

# WALKERTON DISTRICT COMMUNITY SCHOOL

## COURSE CALENDAR 2023-2024





# 2023-2024 Common Course Calendar Table of Contents

## Common Section A

<b>USING THE COURSE CALENDAR</b> .....	2
<b>THE SECONDARY SCHOOL PROGRAM</b> .....	2
Board Vision and Mission Statements .....	2
What do you need to graduate from high school? .....	3
Safe Schools Policy .....	4
Student Success Teams .....	4
<b>PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER</b> .....	5
Specialist High Skills Major (SHSM) .....	5
Grade 8-9 Transition .....	7
Ontario Youth Apprenticeship Program (OYAP) .....	7
Bruce Power Cooperative Education Program .....	7
Canadian Forces Cooperative Education Program .....	7
Online Learning – eLearning Ontario (eLO) .....	8
Online Learning Graduation Requirement .....	8
Summer School .....	8
Dual Credit Program .....	8
Adult Education .....	9
Prior Learning and Assessment for Mature Students .....	9
French Immersion .....	9
Indigenous Studies .....	9
<b>COMMUNITY INVOLVEMENT ACTIVITIES</b> .....	10
Substitutions for Compulsory Courses .....	11
<b>THIRTY-FOUR CREDIT THRESHOLD</b> .....	11
<b>ORGANIZATION OF SECONDARY SCHOOL COURSES</b> .....	11
Types of Courses.....	11
Procedures for Changing Courses .....	14
Course Prerequisites, Co-requisites, and Recommended Preparation Courses .....	14
Alternative Programming .....	14
<b>ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT</b> .....	15
The Achievement Chart .....	16
Prior Learning Assessment and Recognition (PLAR) .....	17
The Ontario Student Record (OSR).....	18
The Ontario Student Transcript (OST).....	18
Forms of Experiential Learning .....	19
<b>SPECIAL EDUCATION</b> .....	19
<b>ENGLISH LANGUAGE LEARNERS</b> .....	19
Settlement Workers in Schools (SWIS) .....	19
Special Programming Pathways .....	20
<b>GUIDANCE AND CAREER EDUCATION</b> .....	20
Individual Program Plan (IPP) .....	20
<b>ELEARNING ONTARIO</b> .....	21

## USING THE COURSE CALENDAR

### General Information

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

### Availability of Subjects in Each School

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

### Program Planning

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

## THE SECONDARY SCHOOL PROGRAM

### Diploma and Certificate Requirements

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

### Specialist High Skills Major Red Seal

Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with a SHSM red seal. For further information, go to [Specialist High Skills Major | ontario.ca](#).

### Ontario Scholar

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

### Board Vision and Mission Statements

Bluewater's vision is Learning today, Leading tomorrow.

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

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

[www.bwdsb.on.ca/about\\_us/Strategic\\_Plan](http://www.bwdsb.on.ca/about_us/Strategic_Plan)

# What do you need to graduate from high school?

## Ontario Secondary School Diploma (OSSD)

### 18 compulsory credits

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

**Plus one credit from each of the following groups:**

4	credits in English (1 credit per grade) *	1	<b>Group 1:</b> <ul style="list-style-type: none"><li>English or French as a Second Language**</li><li>First Nations, Métis, and Inuit studies</li><li>an Indigenous Language (Ojibwe)</li><li>a Classical or International Language (i.e., Spanish)</li><li>Social Sciences and the Humanities</li><li>Canadian and World Studies</li><li>Guidance and Career Education</li><li>Cooperative Education***</li><li>American Sign Language as a second language</li></ul>
3	credits in Mathematics (1 credit in Grade 11 or 12)		
2	credits in Science		
1	credit in Canadian History		
1	credit in Canadian Geography		
1	credit in Health and Physical Education		
1	credit in the Arts		
1	credit in French as a Second Language		
0.5	credit in Career Studies		
0.5	credit in Civics		
		1	<b>Group 2:</b> <ul style="list-style-type: none"><li>Health and Physical Education</li><li>The Arts</li><li>Business Studies</li><li>French as a Second Language**</li><li>Cooperative Education***</li><li>American Sign Language as a second language</li></ul>
<b>In addition, students must complete:</b>			
✓	12 optional credits****	1	<b>Group 3:</b> <ul style="list-style-type: none"><li>Science (Grade 11 or 12)</li><li>Technological Education</li><li>French as a Second Language**</li><li>Computer Studies</li><li>Cooperative Education***</li><li>American Sign Language as a second language</li></ul>
✓	minimum of two online learning credits		
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement		

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

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

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

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

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

### **Safe Schools Policy**

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

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

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

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

### [Safe and Accepting Schools](#)

### **Student Success Teams**

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

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

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

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

## **PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER**

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

### **Specialist High Skills Major (SHSM)**

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

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

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

*\*pending application approval*

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

# Specialist High Skills Major

Helping you on your Pathway to Success!

## What is a Specialist High Skills Major?

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

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



### Agriculture

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



### Arts and Culture

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



### Construction

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



### Energy

Kincardine District Senior School \*



### Environment

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



### Health and Wellness

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



### Horticulture and Landscaping

Grey Highlands Secondary School



### Hospitality and Tourism

John Diefenbaker Senior School



### Information and Communication Technology

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



### Manufacturing

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



### Non-Profit: Community Action

John Diefenbaker Senior School \*



### Sports

Owen Sound District Secondary School-New



### Transportation

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



\* pending application approval (Spring 2023)

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

[www.bwdsb.on.ca](http://www.bwdsb.on.ca)

## **Grade 8-9 Transition**

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

## **Ontario Youth Apprenticeship Program (OYAP)**

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

To begin an apprenticeship, students must:

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

### **For more information contact:**

Justin Graham at [oyap@bwdsb.on.ca](mailto:oyap@bwdsb.on.ca) or 519-363-2014

## **Bruce Power Cooperative Education Program**

*Prerequisite: 16 years of age for all placements.*

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

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

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

For more information reach out to your guidance teacher.

## **Canadian Forces Cooperative Education Program**

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

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

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

### **What are the steps to apply?**

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

### **Online Learning – eLearning Ontario (eLO)**

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

### **Online Learning Graduation Requirement**

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

### **Summer School**

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

[BWDSB Summer School](#)

### **Dual Credit Program**

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

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

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

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

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

## Adult Education

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

## Prior Learning and Assessment for Mature Students

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

**For more information contact:**

[AdultEd@bwdsb.on.ca](mailto:AdultEd@bwdsb.on.ca)

## French Immersion

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

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

Bluewater offers two certifications:

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

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

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

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

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

## Indigenous Studies

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

## **Community Involvement Activities**

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

[www.edu.gov.on.ca/extra/eng/ppm/124a.html](http://www.edu.gov.on.ca/extra/eng/ppm/124a.html)

## **The Ontario Secondary School Literacy Requirement**

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

## **Adjudication Process**

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

## **Accommodations**

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

## **Deferrals**

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

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

## **Exemptions**

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

## Substitutions for Compulsory Courses

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

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

## Thirty-Four Credit Threshold

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

## 34-Credit Threshold Guidelines

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

### Student Exemptions:

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

### Credit Course Exemptions:

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

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

## ORGANIZATION OF SECONDARY SCHOOL COURSES

### Definition of a Credit

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

## TYPES OF COURSES

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

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

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

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

### **Locally Developed Courses**

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

### **Open Courses in Grades 9 and 10**

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

### **Grade 11 and 12 Destination Courses**

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

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

### **Workplace Preparation Courses**

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

### **University Preparation Courses**

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

### **College Preparation Courses**

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

### **University / College Preparation Courses**

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

## **Interdisciplinary Studies Courses in Grades 11 and 12**

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

*Curriculum documents are available on the Ministry of Education website:*

[www.edu.gov.on.ca/eng/curriculum/secondary/index.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html)

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

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

### **The first character indicates the subject area:**

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

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

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

### **The first number indicates the grade level:**

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

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

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

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

### **Specialized Programs**

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

## **PROCEDURES FOR CHANGING COURSES**

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

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

## **COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES**

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

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

## **ALTERNATIVE PROGRAMMING**

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

### **Private Study**

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

### **Supervised Alternative Learning**

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

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

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

## **PROGRAMS BEYOND YOUR HOME SCHOOL**

### **Concurrent Students**

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

### **Transfer Policy – Choice of Schools**

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

### **Student Exchanges**

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

## **ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT**

### **Primary Purpose**

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

### **What is Assessment?**

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

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

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

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

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

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

[www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

## THE ACHIEVEMENT CHART

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

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

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

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

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

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

### Reporting Student Achievement

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

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

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

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

### PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

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

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

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

*For additional information on PLAR, check out:*

[https://www.bwdsb.on.ca/programs/prior\\_learning\\_assessment\\_and\\_recognition/plar\\_links](https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links), *contact the principal at your school.*

### **THE ONTARIO STUDENT RECORD (OSR)**

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

### **THE ONTARIO STUDENT TRANSCRIPT (OST)**

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

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

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

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

### **Full Disclosure**

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

### **Extraordinary Circumstances**

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

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

## FORMS OF EXPERIENTIAL LEARNING

### Introduction

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

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

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

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

### Cooperative Education

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

### School-to-Work Transition Program

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

### Special Education

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

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

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

To access more information about how secondary students are supported within Bluewater District School Board, go to: [https://www.bwdsb.on.ca/departments/learning\\_services - student support/special education](https://www.bwdsb.on.ca/departments/learning_services_-_student_support/special_education)

### English Language Learners

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

### Settlement Workers in Schools (SWIS)

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

## Special Programming Pathways

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

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

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

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

## GUIDANCE AND CAREER EDUCATION

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

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

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

## Individual Program Plan (IPP)

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

[www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf](http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf)

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

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

## eLEARNING ONTARIO

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

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

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

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

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

To view a calendar electronically, please visit:  
[https://www.bwdsb.on.ca/programs/secondary\\_programs/course\\_calendar](https://www.bwdsb.on.ca/programs/secondary_programs/course_calendar)

**Walkerton District Community School**  
**2023-2024**  
**Section B**

**Table of Contents**

Introduction to Walkerton District Community School.....	2
Extracurricular Activities .....	3
Secondary School Programs.....	4
Community Partners.....	6
Secondary Student Roles and Responsibilities .....	6
Course Selection Guidelines .....	7
Pathways.....	8
My Blueprint .....	9
Microsoft Office 365 Free for WDCS Students.....	10
Specialist High Skills Major - Agriculture .....	11
Specialist High Skills Major - Health and Wellness .....	12
Specialist High Skills Major - Information Communication Technology .....	13
Specialist High Skills Major - Manufacturing .....	14
WDCS Courses Offered .....	15
Diploma Requirements.....	17
Course Descriptions and Prerequisites .....	18
The Arts .....	18
Business Studies .....	22
Canadian and World Studies .....	24
Cooperative Education (Co-op) .....	28
Bruce Power Co-op .....	29
English.....	30
French .....	34
Guidance and Career Education .....	35
Mathematics .....	36
Native Studies .....	41
Physical Education and Health .....	42
Walkerton Exceptional Athlete Training (WEAT) Program.....	44
Science.....	46
Social Sciences and Humanities .....	50
Technological Education: Broad-based Technology.....	544
Planning Page .....	59

*Guidance Department Contact:*  
*519-881-1780 ext. 529*

## Introduction to Walkerton District Community School

The secondary school within Walkerton District Community School (WDCS) is a comprehensive Grade 9 to Grade 12 school that prepares students for the world of work as well as for post-secondary education at college, university or in an apprenticeship. To do this, we have many specialized facilities and programs.

Our technological studies program is second to none. We have two full-time technological studies teachers working in specialized classrooms, which are equipped for woodworking, automotive technology, machining, welding, communications, and computer studies. In Grade 9, students have an opportunity to experience four technology areas in the Integrated Technology course. After that, in Grades 10 to 12, students choose the area of specialization that best meets their interests and career goals.

Our dedicated Special Education staff work with students to ensure they have success in secondary school. In the Resource Room, students can find a quiet place to work, polish their organizational skills, get individual help with a project or assignment, or write a test. We also have a Developmental Learning program with life skills programming designed for students with a wide variety of needs.

Guidance Education is a high priority at Walkerton District. Our guidance counsellors work hard to ensure that they are well informed about the requirements for a variety of pathways for students. Guidance counsellors can help you with course selection, planning for post-secondary destinations (including the world of work, college, university and apprenticeships) as well as connecting you with other community services and supports.

