student success staff offer academic, career, and personal counselling.

**Choices: Drug and Alcohol Counselling for Youth**
A counsellor is available through the Guidance Office to offer confidential support for students with concerns around substance abuse. Their number is 519-371-5487.

**Sexual Health Clinic:**
The Grey Bruce Owen Sound Health Unit provides a sexual health clinic at the school every second Tuesday of the month. An appointment can be requested by contacting the public health nurse at 519-376-9420 ext. 256 or 1-800-263-3456.

The telephone numbers of additional mental health, counselling, housing, and crisis services in Grey/Bruce are available in the guidance office.
School Resources

Current trends in our society are changing the image of a secondary student to reflect a more independent learner. As a result, teachers, assisted by new provincial Ministry of Education guidelines, are integrating concepts such as resource-based learning, critical thinking, computer research, and multi-media approaches into various subjects. Students who take these courses develop and expand the skills and attitudes which will enable them to become effective members of tomorrow’s society.

By using the Library Information & Resource Centre, students access a wide variety of print and non-print learning materials such as books, magazines, newspapers, computer programs and Internet web sites. A number of databases, offering access to programs available online such as encyclopaedias and atlases, now make information easily retrievable. Internet access is also available. These resources will give students opportunities to develop research and computer skills which they can expect to use after they leave BPDS, whether at college, university, work, in their trade or personal life.

Life Skills Program

This program is designed to provide training in life skills, vocational skills, and personal life management for students up to twenty-one years of age. Instruction is on an individual or small group basis and may include cooking, household management, horticultural activities, functional math and reading, work skills and social skills training. This is a non-credit program, open only to students who have been identified as having special needs. Contact the Special Education Department for more information.

Roles and Responsibilities

Regular attendance at school is critical for a student’s learning and achievement of course expectations. Normally a lesson plan includes a variety of processes such as discussion among the students themselves in a group setting. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates miss out on learning experiences that cannot entirely be replicated.

Students who are absent from a class without authorization will receive an incomplete for any evaluations during that class but will have the opportunity to complete the assignment at a mutually agreed upon time. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Teacher-parent meetings, report cards, phone calls and individual interviews are means by which staff discuss and report on achievement, attendance and other matters of mutual concern. Parents are encouraged to call the school to discuss matters relating to their son’s or daughter’s behaviour and achievement.

Regular attendance is considered an essential component of every course offered at BPDS. Where appropriate communication and counseling regarding attendance has taken place, and where the student is still unwilling to attend regularly, he or she will normally fail to achieve credit for the course.
At BPDS, we are concerned about the achievement of our students and are making every effort to ensure that they have the best possible chance for success. Research, as well as our data at BPDS, has shown that the main reason for students not achieving a credit is the lack of work completed. Once students get into the habit of not completing work, whether this is homework, class work, or assignments, the backlog of work grows until it becomes impossible to catch up.

All assignments, including homework, must be completed to the best of the student's ability and submitted by the due date. Failure to do so may result in communication with parents, referral to the office, removal from class and/or a mark indicating an incomplete (I) or a failing grade, depending upon the grade level of the student involved.

Students who fail courses or choose to withdraw from a course may jeopardize their attainment of an OSSD.

### Specific Roles and Responsibilities

Respect and responsibility are demonstrated when a **student**:  
- comes to school prepared, on time and ready to learn  
- shows respect for themselves, others and those in authority  
- refrains from bringing anything to school that may compromise the safety of others  
- follows the established rules and takes responsibility for his or her own actions

**The Principal and Vice Principal** take a daily leadership role in the school when they:  
- demonstrate care and commitment to academic excellence in a safe teaching and learning environment  
- hold everyone in the school accountable for their behaviour and actions  
- empower students to be positive leaders in their school and community  
- communicate regularly and meaningfully with all members of their school community

**Teachers and school staff** hold everyone to the highest standard of respectful/responsible behaviour when they:  
- help students work to their full potential and develop their self-worth  
- empower students to be leaders in class, school, community  
- maintain consistent standards of behaviour for all students  
- demonstrate respect for all members of the school community  
- prepare students for the full responsibilities of citizenship

**Parents** support a safe and respectful learning environment when they:  
- show an active interest in their child’s work and progress  
- communicate regularly with the school  
- help their child be neat, appropriately dressed and prepared for school  
- ensure that their child attends school regularly and on time  
- promptly report to the school their child’s absence or late arrival  
- become familiar with the school Code of Conduct and school rules  
- encourage and assist their child in following the rules of behaviour  
- assist school staff in dealing with disciplinary issues involving their child
The Bluewater District School Board has a Safe Schools policy. For detailed information regarding this policy, refer to www.bwdsb.on.ca. Details on school policies and procedures are found in the school planner which is given to each student when they register.

**CODE OF CONDUCT**

**RESPECT**

Students will use acceptable language at all times on school property, school buses and during all school sponsored activities.

All conflicts are to be resolved in a civilized manner through verbal mediation with the use of an objective third party, if necessary.

Overt displays of affection are beyond the limits of acceptable behaviours. Handholding is considered the only appropriate display of affection for any student.

Students will conduct themselves in a calm, quiet, orderly manner (i.e. running and yelling in the halls are not permitted).

The BPDS Code of Conduct is derived from the *Ontario Code of Conduct, Bill 81 - Keeping Our Kids Safe at School Act, Bill 157,* and *Bluewater District School Board Policy/Program Memorandum No. 144 "Bullying Prevention and Intervention"*. It has been developed in collaboration with students, staff, parents/guardians and the community.

**Guiding Principles (Provincial Code excerpt)**

- All participants involved in the publicly funded school system - students, parents or guardians, volunteers, teachers and other staff members - are included in this Code of Conduct **whether they are on or off school property during school hours, on school buses or at school - authorized events or activities.**
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use nonviolent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Ontario schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
Standards of Behaviour (Provincial Code excerpt)

All school members must:
- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching.

DRESS

A school is a place of learning and business. Everyone is expected to wear modest clothing which appears neat and presentable. Any clothing that is not consistent with the moral tone of the school is prohibited. This includes items such as, but not limited to, beach wear, clothing which reveals a student's underwear (i.e. halter tops, tube tops, short shorts), clothing advertising alcohol/drugs or displaying inappropriate, profane, or vulgar slogans.

Headwear, such as, but not limited to, bandanas, visors, baseball caps, and toques will not be worn in the classroom, office or library. Any questionable items will be dealt with by the school's administration.

