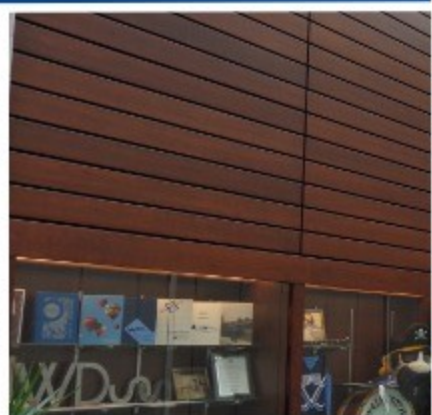


WALKERTON DISTRICT COMMUNITY SCHOOL

COURSE CALENDAR 2021-2022



**Learn Today.
Lead Tomorrow.**



2021-2022 Common Course Calendar Table of Contents

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USING THE COURSE CALENDAR

General Information

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

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

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

Ontario Scholar

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

Board Vision and Mission Statements

Bluewater's vision is learning today, leading tomorrow.

Our mission is to provide a quality education for every student in a safe, accepting, and caring environment.

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

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

www.bwdsb.on.ca/about_us/Strategic_Plan

What do you need to graduate from high school?

Ontario Secondary School Diploma (OSSD)

18 compulsory credits

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

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

In addition, students must complete:

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

Plus one credit from each of the following groups:

1	Group 1: <ul style="list-style-type: none"> English or French as a Second Language** a Native Language a Classical or International Language Social Sciences and the Humanities Canadian and World Studies Guidance and Career Education Cooperative Education***
1	Group 2: <ul style="list-style-type: none"> Health and Physical Education The Arts Business Studies French as a Second Language** Cooperative Education***
1	Group 3: <ul style="list-style-type: none"> Science (Grade 11 or 12) Technological Education French as a Second Language** Computer Studies Cooperative Education***

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

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

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

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

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)	CERTIFICATE OF ACCOMPLISHMENT (COA)
<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>Compulsory Credits (total of 7):</p> <ul style="list-style-type: none"> • 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>Optional Credits (total of 7):</p> <ul style="list-style-type: none"> • 7 credits selected by the student from available courses 	<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 SCHOOL POLICY

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

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

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

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

[Safe and Accepting Schools](#)

STUDENT SUCCESS TEAMS

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

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

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

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

Each secondary school has a dedicated Student Success teacher. This teacher performs key roles in looking at course offerings, and curricular supports to help students. Credit recovery is also an option for many of our students who previously failed a credit.

www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html



Specialist High Skills Major

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

What is a Specialist High Skills Major (SHSM)?

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

Students who successfully complete an SHSM receive an Ontario Secondary School Diploma with an embossed SHSM seal, an SHSM Record documenting their achievement, and recognition on their Ontario Student Transcript.



Agriculture

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



Horticulture and Landscaping

Grey Highlands Secondary School



Arts and Culture

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



Hospitality and Tourism

Grey Highlands Secondary School
John Diefenbaker Senior School
Peninsula Shores District School



Construction

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



Information and Communication Technology

John Diefenbaker Senior School
Walkerton District Community School



Environment

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



Manufacturing

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



Health and Wellness

Georgian Bay Community School
Owen Sound District Secondary School
Walkerton District Community School



Transportation

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



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

www.bwdsb.on.ca

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

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

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

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

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

Grade 8-9 Transition

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

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

Ontario Youth Apprenticeship Program (OYAP)

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

To begin an apprenticeship, students must

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

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

For more information contact:

Dave Barrett at oyap@bwdsb.on.ca or 519-363-2014

Bruce Power Cooperative Education Program

Prerequisite: 16 years of age for all placements.

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

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

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

For more information contact:

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

Militia Cooperative Education Program

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

To start the process you must meet the minimum requirements:

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

What are the steps to apply?

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

Online Learning – eLearning Ontario (eLO)

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

Summer School

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

https://www.bwdsb.on.ca/programs/summer_school

Dual Credit Program

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

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

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

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

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

Adult Education

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

Prior Learning and Assessment for Mature Students

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

For more information contact:

Jodi McDonald at Jodi_mcdonald@bwdsb.on.ca or 519-363-2014

French Immersion

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

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

Bluewater offers two certifications:

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

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

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

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

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

Native Studies

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

COMMUNITY INVOLVEMENT ACTIVITIES

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

www.edu.gov.on.ca/extra/eng/ppm/124a.html

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

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

Adjudication Process

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

Accommodations

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

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

Deferrals

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

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

Exemptions

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

For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 105)

SUBSTITUTIONS FOR COMPULSORY COURSES

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

For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 67)

THIRTY-FOUR CREDIT THRESHOLD

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

34 Credit Threshold Guidelines

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

Student Exemptions:

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

Credit Course Exemptions:

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

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

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

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

TYPES OF COURSES

Academic Courses and Applied Courses in Grades 9 and 10

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

Locally Developed Courses

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

Open Courses in Grades 9 and 10

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

Grade 11 and 12 Destination Courses

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

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

Workplace Preparation Courses

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

University Preparation Courses

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

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

College Preparation Courses

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

University / College Preparation Courses

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

Curriculum documents are available on the Ministry of Education website:

www.edu.gov.on.ca/eng/curriculum/secondary/index.html

Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

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

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

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

The first number indicates the grade level:

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

The letter following the first number indicates the nature of the course type or level of difficulty:

- D – Academic
- P – Applied
- L – Locally Developed
- O – Open

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

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

Transfer Courses

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

Specialized Programs

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

PROCEDURES FOR CHANGING COURSES

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

A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

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

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

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

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

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

OPTIONAL PROGRAMMING

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

Correspondence Courses

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

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

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

Independent Study

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

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

Private Study

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

Student Exchanges

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

PROGRAMS BEYOND YOUR HOME SCHOOL

Concurrent Students

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

Transfer Policy – Choice of Schools

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Primary Purpose

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

What is Assessment?

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

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

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

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

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

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

THE ACHIEVEMENT CHART

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 he or she demonstrates a greater command of the requisite knowledge and skills than a student achieving in the 70-79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Reporting Student Achievement

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

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

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

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

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

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

For additional information on PLAR, check out:

https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links, contact the principal at your school, or go to: www.edu.gov.on.ca/extra/eng/ppm/129.html

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

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

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

FORMS OF EXPERIENTIAL LEARNING

Introduction

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

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

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

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

Cooperative Education

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

School-Work Transition Program

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

SPECIAL EDUCATION

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

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

When an IPRC identifies a student as exceptional:

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

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

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

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

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

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

Secondary schools may:

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

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

For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal and/or go to:

https://www.bwdsb.on.ca/departments/learning_services_-_student_support/seac_resources

For further information on Ministry of Education Special Education guidelines go to:

www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

For access to Bluewater's Special Education Parent Guide go to: [Special Education Parent Guide](#)

ENGLISH LANGUAGE LEARNERS

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

www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 35)

www.edu.gov.on.ca/eng/document/eslstdprograms/eslstdprograms.pdf

SPECIAL PROGRAMMING PATHWAYS

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

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

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

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

Individual Program Plan (IPP)

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

www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf

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

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

eLEARNING ONTARIO

Bluewater District School Board will be offering several courses through eLearning. Below is a list of the potential courses offered:

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

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

Walkerton District Community School
2021-2022
Section B

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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 Kris Klages, your Community Education Co-ordinator (kris_klages@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.

