



La Salle Secondary School

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CABINET

Arts/Technical Education

Athletic Director

Business/Computers

English/Modern Languages

Literacy/Student Success

Mathematics

Physical & Health Education

Resource Centre

Science

Social Science

Student Services

Ms. S. Dundon

Mr. R. Brunet

Ms. T. Chambers

Ms. N. Kotsovolos

Ms. S. Richarz

Mr. J. Boyd

Mr. R. Brunet

Ms. M. Craig-Hansford

Mrs. A. Doyle

Mr. K. Latourell

Mr. T. Smith

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The Principal's Message

This course selection book is designed to assist students of La Salle Secondary School in their selection of a program. The information and course descriptions in this booklet will help you in making decisions based on your desired destination after high school, be it University, College, Apprenticeship, or world of work. Course selection is important in order for each student to develop to the maximum of his or her potential. Students should consult with parents/guardians, guidance counsellors and teachers to discuss options and set goals consistent with their aspirations.

Course offerings next year reflect information collected from option sheets and this information is used to create next year's timetable. It is extremely important that selections are well-thought-out. If you decide to make changes at a later date, it may be difficult to get your first choices, as the timetable will be built specifically to accommodate the selections you made on your option sheet.

La Salle Secondary School is an outstanding school and I am proud of our staff and students. We want the best for our students and I am committed to working with parents/guardians and an excellent staff to develop the strengths of each and every one of you to help you grow into a contributing member of society.

Erin Pincivero, Principal, La Salle Secondary School

A Message From Your Student Council

Hello Black Knights!

On behalf of student council we would like to welcome you to the La Salle community. We want you to know what a great environment you will find at La Salle! We hope all students will have a happy and successful experience while at school. To do this you need to adopt the Black Knight spirit and get involved. There are so many possibilities around La Salle in our classrooms, and Arts, Athletics and Student Council initiatives.

At LaSalle our motto is "Facite Omnia Bene" which means "Do all Things Well". As Black Knights we STAND together. We are Strong, Trustworthy, Altruistic, Noble and Determined. We would like to encourage all students to make their life at LaSalle a happy memory by making the most of your experience and making every minute count!

Logan Webb, President
Jamie Burns & Kaymin Roorda, Vice-Presidents

School Goals and Philosophy

Mission Statement

At La Salle, we all work together to help you reach your fullest potential.

Belief Statement

At La Salle, we believe that all students and staff are lifelong learners.

Goals

Our goal is that a Learner at La Salle will be:

Globally aware: demonstrating understanding and a respect for the interconnectedness of local, regional, and global communities;

Technologically competent: applying the best possible technologies competently and creatively, and accepting technological change in a global environment;

A creative and critical thinker: using flexible, creative, and critical reasoning to better understand our world, make responsible decisions, and solve real-life problems;

Socially skilled: demonstrating respect for the contributions and strengths of all people and building and nurturing positive relationships at work and at home, with confidence and a sense of self-worth;

A life-long learner: developing, utilizing, and monitoring self-improvement goals, seeking of necessary resources, and using self-assessment to determine effective learning strategies;

A communicator: demonstrating the knowledge, skills, and attitudes needed to comprehend and express intentions, ideas, and feeling through words, numbers and other symbols;

A competent worker: performing tasks with dedication, commitment, and honesty using personal strengths and abilities;

Health conscious: making wise and safe choices that contribute to physical, mental and emotional well being.

Code of Behaviour

ROLES AND RESPONSIBILITIES

STUDENT RESPONSIBILITIES, ACHIEVEMENT & ATTENDANCE

Students who fail courses or choose to withdraw from a course may jeopardize their attainment of an OSSD Regular attendance at school is critical for the student's learning and achievement of course expectations.

CODE OF STUDENT BEHAVIOUR

The Code of Behaviour is the result of a co-operative effort by students, parents, and teachers. It reflects a philosophy of openness and mutual respect and, if followed in the intended spirit, will ensure the well-being and sense of security of everyone at La Salle. Our policy complies with the current directives of the Ontario Ministry of Education and Training and the Limestone District School Board, and thus reflects the expectations of society. A school is a co-operative work place where young people learn the skills, knowledge, and values that enable them to fulfill the expectations of society. Each student has the right to select a suitable and challenging program of studies as available, to enjoy a clean and comfortable environment, and to be treated with respect and dignity by staff and other students. In all situations, every student shall exercise self discipline in language and conduct to fulfill his or her role as a responsible member of the school community.

APPLICATION OF THE CODE OF BEHAVIOUR

As a representative of La Salle, you are expected to observe the La Salle Code of Student Behaviour at all times while on Limestone District School Board property, and while attending any school activity, (field trips, sporting or cultural events) and while riding a school bus. Incidents that occur off-site during and beyond the instructional day, and which are injurious to the moral tone of the school and/or the safety of students and/or staff, will result in school consequences and, where applicable, a referral to the police.

THE SAFE SCHOOLS ACT

The Safe Schools Act (Bill 81), passed by the Provincial Legislature in June 2000, established the Provincial Code of Conduct. The Act and Code of Conduct provides a basis for the Limestone District School Board's Policy E-7; Safe Schools; Codes of Student Behaviour and Discipline Policy, and Policy E-8; Safe Schools; Appeal of a Suspension. The Provincial Code of Conduct is available at: <http://www.edu.gov.on.ca/eng/document/brochure/conduct/conduct.html>. The Limestone District School Board's Policy E-7 and E-8 are available by request through the school. The Provincial Code of Conduct provides **mandatory consequences** for behavioural infractions and allows boards (and thereby schools) to add **discretionary consequences** for other behavioural infractions. Provincially developed mandatory consequences are listed below:

MANDATORY CONSEQUENCES - Police will be involved, as indicated by the *police/school* protocol.