PERSONAL DEVICES

The electronic transmission or posting of photographic images of a person on school property, at school events, and during school activities, is prohibited without the permission of the person being photographed, the principal or designate, and where the student is below the age of 18 years, the consent of the parent/guardian.

Recording devices are restricted at school, except where the principal or designate has given special permission (e.g., video graduation ceremonies). Recording devices are not permitted in change rooms or washrooms.

Skateboards, snowboards and roller blades may not be used on school property. These items must be locked in the student’s locker during class hours. Secondary students may use MP3 players, or similar electronic devices, at the discretion of the classroom teacher. Students may keep cell phones with them as long as they are turned off and put away during class.
PLAGIARISM & HONESTY

It is the responsibility of the student to complete homework, tests, essays, and exams with honesty. The student will be informed, very clearly, about the definition of plagiarism. A student who is producing a research project will receive careful instruction about how sources are to be notated. A student who plagiarizes, or participates in cheating in any way, will receive one or more of the following consequences:

- a mark of zero assigned to the work involved until the work is completed to the satisfaction of the teacher;
- a referral to administration;
- notification to parent/guardian;
- counselling and/or academic assistance;
- documentation of the incident.

BEHAVIOUR ON SCHOOL TEAMS, EXTRA CURRICULAR TRIPS & SCHOOL EVENTS

Rehearsals, practices, performances, games, competitions, club or team meetings and extracurricular field trips are all deemed to be part of the school day. Therefore, all regular expectations of the Code of Conduct apply at all times and in all locations.

In addition, Bluewater District School Board Procedure, BP 6805-D “Alcohol, Tobacco and Other Substances – Students,” states:

“Upon first offence at an off-site event, the student will receive a suspension upon return to regular classes, consistent with the disciplinary provisions of this policy. Furthermore, the student will be suspended from further participation in all co-curricular activities, including week-end activities, for 90 school days.”

For school teams and dances occurring on-site, the following applies:

“While participating in a school-sponsored co-instructional activity or dance, any behaviour that leads to the mandatory suspension “being under the influence of alcohol or illegal drugs” or the mandatory expulsion “trafficking in weapons or illegal drugs” or “giving alcohol to a minor” will result in a mandatory consequence (suspension or expulsion) and the student will receive an additional suspension from that activity, club team or school dances for:

- 90 school days for school dances (if the infraction occurs near the end of the academic year, it will be applied in the upcoming year until the full 90 day term has passed)
- 90 school days or the remainder of the season, whichever comes first for a school team or club. The suspension from a specific team, organized group or type of event will not extend to other teams, groups or events.

For overnight trips students and their parents/guardian will be asked to sign and return Bluewater Field Trip Behaviour Contract as per BWDSB field trip procedure (AP 5206-D).
Please note that any action deemed unsuitable or unsafe by staff/chaperones may be subject to disciplinary actions. The following consequence may be imposed depending upon the severity of the incident(s):

- Warning;
- Further Administrative action upon return to school;
- Participant required to call home (at their own cost) to notify parents/guardians about the incident;
- Participant sent home at the expense of their parents/guardians;
- denial to participate on the next field trip.

CONSEQUENCES

Many consequences have been identified throughout The Code of Behaviour. Where a consequence has not been identified, one or more of the following will apply depending upon the seriousness of the infraction:

- parent contact, which could include a meeting;
- detention
- removal of privileges;
- counselling;
- withdrawal from a classroom;
- imposition of a performance contract;
- internal / external suspension from school and/or other reasonable consequences.

Every attempt will be made to enforce the Code of Conduct for all students in a fair, firm and consistent manner. The staff member may consider a student’s previous behaviour, attitude and demonstrated willingness to improve when determining an appropriate consequence.

Inappropriate behaviour not covered in the Code of Conduct will be handled at the discretion of the administration, in consultation with teachers, parents/guardians, and any other professional staff outside the school deemed necessary.

School Year and Reporting Periods

Bruce Peninsula District School is a semestered school with students choosing four courses from September to January, and four courses from February to June. Final examinations or course culminating activities are scheduled at the end of each semester. Each semester is divided into two terms, and at the conclusion of each term a formal report card goes home—four reporting periods per year. BPDS also sends home an interim progress report after the first month of each semester.
Course Selection Guidelines

Course Changes and Spares
Students wishing to change a course should consult with the guidance counsellor and the subject teachers. It may be in the best interests of the student to alter a timetable by dropping, adding or changing courses. Course changes should be completed not later than 3 weeks after the start of the semester. Changes for a following semester can be done at any time. For Grade 9 and 10 students, level changes can be made up until 5 days after the midterm reports.

Changes can be made from the different levels (academic to applied, applied and locally developed to applied) when moving from Grade 9 to Grade 10. A crossover course, or attending summer school to upgrade, is recommended by the Principal for students moving from Applied to Academic. There are a limited number of these courses available. Crossover courses are self-directed and self-evaluated and can be done over the summer for students wanting to set the stage for success at the new level.

At BPDS, a student must have acquired 24 credits before they may opt to have a spare in any semester. Administration approval is required.

Grade 9 Program
All Grade 9 students will enrol in 8 courses. There are 6 compulsory courses and 2 optional courses.

COMPULSORY COURSES - Grade 9 students must enrol in the following 6 courses:
1. English
2. French
3. Geography
4. Math
5. Science
6. Physical Education

OPTIONAL COURSES - Grade 9 students must enrol in 2 optional courses.
1. Art
2. Business
3. Technological Studies
4. Music
5. Food and Nutrition

Note: Students who have an IEP may be enrolled in General Learning Strategies (GLE) courses in order to develop/improve literacy skills. These students will have an individual program designed by special education teachers, in consultation with parents and the students.

Grade 10 Program
Students in Grade 10 must enrol in 8 courses. There are 5 compulsory credits and 3 optional courses.

COMPULSORY COURSES - Grade 10 students must enrol in the following 6 compulsory courses: (Please note that Civics and Career Studies are 1/2 credit courses.)
1. English
2. History
3. Math
4. Science
5. Civics (1/2 credit)
6. Career Studies (1/2 credit)

OPTIONAL COURSES - Grade 10 students must enrol in 3 optional courses.

Note: Prerequisite courses for Grade 11 and 12 Courses - Specific Grade 10 courses are prerequisite for the subsequent courses in Grade 11. Please plan carefully.

Grade 11 Program
All Grade 11 students should enrol in 8 courses. Grade 11 English and Mathematics are compulsory. The other 6 courses may be compulsory or elective. Please plan carefully and check for prerequisite courses.