Activities Athletic Council Breakfast Club Chess Club Dance Week Encounters Canada Gay Straight Alliance International Exchanges (ISE, CEEF, Rotary) Library Club Link Crew Me to We Pep Rallies Prom Committee Skills Ontario Technology Challenge Special Olympics Spring Carnival Students' Administrative Council University of Toronto National Biology Competition University of Waterloo Math Competition University of Waterloo Chem 13 Chemistry Competition Wellness Week		Arts Department Art Club Band Drama Club Photography Club Stage Crew 
Junior Sports <i>under 16 years of age</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	Senior Sports <i>under 20 years of age</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	Open Sports 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 son/daughter/s 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 user name 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 in order 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
The Grey-Bruce We C.A.R.E. Project.....	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).

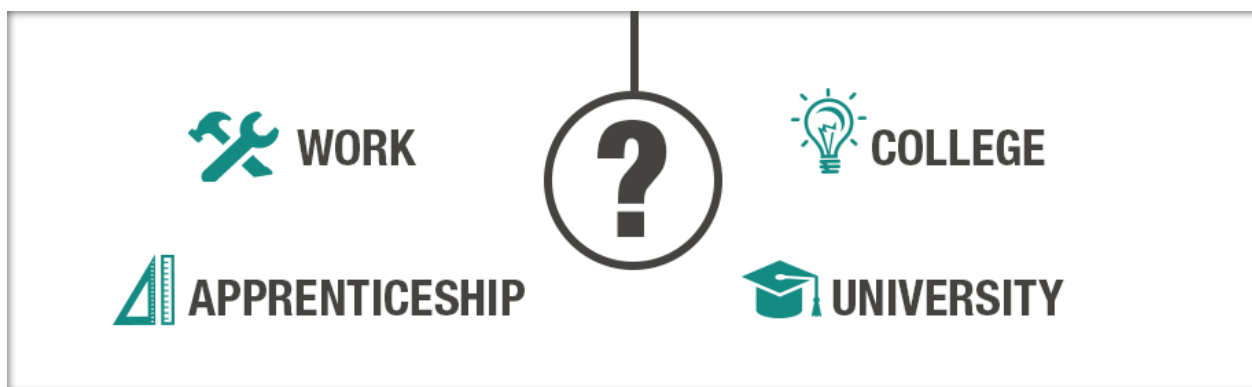
In semestered secondary schools, courses are scheduled for the entire school year at one time. Therefore, if you require a change in Semester II classes, please request these as soon as you receive your schedule for the year.

Factors to Consider When Choosing a Level

ACADEMIC	APPLIED	LOCALLY DEVELOPED
<ul style="list-style-type: none">• Content is geared to “thinkers”• Learning is theory-based• Pacing is fairly fast (new concepts presented daily)• Teaching style is geared to self-motivated and independent learners• Workload is demanding (requires daily homework completion)• A good fit for Grade 8 students with a 70%+ average• Courses tend to lead to university pathways	<ul style="list-style-type: none">• Content is geared to “doers”• Learning is practical and concrete• Pacing is moderate (new concepts presented every few days)• Teaching style supports small and large group learning• Workload is moderate (some homework is required)• A good fit for Grade 8 students with a 60-70% average• Courses tend to lead to college and apprenticeship pathways	<ul style="list-style-type: none">• Content is geared to students with gaps in their learning• Learning is practical and hands-on• Pacing is matched to the needs of individuals• Teaching style supports small group learning with enhanced 1 on 1 support• Work completion is supported with classroom assistance (homework is minimal)• A good fit for Grade 8 students with a less than 60% average• Courses tend to lead to apprenticeship and workplace pathways

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.

<http://www.edvice4you.com/>

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 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!

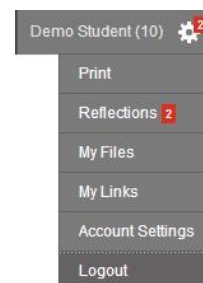
GETTING STARTED

- Visit www.myBlueprint.ca
- 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 fields for "Your E-Mail Address" and "Your Password", a "LOGIN" button, and a "Forgot your password?" link. The "New User" section contains a single input field and a "CREATE ACCOUNT" button with a question mark icon.

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



The banner features a red background. On the left, the Office 365 logo is displayed above the text "Get Office free from your school." In the center, there is an illustration of a desk with a laptop, two speakers, a stack of books, and a lamp. The Microsoft logo is in the top right corner. Below the banner, the text "We're giving you a complete version of the latest Microsoft Office." is shown, followed by a "Learn more below" link and the Office 365 logo.

Office 365

Get Office free from your school.

We're giving you a complete version of the latest Microsoft Office.

[Learn more below](#)

Office 365

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 in to 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 Chesley District Community School.

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, child care 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)	Technological Design (TDJ)
Computer Science (ICS)	Communications Technology (TGJ)
Yearbook (IDC)	Manufacturing Technology (TMJ)
Physics (SPH)	Construction Technology (TCJ)

- 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)	Computer Engineering (TEJ)
Design Technology (TDJ)	Manufacturing (TMJ)
Transportation (TTJ)	

- 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	2022-2023
Arts	Dramatic Arts		ADA2OI	ADA3MI	ADA4MI ADD4MI	
	Music	AMU1OI	AMU2OI	AMU3MI	AMU4MI	
	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 CGC1PI		CGG3OI	CGW4UI	
	History		CHC2DI CHC2PI CHC2LI CHV2OH	CLU3MI	CHY4CI CHY4UI	
English		ENG1DI ENG1PI ENG1LI	ENG2DI ENG2PI ENG2LI	ENG3EI ENG3UI NBE3CI	ENG4CI ENG4EI ENG4UI OLC4OI (Literacy) EWC4UI	
French	French	FSF1DI FSF1PI	FSF2DI	FSF3UI	FSF4UI	
Guidance		GLS1OI GLE1OI	GLC2OH GLE2OI	GLE3OI	GLE4OI	
Interdisciplinary Studies	Information Studies in Human Rights				IDC4UI	
Mathematics		MAT1LI MTH1WI	MAT2LI MFM2PI MPM2DI	MBF3CI MCR3UI MCF3MI MEL3EI	MAP4CI MCV4UI MDM4UI MEL4EI MHF4UI	
Native Studies		NAC1OI		NDA3MI NBE3CI		
Physical and Health Education		PPL1OI	PAF2OF PAF2OI PPL2OI	PAF3OF PAF3OI PPL3OI	PAF4OF PAF4OI PPL4OI PSK4UI	

Courses marked with an asterisk (*) will not be offered in 2021-2022. They will be replaced with the courses listed in the right hand 2022-2023 column. This rotation repeats every two years.