Immediate Suspension and possible Expulsion for:

- possession of a weapon, including, but not limited to firearms;
- trafficking in drugs or weapons;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.

Immediate Suspension will be the minimum penalty faced by a student for:

- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs;
- acts of vandalism causing extensive damage to school property or property located on school premises.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority;
- being in possession of alcohol or illegal drugs;
- being under the influence of alcohol or illegal drugs.

. PERSONAL SAFETY

Students are expected to show concern for the personal safety of themselves and others at all times.

Students should not engage in horseplay in public areas where others may be adversely affected. This includes play fighting, running through public areas, or engaging in conduct potentially harmful to themselves or others. Rollerblading and skateboarding are not allowed on school property. There is a skateboard park adjacent to school property.

Engaging in potentially harmful activities will result in a warning from the staff, or a member of Administration. Persistent misconduct could lead to suspension.

2. RESPECT FOR SELF AND OTHERS

(a) HARASSMENT AND INTIMIDATION

Students have the right to be treated with dignity and courtesy. Therefore, you are expected to treat others as you would like to be treated. This includes the use of appropriate language, behaviour, and dress. **Specifically, students should not engage in any activity that could be interpreted by others as harassment or intimidation.** Students should not use language, display pictures or wear clothing (hats and T-shirts) that show images that are sexually or racially explicit, demeaning, degrading, rude, or promote illegal drugs.

Conduct which is injurious to the mental and physical well-being of others is not conducive to good school morale or to a secure learning environment. Harassment which is any unwelcome behaviour (including physical intimidation, sexual harassment and racism) that interferes with the well-being of others is not tolerated in work environments or in social situations.

If you harass or intimidate others, use inappropriate language, wear inappropriate clothing, or display pictures or images that are sexually or racially explicit, demeaning, degrading, or promote illegal drugs, you will be confronted by a staff member and referred to the Administration. Your parent/guardian will be notified and you may be suspended.



(b) SMOKING

For your health, we hope that you do not smoke. Our curriculum strongly supports a healthy lifestyle. All Ontario schools and their properties, including school buses and parking lots are smoke free zones. You are not permitted to use tobacco or tobacco products anywhere on school property. It is a criminal offense to sell or provide cigarettes to students under the age of 19. Smoking on school property will result in a phone call to your parent/guardian, and possible suspension.. There will be more extensive suspensions for subsequent occurrences. The Health Unit patrols the school regularly, and will fine students who smoke on school properties. Grade 9 and 10 students are not permitted in the “smoking” areas adjacent to the property.

c) ALCOHOL AND DRUGS

You are not to come to school under the influence of, or in the possession of, alcohol or drugs or drug equipment. **Alcohol or drug use interferes with academic success.** Possession and trafficking in alcohol or illegal drugs is against the law. If you are found under the influence of alcohol or drugs, in possession of either, or engaged in trafficking at school, your parent/ guardian will be contacted, and you may be suspended. Consequences for additional offences and expectation for readmission are found in the board policy on Alcohol and other Drug Uses (#E-4). The police may be involved.

3. RESPECT FOR STAFF AUTHORITY

Throughout your life you will have to respect authority. The Principal and members of staff have been given authority under the Education Act to impose requirements for academic perseverance and appropriate behaviour.

You are expected to be courteous and co-operative with all staff while you are at school. This includes out-of-school activities organized by the school, and travel on buses owned by or under contract to the Board. Staff includes: teachers, office staff, educational assistants, caretakers, bus drivers, and other support staff such as volunteers, student teachers, and peer tutors. If your behaviour is unacceptable, you may be asked to account for your actions to a staff member. Continued inappropriate behaviour will result in suspension.

Students must correctly identify themselves immediately upon being asked to do so by a member of staff. Students who are sent to the office will comply immediately. Failure to comply with these requests may result in immediate suspension.

4. RESPECT FOR PROPERTY

A pleasant, safe school building makes it possible for a good learning environment. The health and safety of everyone in a school is a shared responsibility. If you lose, damage or destroy school property, including textbooks and library materials, you must pay the cost of repair or replacement. Costs associated with vandalism and theft are an additional financial burden to your parents/guardian and other taxpayers. Take care with all books that will be used by future students. You are expected to treat all school property, including school buses, with care. Willful destruction of school property will result in suspension and possible police action. Theft of personal or school property may result in suspension and a police report.

Pathways to the Future *Reaching Every Student!*

Apprenticeship Pathway



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

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

College Pathway



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

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

University Pathway



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

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

Workplace Pathway



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

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

Assessment & Evaluation

Our Key Beliefs

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

Assessment for Learning

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

Assessment of Learning

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

Assessment as Learning

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

The Limestone District School Board Assessment & Evaluation Policy can be found in the Student Agenda.

Course Outlines

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

Limestone District School Board Achievement of Excellence Award

Workplace Pathway

Awards to ALL graduating students who:

achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)

achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)

complete grade 12 English in the employment pathway or take the OLC 40 course.

College Pathway

Awarded to ALL graduating students who:

achieve a grade of excellent (E) for all learning skills in any six of their student credits* (grades 11 & 12)

achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)

complete grade 12 English in the college pathway.

University Pathway

Awarded to ALL graduating students who:

achieve a grade of excellent (E) for all learning skills in any six of their grade 12 credits* (including open level courses).

achieve a minimum average of 90%** in six of their grade 12 credits.

complete grade 12 English in the university pathway.