Grade 12 program
All Grade 12 students must enrol in a minimum of 6 courses. Grade 12 English is compulsory. The other 5 courses may be compulsory or elective.

Graduation

General Criteria:
Since the Secondary Graduation at BPDS occurs in June, award winners must be determined prior to the awards ceremony. Hence, the following criteria are necessary. To be considered for graduation awards, students must have completed the following in their graduating year or prior:

1. Successful completion of the Literacy Requirement;
2. Successful completion of the 40 hours of Community Involvement, with the required documentation submitted to the school office;
3. Final exam for any distance education course (i.e., an Independent Learning Course (ILC), required for graduation or post-secondary admission must be written and the mark must be received.
## Courses Offered:  
**Course Planning Calendar 2017/2018**

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<td>AVI 3O/M</td>
<td>AVI 4E/M</td>
<td></td>
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<tr>
<td><strong>Business</strong></td>
<td></td>
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<tr>
<td>Intro. to Business</td>
<td>BBI 1O</td>
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<td>Marketing</td>
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<td>BMI 3C</td>
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<tr>
<td><strong>Canadian &amp; World Studies / Social Sciences &amp; Humanities</strong></td>
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<tr>
<td>Canadian Geography</td>
<td>CGC 1P</td>
<td>CGG 3O* (Travel &amp; Tourism)</td>
<td>CGC 1D</td>
<td>CGR 4M* (The Environment and Resource Management)</td>
<td>CGW 4U/C (World Issues)</td>
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<tr>
<td>Canadian Geography</td>
<td>CGC 1D</td>
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<tr>
<td>Civics</td>
<td>CHV 2O (0.5)</td>
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<tr>
<td>Canadian &amp; World History</td>
<td>CHC 2L (Canadian History)</td>
<td>CHI 4U * (Canada)</td>
<td>CHC 2P</td>
<td>CHW 3M * (World History)</td>
<td>CHY 4UC (World History Since the 15th Century)</td>
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<td>Canadian &amp; World History</td>
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<tr>
<td>Social Sciences</td>
<td>HFN 1O (Food and Nutrition)</td>
<td>SCH 3O (Parenting)</td>
<td>HFN 2O (Food and Nutrition)</td>
<td>HPC 3O (Parenting)</td>
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<td>Co-op</td>
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<td><strong>English</strong></td>
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<tr>
<td>English</td>
<td>ENG 1L</td>
<td>ENG 2L</td>
<td>ENG 3E</td>
<td>ENG 4E</td>
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<td>ENG 1P</td>
<td>ENG 2P</td>
<td>ENG 3C</td>
<td>ENG 4C</td>
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<td>English</td>
<td>ENG 1D</td>
<td>ENG 2D</td>
<td>ENG 3U</td>
<td>ENG 4U</td>
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<td>English</td>
<td>ELS 2O  (Literacy Skills)</td>
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<td><strong>French</strong></td>
<td>FSF 1P/ID</td>
<td>FSF 2D</td>
<td>FSF 3U</td>
<td>FSF 4U</td>
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<tr>
<td><strong>Guidance</strong></td>
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<tr>
<td>Guidance</td>
<td>GLC 2O (0.5)</td>
<td>GPP 3O (Peer Support)</td>
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<tr>
<td>Learning Skills</td>
<td>GLE 1O</td>
<td>GLE 2O</td>
<td>GLE 3O</td>
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<tr>
<td>Native Studies</td>
<td>NAC 1O</td>
<td>NBV 3C/3E (Outers)</td>
<td>NDW 4M*</td>
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<td><strong>Physical Education</strong></td>
<td>PPL 1O</td>
<td>PPL 2O</td>
<td>PPL 3O</td>
<td>PPL 4O</td>
<td>PSK 4U (Kinesiology)*</td>
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<tr>
<td><strong>Math</strong></td>
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</tr>
<tr>
<td>Math</td>
<td>MAT 1L</td>
<td>MAT 2L</td>
<td>MEL 3E</td>
<td>MEL 4E</td>
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<tr>
<td>Math</td>
<td>MFM1P</td>
<td>MFM2P</td>
<td>MBF3C</td>
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<td>Math</td>
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<td>MCF 3M</td>
<td>MCF 4U</td>
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<td>Math</td>
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<td>MCF 3M</td>
<td>MCF 4U</td>
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<td>Math</td>
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<td>MPM 2D</td>
<td>MCF 3M</td>
<td>MCF 4U</td>
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<tr>
<td>Math</td>
<td>MPM 1D</td>
<td>MPM 2D</td>
<td>MCF 3M</td>
<td>MCF 4U</td>
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<tr>
<td><strong>Science</strong></td>
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<td>SNC 2L</td>
<td>SVN 3E</td>
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<tr>
<td>Science</td>
<td>SNC 1P</td>
<td>SNC 2P</td>
<td>SCH 3U*</td>
<td>SBI 3U/SBI 3C</td>
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<tr>
<td>Science</td>
<td>SNC 1D</td>
<td>SNC 2D</td>
<td>SCH 4U*</td>
<td>SBI 4U</td>
<td></td>
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<tr>
<td>Science</td>
<td>SNC 1D</td>
<td>SNC 2D</td>
<td>SCH 4C*</td>
<td>SPH 3U</td>
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</tr>
<tr>
<td><strong>Technological Studies</strong></td>
<td>TTI 1O (Exploring Technologies)</td>
<td>TDJ 2O (Design)</td>
<td>TDJ 3M/O/E (Design)</td>
<td>TDJ 4M/O (Design)</td>
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</tr>
<tr>
<td>Technological Studies</td>
<td>TTI 1O (Exploring Technologies)</td>
<td>TDJ 2O (Design)</td>
<td>TDJ 3M/O/E (Design)</td>
<td>TDJ 4M/O (Design)</td>
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<tr>
<td>Technological Studies</td>
<td>TTI 1O (Exploring Technologies)</td>
<td>TDJ 2O (Design)</td>
<td>TDJ 3M/O/E (Design)</td>
<td>TDJ 4M/O (Design)</td>
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</tr>
<tr>
<td>Technological Studies</td>
<td>TTI 1O (Exploring Technologies)</td>
<td>TDJ 2O (Design)</td>
<td>TDJ 3M/O/E (Design)</td>
<td>TDJ 4M/O (Design)</td>
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</tr>
<tr>
<td>Technological Studies</td>
<td>TTI 1O (Exploring Technologies)</td>
<td>TDJ 2O (Design)</td>
<td>TDJ 3M/O/E (Design)</td>
<td>TDJ 4M/O (Design)</td>
<td></td>
</tr>
</tbody>
</table>

*Courses marked with an asterisk will not be offered in 2018-2019. They will be replaced with the courses listed in the right-hand column.