Area of Study	Courses Offered	Grade 9	Grade 10	Grade 11	Grade 12	2022-23
Science		SNC1D1 SNC1LI SNC1P1	SNC2DI SNC2PI	SBI3CI SBI3UI SCH3UI SPH3UI	SBI4UI SCH4CI SCH4UI SNC4EI* SPH4CI SPH4UI	SVN3EI
Social Sciences and Humanities			HFN2OI	HFC3EI HFC3MI HPC3OI* HSP3UI HSP3CI	HFA4UI HFA4CI HFL4EI HSB4MI*	HHS4UI HHS4CI HPW3CI
Technological Education	Exploring Technologies	TIJ1OI				
	Communications		TGJ2OI	TGJ3MI	TGJ4MI	
	Computer Technology			TEJ3MI	TEJ4MI	
	Technological Design			TDJ3MI	TDJ4MI	
	Construction Technology		TCJ2OI	TCJ3CI TCJ3EI	TCJ4CI TCJ4EI	
	Manufacturing Technology		TMJ2OI	TMJ3MI TMJ3EI	TMJ4MI TMJ4EI	
	Transportation Technology		TTJ2OI	TTJ3CI	TTJ4CI TTJ4EI	

Courses marked with an asterisk (*) will not be offered in 2021-2022. They will be replaced with the courses listed in the right 2022-2023 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"/>

*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.

**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.

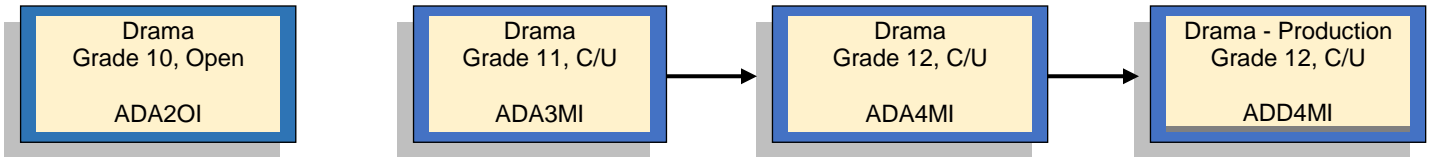
Grade 10 Literacy Requirement

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.

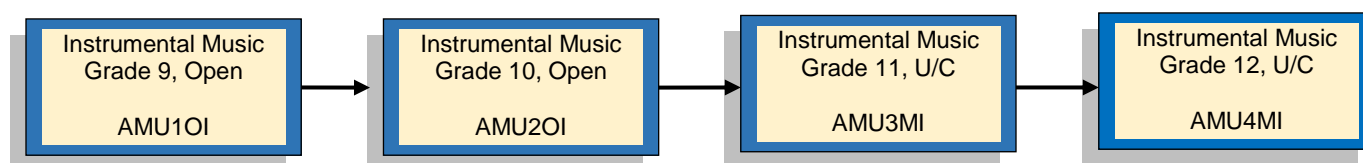
Prerequisite: Drama, Grade 11, University/College or Open

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.

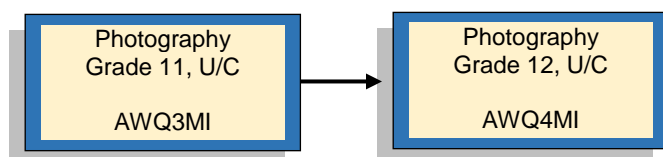
Prerequisite: Music, Grade 9 or 10, Open

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

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.

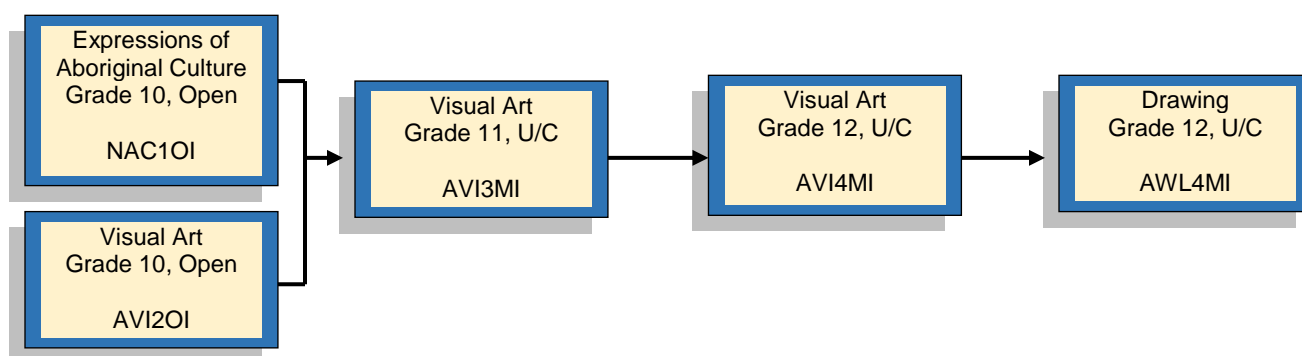
Prerequisite: Grade 9 or 10 Visual Arts, Open

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

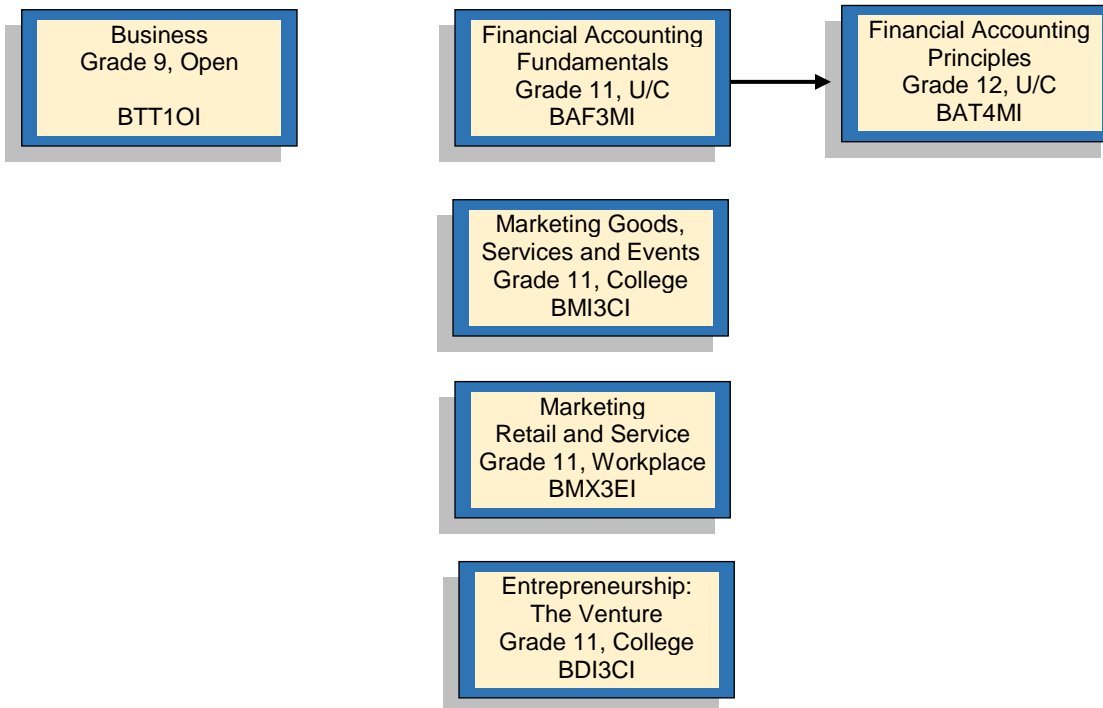
Visual Arts: Drawing Specialization, Grade 12, University/College Preparation, AWL4MI