Cooperative Education allows students to experience the workplace in a supervised and structured way. WDCS has a comprehensive program with a wide variety of placements for students with all kinds of interests and goals. Students generally begin cooperative education in Grade 11 and beyond.


At WDCS, secondary students can schedule eight credits in any one school year. WDCS secondary course offerings are semestered, with four courses offered from September to January and four courses from February to June. Each semester is divided into two terms, with a mid-semester report being issued to each student in mid November and mid April. A final secondary provincial report card is issued at the end of each semester following examinations. Final summative activities (including examinations) are scheduled in January and June for most secondary courses. All secondary students are expected to complete final summatives. Parents and students should be aware that not all courses are available each semester and some courses may not run if there is insufficient enrolment. Ensuring that course selection forms are handed in when requested helps us plan more effectively.

**\*Note:** Traditionally, interim reports are issued after six weeks of instruction to secondary students. Parent/teacher interviews are scheduled for the Thursday following distribution of interim reports.

The school is available to the community for a variety of weekly activities during the evening and on weekends. Other community events use the school on an annual short-term basis. If you have questions about the Community Education Program, please contact Krista House, your Community Education Co-ordinator ([krista\\_house@bwdsb.on.ca](mailto:krista_house@bwdsb.on.ca)).

## Extracurricular Activities

WDCS is proud of its extracurricular program. We offer a wide variety of extracurricular activities that provide opportunities for students to strive for excellence in non-academic settings. We have a successful program with a high level of student participation in co-operative and competitive activities.

<b>Activities</b>  Allies in Action (Safe Schools) Athletic Council Breakfast Club Chess Club Dance Week Dungeons & Dragons Club Encounters Canada Gay Straight Alliance International Exchanges (ISE, CEEF, Rotary) Library Club Pep Rallies Prom Committee Skills Ontario Technology Challenge Special Olympics Students' Administrative Council University of Toronto National Biology Competition University of Waterloo Math Competition University of Waterloo Chem 13 Chemistry Competition Wellness Week		<b>Arts Department</b>  Art Club Band Drama Club Photography/Yearbook Club Stage Crew  	
<b>Novice Sports</b> <i>under 14 years of age as of Jan. 1/2023</i>  Boys' Badminton Girls' Badminton Boys' Cross Country Girls' Cross Country Boys' Track and Field Girls' Track and Field	<b>Junior Sports</b> <i>under 15 years of age as of Jan. 1/2023</i>  Boys' Badminton Girls' Badminton Boys' Basketball Girls' Basketball Boys' Cross Country Girls' Cross Country Boys' Track and Field Girls' Track and Field Boys' Volleyball Girls' Volleyball	<b>Senior Sports</b> <i>under 20 years of age as of Jan. 1/2023</i>  Boys' Badminton Girls' Badminton Boys' Basketball Girls' Basketball Boys' Cross Country Girls' Cross Country Boys' Track and Field Girls' Track and Field Boys' Volleyball Girls' Volleyball	<b>Open Sports</b> <i>under 20 years of age as of Jan. 1/2023</i>  Archery Baseball Boys' Curling Girls' Curling Golf Team Girls' Ice Hockey Boys' Ice Hockey Mountain Biking Girls' Rugby Boys' Soccer Girls' Soccer Swimming Boys' Tennis Girls' Tennis Weight Training

## Secondary School Programs

### Developmental Learning Program

This program is designed to provide training in life skills, vocational skills and personal life management for students up to 21 years of age. Instruction is on an individual or small group basis and includes cooking, housekeeping, functional mathematics and reading, work skills and social skills training.

### Guidance and Career Education

The diversity of curriculum choices, the variety of available post-secondary opportunities, the dynamics of peer relationships and the complexities of today's information society make it imperative that students have the opportunity to participate in our guidance services program.

To ensure that students have access to such a program, the **Student Services Department** shall endeavour:

- to assist students in developing plans to meet personal, education and career goals
- to provide students and their parents/guardians with information regarding personal, educational and career needs
- to assist students in their ability to problem solve

Upon registration at WDCS students are assigned a counsellor to assist with decisions with respect to career, educational and personal planning. The counsellors will ask students to attend a routine interview, but students are encouraged to request an appointment to see a counsellor when they need to discuss a matter of concern. Counsellors also visit with groups of students in all grades to discuss different parts of the guidance program.

**For information on how to register in secondary courses at Walkerton District Community School please contact:**

**Anne Martindale (Office Manager).....(519) 881-1780, ext. 521**  
**Dan Rourke (Guidance Counsellor) .....(519) 881-1780, ext. 529**

### Cooperative Education

Cooperative Education programs help students to develop employability skills while exploring career options. A cooperative education course must be based on a related course (or courses) in which the student is enrolled or which he/she has successfully completed. Through the workplace setting, students will apply and extend the knowledge, and practice and refine the skills acquired in the related course (or courses). This practical experience will assist students in making successful transitions to apprenticeship, post-secondary education, or the workplace.

**For information on the Cooperative Education program at Walkerton District Community School please contact:**

**Adriene Mackenzie (Teacher) .....(519) 881-1780, ext. 510**  
**Vince Yenssen (Teacher)..... (519) 881-1780, ext. 133**

## **Special Education: Resource Program**

The resource program at WDCS is in place to support students who have identified needs as deemed through the Identification Placement and Review Committee (I.P.R.C.), an Individualized Education Plan (I.E.P.) or as a result of circumstances that put them at-risk in the learning environment. Our department works closely in a team effort with administration, guidance, and co-operative education as well as the regular classroom teaching staff to advocate and assist students. Through direct delivery in individual or small group situations in our new resource area, or through indirect consultation with your student's 0 timetabled teachers, the resource program provides support that may involve:

- liaison with classroom staff to address specific accommodations
- study techniques in preparation for testing
- assistance with homework and assignment completion
- support for test and examination writing
- accommodations during EQAO testing in Mathematics and during the O.S.S.L.T.
- in-servicing and ongoing support with specialized technologies
- completion of annual I.P.R.C. meetings
- assistance with referrals to the BWDSB Psychological Services and other outside support agencies
- supports that facilitate transition from the elementary to secondary panel as well as beyond to post-secondary destinations

## **Library**

The library is an important part of learning at WDCS.

Computers are available for student use in the library. Internet is available on each computer as well as specialized library databases. A permission sheet must be signed by both student and parent/guardian before a username and password can be issued. E-mail use is a privilege and is used only when computers are not needed for research or report writing.

WDCS has a substantial collection of reference and non-fiction books to help students prepare essays, reports, and do research on a vast range of topics. An extensive collection of hardcover and paperback fiction gives students a large choice in recreational reading and helpful choices in English literature courses. The library has an automated student on-line catalogue for accessing the collection. A variety of newspapers and magazines are provided to keep students current on topics and events in our rapidly changing world. A seating capacity of 30 is available for quiet study.

The library is the hub for focused study, research and recreational reading in the school. It is also a place to practice literacy skills and to acquire new ones.

All Grade nine students will participate in a library orientation session.

**All students must submit a signed parental permission form to access the school's internet service.**

## Community Partners

WDCS has developed a community partnership with a number of community groups and agencies with the intent of providing assistance to meet the needs of students in our school. We would like the public to be aware that each of the community groups and agencies is working under its own particular mandate and legislation which is different from that of the Ministry of Education, especially in relation to obtaining parental consent for referral.

Some of the Community Partners include the following:

Wes for Youth Online..... [www.wesforyouthonline.ca](http://www.wesforyouthonline.ca)  
The Grey-Bruce We C.A.R.E. Project..... [www.wecaregreybruce.ca](http://www.wecaregreybruce.ca)  
Kid's Help Phone..... Text 686868 or Phone: 1-800-668-6868  
Keystone Children's Services ..... 519-371-4773 or 1-800-567-2384  
Bruce-Grey-Owen Sound Health Unit Walkerton – Sexual Health Clinic ..... 519-881-1920  
Central Grey Bruce Community Mental Health Team..... 519-364-7788  
Choices (Drug, Alcohol and Gambling Counselling)..... 519-371-5487 or 1-800-265-3133  
Georgian College..... 519-376-0840  
Grey Bruce Health Services ..... 1-888-525-0552  
Ontario Youth Apprenticeship Program..... 1-800-661-7509  
Bruce County Social Services (Ontario Works)..... 1-800-265-3005 or 881-0431  
Walkerton Services Canada Centre..... 1-800-622-6232  
Ministry of Community Social Services Probation..... 519-376-1951 Ext. 261  
New Directions for Alcohol, Drug and Gambling Problem..... 1-800-265-3133 or 519- 371-1232  
OPP..... 1-888-310-1122  
The Sexual Assault Centre of Grey and Bruce: 24 Hour Help Line..... 1-800-720-7411  
Family and Child Services Grey Bruce..... 1-855-322-4453  
Victim Services..... 1-866-376-9852  
VPI Working Solutions..... 519-881-4900  
Women's House of Bruce County..... 1-800-265-3026

*Appointments: Please contact the Guidance Department at 881-1780 Ext.521 or contact personnel at the number listed above.*

## Secondary Student Roles and Responsibilities

Each student receives a copy of the Student Handbook on the first day of school in September. The Student Handbook clearly explains the Student Code of Conduct including attendance procedures, school policies, and routines. <https://wdcs.bwdsb.on.ca/about-us/code-of-conduct>

## Exams

End-of-semester evaluations/examinations are compulsory. The examination dates for the school year are set in advance and can be found by referring to the school year calendar. **It is expected that vacations and other appointments will be avoided during the examination periods.** Generally, failure to write a final examination will result in a mark of zero and possible loss of credit. Deferral or possible excusal from writing an examination is given only for a valid medical reason. A medical certificate will be required clearly indicating that the examination could not be written.

## Course Selection Guidelines

Course Selection for the next school year begins in February of the current year. Students are expected to register for courses as early as possible and to remain in courses selected. Unless there are extenuating circumstances, a student will not be permitted to register for a course after the third week of a semester.

Since some courses are oversubscribed, waiting lists are established. Priority for entry to classes is given according to the following criteria:

1. WDCS students not receiving courses originally requested
2. Resident students new to WDCS
3. WDCS students changing career/educational plans
4. Transfer students living in other school districts

Students registered in Grades 9, 10, and 11 are expected to take a full course load each semester (i.e., four classes).

In semestered secondary schools, courses are scheduled for the entire school year at one time. Therefore, if you require a change in Semester II classes, please request these as soon as you receive your schedule for the year.

Factors to Consider When Choosing a Pathway – Grade 9

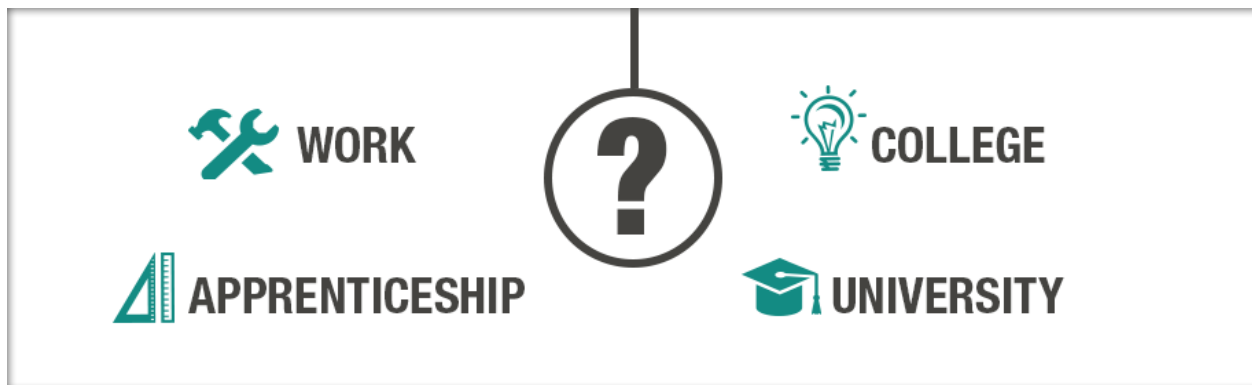
ACADEMIC/DE-STREAMED	LOCALLY DEVELOPED
<ul style="list-style-type: none"> <li>• Learning is differentiated to meet the needs of all students</li> <li>• Courses allow students the opportunity to pursue all pathways, including university, college, apprenticeship, or the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate for a student with a significantly modified curriculum in Grade 8, who has been engaged in modified programming for the last few years of elementary school</li> <li>• Courses offered in the areas of English, Math, and Science</li> <li>• Learning is connected to everyday life skills (e.g., money sense)</li> <li>• Courses allow students the opportunity to pursue workplace and some apprenticeships</li> <li>• The locally developed English course does not sufficiently prepare students for the Ontario Secondary School Literacy Test (OSSLT), which is a requirement for graduation with an Ontario Secondary School Diploma</li> </ul>

Factors to Consider When Choosing a Pathway – Grades 10 - 12

ACADEMIC/UNIVERSITY	APPLIED/COLLEGE	LOCALLY DEVELOPED/ESSENTIAL
<ul style="list-style-type: none"> <li>• Courses allow students the opportunity to pursue all pathways, including university, college, apprenticeship, or the workplace</li> <li>• Courses emphasize theoretical and abstract applications, as well as, practical applications</li> </ul>	<ul style="list-style-type: none"> <li>• Courses tend to lead to college, apprenticeship, and workplace pathways</li> <li>• Courses use practical and concrete applications</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate for a student with a significantly modified curriculum</li> <li>• Courses offered in Grade 10 are: English, Math, Science and History</li> <li>• Learning is connected to everyday life skills (e.g., money sense)</li> <li>• Courses allow students the opportunity to pursue workplace and some apprenticeships</li> <li>• The locally developed English Grade 10 course does not sufficiently prepare students for the Ontario Secondary School Literacy Test (OSSLT), which is a requirement for graduation with an Ontario Secondary School Diploma</li> </ul>

## Pathways

Which is the best fit for you? Apprenticeship, College, University or Workplace?