This rotation repeats every two years.

** Courses will run based on student interest
e-Learning Ontario

e-Learning Ontario is an essential online resource for the Ontario-funded school system, providing elementary and secondary teachers and learners with the flexibility they need to reach their goals. Through e-Learning Ontario, the Ministry of Education offers participating school boards new ways to teach Ontario’s curriculum and help their students succeed. For more information about this initiative, go to www.elearningontario.ca.
Specialist High Skills Major at Bruce Peninsula District School

What is the Specialist High Skills Major (SHSM)?

The SHSM enables students to customize their high school experience to suit their interests and talents, and prepare for a successful post secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the Ontario Secondary School Diploma (OSSD).

The SHSM enables students to gain the sector-identified preparatory credits, skills and knowledge, and make informed career decisions. This makes the learning experience more engaging for students, focuses them on graduation and prepares them to pursue their career goals.

What area of specialization is offered at BPDS?

Primary Industry - Environment

What are the highlights of this program?

Select a bundle of 9-10 required credits identified in a Ministry-approved framework including:

- ‘Major’ credits (4) provide sector specific knowledge and skills in the Environment;
- other required credits (3), including English, Science and Mathematics, delivered in the context of the environmental sector;
- Earn sector recognized certifications such as **First Aid, CPR, GPS, and WHMIS** to assist in successful transition and possible advanced standing in the workplace and post secondary destinations;
- Earn additional certifications such as Hike Ontario, ORCKA Flat-water Canoeing, Knot Techniques, Habitat Restoration and Leadership;
- Engage in experiential learning through job shadowing, work experience, and cooperative education- a minimum of 2 credits linked to the ‘Major’ credits;
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits;
- Engage in ‘reach ahead’ experiences that range from experiential learning a few hours in length to full courses;
- Receive relevant training that will lead to any post secondary destination and assist with easy transition into the workforce.

For more information, please contact the school.
Sample Pathway Planner for Specialist High Skills Major: Environmental Sector at BPDS

<table>
<thead>
<tr>
<th>Credits</th>
<th>Apprenticeship Training</th>
<th>College</th>
<th>University</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gr. 11</td>
<td>Gr. 12</td>
<td>Gr. 11</td>
<td>Gr. 12</td>
</tr>
<tr>
<td><strong>Major Credits</strong> (may include maximum of 1 additional Cooperative Education Credit)</td>
<td>4*</td>
<td>4*</td>
<td>4*</td>
<td>4*</td>
</tr>
<tr>
<td><strong>Includes content delivered in the sector's context</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total number of credits</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
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</tbody>
</table>
# Sample Pathway Planner for Specialist High Skills Major: Environmental Sector at BPDS

<table>
<thead>
<tr>
<th>Categories of Required Credits</th>
<th>Apprenticeship Training Destination</th>
<th>College Destination</th>
<th>University Destination</th>
<th>Entry Level Workplace Destination</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grade 11</td>
<td>Grade 12</td>
<td>Grade 11</td>
<td>Grade 12</td>
</tr>
<tr>
<td>1st Major Credit</td>
<td>CGF 3M</td>
<td>CGR 4M</td>
<td>CGF 3M</td>
<td>CGR 4M</td>
</tr>
<tr>
<td>2nd Major Credit</td>
<td>SVN 3E / SBI 3C</td>
<td>SCH 4C</td>
<td>SBI 3C</td>
<td>SCH 4C</td>
</tr>
<tr>
<td>1st Other required credit: English</td>
<td>ENG 3C</td>
<td>ENG 3C</td>
<td>ENG 3U</td>
<td>ENG 3E</td>
</tr>
<tr>
<td>2nd Other required credit e.g. Math</td>
<td>MEL 3E / MBF 3C</td>
<td>MBF 3C</td>
<td>MCR 3U</td>
<td>MEL 3E</td>
</tr>
<tr>
<td>3rd Other required credit e.g., Science, Business</td>
<td>ENG 4C</td>
<td>MAP 4C</td>
<td>ENG 4U</td>
<td>ENG 4E</td>
</tr>
<tr>
<td>Cooperative Education credits (must be tied into major credits)</td>
<td>2 Co-op credits</td>
<td>2 Co-op credits</td>
<td>2 Co-op credits</td>
<td>2 Co-op credits</td>
</tr>
<tr>
<td>Total # of Credits required in bundle (see sector-specific guide)</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Other credits to complete OSSD</td>
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</tbody>
</table>

B-16
Course Descriptions and Prerequisites

THE ARTS

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

Drama

- Dramatic Arts
  - Grade 10, Open
  - ADA 2O

- Dramatic Arts
  - Grade 11, Open
  - ADA 3O

- Dramatic Arts
  - Grade 12, Workplace
  - ADA 4E

- Dramatic Arts
  - Grade 11, U/C
  - ADA 3M

Music

- Music
  - Grade 9, Open
  - AMU 1O

- Music
  - Grade 10, Open
  - AMU 2O

- Music
  - Grade 11, Open
  - AMU 3O

- Music
  - Grade 12, Workplace
  - AMU 4E

- Music
  - Grade 11, U/C
  - AMU 3M

Art

- Visual Arts
  - Grade 9, Open
  - AVI 1O

- Visual Arts
  - Grade 10, Open
  - AVI 2O

- Visual Arts
  - Grade 11, Open
  - AVI 3O

- Visual Arts
  - Grade 12, Workplace
  - AVI 4E

- Visual Arts
  - Grade 11, U/C
  - AVI 3M

- Visual Arts
  - Grade 12, U/C
  - AVI 4M
ADA 2O – 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.
Prerequisite: None

ADA 3O – 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 analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.
Prerequisite: None

ADA 3M – Drama (University/College)
This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: Drama, Grade 9 or 10, Open

ADA 4M – 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 analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Drama, Grade 11, University/College Preparation

ADA 4E – DRAMA (Workplace)
This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace.
Prerequisite: Drama, Grade 11, Open

AMU 1O – MUSIC (Open)
This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.
Prerequisite: None

AMU 2O – MUSIC (Open)
This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.
Prerequisite: None
**AMU 3O – MUSIC (Open)**
This course develops students’ musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite:** None