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 2022-2023)**

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

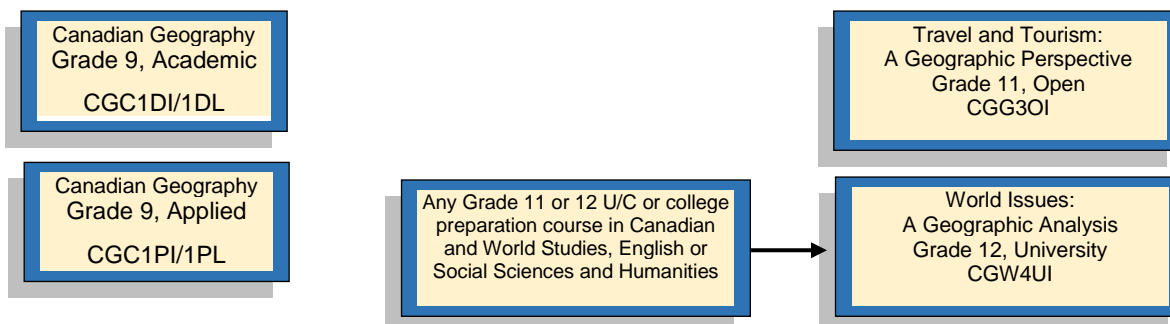
This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, 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

Issues in Canadian Geography, Grade 9, Applied CGC1PI

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

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

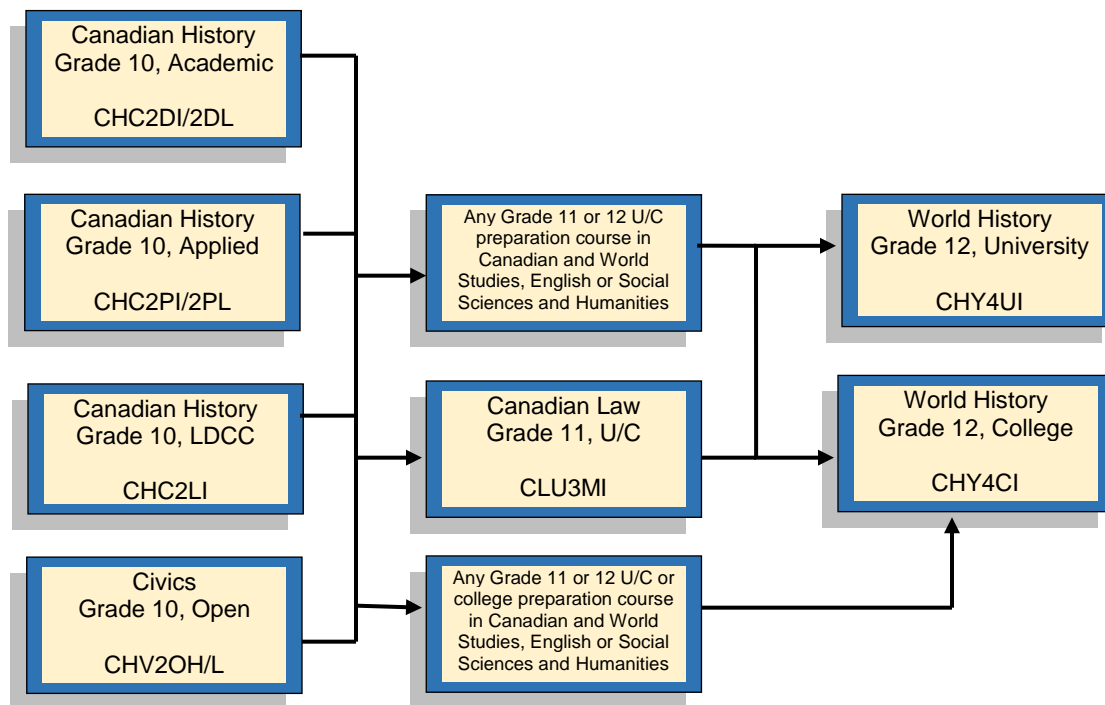
This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions 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 or Applied*

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, Grade 10, Open, CHV2OH

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy and the meaning of democratic citizenship in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

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 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.

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*

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:

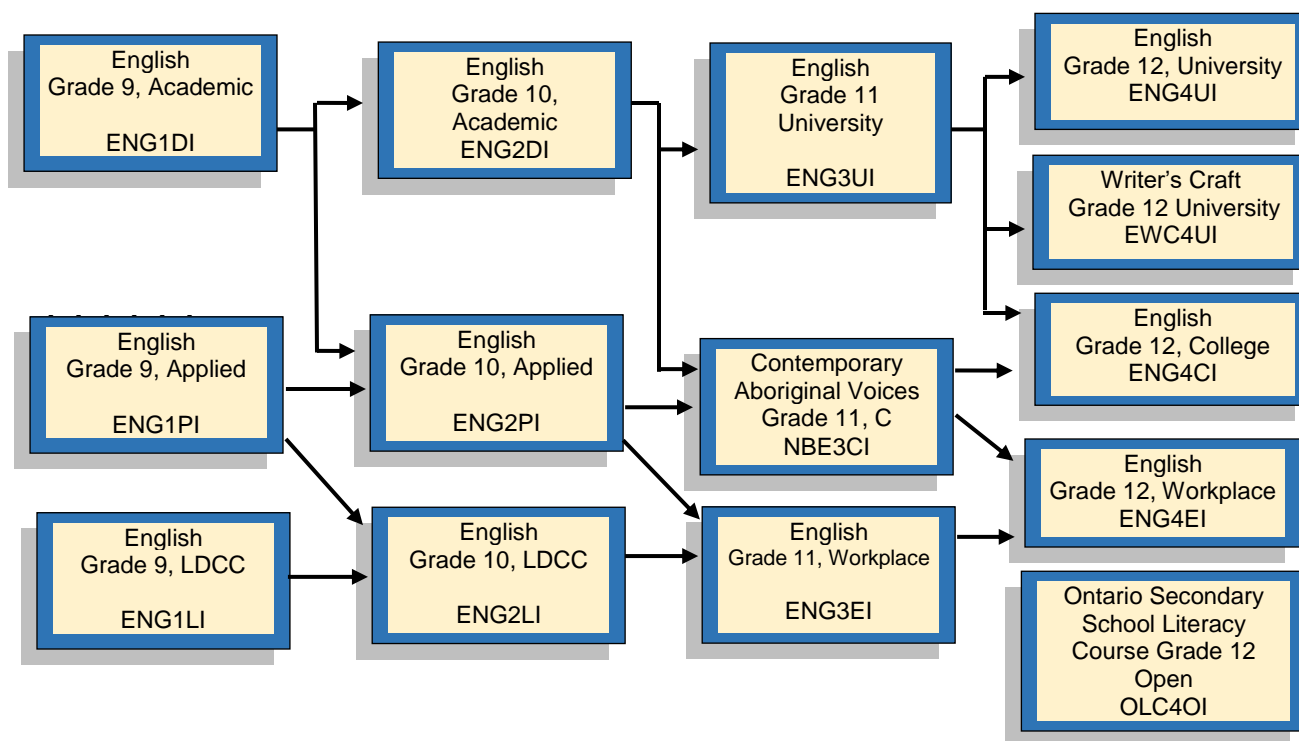
Mr. Tim Smith

519-361-2673 x.14669

tim.smith@brucepower.com

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, Academic, ENG1DI

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 9, Applied, ENG1PI

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively.