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

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

Student Transfers

New students wishing to register at La Salle Secondary School need to make an appointment with the vice-principal. Students should bring a current transcript with them to their appointment. If you wish to transfer to La Salle Secondary School and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KAASA to determine eligibility.

La Salle Secondary School's Evaluation Policy and Dates

All Ministry Guidelines for Evaluation will be followed at La Salle. See individual Outlines of Courses of Study for further details. Parents are encouraged to refer to Outlines of Courses of Study given to students at the beginning of each course.

✓ Evaluation & Examination Policies

Students will be evaluated based on the achievement charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the evaluation is based on classroom work and may be determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the evaluation is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge toward the conclusion of the course.

✓ Evaluation Reports

Semester 1 Early Report (October) - No percentage marks (Grades 9 & 10)
 Mid Semester Report (November) - percentage marks
 Final Report (February) - final percentage marks

Semester 2 Early Report (March) - No percentage marks (Grades 9 & 10)
 Mid Semester Report (April) - percentage marks
 Final Report (June) - final percentage marks

* **Note:** Final marks for ½ credit courses such as Civics or Career Studies will appear on the mid-semester report for students who took the course in the first 9 weeks of the semester, and on the final report for students who took the course in the last 9 weeks of the semester.

✓ Honour Standing (Currently under review – changes to happen September 1, 2011)

Honour Standing is granted annually to students who have achieved an average of 80.0% in credits obtained during the regular school year (September to June) as follows:

Grade 9	-	8 different credits
Grade 10	-	8 different credits
Grade 11	-	7 different credits
Grade 12	-	6 different credits

✓ Subject Awards

These are awarded annually to the students who obtain the highest standing in their subjects taken at La Salle during a regular school year.

- These awards are for outstanding achievement (80% or better).
- Students repeating courses or upgrading marks in the same academic year are not eligible.

YOUR KEY TO SUCCESS

LA SALLE'S ARTS COUNCIL

Promotes the arts - visual, music, dance, theatre, and plans special events.

LA SALLE'S ATHLETIC COUNCIL

Promotes a wide range of competitive and intramural sports.

Raises funds for Athletics and other school activities, as well as charities.

LA SALLE'S EXTENSIVE ATHLETICS PROGRAM

Fall

Jr & Sr Football
Jr & Sr Girls Basketball
Jr & Sr Boys Volleyball
Cross-Country Running
Girls Field Hockey

Winter

Jr & Sr Boys Basketball
Jr & Sr Girls Volleyball
Girls & Boys Ice Hockey
Jr & Sr Badminton
Alpine Ski Team
Cheerleading

Spring

Jr & Sr Boys Rugby
Girls Varsity Rugby
Jr & Sr Boys Soccer
Jr & Sr Girls Soccer
Track & Field
Baseball
Golf

LA SALLE LINKS COUNCIL

The La Salle Links Council is an outreach council which "Links" future La Salle students with current La Salle students and the La Salle community. As well the council forms Links with the local and global community.

LA SALLE'S STUDENT COUNCIL

Represents student interests.

Plans school wide activities and dances.

Decides how students' funds will be spent

La Salle Secondary School is home to many clubs and school groups. New members are always welcome. Listen to the announcements and check the Daily Announcement Sheet to find out what's happening and how to get involved.

Many opportunities for co-curricular involvement are offered at La Salle. Students who participate in these activities meet new friends, learn new skills, and have new opportunities for enjoyment. Resumes for college, university, apprenticeship, and employment are enhanced when co-curricular activities are mentioned.

GET INVOLVED!



La Salle Secondary School

Expanded

Opportunities

MSIP - The Five-Period Day

Secondary school reform in Ontario has brought changes to curriculum emphasizing research-based units, use of computers to complete work, and new programs required by the Ministry of Education that need flexibility in timetabling. Ontario Education legislation requires 110 hours of attendance for every credit attained, therefore, being in class is a critical component to success.

To accommodate these requirements, the day at La Salle Secondary School is divided into five one-hour periods, plus a lunch period. Each student has four subject periods and one Multi-Subject Instructional Period (MSIP). Attendance is taken by a teacher in every period, and has a bearing on the granting of credits. At La Salle, the conventional 75-minute periods are divided into a 60-minute teacher-led section and a 15 minute student-directed segment, that is linked with the other three segments in the student's day. This fifth period, or MSIP is monitored by a teacher, and it allows students to make choices about improving their learning.

Research shows three distinct phases in the learning process. At first, teachers must prepare students to acquire new learning by raising the level of concern, creating anticipation, providing background or review, and sharing the goals and purpose of the lesson.

The second phase of learning involves explanations, demonstrations and structured practice. If the learning process ends at this point, then the natural consequence will be forgetting the information.

In the third phase, students consolidate the new learning through reflection and practice. This is the phase where MSIP provides a supervised environment in which to develop and improve study skills, time management, and responsibility.

The subject teacher will assign activities that are relevant for the course. The student is responsible for accessing resources and extra help as needed. The MSIP teacher can support the student with encouragement, monitoring of progress, providing feedback, and communicating with parents.

Students may engage in some of the following activities: do assigned work or homework; collaborate with a group for a project; seek extra help in a subject; work in a computer lab; arrange time in the library; move to a shop or science lab to add time to an ongoing area of study; read quietly for a class; review for a test; write a missed test; get help in literacy, or attend an appointment with Student Services. MSIP gives students the opportunity to utilize this hour as best fits their academic needs. Flexible arrangements are made for the movement of students in MSIPs to access specialized resources, improve skills in specific subject areas, or to make up for lost time due to an absence.