**AMU 3M – 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 analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 9 or 10, Open

**AMU 4M – 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 analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College Preparation

**AMU 4E – MUSIC (Workplace)**
This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

**Prerequisite:** Music, Grade 11, Open

**AVI 1O – VISUAL ARTS (Open)**
This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

**AVI 2O – VISUAL ARTS (Open)**
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

**Prerequisite:** None

**AVI 3O – VISUAL ARTS (Open)**
This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

**Prerequisite:** None
AVI 3M – 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: Visual Arts, Grade 9 or 10, Open

AVI 4M – 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: Visual Arts, Grade 11, University/College Preparation

AVI 4E – VISUAL ARTS (Workplace)
This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.
Prerequisite: Visual Arts, Grade 11, Open

BUSINESS STUDIES

BBI 1O – INTRODUCTION TO BUSINESS (Open)
This course introduces students to the world of business. Students will develop an understanding of the aspects of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.
Prerequisite: None

BMI 3C – INTRODUCTION TO MARKETING (College) (not offered in 2017-18)
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.
Prerequisite: None
CANADIAN & WORLD STUDIES – Geography

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

**CGC 1D – ISSUES IN CANADIAN GEOGRAPHY (Academic)**

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.

**Prerequisite:** none
CGC 1P – ISSUES IN CANADIAN GEOGRAPHY (Applied)
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.
Prerequisite: none

CGG 3O – TRAVEL and TOURISM: A Geographic Perspective (Open)
(not offered 17/18)
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.
Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

CGT3O – INTRODUCTION to SPATIAL TECHNOLOGIES
(not offered 18/19)
This course focuses on giving students practical experiences with geotechnologies and skills. Students will engage in image interpretation, desktop mapping, analysis using geographic information systems (GIS), use of the global positioning system (GPS), and data collection and management. Students will conduct fieldwork and explore applications and career opportunities in environmental, economic, and political contexts. Students will use a variety of communication tools and methods to present the results of their investigations.
Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

CGF 3M – FORCES OF NATURE: PHYSICAL PROCESSES AND DISASTERS
(University/College)
(not offered 18/19)
This course examines Earth’s physical patterns and processes and how they create natural disasters and can contribute to human disasters. Students will explore how physical processes related to Earth’s water, land, and air, as well as interactions between these systems, can affect the planet and its people. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate Earth’s natural processes, to make predictions related to natural disasters, and to create plans to prepare for and/or respond to them.
Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

CGR 4E – LIVING IN A SUSTAINABLE WORLD (Workplace)
(not offered 18/19)
This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and how planning decisions and consumer choices affect natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home and in the workplace.
Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied
CGR 4M – The Environment and Resource Management (University/College)  
*not offered 18/19*  
This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.  
**Prerequisite:** Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

CGW 4U – WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)  
*not offered 18/19*  
This course explores interactions between the natural and human environment, with a particular focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship.  
**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CGW 4C – WORLD ISSUES: A GEOGRAPHIC ANALYSIS (University)  
*not offered 18/19*  
This course explores the global challenge of meeting the basic needs of all people while sustaining the natural environment. Students will examine global inequities, including those related to food, water, energy, and development, and will explore global issues through environmental, social, economic, and political lenses. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of current geographic issues facing Canada and the world.  
**Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied
CANADIAN & WORLD STUDIES – History

The Canadian and World Studies - history flow chart below depicts movements from course to course with regard for prerequisites but does not include all possible movements from course to course.

CHC 2D – 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.

Prerequisite: None
**CHC 2P – 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.

**Prerequisite:** None

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**CHC 2L – CANADIAN HISTORY SINCE WORLD WAR I (Locally Developed)**

This course focuses on the connections between the student and key people, events and themes in Canadian contemporary studies. Students prepare for grade 11 Canadian and World Studies, Workplace Preparation courses through the development and extension of historical literacy skills and critical thinking skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

**Prerequisite:** None

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**CHV 2O – CIVICS and CITIZENSHIP (Open)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

**Prerequisite:** None

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**CHW 3M – WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY (University/College)**

*(not offered 18/19)*

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

**Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

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**CLU 3E – UNDERSTANDING CANADIAN LAW (Workplace)**

*(not offered 18/19)*

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

**Prerequisite:** Canadian History Since World War I, Academic or Applied
CLU 3M – UNDERSTANDING CANADIAN LAW (University/College)
(not offered 18/19)
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.
Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied

CHI 4U – CANADA: HISTORY, IDENTITY & CULTURE (University)
(not offered 18/19)
This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada’s national identity and how and why it has changed throughout the country’s history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CHY 4U – WORLD HISTORY SINCE THE FIFTEENTH CENTURY (University)
(not offered 17/18)
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

CHY 4C – WORLD HISTORY SINCE THE FIFTEENTH CENTURY (College)
(not offered 17/18)
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
COOPERATIVE EDUCATION

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student’s cooperative education program, designed to suit the student’s strengths, interests, and needs and to enhance the student’s preparation for the future.

Cooperative education courses include a classroom component, comprising preplacement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements should provide students with challenging opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, employers, and placement supervisors. Additional participants may be involved in the case of exceptional students and other students with special needs. Joint planning by these individuals ensures that students are provided with a systematic introduction to career exploration, experiential learning, and career planning. Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators – determines applicants’ suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students’ performance in pre-placement, placement, and reflective learning activities. Students share and analyze their placement experiences with their teachers and peers in structured integration sessions.

Bruce Power Cooperative Education Program

A four credit cooperative education program is offered at the nuclear stations operated by Bruce Power. This program is usually offered in only one semester per school year. Students are required to find their own transportation to the site.

Students may have the opportunity to work in the following areas:

<table>
<thead>
<tr>
<th>Mechanical maintenance</th>
<th>Drafting</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control maintenance</td>
<td>Engineering</td>
<td>Environmental</td>
</tr>
<tr>
<td>Communications</td>
<td>Chemical lab technician</td>
<td>Audio visual</td>
</tr>
<tr>
<td>Human resources</td>
<td>Nuclear operator</td>
<td>Clerical Support</td>
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<tr>
<td>Finance</td>
<td>Regulatory Affairs</td>
<td>Auto mechanics</td>
</tr>
<tr>
<td>Information technology</td>
<td>Computer programming</td>
<td>Firefighting and safety</td>
</tr>
</tbody>
</table>

A detailed application process is required to be completed by the students. Some of the criteria for selection include the following:

- Academic standing – specifically in math and science
- Minimum age of 16, some placements a minimum of 18
- Teacher and Guidance Department reference
- Attendance records
- Interview with teacher responsible for the program
- Related work experience, extracurricular experiences
- Security clearance
- Availability of desired placement
Ontario Youth Apprenticeship Program (O.Y.A.P.)