The course is intended to prepare students for the Grade 10 Applied English course, which leads to College or Workplace Preparation courses in Grades 11 and 12.

Prerequisite: None

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 or Applied*

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 or Applied*

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, Grade 11, University Preparation, ENG3UI

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively.

The course is intended to prepare students for the compulsory Grade 12 University or College Preparation course.

Prerequisite: *English, Grade 10, Academic*

English: Contemporary Aboriginal 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*

The Writer's Craft, Grade 12, University Preparation, EWC4UI

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative independent study project and investigate opportunities for publication and for writing careers.

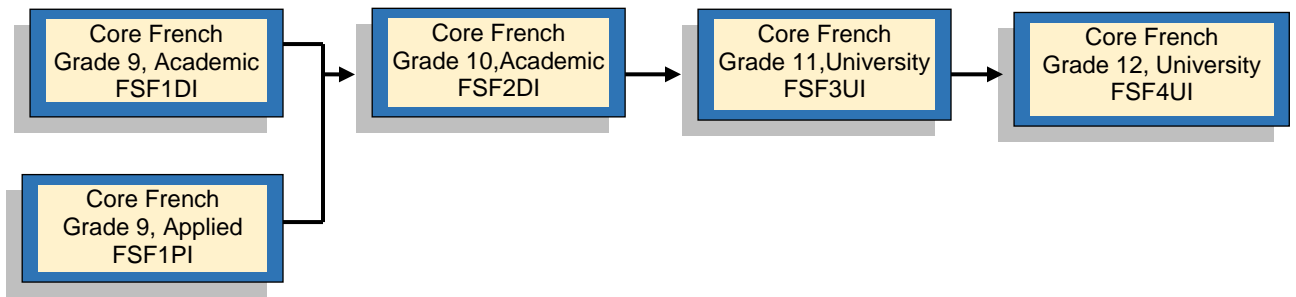
Prerequisite: *English, Grade 11, University*

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 9, Applied, FSF1PI

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of 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 or Applied

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.

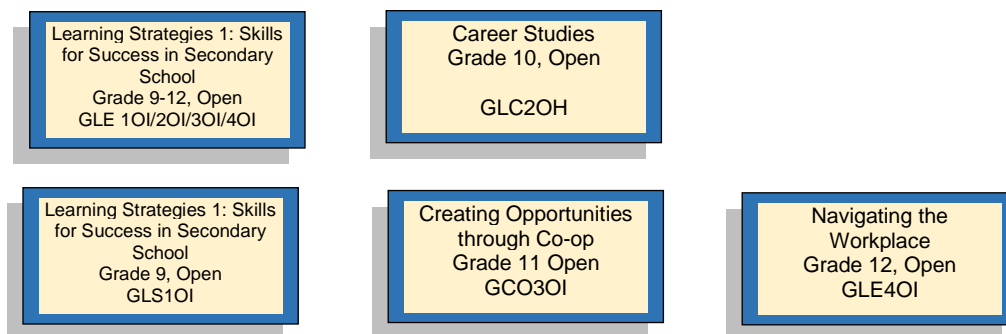
Prerequisite: Core French, Grade 10, Academic

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 GLE10I/20I/30I/40I *Recommendation of Principal/Special Education Department

Career Studies, Grade 10, Open, GLC2OH

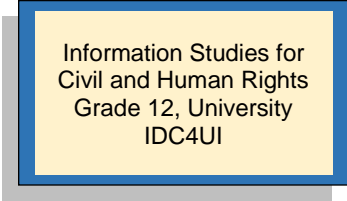
This course teaches students how to develop and achieve personal goals for future learning, work and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course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

Interdisciplinary Studies



Information Studies for
Civil and Human Rights
Grade 12, University
IDC4UI

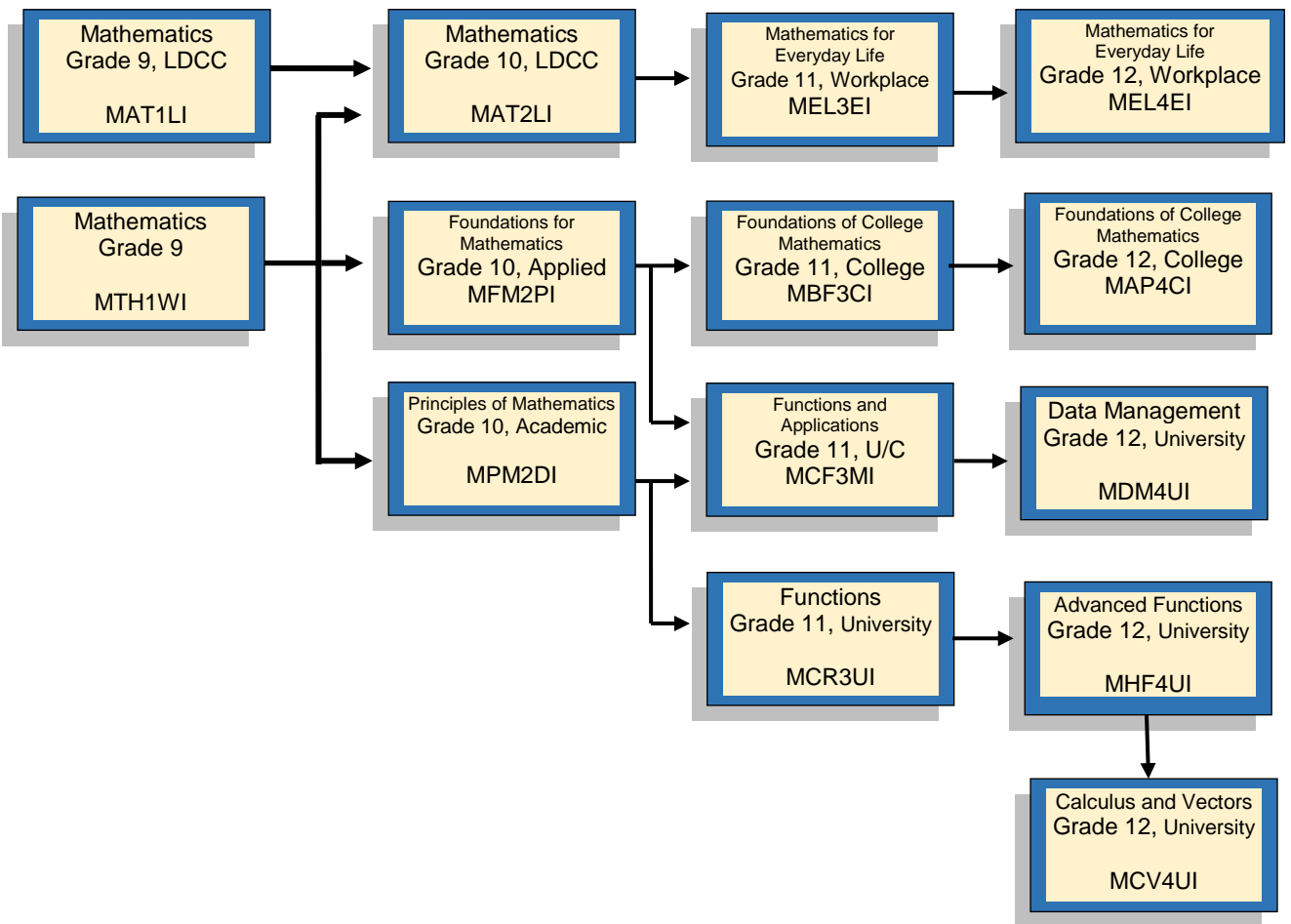
Interdisciplinary Studies (Information Studies for Civil and Human Rights), Grade 12, University, IDC4UI