However, MSIP is not any of the following: it is not a spare period; it is not optional; it is not to be unsupervised; it is not for games or chatting with friends; or staying home or leaving early.

Ontario education legislation requires 110 hours of attendance for every credit attained, therefore, being in class is a critical component to success. Students who do not attend MSIP are at risk of losing their credits based on the time they have not been in class. They also lose out on the valuable opportunity to access school facilities and teachers.

La Salle students have found MSIP to be invaluable for catching up and keeping up with their workload. Preliminary results indicate a benefit from the 5-period day as compared with the old 75-minute model. It is for this reason that staff at La Salle are committed to seeing MSIP time used to students' advantage. MSIP minutes count, and missing MSIP carries consequences, as with any credit.

Period	Day 1	Period	Day 1	Period	Day 1	Period	Day 1
HF 08:18-08:23 Sem. 1 Term 1	801 Graham,S.	HF 08:18-08:23 Sem. 1 Term 2	801 Graham,S.	HF 08:18-08:23 Sem. 2 Term 1		HF 08:18-08:23 Sem. 2 Term 2	
Period 1 08:23-09:23 Sem. 1 Term 1	ENG100-04 Graham,S.	Period 1 08:23-09:23 Sem. 1 Term 2	ENG100-04 Graham,S.	Period 1 08:23-09:23 Sem. 2 Term 1	MSIP 2-02	Period 1 08:23-09:23 Sem. 2 Term 2	MSIP 2-02
Period 2 09:34-10:34 Sem. 1 Term 1	MSIP 1-09 Westgarth,L.	Period 2 09:34-10:34 Sem. 1 Term 2	MSIP 1-09 Westgarth,L.	Period 2 09:34-10:34 Sem. 2 Term 1	PPL10M-03 Hammer,K.	Period 2 09:34-10:34 Sem. 2 Term 2	PPL10M-03 Hammer,K.
Period 3 10:41-11:41 Sem. 1 Term 1	BTT100-01 McCann,J.	Period 3 10:41-11:41 Sem. 1 Term 2	BTT100-01 McCann,J.	Period 3 10:41-11:41 Sem. 2 Term 1	MPM100-02 Boyd,J.	Period 3 10:41-11:41 Sem. 2 Term 2	MPM100-02 Boyd,J.
LUNCH 11:42-12:29 Sem. 1 Term 1		LUNCH 11:42-12:29 Sem. 1 Term 2		LUNCH 11:42-12:29 Sem. 2 Term 1		LUNCH 11:42-12:29 Sem. 2 Term 2	
Period 4 12:30-13:30 Sem. 1 Term 1	FSF1P0-01 Westgarth,L.	Period 4 12:30-13:30 Sem. 1 Term 2	FSF1P0-01 Westgarth,L.	Period 4 12:30-13:30 Sem. 2 Term 1	TI10G-02 Dundon,S.	Period 4 12:30-13:30 Sem. 2 Term 2	TI10G-02 Dundon,S.
Period 5 13:37-14:37 Sem. 1 Term 1	SNC100-04 Brunet,R.	Period 5 13:37-14:37 Sem. 1 Term 2	SNC100-04 Brunet,R.	Period 5 13:37-14:37 Sem. 2 Term 1	CGC100-04 Robb,L.	Period 5 13:37-14:37 Sem. 2 Term 2	CGC100-04 Robb,L.



Academic Enrichment at La Salle

The La Salle Academic Enrichment Program provides students with various opportunities to challenge themselves, learn new skills, learn about the fundamentals of philanthropy at a community and global level, explore academic areas of individual interest and passion, and meet new friends. La Salle's unique schedule and MSIP allows for curriculum Enrichment and Leadership opportunities, by providing students with enrichment through unique opportunities, differentiated learning, project based learning and community partnerships. Some of the unique experiences students participating in the La Salle Academic Enrichment Program will be exposed to through integration in the curricular program include:

- Partnerships with **Queen's University** which includes fieldtrips, workshops, mentorship opportunities, deeper subject exploration and post secondary exploration
- Partnerships with **St. Lawrence College & RMC**
- Participation in Queen's **Mini-Enrichment Courses**
- Participation in the **Youth and Philanthropy Initiative (grade 10)**
- **Provincial and National Math Contests**
- **Science Fair**
- **Kingston Writers Festival**
- **La Salle Leadership Camp**
- **Ontario Youth Leadership Conference in Niagara Falls**
- **Motivational and Educational Guest Speakers**
- **Model United Nations**
- **DECA** - La Salle offer students interested in business the opportunity to participate in DECA, an extra-curricular group which gives students hands-on experience in the fields of marketing, business and entrepreneurship. DECA enhances the classroom experience by providing conferences and competitions that mold high school students into character-driven leaders.
- First Aid Training/**Partnership with Emergency Response**
- Library Enrichment workshops such as Research Skills and Study Skills
- **The Duke of Edinburgh's Award**
- Extended French Credits and **German** language courses

Arts Enrichment at La Salle

- High Skills Major Red Seal in Arts and Culture
- School Play & School Musical
- Variety Knights
- Arts Showcase Nights
- Music Fast Tracking Program
- Intergenerational Music Program
- Various Field Trips to see Plays and Musicals in Toronto and Kingston
- Arts Council

New Stage Lights and Sound System Improv Teams (competitive and non-competitive)

Grade 9 Arts options include:

- o Grade 9 Vocal Music/Theatre Program
- o Grade 9 Band
- o Grade 9 Drama
- o Grade 9 Award Winning Graphic Design Program
- o Grade 9 Visual Arts

Other Art Courses include:

- o Ornamental Iron Work, Photography, Yearbook, Guitar
- o Graphic Arts and Design, Drama, Visual Art
- o Communication Technology/Graphic Design

Athletics

- o Extensive Athletics Program
- o Strong Successful Teams
- o Great Sports Fields and Facilities
- o Intramural Sports Program
- o Athletic Council
- o Exploration of untraditional Sports

Extensive Programming Includes:

- o All Grade 9 Students take Physical Education
- o Grade 10, 11 and 12 Power Fit/Healthy Living
- o Grade 10, 11 and 12 Healthy Active Living
- o Girls, Boys and Coed Programming
- o Livefit/Aerobics
- o Health for Life
- o Recreation and Fitness Leadership
- o Exercise Science

What is MSIP and how does it support Enrichment?

MSIP stands for Multi-Subject Instructional Period. La Salle's MSIP timetable has five 60 minute periods which includes one period of MSIP. MSIP is a system that allows for flexibility and creativity and is beneficial for all students. The MSIP period extends or enriches learning. To learn more about MSIP please see the La Salle School Calendar or the MSIP pamphlet.

La Salle Secondary
733 Hwy 15, RR# 2
Kingston, Ont
K7L 5H6



“Do All Things Well”

Contact:
La Salle Student Services
613-546-1739
prided@limestone.on.ca

Foundations for Success Program **Grade Nine**

The 'Foundations for Success Program' is a specialized program that La Salle Secondary School is proud to offer our students. The goal of the program is to provide additional support to students working on a combination of open and locally developed courses. Students will gain the skills and knowledge that will prepare them for apprenticeships, certain college programs and the workplace.

Courses are offered in small class size settings with additional literacy, numeracy and special education support offered to each student based on the student's Individual Education Plan. We have developed a curriculum which is designed to meet the needs of students who require program modification and instruction.

All students enrolled in the 'Foundations for Success' program receive additional Literacy Test support and preparation, and Special Education Resource assistance throughout the entire academic year. The program has assigned an administrator and guidance counsellor who are able to work closely with these students to work toward academic success.

The 'Foundations for Success' program is based on a close working relationship between parents, teachers, administrators, guidance and special education staff and students.

Students will receive the following credits: English, ENG 1LL, Mathematics, MAT 1LL, Canadian Geography, CGC 1P0, Health & Physical Education Male/Female, Information and Communication Technology in Business, BTT 100, and 3 optional credits.

School to Community Services at La Salle

School to Community Services is committed to the principle that all students can learn in a supportive environment within an inclusive school community.

Students receiving School to Community Services are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills and behavior. We offer a range of opportunities for our students with a balance between regular classroom placement, resource withdrawal and special education classroom. Activities are adapted and supports are arranged. The program is based on individual needs with a focus on functional academics and alternative programming. At La Salle students take Ministry courses with modified curriculum if necessary. Supported work, personal life management and community awareness skills are also a focus.

For more information on these programs please do not hesitate to contact the program coordinator, Terry Smith at 613-546-1737, Ext 116.

SHSM – Manufacturing

The manufacturing Major introduces students 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.

The **Required Components** are as follows:

1. **Bundled Credits:** a defined bundle of Major credits 9 credits in Grade 11 and Grade 12:
 3 additional required credits
 2 co-op credits

Credits	Apprenticeship training		College		University		Workplace	
	Gr 11	Gr 12	Gr 11	Gr 12	Gr 11	Gr 12	Gr 11	Gr 12
Manufacturing Major	TMJ 3C TMP 3C TDJ 3O	TMJ 4C TMP 4C TMY 4C TDJ 4O	TMI 3C TMJ 3C TDJ 3M ICS 3C	TMI 4C TMJ 4C ICS 4C ICS 4C	TDJ 3M TDJ 3M	TDJ 4M ICS 4U	TMJ 3E TMW 3E TMO 3E TMS 3E	TMJ 4E TMW 4E TMO 4E TMS 4E
English	ENG 3E ENG 3C	ENG 4E ENG 4C	ENG 3C	ENG 4C	ENG 3U	ENG 4U	ENG 3E	ENG 4E
Mathematics		MAP 4C MCT 4C		MCT 4C MAP 4C		MDM 4U MCV 4U MHF 4U	MEL 3E MBF 3C	
Science	SVN E3	SNC 4E	SVN 3M SBI 3C	SPH 4C SCH 4C	SPH 3U SBI 3U SCH 3U	SPH 4U SCH 4U SBI 4U		
Cooperative Education (2 Credits)	A. Experiential Learning Opportunities: Job-shadowing, job-twinning, work experience. Minimum of 2 Cooperative Education credits linked to the major Field trips, other workplace experiences for students to explore careers related to that sector B. Ontario Skills Passport: Development of essential skills and work habits required in the sector, with documentation in the Ontario Skills Passport (OSP)							
Conceptualized Learning Activities	Supporting credits, such as English, math, and science include units and other opportunities for SHSM students to learn in the context of the sector they have chosen							
Total number of credits	9		9		9		9	

2. **Sector-Recognized Certifications and Training**
 - A. **Three (3) Compulsory**, Cardio-Pulmonary Resuscitation (CPR), Standard First Aid, generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
 - B. **Three (3) electives** from the list below:
 CAD/CAM (computer-aided design and computer-aided manufacturing), Canadian Welding Bureau (CWB) – flat, confined space awareness, elevated work platforms, fall protection, hoisting and rigging, lift truck safety, lockout/tagging, personal protective equipment – manufacturing, propane safety, safe lifting, Software, transportation of dangerous goods
3. **Reach Ahead Experiences:** In the field and sectors considered as a post-secondary destination, ranging from a few hours to full courses (dual credit programs)