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

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

Benefits
- Begin a skilled occupation as an apprentice while still in high school
- Develop skilled trade related competencies
- Collect hours toward a skilled occupation
- Earn co-op credits
- Have potential to earn money while you learn
- O.Y.A.P. apprentices are exempt from registration fees
- Apprenticeship in-school training is currently paid by M.T.C.U.
- Employers invest time and money in providing on-the-job training

O.Y.A.P. is for Grade 11 and 12 students who:
- Have completed at least 16 credits;
- Are at least 16 years of age;
- Are enrolled in school full time as defined in the Enrolment Register for Secondary Schools

Creating Opportunities through Co-op, GCO3O, Grade 11, Open

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

For policy relating to cooperative education, see the section on cooperative education in the document Community-Connected Experiential Learning (forthcoming).

Prerequisite: None

Cooperative Education Linked to a Related Course(s)

A cooperative education course linked to a related course (or courses) from the Ontario curriculum (or a locally developed course) consists of a community-connected experience, the cooperative education curriculum, and a set of expectations from the related course. Students will learn about safety and well-being throughout the experience, and will create, implement, and reflect on, a learning plan that meets their interests and needs and supports education and career/life planning. Through the experience, students will apply and extend their learning from the related course, and make connections with other aspects of their lives.

For policy relating to cooperative education, see the section on cooperative education in the document Community-Connected Experiential Learning (forthcoming).

Prerequisite: None
ENGLISH

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

Optional Courses
Dotted lines indicate prerequisites defined for compulsory courses in the upper chart.

Ontario Secondary School Literacy Course
Grade 12, Open
OLC 4O

Studies in Literature
Grade 12, University
ETS 4U
(not offered 18/19)
ENG 1D – ENGLISH (Academic)
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
Prerequisite: None

ENG 1P – ENGLISH (Applied)
This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students’ comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.
Prerequisite: None

ELS 2O – LITERACY SKILLS (Open)
This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.
Prerequisite: None

ENG 2D – 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 analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic or Applied

ENG 2P – ENGLISH (Applied)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: English, Grade 9, Academic or Applied

ENG 3U – ENGLISH (University)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic
ENG 3C – ENGLISH (College)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, 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. The course is intended to prepare students for the compulsory Grade 12 college preparation course.
**Prerequisite:** English, Grade 10, Applied

ENG 3E – ENGLISH (Workplace)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.
**Prerequisite:** English, Grade 10, Applied

ENG 4U – 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 analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
**Prerequisite:** English, Grade 11, University Preparation

ENG 4C – 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 analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
**Prerequisite:** English, Grade 11, College Preparation

ENG 4E – 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 analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship.
**Prerequisite:** English, Grade 11, Workplace Preparation

ETS 4U – STUDIES IN LITERATURE (University)
*(not offered 18/19)*
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

OLC 4O – ONTARIO LITERACY COURSE (Open)
Any student who has been eligible twice to write the Ontario Secondary School Literacy Test and has been unsuccessful, may take the Ontario Literacy Course as a substitute for the literacy requirement. The course is based on the Ontario Curriculum expectations for language and communications, particularly reading and writing up to and including grade 9.
FRENCH

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

FSF 1D – CORE FRENCH (Academic)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF 1P – CORE FRENCH (Applied)
This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF 2D – CORE FRENCH (Academic)
This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 9, Academic or Applied

FSF 3U – CORE 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 listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.
Prerequisite: Core French, Grade 10, Academic
**FSF 4U – CORE FRENCH (University)**
This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

**Prerequisite:** Core French, Grade 11, University Preparation

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**GUIDANCE & CAREER EDUCATION**

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

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**GLE 10/GLE 2O – LEARNING STRATEGIES 1: Skills for Success in Secondary School (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. This course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite:** Recommendation of principal

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**GLC 2O – CAREER STUDIES (Open) (0.5 credit course)**
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

**Prerequisite:** None
**GPP 3O – LEADERSHIP & 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:** Career Studies

**GLE 3O/GLE 4O – LEARNING STRATEGIES: Skills for Success after Secondary School, Grade 11 and 12 (Open)**
This course improves students’ learning and personal management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite:** Recommendation of principal

**GLN 4O – Navigating the Workplace (Open)**
This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences (e.g., information interviews, work experiences). They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

**Prerequisite:** None
HEALTH & PHYSICAL EDUCATION

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

PPL 1O – HEALTHY ACTIVE LIVING EDUCATION (Open)
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PPL 2O – HEALTHY ACTIVE LIVING EDUCATION (Open)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PPL 3O – HEALTHY ACTIVE LIVING EDUCATION (Open)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None
PPL 4O – HEALTHY ACTIVE LIVING EDUCATION (Open)
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

PAD 3O – OUTERS (Open)
These courses are a unique opportunity to combine in-class activities with strenuous outdoor experiences. In-class activities include oral and written presentations. Topics studied include conservation, winter camping skills, canoeing, first aid, safety and survival and hypothermia. There are a variety of extra-curricular outdoor activities available to the students registered in these courses. The extra-curricular activities include canoeing, hiking, winter camping, snowshoeing and a canoe trip to Algonquin Park for students in PAD3O. Students are responsible for the work completed in classes that they miss while participating in those extra-curricular activities. A good attitude and fitness is a must for these courses. A swim test is a requirement.

For PAD3O, a $450.00 fee per student is required to help defer the cost of the extra-curricular component, (i.e., busing costs, equipment, Algonquin Park fees, paddle construction and repair costs). Financial assistance is available, if required. Please contact the school principal.

PSK 4U – KINESIOLOGY (University)
(not offered in 18/19)
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the 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 course in science, or any Grade 11 or 12 course in health and physical education.
MATHEMATICS

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

Note: the Advanced Functions course can be taken concurrently with, or can precede Calculus and Vectors

MPM 1D – PRINCIPLES OF MATHEMATICS (Academic)
This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will make the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Successful completion of this course prepares students for Principles of Mathematics, Grade 10, Academic (MPM2D) or Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through abstract reasoning is an important aspect of this course.