This course combines the expectations for Interdisciplinary Studies, IDC4UI, with selected expectations from other courses (e.g., Canadian and World Politics, CPW4UI; Canadian and International Law, CLN4UI; Philosophy, HZT4UI; Challenge and Change, HSB4UI and Media Studies, EMS3OI).

This course examines the evolution and impact of information and information technologies on society, from the beginnings of writing to the development of the World Wide Web. Students will develop research skills by exploring modern civil and human rights issues. Students will apply methods of inquiry and research used in different disciplines to determine the credibility of information sources and identify potential bias.

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

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, Academic or Applied*

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, Academic, or Applied (with Transfer course)*

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, Academic; or Foundations of Mathematics, Grade 9, Applied; 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, MCV4UI

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.

Native Studies

Expressions of
Aboriginal Culture
Grade 10 Open
NAC1OI

Current Aboriginal
Issues in Canada
Grade 11, U/C
NDA3MI

Contemporary
Aboriginal Voices
Grade 11, C
NBE3CI

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*

Current Aboriginal Issues in Canada, University/College Preparation, NDA3M

This course focuses on existing and emerging issues of national and regional importance of concern to Aboriginal peoples in Canada. Students will analyze diverse perspectives from a variety of sources such as media, academic works and public opinion polls on events and developments related to land, community, governance, identity and culture. Using political thinking concepts and the political inquiry process students will explore their own and others' ideas, investigate an issue to determine what needs to change, why and appropriate problem-solving strategies.

Prerequisite: *Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied.*

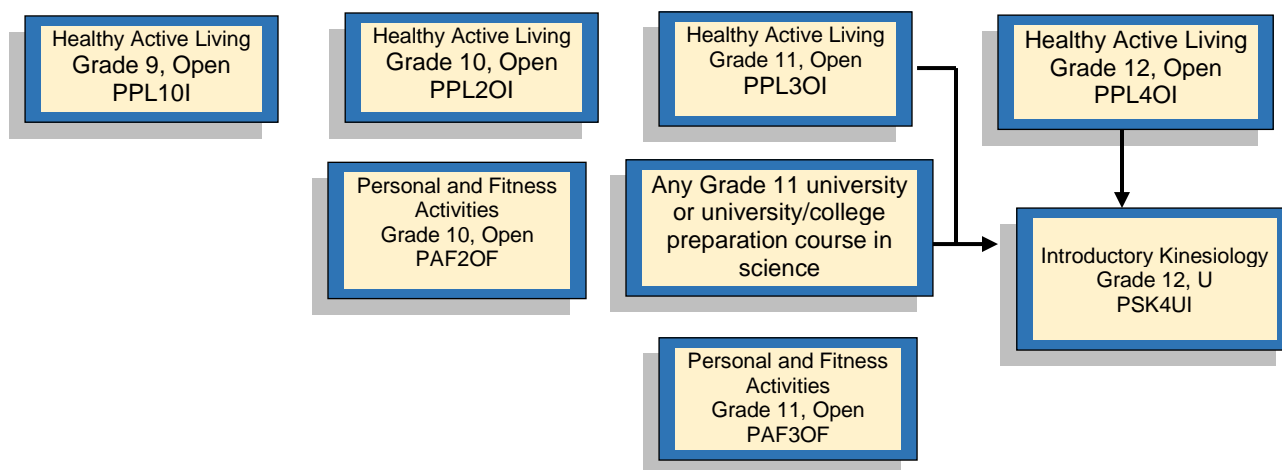
Contemporary Aboriginal Voices, Grade 11, College Preparation, NBE3CI

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, PPL10I (Co-educational)

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, PPL20I (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, PAF20F (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

Healthy Active Living Education, Grade 12, Open, PPL4OI (Co-educational)

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

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

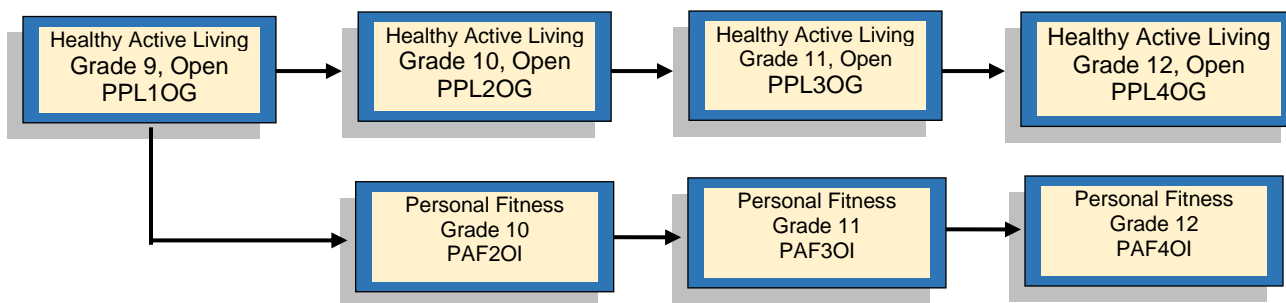
The Walkerton Exceptional Athlete Training (WEAT) program is an enrichment program for student-athletes who demonstrate exceptional athletic potential in sports. Applicants to the program must also possess strong academic commitment, and be positive contributors to the WDCS community.