Students can complete the SHSM program to prepare them for their *pathway to any of the four post-secondary destinations*, apprenticeship, college, university and work

SHSM – Arts & Culture

Arts and culture are essential elements in the new global economy – not only for their entertainment value but also for the SHSM–Arts and Culture enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, a college or university program, or an entry-level position in the workplace. Depending on local circumstances, the SHSM–Arts and Culture may be designed to have a particular focus – for example, on dance, dramatic arts management, or technical production. *During the 1990s, the culture sector labour force grew by 31 per cent, compared to 20 per cent for Canada’s labour force as a whole*

The Required Components are as follows:

1. **Bundled Credits:**

Each SHSM program offers students a bundle of 8 - 10 credits, including: "major" credits in the Arts (2 in Grade 11 and 2 in Grade 12)

Supporting credits: 1 Grade 12 English, 1 Business Studies or Canadian and World Studies, 2 cooperative education credits, and other complimenting credits depending on the program, that will be delivered in the context of that sector

Credits	Apprenticeship training		College		University		Workplace	
	Gr 11	Gr 12	Gr 11	Gr 12	Gr 11	Gr 12	Gr 11	Gr 12
Arts and Culture Major	AVI 30 AVI 3M ADA 3M TCJ 3C TGJ 3M	AVI 4M ADA 4M TCJ 4C TGJ 4M	AVI 30 AVI 3M ADA 3M AMU 3M TGJ 3M	AVI 4M ADA 4M AMU 4M TGJ 4M	AVI 3M ADA 3M AMU 3M TGJ 3M	AVI 4M ADA 4M AMU 4M TGJ 4M	AVI 3O ADA 3O IDP 3O AMU 3O TCJ 3E TGJ 3M	AVI 4M ADA 4O AEA 4O AMU 4M TCJ 4 TGJ 4M
English	ENG 3E ENG 3C	ENG 4E ENG 4C	ENG 3C	ENG 4C	ENG 3U	ENG 4U	ENG 4E	ENG 4C
Business Studies or Canadian and World Studies	BMI 3C BDI 3C	BAT 4M BTX 4C BDV 4C BBB 4M	BAF 3M BMI 3C BDI 3C CGF 3M	BAT 4M BDV 4C BTX 4C CHY 4C BBB 4M	BAF 3M CHA 3U CHW 3M CLU 3M	CIA 4U CPW 4U IDC 4U CGW 4W CHI 4U CLN 4U	BTA 3O BMX 3E	BTX 4E
1. Cooperative Education	A. Experiential Learning Opportunities: Job-shadowing, job-twinning, work experience Minimum of 2 Cooperative Education credits linked to the major Field trips, other workplace experiences for students to explore careers related to that sector Completion of the Ontario Skills Passport - Documentation of Essential Skills and Work Habits							
2. Conceptualized Learning Activities	Supporting credits, such as English, business studies or Canadian and World Studies, include units and other opportunities for SHSM students learn in the context of the sector they have chosen.							
Total number of credits	8		8		8		8	

2. **Certifications and Awareness Training:** Sector-recognized certifications related to the major and selected from a list, including They include
- A. **Three (3)** compulsory: Standard First Aid, Cardio-Pulmonary Resuscitation (CPR) Level A, generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)
 - B. **Three (3)** electives from the list below curatorial techniques customer service, electrical safety, elevated work platforms, framing and matting, health and safety – basic, instructor certification, lighting and sound equipment maintenance, make-up/cosmetology, musical instrument repair, portfolio development, proper lifting and carrying techniques, Pyrotechnics, recording equipment, Sewing, software: animation, software: graphic arts, software: photography, stage combat, taping for dance performance, technical staging, training in an art form (e.g., mime, tap dance, improvisation), training in a technique (e.g. figure drawing conducting)
3. Reach Ahead Experiences: In the field and sectors considered as a post-secondary destination, ranging from a few hours to full courses (dual credit programs)

Students can complete the SHSM program to prepare them for their pathway to any of the four post-secondary destinations, apprenticeship, college, university and work

La Salle Focus Program

Mechanical Pre-Apprenticeship

Program Type: Ontario Youth Apprenticeship

Program Length: Semester 1

This one semester package offers students training in Millwright, Machinist, and Welding trades. Students will work on various projects with training on all machine shop equipment, including engine lathes, milling machines, band saws, MIG welders, surface grinders and oxy-acetylene torches.

Manufacturing Engineering Technology	Credits:
Design Technology	TMJ 3C/4C (2 credits)
Possible Co-p	TDJ4M (1 credit)
	TMJ4CC (1 credit)

This is an **Ontario Youth Apprenticeship Program** for certified trades. Students wishing to continue in the Mechanical Trades are invited to participate in a coop placement in the second semester, where hours and credits can accumulate towards indenturing as an apprentice in the Machine Industry. Students will also receive Emergency First Aid, WHMIS and Fall Arrest certificates. Students finishing this program with 70% or higher may have the opportunity to write the exemption test for Phase One Certificate of Completion.