**University Route** - University is for students that have studied university level courses throughout high school and have undertaken a more rigorous and challenging academic course load.

**College Route** - College is for those students with a more hands-on, practical, learning style. You can obtain an applied degree, diploma or certificate depending on the program selected.

**Apprenticeship Route** - An apprenticeship is a way of learning a trade where the employee gains experience and skills, while earning income.

**Work Route** - For students who want to enter the work force immediately to gain experience or save for future education, etc.

**Community Living** – The Community Living pathway prepares students for recreation and volunteer placements, job training, and adult education including the Community Integration through Co-operative Education (C.I.C.E.) program offered at several Ontario colleges.

**Victory Lap** - A 'Victory Lap' is for those students who wish to return to complete a course they could not take the year before or to upgrade their marks.

**Gap Year** - You may wish to take a year off prior to commencing your post-secondary education. This often involves travelling and/or community service.

## My Blueprint



### Attention Parents:

WDCS is pleased to provide an exciting education planning resource available immediately to your students at school or from home.

To access the site, visit [www.myBlueprint.ca](http://www.myBlueprint.ca) and input the Activation Key.

### Activation Key: walkerton1

myBlueprint helps ensure you can assist your child in making the most informed decision about their education. We encourage you to get started today and explore the website with them.

Please contact the guidance department with any questions!

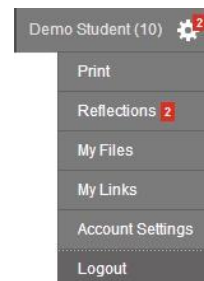
## GETTING STARTED

- Visit [www.myBlueprint.ca](http://www.myBlueprint.ca)
- In the New User box, enter your Activation Key and click Create Account
- Select "I am a Parent..." and complete the sign-up form

A screenshot of the myBlueprint user interface. It has two main sections: "Existing User" (green header) and "New User" (blue header). The "Existing User" section contains input fields for "Your E-Mail Address" and "Your Password", a "LOGIN" button, and a link "Forgot your password?". The "New User" section contains a large input field and a "CREATE ACCOUNT" button.

## LINK WITH YOUR CHILD (Optional)

- You can link with your child to view their myBlueprint account
- From your Home Screen, click on the **Toolbox** and select **My Links**
- Click **Add Student**, and search for your child by email address



## EXPLORE STUDENT FEATURES

- ✓ **Goal Setting** – add interactive SMART goals and action plans
- ✓ **High School Planner** – visually plan courses, track towards graduation and instantly identify post-secondary eligibility for opportunities in every pathway
- ✓ **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada
- ✓ **Occupation Planner** – compare comprehensive information on Occupations
- ✓ **Resume & Cover Letter** – record experiences, build a resume, write a cover letter
- ✓ **Assessments** – complete interest and learning styles inventories
- ✓ **Financial Planner** – build a budget to track income and expenses
- ✓ **Job Finder** – find real-world job postings that relate to occupation interests

## Microsoft Office 365 - Free for WDCS Students



Through our license with Microsoft, Walkerton District Community School is providing Microsoft Office to every student free of charge. Office 365 includes the latest version of Word, Excel, PowerPoint, OneNote, and more. As long as you're a student here at WDCS, you'll be able to use this software for free.

- Install on up to 5 compatible PCs and Macs, plus 5 tablets (including iPad!)
- Gain valuable skills on the world's most popular productivity software
- Use the same programs as the faculty to ensure full file fidelity

To get your Office follow these simple steps:

1. Sign into your Office 365 account.
2. Click on "Install Office" in the top right corner of your screen.
3. Follow the on-screen instructions.

## Specialist High Skills Major - Agriculture

The Agricultural, Specialist High Skills Major program occurs during second semester each year and is located at the Grey Roots Museum in Owen Sound.

The SHSM program includes:

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

### What are the required components of this program?

1. A selected bundle of nine Grade 11 and Grade 12 credits that comprises:

- Four core courses are timetabled as a one semester package at CDCS

Animal Science (SAP33I)	Greenhouse Science (SHY33I)
Livestock Production (SAN43I)	Agricultural Business and Crop Production (SHX43I)

- Three other required credits. One in English, one in Math and one credit in science or business studies (or a cooperative education credit) Two cooperative education credits tied to the sector
  - Two cooperative education credits tied to the sector
2. Six sector-recognized certifications and/or training courses/programs (three compulsory and a choice of three electives).
  3. Experiential learning and career exploration activities within the sector.
  4. Reach ahead experiences connected with the student’s postsecondary pathway.
  5. Development of essential skills and work habits required in this sector, and documentation of them using the Ontario Skills Passport. Completion of six hours of **ICE (Innovation, Creativity and Entrepreneurship) training**.  
ICE training is an experience in which student teams will use a process called the **3 Gears** to solve a real-world challenge specific to a sector partner’s organization.

## Specialist High Skills Major - Health and Wellness

### What is the Specialist High Skills Major?

The Specialist High Skills Major (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.

Kinesiologist, childcare worker, nutritionist, audiologist, fitness instructor, doctor, nurse, physiotherapist, youth care worker, personal support worker, and medical technician are just some of the numerous and varied occupations in the health and wellness sector. According to Canada's Health Care System, published by Health Canada, "approximately 1.6 million people work in health care and social services in Canada". The same publication states that this figure makes this sector "the nation's third largest employer after manufacturing and the retail trade". The demand for health and wellness professionals will only increase.

### What are the required components of this program?

1. A selected bundle of nine Grade 11 and Grade 12 credits that comprises:

- Four major Health and Wellness credits which include:

Food and Culture, (HFC3EI / HFC3MI)	Contemporary Aboriginal Voices, (NBE3CI)
Food and Healthy Living, (HFL4EI)	Personal Fitness, (PAF)
Nutrition and Health, (HFA4CI / HFA4UI)	Healthy Active Living, (PPL)
Families in Canada, (HHS4CI / HHS4UI)	Kinesiology (PSK)
Personal Life Management, (HIP4OI)	Biology (SBI)
Parenting, (HPC3OI)	Chemistry, (SCH)
Living and Working with Children, (HPW3CI)	Physics, (SPH)
Challenge and Change in Society, (HSB4UI)	Environmental Science, (SVN)
Introduction to Anthropology, Psychology and Sociology, (HSP3CI / HSP3UI)	Success in Health (GLI4TI)
Philosophy, (HZN4UI)	

- Three other required credits; one in English, one in Math and one credit in Science, Social Science or Humanities
  - Two cooperative education credits tied to the sector
2. Seven sector-recognized certifications and/or training courses/programs (four compulsory and a choice of three electives).
  3. Experiential learning and career exploration activities within the sector.
  4. Reach ahead experiences connected with the student's postsecondary pathway.
  5. Development of essential skills and work habits required in this sector, and documentation of them using the Ontario Skills Passport.
  6. Completion of six hours of **ICE (Innovation, Creativity and Entrepreneurship) training**. ICE training is an experience in which student teams will use a process called the **3 Gears** to solve a real-world challenge specific to a sector partner's organization.

## Specialist High Skills Major - Information Communication Technology

This program focuses on diverse career opportunities in the Information and Communications Technology (ICT) sector as well as theoretical and practical experiences related to Information and Communications Technology, including:

- Computer systems (e.g., computer engineering, technical support, electronics, robotics, network engineering, computer programming);
- Software and digital media (e.g., computer and video games, simulations, computer animation, web design, design and development).

This career-focused program enables students to gain ICT sector related skills and knowledge and helps them focus on graduation and on pursuing their post-secondary goals. The SHSM program is designed for students studying at all levels and in all pathways (apprenticeship, college, university, or workplace). Successful completion of a Specialist High Skills Major is indicated on the student's Ontario Secondary School Diploma by a red embossed seal indicating "Specialist High Skills Major" and the SHSM designation is documented on the student's Ontario Student Transcript. Students also receive a SHSM Record that documents their achievement of the required components, including sector-related certificates earned and training courses completed.

### What are the required components of this program?

1. A selected bundle of nine Grade 11 and Grade 12 credits that comprises:

Visual Arts and Photography (AWQ)	Manufacturing Technology (TMJ)
Physics (SPH)	Construction Technology (TCJ)
Robotics & Control Systems (TMR)	

- Three other required credits. One in English, one in Math and one credit in Science, Social Science or Humanities.
  - Two cooperative education credits tied to the sector
2. Seven sector-recognized certifications and/or training courses/programs (four compulsory and a choice of three electives).
  3. Experiential learning and career exploration activities within the sector.
  4. Reach ahead experiences connected with the student's postsecondary pathway.
  5. Development of essential skills and work habits required in this sector, and documentation of them using the Ontario Skills Passport.
  6. Completion of six hours of **ICE (Innovation, Creativity and Entrepreneurship) training**. ICE training is an experience in which student teams will use a process called the **3 Gears** to solve a real-world challenge specific to a sector partner's organization.

## Specialist High Skills Major - Manufacturing

The SHSM–Manufacturing enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Students are exposed to a wide variety of careers in the manufacturing sector, from broad areas such as programming, operation, service, and repair to more specific areas such as welding, 3D printing and advanced manufacturing.

The SHSM program includes:

- the opportunity for hands-on learning in automotive, welding and construction shops, located on site
- students are introduced to skilled trades and professional areas such as engineering, technologist, millwright, machinist, tool and die, and welder
- Students apply their knowledge and skills of computer assisted design, blueprint reading, physics and mathematics while working on unique projects and problem-solving opportunities.

### What are the required components of this program?

1. A selected bundle of nine Grade 11 and Grade 12 credits that comprises:

Construction (TCJ)	Robotics & Control Systems (TMR)
Transportation (TTJ)	Manufacturing (TMJ)

- Three other required credits. One in English, one in Math and one credit in science (or a cooperative education credit) Two cooperative education credits tied to the sector
  - Two cooperative education credits tied to the sector
2. Six sector-recognized certifications and/or training courses/programs (three compulsory and a choice of three electives).
  3. Experiential learning and career exploration activities within the sector.
  4. Reach ahead experiences connected with the student's postsecondary pathway.
  5. Development of essential skills and work habits required in this sector, and documentation of them using the Ontario Skills Passport.
  6. Completion of six hours of **ICE (Innovation, Creativity and Entrepreneurship) training**. ICE training is an experience in which student teams will use a process called the **3 Gears** to solve a real-world challenge specific to a sector partner's organization.