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*

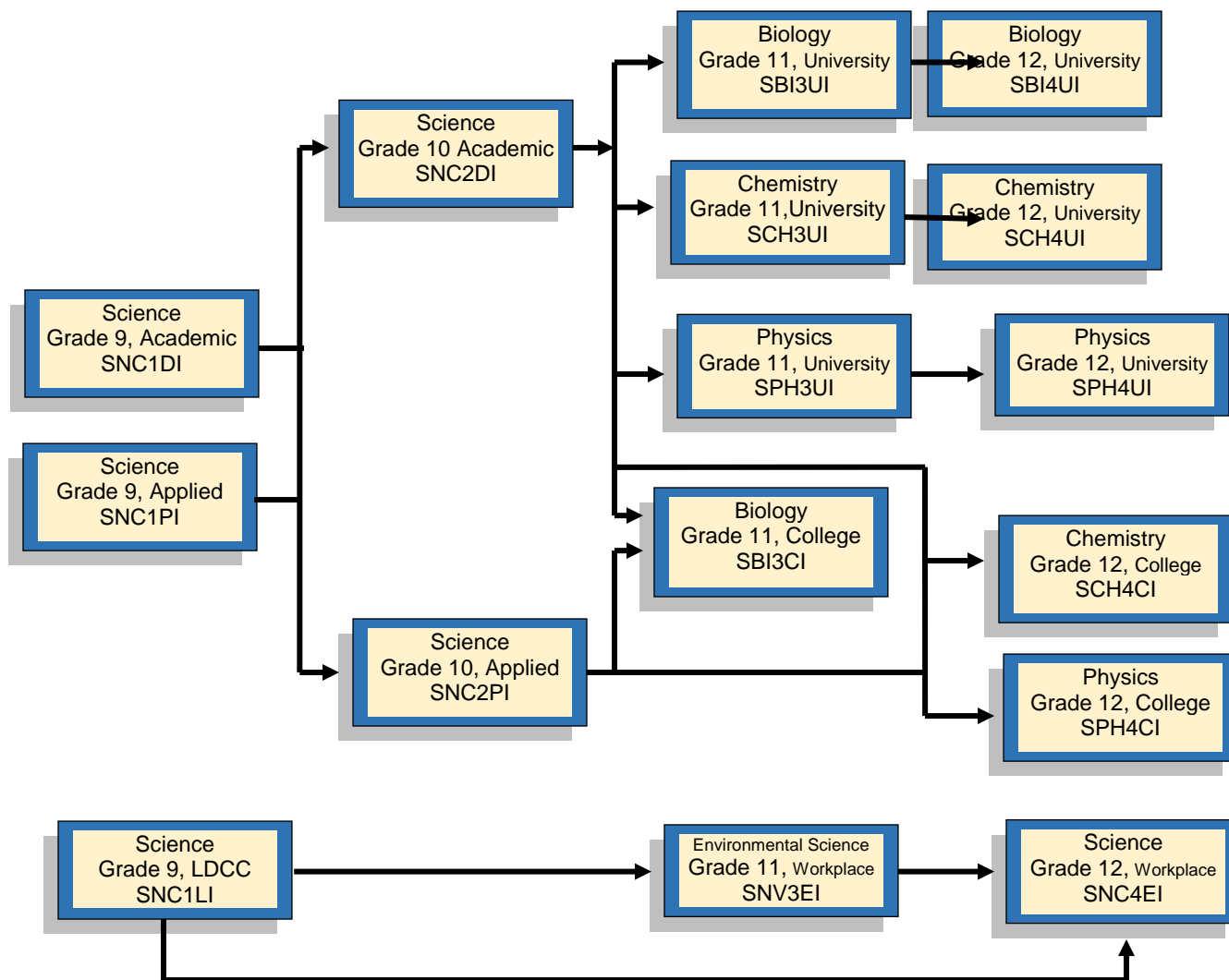
Personal Fitness, Grade 12, Open, PAF4OI (Co-educational)

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, Academic, SNC1DI

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

Prerequisite: None

Science, Grade 9, Applied, SNC1PI

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

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 have the opportunity to 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, Academic or Applied*

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 '22-23)

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, Academic or Applied, 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, Applied, 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*

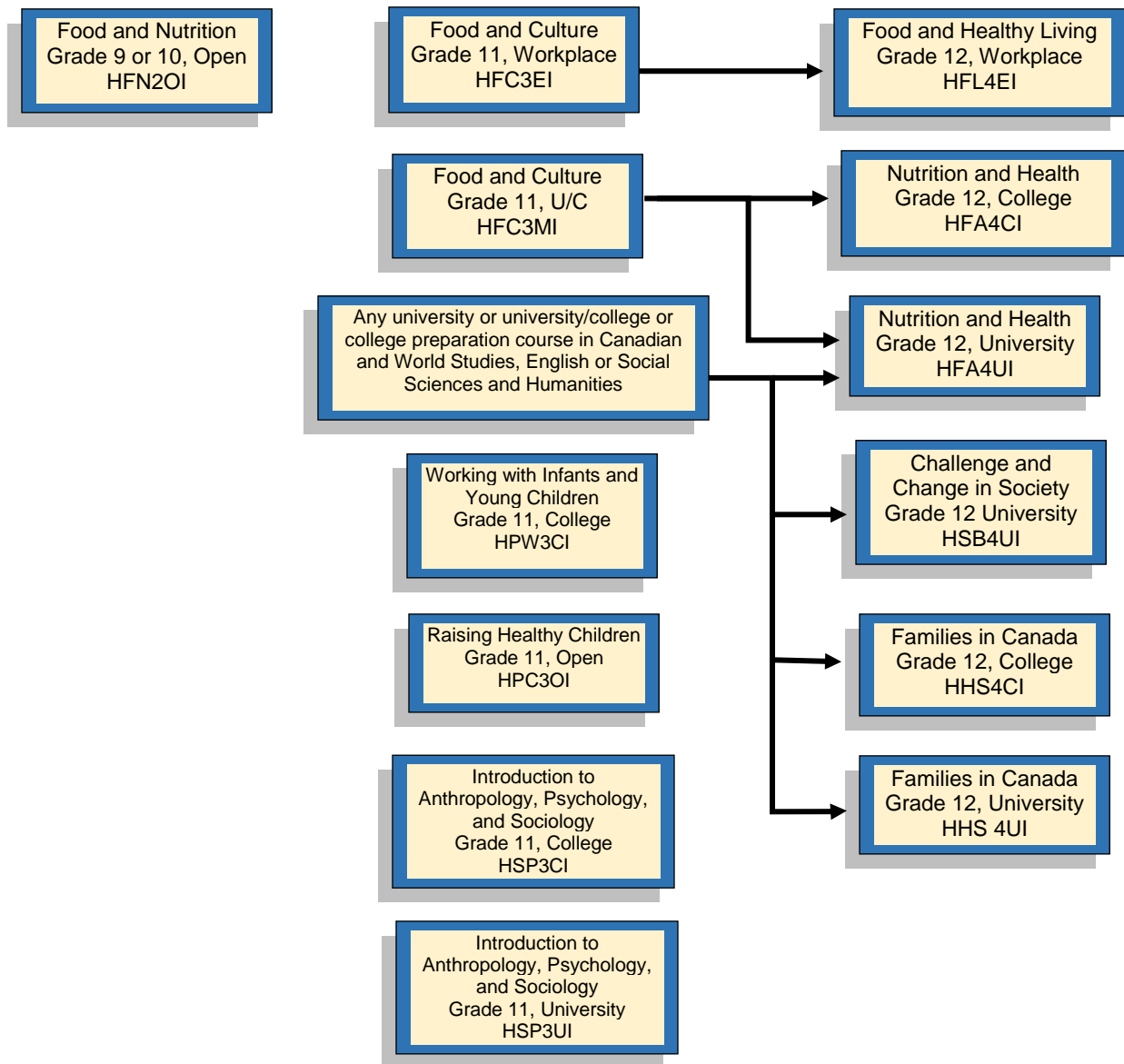
Physics, Grade 12, College Preparation, SPH4CI

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 2022-2023)

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

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 (to be offered in 2022-23)

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.