**This course is taught by
Mr. Bob Chambers, who is a
qualified C. of Q. Construction Millwright
as well as a C. of Q. Industrial Mechanic**

Contact
546-1737 Bob Chambers - Ext 290 or Terry Smith - Ext 116

LA SALLE SECONDARY SCHOOL



CAREER PATHWAY

Suggested Prior Courses

Foundations for College Math Grade 12
Physics Grade 11
Manufacturing Gr 10 & 11
Com Tech Grade 11 & 12

Credits Received as per
above Credits Package

Possible Post Secondary Destinations

St. Lawrence General Machinist, Millwright
Tool & Die Programs (College Level)
Union Trade Apprenticeships
Workplace Industrial Apprenticeships
Engineering Technology (College Level)
Mechanical Technician (College Level)
Machinist Technologist (College Level)

La Salle Focus Program

ER: Emergency Response La Salle

CAREER UNIQUE – SEMESTER 1

We live in an uncertain world

Look at the past and learn. Look to the future and prepare.

Course Description:

Absolute Disaster is a three credit focus program which gives students the opportunity to learn about a variety of disasters and catastrophes that have plagued our modern world. The Absolute Disaster Program will teach about past disasters and methods of recovery, as well as potential disasters and plans for responding to them. Learn the psychological cost of living in our uncertain world. Students will learn about the threat of terrorism, epidemics, pollution, earthquakes, fires, landslides, storms and any number of potential catastrophes. As demand for first responders grows daily students will learn what type of skills people need if they choose a career as a firefighter, environmentalist or a paramedic. They will learn what is needed for a career in the military or as a police or coast guard officer. If you think you may be interested in working in anti-terrorism or emergency response this is the course for you.

Courses:

PPL 30 – Healthy and Active Living

CGF 3M – Physical Geography

GWL 30 – Designing Your Future

Above 3 Credits with possible 4th credit in Co-op



Partnerships & Future Pathways →→→

Paramedics

Corporate Organizations e.g. Red Cross

Military

Municipal Fire Department

Emergency Medical Responder

Program Features:

Students learn about a variety of careers

They learn about all types of disasters and how they are dealt with/overcome

Course will include a variety of guest speakers

Field Trips

1st Aid Training/CPR, Basic Rescue

WHMIS Training

Unique opportunity to access facilities and resources at CFB Kingston

Contact David Chamberlain

LSS 613-546-1737

La Salle Dual Credit Program

IMC @ SLC

**Integrated Marketing Communications
at
St. Lawrence College**

Program Type: Career Unique

Program Length: Semester 2

Program Description:

Today's businesses are searching for integrated marketing communications solutions for their business problems. To meet this demand, students will be exposed to the realm of marketing communications: advertising, designing layouts for print media, writing, producing and editing video in broadcast media.

Students who participate in this School-to-College-to-Work Focus Program will:

- attend all classes at St. Lawrence College during Semester 2.
- be team-taught by teachers from the Limestone District School Board and St Lawrence College.
- have use of St. Lawrence College facilities - media and video labs, library, Student Centre.
- earn 4 secondary school credits towards their OSSD one of which will be a credit in cooperative education.
- earn college credit(s) at the same time.

Secondary Credit Package (3 credits)

Marketing: Goods, Service, Events
Computers for Communicators 1
Information Technology in Business
Marketing Principles
Communication in the World of
Copywriting & Design for Print Media
Business and Technology
Communication Technology

College Credit Possibilities:

BMI3C
COM25
BTX4C
MARK101

MCOM14
EBT4O
TGJ4M



The Limestone District School Board's IMC Focus program will be articulated with the Advertising and/or Integrated Marketing Communications Program at St. Lawrence College.

Contact: Dave Chamberlain 613 546-1737

Co-operative Education

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for University, College, Apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

What is Co-operative Education?

Cooperative Education is a joint effort between the school and the local business community to provide learning experiences for students through work placements. Students investigate real-world work applications in a chosen subject area. Work placement can take place in laboratories, offices, manufacturing facilities or daycare centres - virtually, in any business that is in a position to host a student.

Students In Co-op

- Earn high school credits
- Gain work experience
- Develop interpersonal skills
- Identify their capabilities and limitations
- Develop skills, knowledge and attitudes required for employment
- Check out a prospective career
- Meet and "network" with potential employers
- Acquire valuable references for future jobs

How Do I Apply for Co-op?

Students must apply to take a co-operative education course during the course selection process. A counselling and interviewing process - conducted by co-operative education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators - determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program.

LASS is a 4-6 credit Alternative Education Program designed for senior students. The LASS program operates both semesters offering a variety of compulsory and elective credits from which to choose. The courses offered each semester are based on student need. This program is suitable for students who have completed the majority of their compulsory credits, would benefit from a small group setting, and wish to experience the working world. Students attend classes one day per week to earn one or two credits and work at a monitored co-op placement the other 4 days for a total of 330 hours per semester to earn an additional 3 credits or 440 hours to earn an additional 4 credits. Regular co-op placements are arranged through Ms. Chambers. Paid Co-op needs to be arranged by the student.



ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

The Ontario Youth Apprenticeship Program enables students to work towards certification in a chosen skilled trade, earning high school credits while enrolled in a secondary school program leading to an Ontario Secondary School Diploma (OSSD).

To enter the OYAP program, students must:

- be at least 16 years of age
- have 16 credits (grade 10)
- be registered as a full time student

Specialized Programs at La Salle Secondary School OYAP Program - Millwright/Machinist Trades

La Salle Secondary offers a unique opportunity for students wishing to pursue an apprenticeship in The Millwright/Machinist Trades. The Ontario Youth Apprenticeship Program is available for these students. Students earn credits toward their secondary school diploma requirements, as well as valuable credit hours towards their chosen trade. Students receive credits in Manufacturing Technology, Technological Design and Mathematics. Projects include: various machine tools, hand tools, personal tools, CNC milling, and metal fabrication. Courses you will be taking:

Grade 11 Manufacturing, College, TMJ 3CY

Grade 12 Manufacturing, College, TMJ 4CY

Grade 12 Technological Design, College/University, TDJ 4MY

Students completing this program with an average of 70% or higher will have the opportunity to write the Phase One Exemption Test for Millwrights and Machinists.