Prerequisite: None
**MFM 1P – FOUNDATIONS OF MATHEMATICS (Applied)**
This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). Learning through hands-on activities and the use of concrete examples is an important aspect of this course.

**Prerequisite:** None

**MAT 1L – MATHEMATICS (Locally Developed)**
This course provides students who have experienced significant difficulties in previous mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for grade 11 and 12 workplace preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

**Prerequisite:** None

**MPM 2D – PRINCIPLES OF 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 multi-step problems and communicate their thinking.

**Prerequisite:** Mathematics, Grade 9, Academic or Applied

**MFM 2P – FOUNDATIONS OF MATHEMATICS (Applied)**
This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Mathematics, Grade 9, Academic or Applied

**MAT 2L – MATHEMATICS (Locally Developed)**
This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**Prerequisite:** A Grade 9 Mathematics credit
MCF 3M – 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 modeling real-world situations. Students will represent functions numerically, algebraically, simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied

MCR 3U – FUNCTIONS AND RELATIONS (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: Principles of Mathematics, Grade 10, Academic

MBF 3C – 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, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied

MEL 3E – 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: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Ministry-approved locally developed Grade 10 mathematics course

MHF 4U – ADVANCED FUNCTIONS, Grade 12 (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: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
MCV 4U – CALCULUS and VECTORS, Grade 12 (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.

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

MAP 4C – FOUNDATIONS FOR COLLEGE MATHEMATICS (College)
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences and human services, and for certain skilled trades.

Prerequisite: Mathematics of Personal Finance, Grade 11, College Preparation, or Functions, Grade 11, University/College Preparation (or Functions and Relations, Grade 11, University Preparation)

MEL 4E – MATHEMATICS FOR 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 use statistics in investigating questions; apply the concept of probability to solve problems in familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation
NATIVE STUDIES

Expressing Aboriginal Cultures
Grade 9, Open
NAC 1O

Issues of Indigenous Peoples in a Global Context
Grade 12, University/College
NDW 4M

NAC 1O – EXPRESSIONS OF ABORIGINAL CULTURES, Grade 9 (Open)
This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.
Prerequisite: None

NBV 3C/3E – OUTERS (College / Workplace)
These courses are a unique opportunity to combine in-class activities with strenuous outdoor experiences. In-class activities include oral and written presentations. Topics studied include conservation, winter camping skills, canoeing, first aid, safety and survival and hypothermia. There are a variety of extra-curricular outdoor activities available to the students registered in these courses. The extra-curricular activities include canoeing, hiking, winter camping, snowshoeing and a canoe trip to Algonquin Park for students in NBV3C/3E. Students are responsible for the work completed in classes that they miss while participating in those extra-curricular activities. A good attitude and fitness is a must for these courses. A swim test is also a requirement.

For NBV3C/3E, a $450.00 fee per student is required to help defer the cost of the extra-curricular component (i.e., busing costs, equipment, Algonquin Park fees, paddle construction and repair costs). Financial assistance is available, if required. Please contact the school principal.

NDW 4M – ISSUES OF INDIGENOUS PEOPLE IN A GLOBAL CONTEXT, Grade 12 (University/College)
This course examines historical and contemporary issues of concern to Indigenous peoples from a global perspective. Students will explore the richness, depth, and diversity of Indigenous cultures, traditions and knowledge. They will consider how diverse Indigenous communities persevere despite recent global environmental and economic trends. Topics such as identity, social justice, human rights and abuses, spirituality, resistance and protest for change will be investigated.
Prerequisite: Any Grade 11 First Nations, Métis and Inuit Studies or any Grade 11 University, University/College, or College Preparation course in Canadian and world studies or any Grade 11 University, University/College, or College Preparation course Social Science and Humanities.
SCIENCE
The Science flow chart below depicts movements from course to course with regard for prerequisites, but does not include all possible movements from course to course.

**SNC 1D – SCIENCE (Academic)**
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

**Prerequisite:** None

**SNC 1P – SCIENCE (Applied)**
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

**Prerequisite:** None
SNC 1L – SCIENCE (Locally Developed)
This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communications skills. The overall aim is to ensure the scientific literacy of the students. This is accomplished through the promotion of three goals of science education: to understand the basic concepts of science; to develop the skills, strategies, and habits of mind required in scientific inquiry; to relate science to technology, society and the environment.
Prerequisite: None

SNC 2D – SCIENCE (Academic)
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

SNC 2P – SCIENCE (Applied)
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic or Applied

SBI 3U – BIOLOGY (University)
(not offered 17/18)
This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, and Academic

SBI 3C – BIOLOGY (College)
(not offered 17/18)
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Science, Grade 10, Academic or Applied

SCH 3U – CHEMISTRY (University)
(not offered 18/19)
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10, Academic
SPH 3U – 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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.  
**Prerequisite:** Science, Grade 10, Academic

SVN 3E – ENVIRONMENTAL SCIENCE (Workplace)  
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.  
**Prerequisite:** Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in science

SVN 3M – ENVIRONMENTAL SCIENCE, Grade 11 (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:** Science, Grade 10, Applied or Academic

SPH 4U – 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 analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.  
**Prerequisite:** Physics, Grade 11, University Preparation

SBI 4U – 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:** Biology, Grade 11, University Preparation

SCH 4U – 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:** Chemistry, Grade 11, University Preparation
SCH 4C – CHEMISTRY (College) *(not offered 18/19)*
This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.
**Prerequisite:** Science, Grade 10, Academic or Applied
SOCIAL SCIENCES & HUMANITIES

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

**HFN 1O – FOOD AND NUTRITION, Grade 9 (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.

**Prerequisite:** None

**HFN 2O – FOOD AND NUTRITION, Grade 10 (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.

**Prerequisite:** None

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**HHS 4U – FAMILIES IN CANADA, Grade 12, University**
(not offered in 2017/18)

**HHS 4C – FAMILIES IN CANADA, Grade 12, College**
(not offered in 2017/18)
HPC 3O – 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.
Prerequisite: None

HHS 4U – FAMILIES IN CANADA, Grade 12 (University)
(not offered in 17/18)
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS 4C – FAMILIES IN CANADA, Grade 12 (College)
(not offered in 17/18)
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.
TECHNOLOGICAL EDUCATION

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

Construction Technology

<table>
<thead>
<tr>
<th>TIJ 1O – EXPLORING TECHNOLOGIES (Open)</th>
<th>TDJ 2O</th>
<th>TDJ 3E</th>
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<tbody>
<tr>
<td>Exploring Technologies Grade 9, Open</td>
<td>Construction Technology Grade 10 Open</td>
<td>Technology Design</td>
</tr>
<tr>
<td>TIJ 1O</td>
<td>Workplace TCJ 3E</td>
<td>Grade 11 Workplace TDJ 3E</td>
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Technological Design