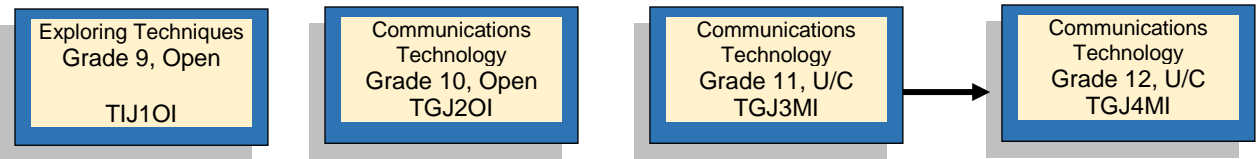
Families in Canada, Grade 12, University Preparation, HHS4UI (to be offered in 2022-23)

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.

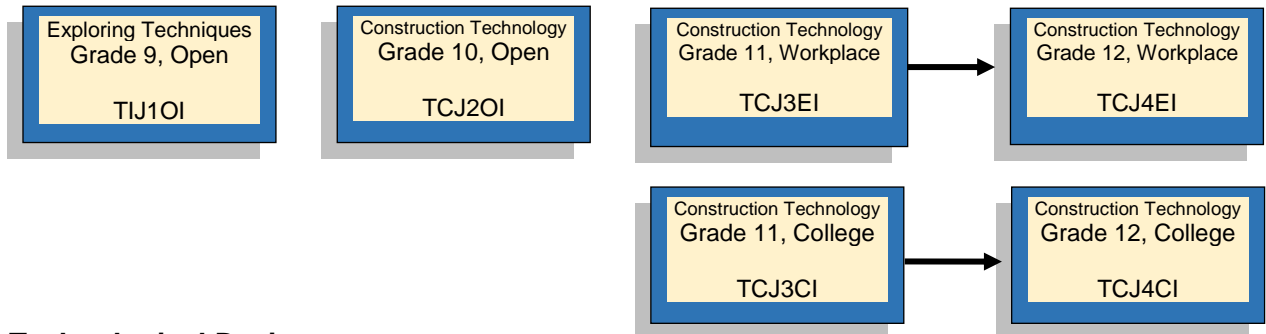
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

Technological Education: Broad-based Technology

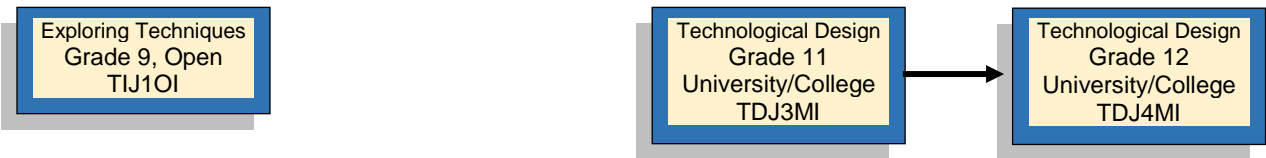
Communication Technology



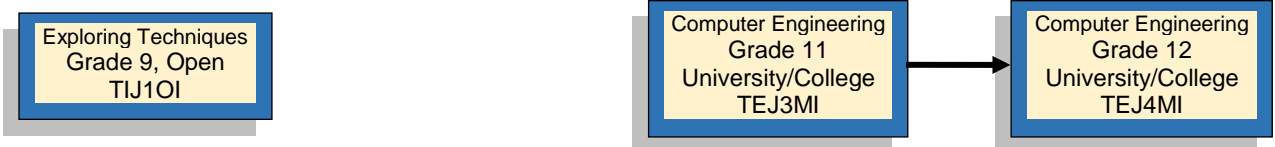
Construction Technology



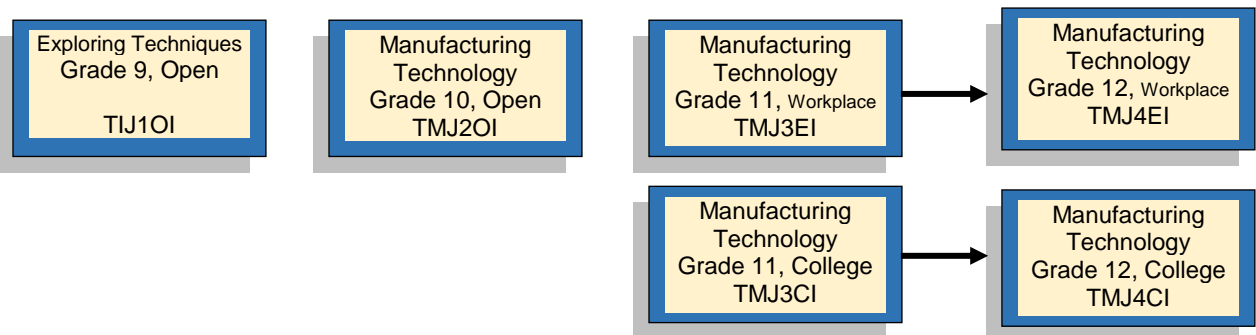
Technological Design



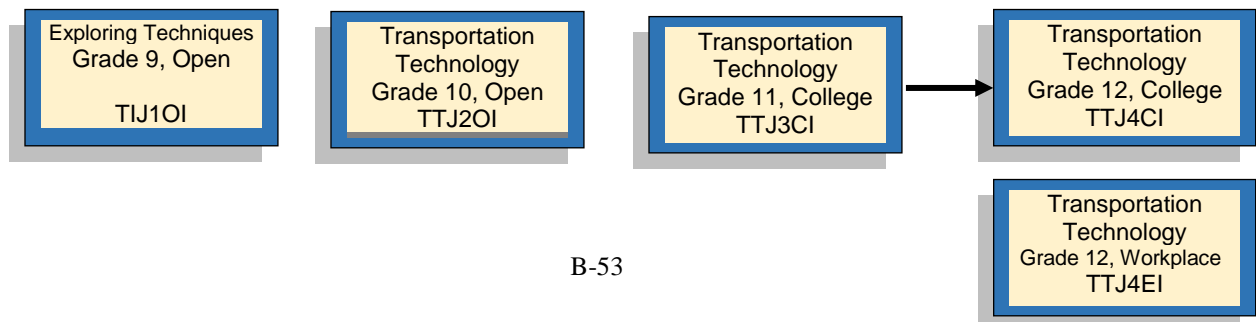
Computer Technology



Manufacturing Technology



Transportation Technology



Communication Technology

Exploring Technologies, Grade 9, Open TIJ1OI

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

Prerequisite: *None*

Communications 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*

Communications Technology, Grade 11, University/College Preparation, TGJ3MI

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: *None*

Communications Technology, Grade 12, University/College Preparation, TGJ4MI

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: *Communications Technology, Grade 11, University/College Preparation*

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*

Computer Technology**Computer Engineering, Grade 11, University/College Preparation, TEJ3MI**

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

Prerequisite: *None*

Computer Engineering, Grade 12, University/College Preparation, TEJ4MI

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: *Computer Engineering Technology, Grade 11, University/College Preparation*

Technological Design**Technological Design, Grade 11, University/College Preparation, TDJ3MI**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

Prerequisite: *None*

Technological Design, Grade 12, University/College Preparation, TDJ4MI

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

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

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:

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

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

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

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