### WDCS Courses Offered

Area of Study	Courses Offered	Grade 9	Grade 10	Grade 11	Grade 12	2024-2025
Arts	Dramatic Arts		ADA2OI	ADA3MI	ADA4MI ADD4MI	
	Music	AMU1OI	AMU2OI	AMU3MI	AMU4MI	
	Musical Theatre				AEA4OI	
	Photography			AWQ3MI	AWQ4MI	
	Visual Art	NAC1OI	AVI2OI	AVI3MI	AVI4MI AWL4MI	
Business Studies and Application Courses	Business Studies	BTT1OI		BAF3MI BMI3CI* BMX3EI*	BAT4MI	BDI3CI
Co-operative Education				ZCOOP2 ZCOOP4 Bruce Power		
Canadian and World Studies	Geography	CGC1DI		CGG3OI	CGW4UI	
	History		CHC2DI CHC2PI CHC2LI CHV2OH	CHA3UI CHW3MI	CHY4CI CHY4UI	
	Law			CLU3EI CLU3MI	CLN4CI CLN4UI	
English		ENL1WI ENG1LI	ENG2DI ENG2PI ENG2LI	ENG3EI ENG3UI NBE3CI NBE3UI	ENG4CI ENG4EI ENG4UI OLC4OI (Literacy)	
French	French	FSF1DI	FSF2DI	FSF3UI	FSF4UI	
Guidance		GLS1OI GLE1OI	GLC2OH GLE2OI	GLE3OI	GLE4OI	
Mathematics		MAT1LI MTH1WI	MAT2LI MFM2PI MPM2DI	MBF3CI MCR3UI MCF3MI MEL3EI	MAP4CI MCV4UI MDM4UI MEL4EI MHF4UI	
Indigenous Studies		NAC1OI		NBE3CI NBE3UI		
Physical and Health Education		PPL1OF PPL1OI PPL1OM	PAF2OF PAF2OI PPL2OF PPL2OI PPL2OM	PAF3OF PAF3OI PPL3OF PPL3OI PPL3OM	PAF4OF PAF4OI PLM4MI PSK4UI	

**Courses marked with an asterisk (\*) will not be offered in 2024-2025. They will be replaced with the courses listed in the right hand 2024-2025 column. This rotation repeats every two years.**

Area of Study	Courses Offered	Grade 9	Grade 10	Grade 11	Grade 12	2024-25
Science		SNC1WI SNC1LI	SNC2DI SNC2PI	SBI3CI SBI3UI SCH3UI SPH3UI	SBI4UI SCH4CI SCH4UI SNC4EI * SPH4UI	SVN3EI SPH4CI
Social Sciences and Humanities			HFN2OI	HFC3EI HFC3MI HPC3OI* HSP3UI HSP3CI	HFA4UI HFA4CI HFL4EI HHS4UI* HHS4CI*	HSB4MI HPW3CI
Technological Education	Exploring Technologies	TIJ1OI				
	Communications Technology		TGJ2OI			
	Construction Technology		TCJ2OI	TCJ3CI TCJ3EI	TCJ4CI TCJ4EI	
	Manufacturing Technology		TMJ2OI	TMJ3MI TMJ3EI	TMJ4MI TMJ4EI	
	Robotics & Control Systems			TMR3MI	TMR4MI	
	Transportation Technology		TTJ2OI	TTJ3CI	TTJ4CI TTJ4EI	

Courses marked with an asterisk (\*) will not be offered in 2024-2025. They will be replaced with the courses listed in the right-hand column. This rotation repeats every two years.

*Please check course descriptions for prerequisites.*

**U – University preparation course**  
**M – University/College preparation course**  
**O – Appropriate for all students regardless of post-secondary destination**  
**C – College preparation course**  
**E – Workplace preparation course**  
**D – Academic course**  
**P – Applied course**  
**L – Locally Developed credit course**  
**W – Workplace**

## Diploma Requirements

Students entering Secondary School on/after Sept. 1999

COURSE	CREDITS	RECEIVED
English (1 credit per grade)	4	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Mathematics (at least 1 credit in Grade 11 or 12)	3	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Science	2	<input type="radio"/> <input type="radio"/>
French	1	<input type="radio"/>
Canadian History	1	<input type="radio"/>
Canadian Geography	1	<input type="radio"/>
The Arts (Visual Arts, Music, Drama)	1	<input type="radio"/>
Health and Physical Education	1	<input type="radio"/>
Civics (1/2 credit)	.5	<input type="radio"/>
Career Studies (1/2 credit)	.5	<input type="radio"/>
1 Additional Credit in English, or French as a second language**, or a Native language, or Native studies, or a classical, or an international language, or Social Sciences and Humanities or Canadian and World Studies or Guidance and Career Education, or Cooperative Education*	1	<input type="radio"/>
1 Additional Credit in Health and Physical Education, or Business Studies or the Arts, or French as a second language** or Cooperative Education*	1	<input type="radio"/>
1 Additional Credit in Science (Grade 11,12) or Technological Education (Grade 9-12), or French as a second language**, or computer studies or Cooperative Education*	1	<input type="radio"/>
Optional Credits	12	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

\*A maximum of 2 credits in Cooperative Education can count as compulsory credits

\*\*A maximum of 2 credits in French as a second language may count as compulsory credits,

1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

2 Online courses.

**40 Hours of  
Community  
Involvement**

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

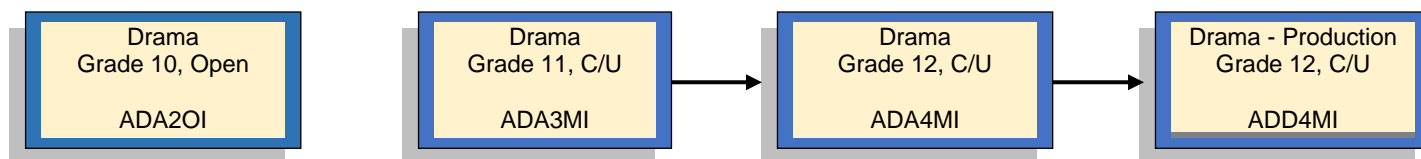
**Grade 10 Literacy Requirement**

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

## Course Descriptions and Prerequisites

### The Arts

#### Drama



#### **Drama, Grade 10, Open, ADA2OI**

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

**Prerequisite:** None

#### **Drama, Grade 11, University/College Preparation, ADA3MI**

This course requires students to create and perform dramatic presentations. Students will analyze, interpret, and perform works of drama from various cultures and time periods. Students will also research various acting styles and conventions that could be used in their presentations and analyze the functions of playwright, director, actor, technician, and audiences.

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

#### **Drama, Grade 12, University/College Preparation, ADA4MI**

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

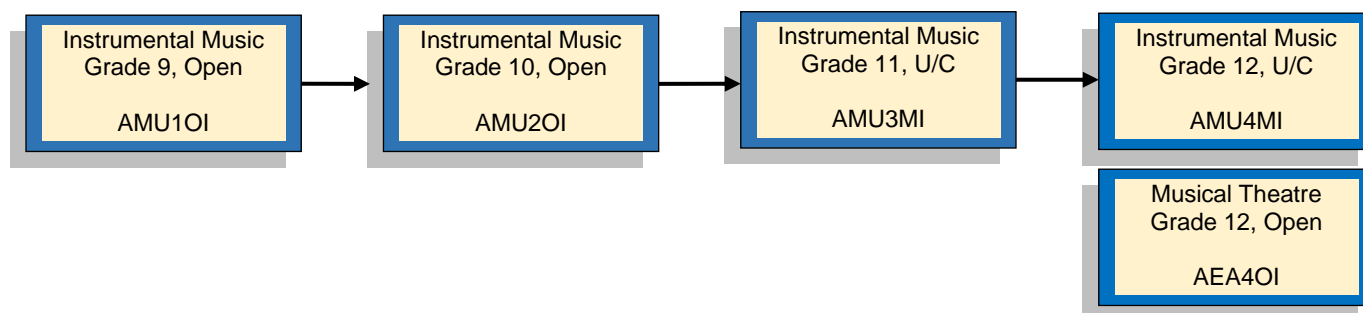
**Prerequisite:** Drama, Grade 11, University/College or Open

#### **Drama Production, Grade 12, University/College Preparation, ADD4MI**

This course requires students to experiment with forms and conventions in dramatic literature, and to create, script, and present original and adapted works. Students will do research on dramatic forms, conventions, themes, and theories of acting and directing from different historical periods, and apply their knowledge of these in interpreting dramatic literature, including Canadian works and works from various cultures in the late twentieth century. Students will also examine the significance of dramatic arts in various cultures.

**Prerequisite:** Drama, Grade 12, ADA4MI

## Music



### **Instrumental Music, Grade 9, Open, AMU1OI**

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

**Prerequisite:** None

### **Instrumental Music, Grade 10, Open, AMU2OI**

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

**Prerequisite:** None

### **Instrumental Music, Grade 11, University/College Preparation, AMU3MI**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results.

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

### **Instrumental Music, Grade 12, University/College Preparation, AMU4MI**

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

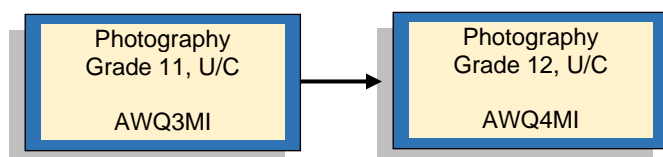
**Prerequisite:** Music, Grade 11, University/College or Open

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

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

**Prerequisite:** None

## Photography



### **Visual Arts: Photography, AWQ3MI (Grade 11, College/University)**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach. The course will focus on students learning advanced still photography, darkroom techniques, digital photography and computer graphics as related to photography. Recommended for students interested in graphic arts, media, and computer graphics as post-secondary studies and careers.

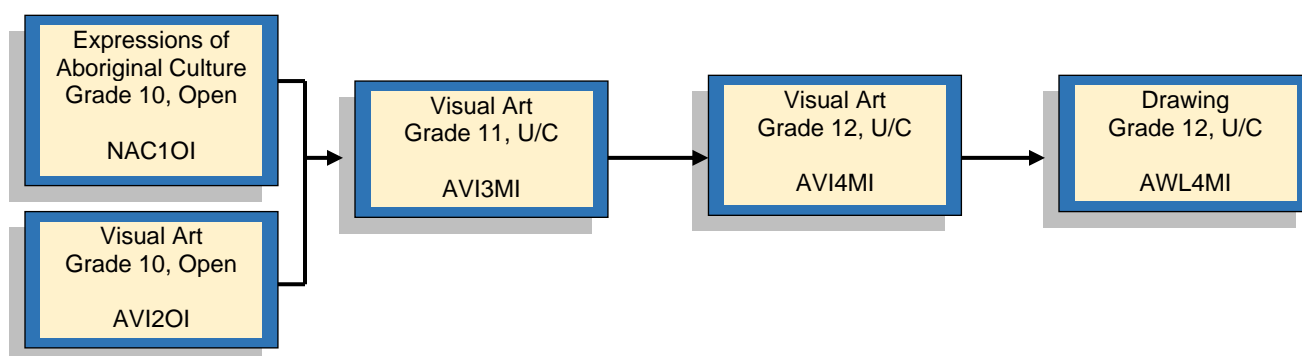
**Prerequisite:** Grade 9 or 10 Visual Arts, Open

### **Visual Arts: Photography, AWQ4MI (Grade 12, College/University)**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in historical, modern and contemporary Western art and photography, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach through traditional and digital photographic media.

**Prerequisite:** Grade 11 Visual Arts: Photography, College/University

## Visual Arts



### **Expressions of Aboriginal Culture, Grade 9, Open, NAC1OI**

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. NAC1OI does count as a compulsory Art credit towards an Ontario Secondary School Diploma.

**Prerequisite:** None

**Visual Arts, Grade 10, Open, AVI2OI**

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

**Prerequisite:** None

**Visual Arts, Grade 11, University/College Preparation, AVI3MI**

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities, and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as Canadian art forms and art forms from various parts of the world.