<table>
<thead>
<tr>
<th>TIJ 1O – EXPLORING TECHNOLOGIES (Open)</th>
<th>TDJ 3E</th>
<th>TDJ 4M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Technologies Grade 9, Open</td>
<td>Technology Design Grade 11 Workplace</td>
<td>Technology Design</td>
</tr>
<tr>
<td>TIJ 1O</td>
<td>TDJ 2O</td>
<td>Grade 12 Open</td>
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</table>

**TIJ 1O – EXPLORING TECHNOLOGIES (Open)**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

**Prerequisite:** None
TDJ 2O – 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 postsecondary education and training leading to careers in the field.
Prerequisite: None

TDJ 3M – TECHNOLOGICAL DESIGN (University/College)
This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.
Prerequisite: None

TDJ 3O – TECHNOLOGICAL DESIGN AND THE ENVIRONMENT (Open)
This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.
Prerequisite: None

TCJ 3C – CONSTRUCTION ENGINEERING TECHNOLOGY (College)
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.
Prerequisite: None

TCJ 3E – 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 postsecondary and career opportunities in the field.
Prerequisite: None

TCJ 4C – CONSTRUCTION ENGINEERING TECHNOLOGY (College)
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.
Prerequisite: Construction Engineering Technology, Grade 11, College Preparation
**TCJ 4E – 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:** Construction Technology, Grade 11, Workplace Preparation

**TDJ 4M – TECHNOLOGICAL DESIGN (University/College)**
This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

**Prerequisite:** Technological Design, Grade 11, University/College Preparation

**TDJ 4O – TECHNOLOGICAL DESIGN IN THE TWENTY-FIRST CENTURY (Open)**
This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

**Prerequisite:** None
ICS 3C – INTRODUCTION TO COMPUTER PROGRAMMING (College)
(not offered 18/19)
This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.
Prerequisite: None

ICS 3U – INTRODUCTION TO COMPUTER SCIENCE (University)
(not offered 18/19)
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
Prerequisite: None
Glossary

Accommodations: In the area of special education, specialized support and services that are provided to enable exceptional students to achieve the learning expectations. Some examples are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, tape recorders; provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

Adult: A person who is eighteen years of age or more.

Articulation Agreement: An agreement on the setting up and maintaining of clear “routes” between secondary school and college programs in order to ensure that students are adequately prepared for college programs.

Compulsory Course: A course that meets the requirements of a compulsory credit and that, as directed by the Minister, must be included in a student's program towards the earning of a diploma.

Compulsory Credit: A credit that is earned for the successful completion of the expectations related to a compulsory course.

Course: A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education and Training curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the Ministry's curriculum policy documents.

Course of Study: An outline of the content of a course and other details pertaining to the course, such as prerequisites and evaluation procedures.

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

Credit Recovery: Part of a student success strategy which supports students who have been unsuccessful with a course, to revisit the components of the course for which they have been unsuccessful.

Destination Pathways: Pathways that will provide students with at least four years of meaningful and productive secondary school education which lead to workplace, college, apprenticeship, or university destinations.

Emphasis Course: A destination-related broad based technology course that schools can develop in order to emphasize a particular area of a Technology subject. It might be related to a particular sector or occupation connected with the subject. These courses can only be offered at the Grade 11 and 12 levels.

Exceptional Student: A student who is defined in the Education Act as ‘a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program.”

Focus Course: A course which is developed by a school to focus more particularly on one area of a subject discipline.

Locally Developed Course: A course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training for ministry approval.

Mature Student: For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year. See also student.

Ontario Student Record (OSR): The official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

Optional Credit: A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

Prerequisite Course: A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents.

Special Education Program: A program that is defined in the Education Act as “an educational program for an exceptional pupil that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.”

Special Education Services: Services defined in the Education Act as “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special educational program.”

Special Programming Pathways: In most cases, students entering high school working below grade level will be taking special programming pathways for maximum success, providing them with at least four years of meaningful and productive secondary school education.

Specialist High Skills Major: Students enrolled in the Specialist High-Skills Major will bundle a minimum of six to 12 courses in their area of interest to match with postsecondary, apprenticeship or workplace learning requirements. Bundles are arranged according to specific sectors, including, business, arts, manufacturing, health care, construction, hospitality, information technology and mathematics.

Transfer Course: A course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.
### Bluewater District School Board

#### Secondary Schools

**Bruce Peninsula District School**  
Box 178, 5 Moore Street  
Lion’s Head, ON  N0H 1W0  
Phone: (519) 793-3211  
Fax: (519) 370-2908

**Peninsula Shores District School**  
115 George Street  
Wiarton, ON  N0H 2T0  
Phone: (519) 534-2205  
Fax: (519) 370-2952

**Chesley District Community School**  
Box 310, 231 4<sup>th</sup> Avenue S.E.  
Chesley, ON  N0G 1L0  
Phone: (519) 363-2344  
Fax: (519) 370-2914

**Saugeen District Secondary School**  
780 Gustavus Street  
Port Elgin, ON  N0H 2C4  
Phone: (519) 832-2091  
Fax: (519) 370-2954

**Georgian Bay Community School**  
125 Eliza Street  
Meaford, ON  N4L 1A4  
Phone: (519) 538-1680  
Fax: (519) 370-2920

**Walkerton District Community School**  
Box 1510, 1320 Yonge Street  
Walkerton, ON  N0G 2V0  
Phone: (519) 881-1780  
Fax: (519) 370-2965

**Grey Highlands Secondary School**  
Box 460, 100 Toronto Street  
Flesherton, ON  N0C 1E0  
Phone: (519) 924-2721  
Fax: (519) 370-2921

**John Diefenbaker Senior School**  
181 7<sup>th</sup> Street  
Hanover, ON  N4N 1G7  
Phone: (519) 364-3770  
Fax: (519) 370-2932

**Kincardine District Secondary School**  
885 River Lane  
Kincardine, ON  N2Z 2B9  
Phone: (519) 396-9151  
Fax: (519) 370-2934

**Owen Sound District Secondary School**  
750 9<sup>th</sup> Street West  
Owen Sound, ON  N4K 3P6  
Phone: (519) 376-6050  
Fax: (519) 370-2939