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

**Visual Arts, Grade 12, University/College Preparation, AVI4MI**

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyze art forms; use theories of art in analyzing and producing art; and increase their understanding of stylistic changes in Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

**Prerequisite:** Visual Arts, Grade 11, University/College or Open

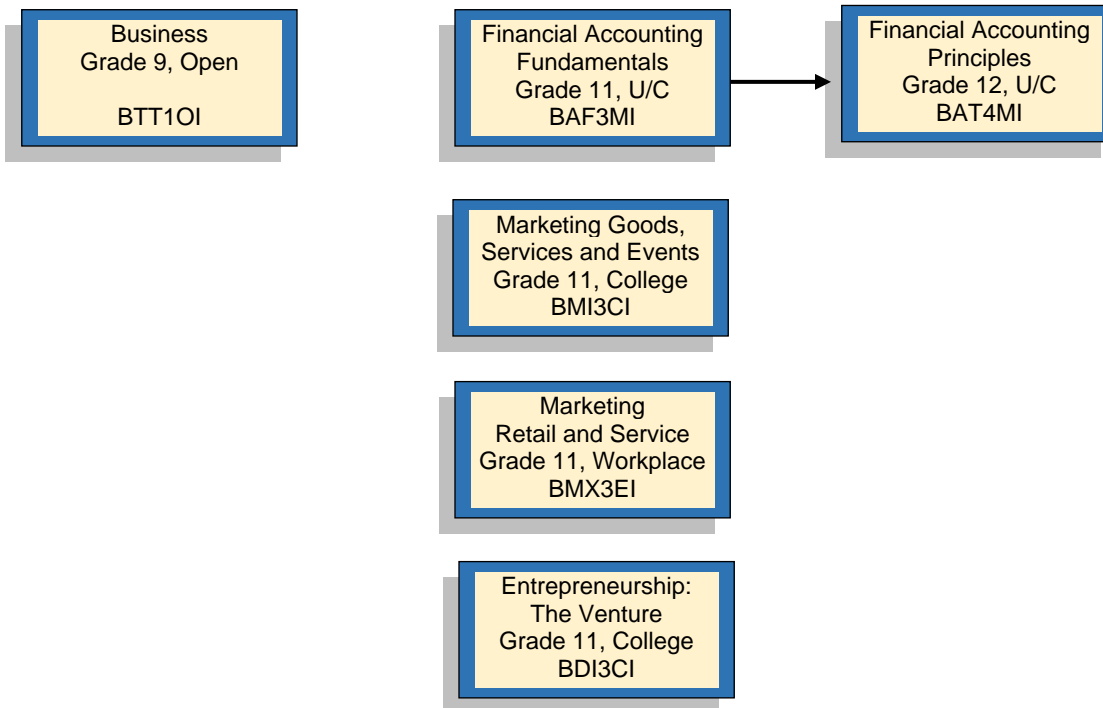
**Visual Arts: Drawing Specialization, Grade 12, University/College Preparation, AWL4MI**

This course will concentrate on the development of drawing skills using traditional and experimental techniques and materials. A range of drawing techniques as well as personal imagery and creative expression will be emphasized along with an historic study of drawing from a variety of cultures through Renaissance to modern times.

**Prerequisite:** Visual Arts, Grade 12, University/College or Open

## **Business Studies**

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



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

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

***Prerequisite:*** None

## **Accounting**

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

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, introductory computerized accounting, financial analysis, and current issues and ethics in accounting.

***Prerequisite:*** None

**Financial Accounting Principles, Grade 12, University/College Preparation, BAT4MI**

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*

**Entrepreneurship****Entrepreneurship: The Venture, Grade 11, College Preparation, BDI3CI  
(to be offered in 2024-2025)**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. **Prerequisite:** *None*

**Marketing****Marketing: Goods, Services, Events, Grade 11, College Preparation, BMI3CI**

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

**Prerequisite:** *None*

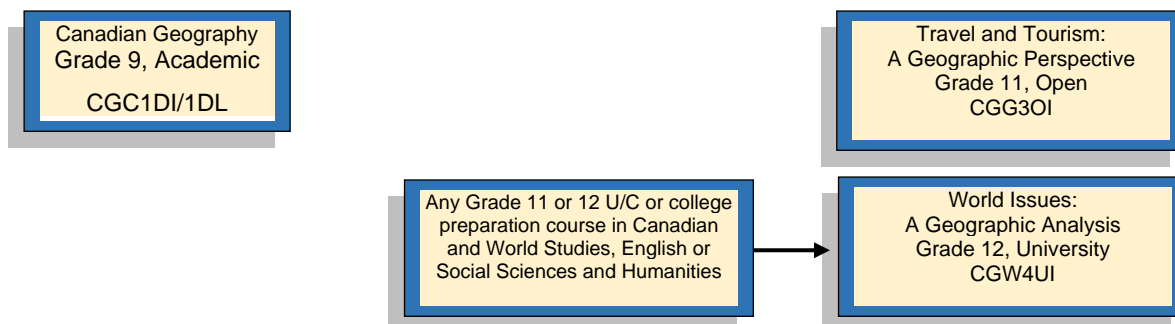
**Marketing: Retail and Service, Grade 11, Workplace Preparation, BMX3EI**

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

**Prerequisite:** *None*

## **Canadian and World Studies** **Geography**

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



### **Issues in Canadian Geography, Grade 9, Academic, CGC1DI**

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

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

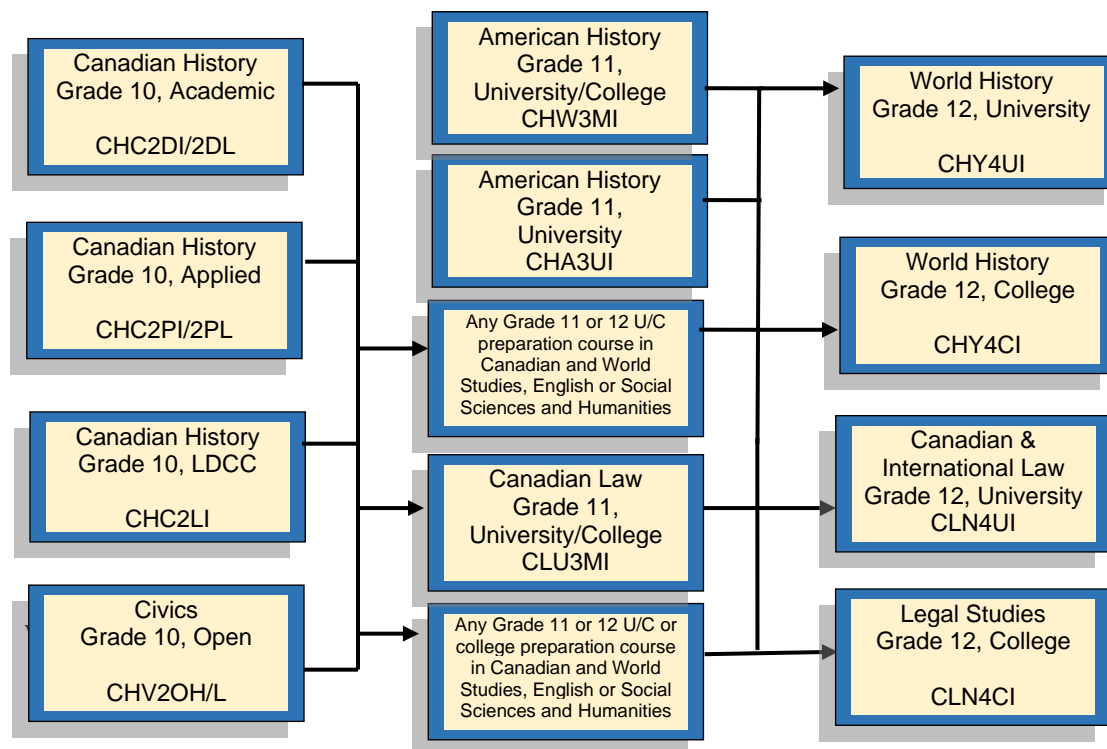
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite:** *Issues in Canadian Geography, Grade 9, Academic*

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

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

## Canadian and World Studies History, Law

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



### Canadian History since World War I, Grade 10, Academic, CHC2DI

This course explores social, economic, and political developments and events and their impact on the lives of different 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

### Canadian History since World War I, Grade 10, Applied, CHC2PI

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada 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

**Contemporary Canadian History, Grade 10, Locally Developed, CHC2LI**

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 practice reading, writing, visual, and oral literacy skills to identify and communicate ideas in a variety of media.

**Prerequisite:** None

**Civics and Citizenship, Grade 10, Open, CHV2OH**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. **Note:** This is 0.5 credit.

**Prerequisite:** None

**American History, Grade 11, University Preparation, CHA3UI**

This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyze the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada's closest neighbour and most important cultural influence and economic partner.

**Prerequisite:** *Canadian History since World War I, Grade 10, Academic, CHC2DI*

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

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, CHC2PI or CHC2DI*

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

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.

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

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

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

**Canadian Law, Grade 11, University/College Preparation, CLU3MI**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

**Canadian & International Law, Grade 12, University Preparation, CLN4UI**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

**Prerequisite:** any Grade 11 or 12 U/C preparation course in Canadian and World Studies, English or Social Sciences and Humanities.

**Legal Studies, Grade 12, College Preparation, CLN4CI**

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

**Prerequisite:** Civics and Citizenship, Grade 10, Open

## Cooperative Education (Co-op)

Cooperative Education courses include a classroom component (pre-placement and integration) and a placement component. Classroom topics include job readiness, health and safety, rights and responsibilities, workplace opportunities and challenges and reflective learning. Placements will normally be outside of the school environment and not where a student has been previously employed. Interviews may be competitive; students are not guaranteed a specific placement. Students must satisfy the minimum number of hours required for pre-placement, integration and placement to earn their credits. Students do not normally receive wages during co-op training. **A completed co-op application form and interview are required.**

### Prerequisites:

- a 2-credit co-op placement must be based on a related course that has been previously completed or completed in the same semester as the co-op course
- a 4-credit co-op placement must be based on two related courses that have been previously completed

### Application Procedure:

- selection of co-op on course selection form
- submission of co-op application form and resume to co-op department
- interview with co-op teacher
- interview with potential employer

### Other Requirements:

- Transportation to/from the placement is the responsibility of the parent and student.
- Specific placements may have additional requirements such as safety equipment, uniform, police check or vaccinations.

## 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 Deliver 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 during high school, 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*

## Bruce Power Co-op



***Power Up your future at Bruce Power Co-op!***

### **What is Bruce Power Co-op?**

- a four-credit **full semester Co-op program** on-site at Bruce Power
- an **educational partnership** between a single employer, Bruce Power, and senior students from any secondary school in the Bluewater District School Board
- a **unique opportunity** for students to be mentored by skilled, professional employees. Students remain enrolled at their home schools but report each school day to an on-site teacher for work experience supervised by a Bruce Power Manager

### **What are some of the benefits to students in Bruce Power Co-op?**

- get **valuable work experience** at Ontario's largest electrical power generator
- **explore a career** of interest before going to college or university
- **boost essential skills** that are transferable to any situation in your future
- participate in the **Ontario Youth Apprenticeship Program (OYAP)**

### **Where can I get more information?**

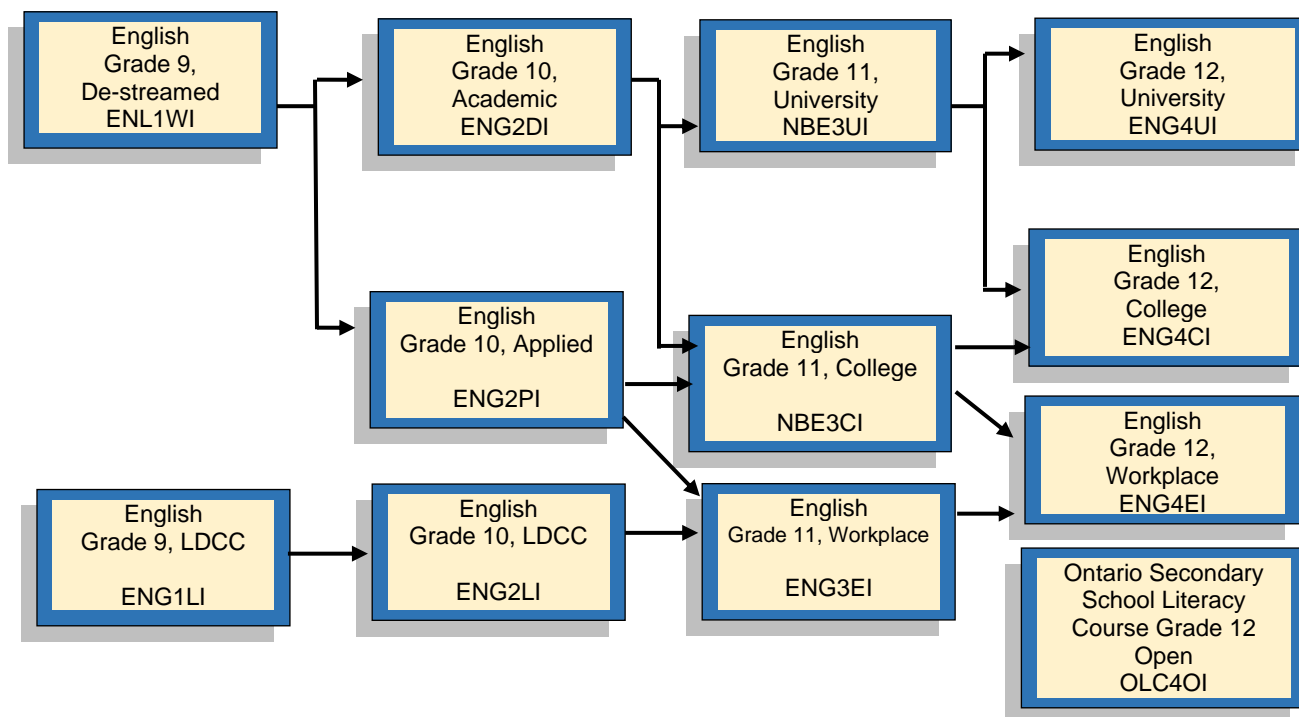
- From a Guidance Counsellor or Co-op teacher in your school
- Feel free to directly contact the Bruce Power Co-op teacher:

Mr. Tim Smith

519-361-2673 x.14669  
[tim.smith@brucepower.com](mailto:tim.smith@brucepower.com)

## English

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



### English Compulsory Courses

#### ***English, Grade 9, De-streamed, ENL1WI***

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

***Prerequisite:*** None

#### **English, Grade 9, Locally Developed Compulsory Credit Course, ENG1LI**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

***Prerequisite:*** None

**English, Grade 10, Academic, ENG2DI**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication.

This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

**Prerequisite:** *English, Grade 9, Academic*

**English, Grade 10, Applied, ENG2PI**

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

**English, Grade 10, Locally Developed Compulsory Credit Course, ENG2LI**

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

**Prerequisite:** *a Grade 9 English*

**English: Understanding Contemporary First Nations, Métis and Inuit Voices, Grade 11, University Preparation, NBE3UI**

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

**Prerequisite:** *English, Grade 10, Academic*

**English: Understanding Contemporary First nations, Metis and Inuit Voices, Grade 11, College Preparation, NBE3CI**

This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in practical and academic life. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

**Prerequisite:** *English, Grade 10, Applied*

**English, Grade 11, Workplace Preparation, ENG3EI**

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 or English, Grade 10, Locally Developed*

**English, Grade 12, University Preparation, ENG4UI**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing.

The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** *English, Grade 11, University Preparation*

**English, Grade 12, College Preparation, ENG4CI**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing.

The course is intended to prepare students for college or the workplace.

**Prerequisite:** *English, Grade 11, College Preparation*

**English, Grade 12, Workplace Preparation, ENG4EI**

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyze informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently.

The course is intended to prepare students for the workplace and active citizenship.

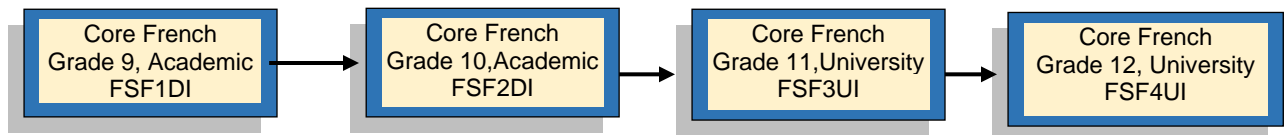
**Prerequisite:** *English, Grade 11, Workplace Preparation*

**Ontario Secondary School Literacy Course, Grade 12, Open, OLC4OI**

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

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

## **French**



### **Core French, Grade 9, Academic, FSF1DI**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives.

Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

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

### **Core French, Grade 10, Academic FSF2DI**

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

### **Core French, Grade 11, University Preparation, FSF3UI**

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

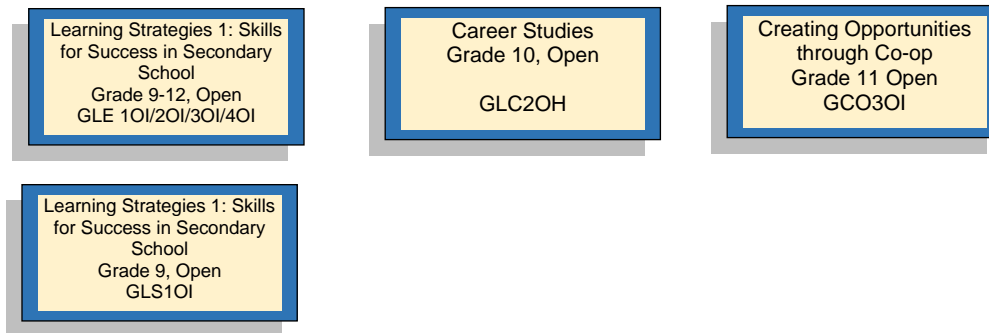
**Prerequisite:** *Core French, Grade 10, Academic*

### **Core French, Grade 12, University Preparation, FSF4UI**

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. 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, Core French, Grade 12*

## **Guidance and Career Education**



### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9-12, Open, GLS1OI / GLE1OI / GLE2OI / GLE3OI / GLE4OI**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Skills taught in this course are used to support a student's other timetabled courses.

**Prerequisites:** For GLS1OI – None, For GLE1OI/2OI/3OI/4OI \*Recommendation of Principal/Special Education Department

### **Career Studies, Grade 10, Open, GLC2OH**

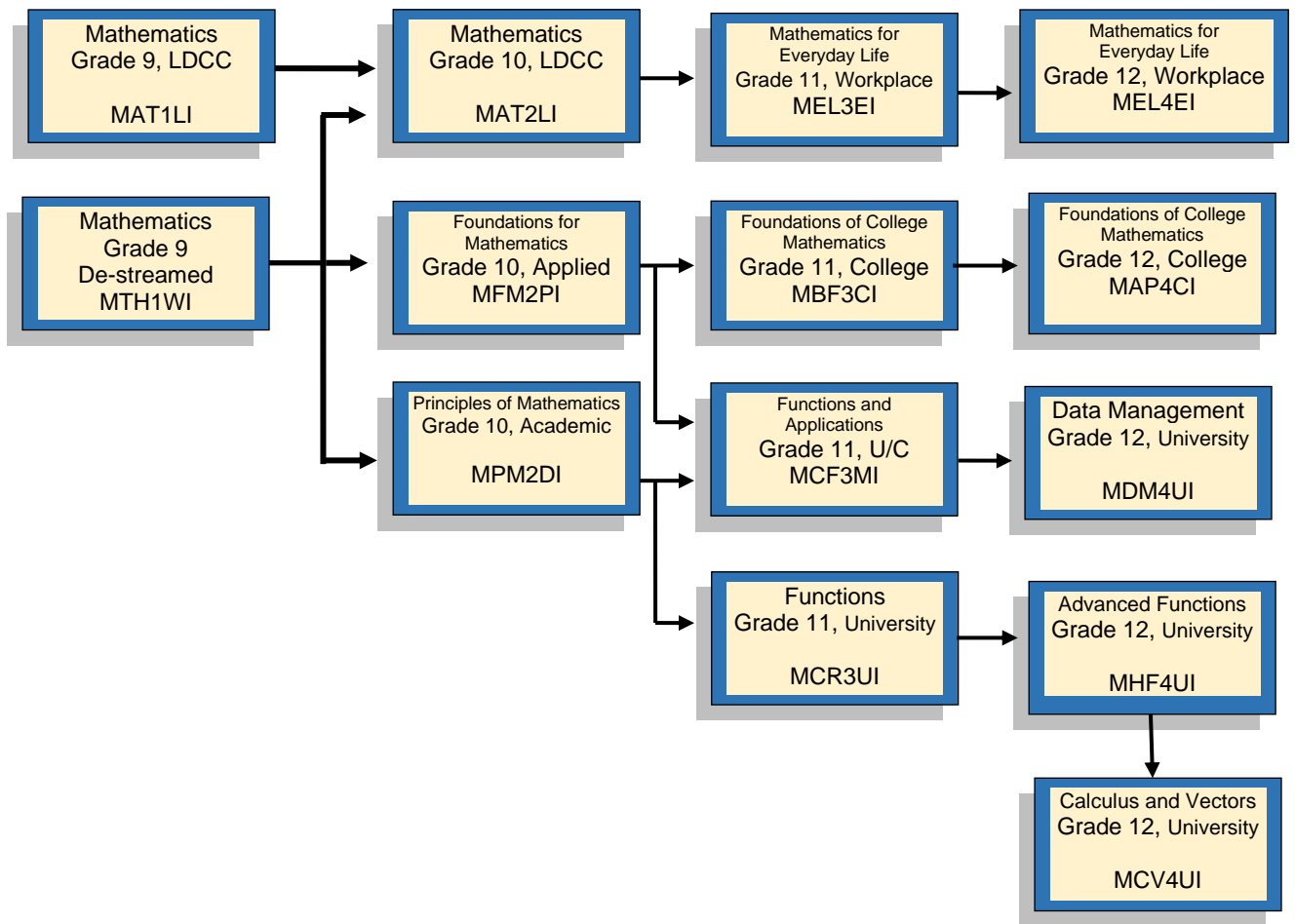
This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course 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

### **Cooperative Education (CO-OP)**

See page 27 for Placement and Cooperative Education description.

## Mathematics



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

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed Compulsory Course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

**Prerequisite:** None

**Mathematics, Grade 9, MTH1WI**

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

**Prerequisite:** None

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

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. 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:** *Any Grade 9 Mathematics credit.*

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

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

**Prerequisite:** *Mathematics, Grade 9, De-streamed*

**Principles of Mathematics, Grade 10, Academic, MPM2DI**

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

**Prerequisite:** *Mathematics, Grade 9, De-streamed*

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

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

**Prerequisite:** *Principles of Mathematics, Grade 9, De-streamed* or *a Ministry-approved locally developed Grade 10 Mathematics course*

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

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

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

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

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

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

**Functions, Grade 11, University Preparation, MCR3UI**

This course introduces the mathematical concept of the function and function notation 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. Abstract reasoning continues to be an important aspect of this course.

**Prerequisite:** *Principles of Mathematics, Grade 10, Academic*

**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation, MEL4EI**

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

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

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

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

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

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability, and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

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

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

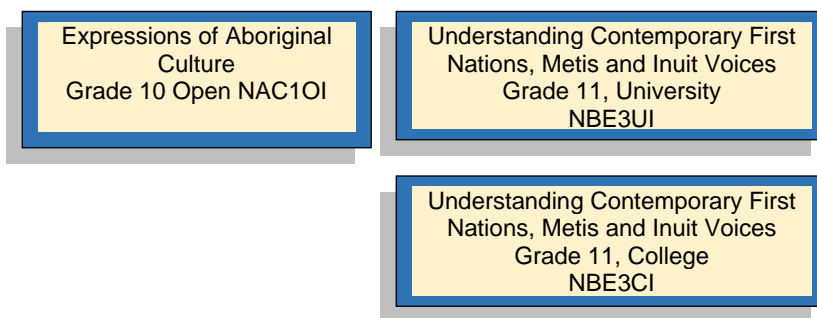
**Prerequisite:** *Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation*

**Calculus and Vectors, Grade 12, University Preparation, MCV4U1**

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

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

## **Indigenous Studies**



### **Expressions of Aboriginal Culture, Grade 9, Open, NAC1OI**

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. NAC1OI does count as a compulsory Art credit towards an Ontario Secondary School Diploma.

**Prerequisite:** None

### **English: Understanding Contemporary First Nations, Metis and Inuit Voices, Grade 11, University Preparation, NBE3UI**

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

**Prerequisite:** English, Grade 10, Academic

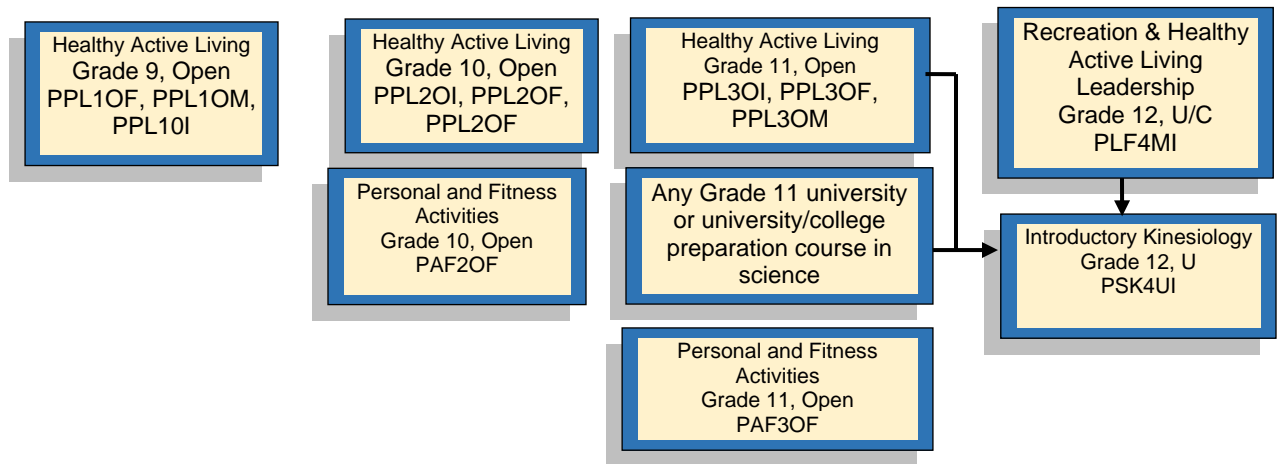
### **English: Understanding Contemporary First Nations, Metis and Inuit Voices,, Grade 11, College Preparation, NBE3CI**

This course focuses on themes, forms, and styles of literary, informational, and graphic texts of First Nation, Métis, and Inuit authors in Canada. They will study changes in use of text forms by Aboriginal authors over time when expressing themes of identity, relationships, and sovereignty in the 21st century. Students will create oral, written, and media texts to explore their own ideas and understanding focusing on the development of literacy, communication, critical and creative thinking skills necessary for success in practical and academic life. The course is intended to prepare students for the compulsory Grade 12 college preparation course. NBE3CI does count as a compulsory Grade 11 English credit towards an Ontario Secondary School Diploma.

**Prerequisite:** English, Grade 10, Applied

## Physical Education and Health

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



### Healthy Active Living Education, Grade 9, Open, PPL1OF (Girls), PPL1OM (Boys), PPL1OI (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

### Healthy Active Living Education, Grade 10, Open, PPL2OI (Co-educational)

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

### Personal Fitness, Grade 10, Open, PAF2OF (Girls)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety. Improved physical fitness through aerobic and weight training is the main objective of this course.

**Prerequisite:** None

**Healthy Active Living Education, Grade 11, Open, PPL3OI (Co-educational)**

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

**Personal Fitness, Grade 11, Open, PAF3OF (Girls)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, and personal safety. Improved physical fitness through aerobic and weight training is the main objective of this course.

**Prerequisite:** None

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

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

**Introductory Kinesiology, Grade 12, University Preparation, PSK4UI**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

## **Walkerton Exceptional Athlete Training (WEAT) Program**

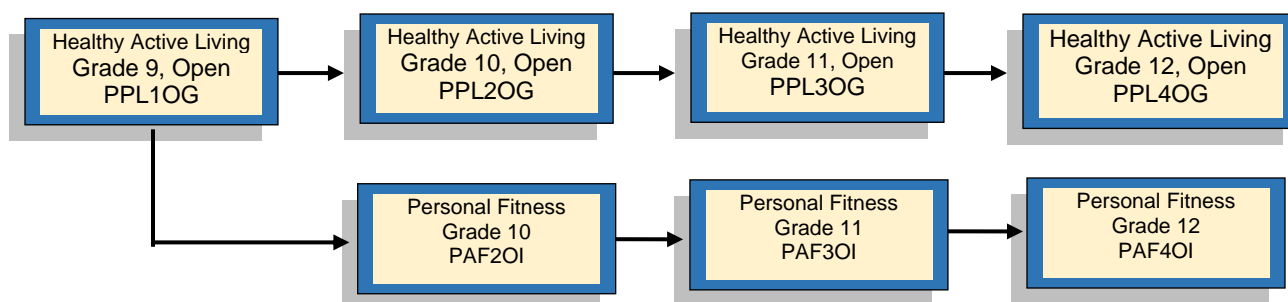
The Walkerton Exceptional Athlete Training (WEAT) program is an enrichment program for student-athletes who demonstrate exceptional athletic potential in sports. Applicants to the program must also possess strong academic commitment and be positive contributors to the WDCS community.

The goal of this program is to fulfill the need for a comprehensive training program for student-athletes. It is our hope that this enrichment opportunity will enhance a student-athlete's current training program while working toward a provincial/ national/ international championship. The student's sports may be a high school sport **or** a sport outside of high school. They may be an individual **or** team sports. **Training is not 'sport-specific', rather the WEAT program will focus on developing essential transferable skills including speed, agility, endurance, power, and flexibility.**

### **Application Procedures:**

Students interested in taking the WEAT program for one semester must request **PPL - Healthy Active Living** at the appropriate grade level. Students interested in taking the WEAT Program for two semesters must request **PPL -Healthy Active Living and PAF-Personal Fitness** (Grades 10-12 only) at the appropriate grade level.

**A separate application package (available from the Guidance Department) must also be completed and returned by the specified due date.**



### **Healthy Active Living Education, Grade 9, Open, PPL1OG (Co-educational)**

The following course has the same expectations as outlined in PPL1OI but within the specific program area of focus described on the previous page. **COURSE NOTE:** If you are unsuccessful in your WEAT application, you will be required to take PPL1OI in its place.

### **Healthy Active Living Education, Grade 10, Open, PPL2OG (Co-educational)**

The following course has the same expectations as outlined in PPL2OI but within the specific program area of focus described on the previous page.

### **Healthy Active Living Education, Grade 11, Open, PPL3OG (Co-educational)**

The following course has the same expectations as outlined in PPL3OI but within the specific program area of focus described on the previous page.

**Healthy Active Living Education, Grade 12, Open, PPL4OG (Co-educational)**

The following course has the same expectations as outlined in PPL4OI but within the specific program area of focus described on the previous page.

**Personal Fitness, Grade 10, Open, PAF2OI (Co-educational)**

This course offers the self-motivated student the opportunity to analyze his/her personal level of fitness and well-being through an in-depth study of, and participation in, weight training and aerobic activities. Students will learn basic human anatomy (i.e. bones, muscles, joints) to help them develop their fitness plans. At the beginning of the course, each student will evaluate his/her physique and fitness levels to establish goals related to nutrition and exercise. The course focus is to maximize opportunities to improve and maintain these goals on an individual basis.

**Prerequisite:** *Healthy Active Living Education, Grade 10, Open, PPL2OG*

**Personal Fitness, Grade 11, Open, PAF3OI (Co-educational)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy living. Student learning will include application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision making, conflict resolution, and social skills in making personal choices.

**Prerequisite:** *Healthy Active Living Education, Grade 11, Open, PPL3OG*

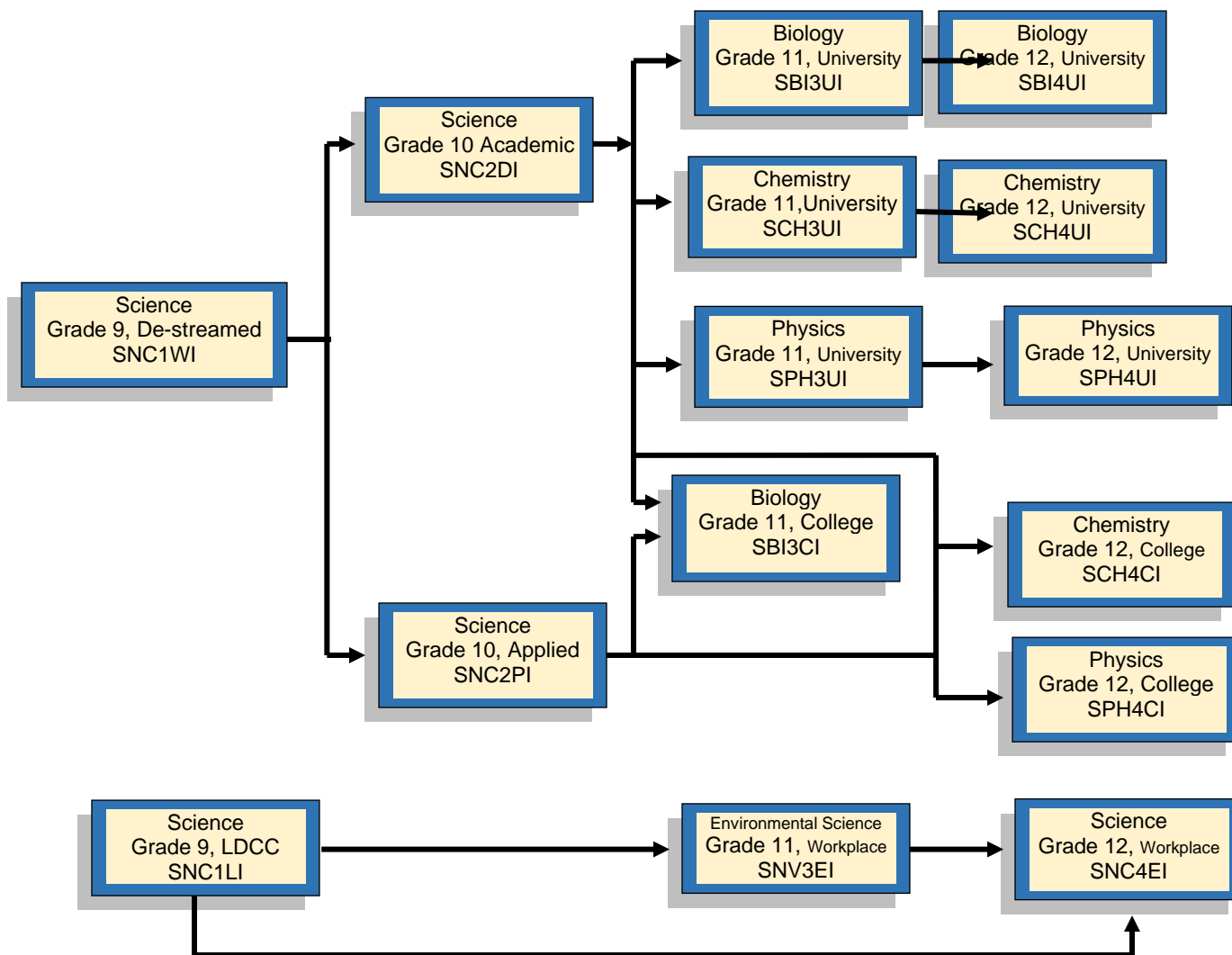
**Personal Fitness, Grade 12, Open, PAF4OI (Co-educational)**

This course focuses on the development of a healthy lifestyle with an emphasis on physical fitness. Students will develop individual fitness plans to improve or to maintain a high level of fitness. Regular work-outs will include an emphasis on weight training and cardiovascular training. This course will also focus on designing training programs for specific sport development - preseason, season and post-season training. In addition, students will be given opportunities to refine their decision-making, conflict resolution, and interpersonal skills, with a view of enhancing their mental health and their relationships with others.

**Prerequisite:** *Healthy Active Living Education, Grade 12, Open, PPL4OG*

## Science

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



### Science, Grade 9, De-streamed, SNC1WI

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

**Prerequisite:** None

**Science, Grade 9, Locally Developed Compulsory Credit, SNC1LI**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students will extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through practical science activities.

**Prerequisite:** *Consultation with teaching, guidance and/or special education staff*

**Science, Grade 10, Academic, SNC2DI**

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

**Science, Grade 10, Applied, SNC2PI**

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

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

**Environmental Science, Grade 11, Workplace Preparation, SVN3EI  
(offered in 2024-2025)**

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:** *Grade 9 Science, De-streamed, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in Science*

**Science, Grade 12, Workplace Preparation, SNC4EI**

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

**Prerequisite:** *Science, Grade 9, De-streamed, or a Grade 9 Locally Developed Compulsory Credit (LDCC) course in Science*

**Biology****Biology, Grade 11, University Preparation, SBI3UI**

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

**Prerequisite:** *Science, Grade 10, Academic*

**Biology, Grade 11, College Preparation, SBI3CI**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** *Science, Grade 10, Academic or Applied*

**Biology, Grade 12, University Preparation, SBI4UI**

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

**Prerequisite:** *Biology, Grade 11, University Preparation*

**Chemistry****Chemistry, Grade 11, University Preparation, SCH3UI**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** *Science, Grade 10, Academic*

**Chemistry, Grade 12, University Preparation, SCH4UI**

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

**Prerequisite:** *Chemistry, Grade 11, University Preparation*

**Chemistry, Grade 12, College Preparation, SCH4CI**

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

**Prerequisite:** *Science, Grade 10, Academic or Applied*

**Physics****Physics, Grade 11, University Preparation, SPH3UI**

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*

**Physics, Grade 12, University Preparation, SPH4UI**

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

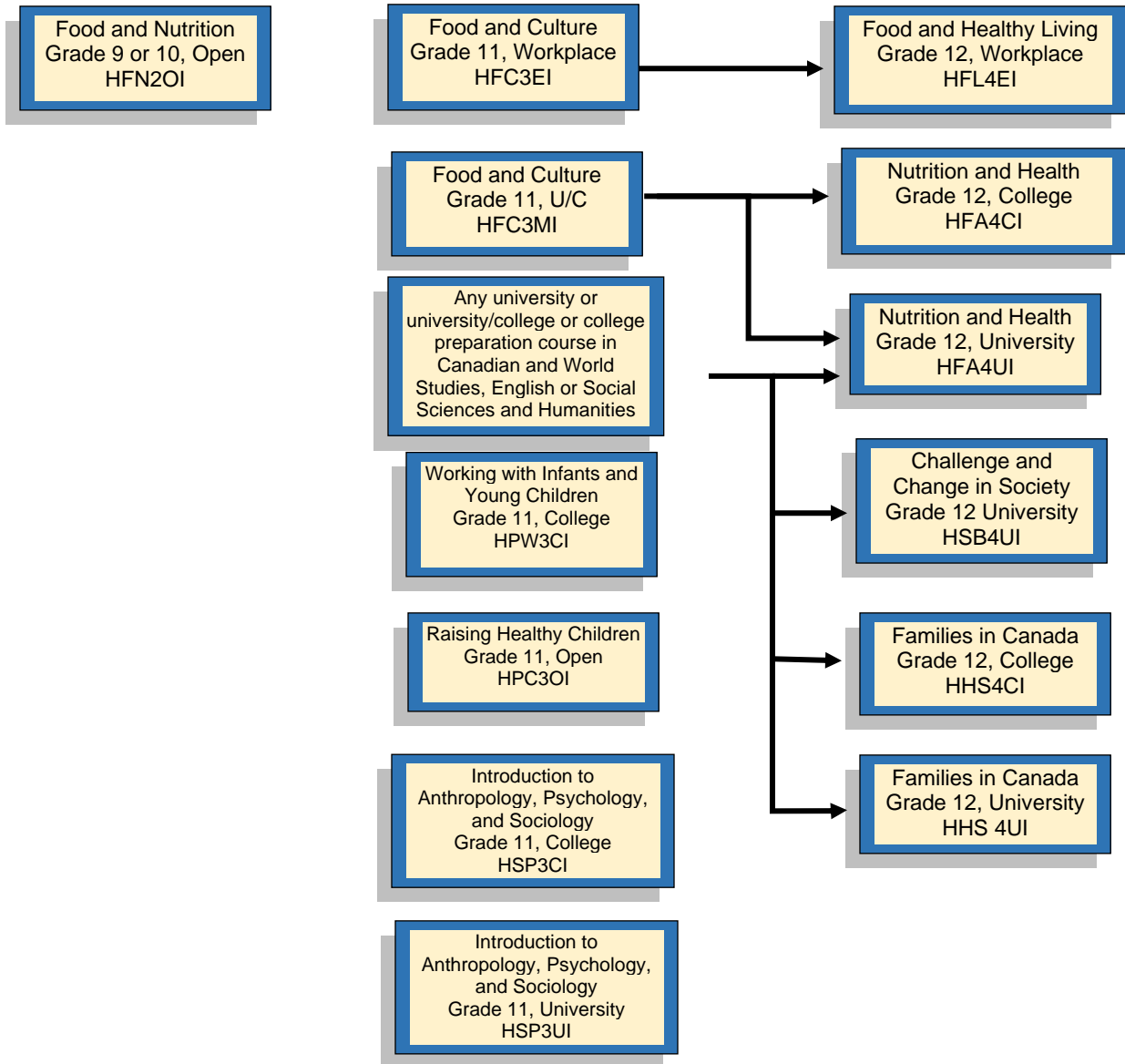
**Physics, Grade 12, College Preparation, SPH4CI**

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

**Prerequisite:** *Science, Grade 10, Academic or Applied*

## Social Sciences and Humanities

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



### **Food and Nutrition, Grade 9 or 10, Open, HFN2OI**

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.

**Food and Culture, Grade 11, Workplace Preparation, HFC3EI**

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

**Prerequisite:** None.

**Food and Culture, Grade 11, University/College Preparation, HFC3MI**

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

**Prerequisite:** None.

**Food and Healthy Living, Grade 12, Workplace Preparation, HFL4EI**

This course focuses on the fundamental food needs of young adults. Students will learn how to stock a kitchen, make nutritious food choices, and accommodate the food needs of others. Through a range of practical experiences, they will develop skills needed in food preparation for personal use and for employment in the food industry. They will also learn about dining etiquette in different contexts and about responsible consumer practices. Students will use social science research methods to investigate issues related to food preparation and nutrition.

**Prerequisite:** *None*

**Nutrition and Health, Grade 12, College Preparation, HFA4CI**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

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

**Nutrition and Health, Grade 12, University Preparation, HFA4UI**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

**Working with Infants and Young Children, Grade 11, College Preparation, HPW3CI (to be offered in 2024-2025)**

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

**Prerequisite:** None.

**Raising Healthy Children, Grade 11, Open, HPC3OI**

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

**Prerequisite:** None.

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation, HSP3CI**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

**Prerequisite:** None

**Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation, HSP3UI**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

**Prerequisite:** None

**Challenge and Change in Society, Grade 12, University Preparation, HSB4UI (to be offered in 2024-25)**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

**Families in Canada, Grade 12, College Preparation HHS4CI**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop 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.

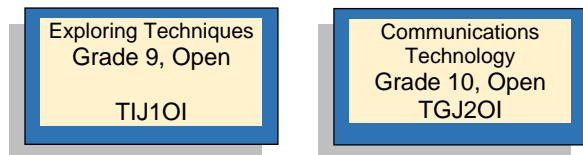
**Families in Canada, Grade 12, University Preparation, HHS4UI**

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.

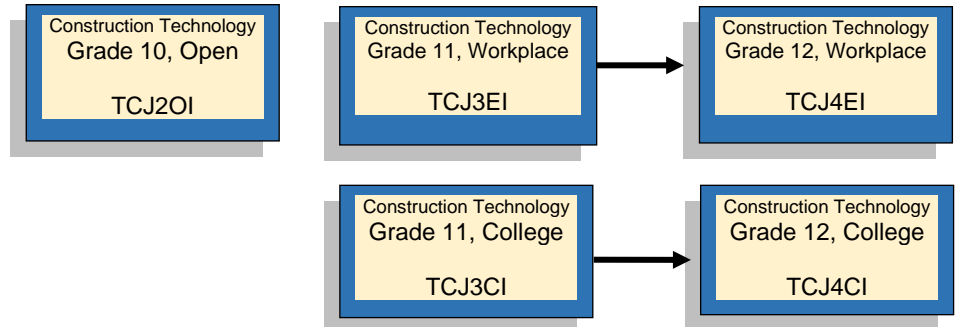
**Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

## **Technological Education: Broad-based Technology**

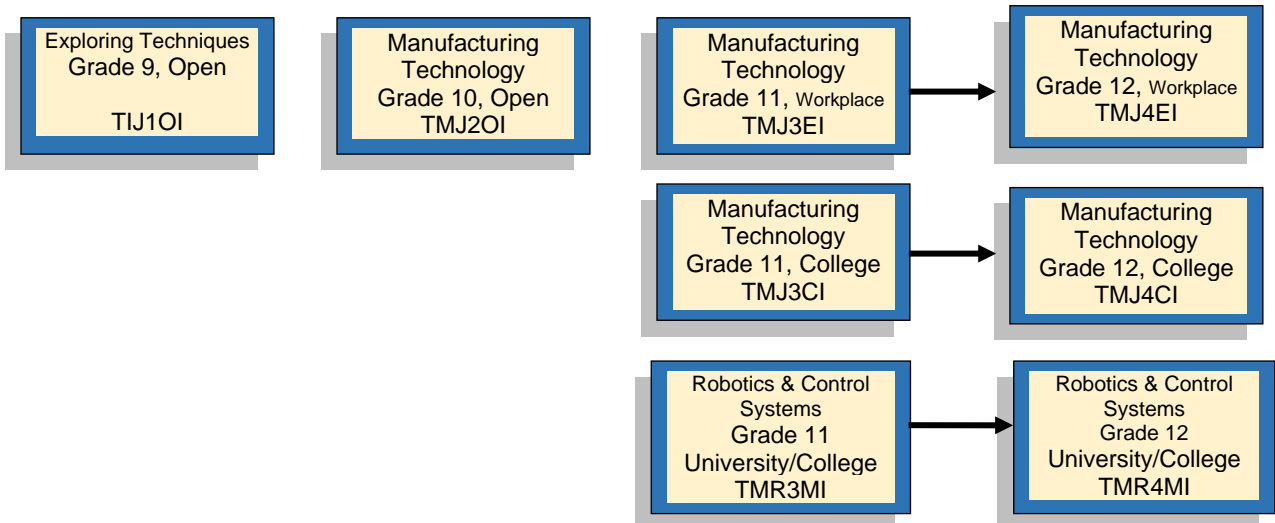
### **Communication Technology**



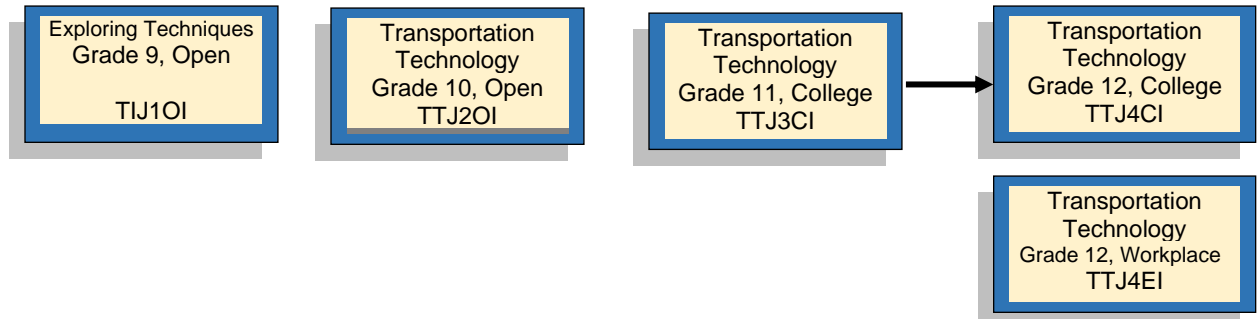
### **Construction Technology**



### **Manufacturing Technology**



### **Transportation Technology**



## **Communication Technology**

### **Communications Technology, Grade 10, Open, TGJ2OI**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

***Prerequisite:*** None

## **Construction Technology**

### **Construction Technology, Grade 10, Open, TCJ2OI**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry.

***Prerequisite:*** None

### **Construction Technology, Grade 11, College Preparation, TCJ3CI**

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

***Prerequisite:*** None

### **Construction Technology, Grade 11, Workplace Preparation, TCJ3EI**

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

**Construction Technology, Grade 12, College Preparation, TCJ4CI**

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*

**Construction Technology, Grade 12, Workplace Preparation, TCJ4EI**

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*

**Manufacturing Technology****Manufacturing Technology, Grade 10, Open, TMJ2OI**

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

**Prerequisite:** *None*

**Manufacturing Engineering Technology, Grade 11, College Preparation, TMJ3CI**

This course enables students to develop knowledge and skills through hands-on, project based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

**Prerequisite:** *None*

**Manufacturing Technology, Grade 11, Workplace Preparation, TMJ3EI**

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

**Manufacturing Engineering Technology, Grade 12, College Preparation, TMJ4CI**

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

**Prerequisite:** Manufacturing Technology, Grade 11, College Preparation

**Manufacturing Technology, Grade 12, Workplace Preparation, TMJ4EI**

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

**Prerequisite:** Manufacturing Technology, Grade 11, Workplace Preparation

**Transportation Technology****Transportation Technology, Grade 10, Open, TTJ2OI**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the transportation industry.

**Prerequisite:** None

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

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

**Prerequisite:** None

**Transportation Technology, Grade 12, College Preparation, TTJ4CI**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry.

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

**Transportation Technology, Grade 12, Workplace Preparation, TTJ4EI**

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them.

**Prerequisite:** *None*

## **Planning Page**

**Student Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

Interests or future career goals or pathways:

- 
- 
- 
- 
- 

What training or post-secondary education is needed for me to achieve my career goals?

- 
- 
- 
- 
- 

What courses do I need to take to prepare me for these career choices?

- 
- 
- 
- 
- 

What other things can I do to prepare for these career choices?

- 
- 
-