CO-OP AND OYAP

An OYAP student is one who is receiving co-operative education credits for work experience in an apprenticeship occupation.

A student who is earning co-operative education credits for work experience in an apprenticeship occupation, may or may not register as an apprentice while still enrolled in secondary school. However, at any point in the future they can apply their co-op hours to the required hours for trade certification. Successful OYAP graduates acquire their OSSD and accreditation for completing part of the on-the-job-training requirements of a formal apprenticeship.

Skilled Trade Workers are in high demand!

**For more information, contact the Student Services Department or contact the
O.Y.A.P. Office at 546-2050, Ext. 143.**

Section II

La Salle Secondary School

Student Support Resources

& Program Planning

& Course Selection

Semesters

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

Reporting Periods

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at La Salle Secondary School, please refer to the Student Planner.

Definition of a Credit

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

Types of Courses

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

Grades 9 and 10:

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

Grades 11 and 12

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

Common Course Codes

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

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

Course Selection at La Salle Secondary School

COURSE CHANGES: POLICIES AND PROCEDURES

Students wishing to change a course must consult with a guidance counsellor. Once an option sheet has been completed and approved by a student, parents/guardians, and the school administration, and a timetable has been established, no change may be made in the program without the consent of both the school administration and the parents/guardians. Students are required to follow fully any established timetable until a change has been officially approved. Normally, no timetable additions will be considered after the tenth day of classes in any semester.

AVAILABILITY OF COURSES

The decision to offer a class in any course is dependent upon the number of students requesting it, the teacher, time, and facilities available. This decision will be made by the school administration. The school and the Board reserve the right to adjust the master timetable as required by staffing and budgeting guidelines.

A student will normally be expected to register for full credit semester courses on or before the first day of school of that semester. In view of instructional time and requirements for credits, registration will not normally be accepted in semester courses more than ten (10) school days after the beginning of a semester.

PREREQUISITES

A prerequisite is a course which provides an essential foundation for a succeeding course. Whenever prerequisites are recommended for a particular course, they are listed under the description of that course. The student should successfully complete such prerequisites prior to enrolment in that course. Individual consideration will be given by the Department Head and Student Services where prerequisites are not met.

STUDENT HANDBOOK

A student Handbook and Code of Behaviour is available for each student on the first day of the school year outlining the following:

- the school's expectations regarding students' responsibilities, achievement, and attendance;
- the essential information on evaluation and examination policies;
- the general daily routine procedures;
- the Student Council and extra-curricular activities of the school.

Credit Attainment and Provincial Standard

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

Ontario Student Record (OSR): Recording & Reporting Procedures

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

Ontario Student Transcript (OST): Recording & Reporting Procedures

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

Full Disclosure for Grades 11 and 12

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



Student Support and Resources

Guidance

The Guidance and Career Education Program is a vital and integral part of La Salle Secondary School. The main purpose of the Guidance Program, as outlined in Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999, is to help students acquire the skills, knowledge and attitudes necessary to:

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

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

The Student Success Team – Reaching Every Student

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

La Salle Secondary School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

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

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

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

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

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

Credit Completion (Credit Rescue & Credit Recovery)

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

Special Education Policies & Programs

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

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

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

Special Education Advisory Committee

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

Special Education Plan

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

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

Accommodations and Modifications

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

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



Learning Program Support (LPS)

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

Additional supports are not limited to but include the following:

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

Tutoring

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

The Library Resource Centre

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



Textbooks

A non-refundable fee is due on the first day of school for new students. All textbooks are managed using a bar code system. If a student removes the bar code sticker there will be a \$5.00 charge to the student responsible for the textbook or library book. **Students are required to pay for lost or damaged textbooks and library books.** Students are required to return textbooks, from any dropped courses, to the library or the bookroom directly. Textbooks will be issued to students directly from the bookroom at La Salle Secondary School. The textbooks and novel studies will be scanned on to the student's account and the student is responsible for these books. All books must be returned to the bookroom (or in the green cart during exams) in the condition in which they were issued. Textbooks and library books will not be issued the following semesters unless the student's account is completely clear. Outstanding textbooks and library books must be returned, replaced or paid for in order for a student's account to be cleared.

When a student is refused textbooks because there are books outstanding on his or her account, a form will be issued to the student. On the form will be a list of the outstanding books and their price. The student is required to pay Mel & Jerry in the bookroom before textbooks will be issued (or Mrs. MacDonald in the main office).

Grade 12 students are required to pay a \$125.00 deposit fee in order to receive textbooks. The deposit fee will be returned to the student in the form of a cheque when they graduate and all their books have been returned in the condition in which they were issued.

During the last week of August, grade nine students will be in the building. The morning schedule will include a visit to the bookroom. All grade nine students will receive their textbooks at this time. In the afternoon, the bookroom will remain open for all other students who wish to obtain their textbooks ahead of time. When the semester begins in September and in February, textbooks will be issued during the first week, by grade, during the student's MSIP period.

English Language Learners (ELL)

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

The Adolescent Care Worker (ACW)

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

Aboriginal Support Counsellor

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

Program Planning and Course Selection

Diploma & Certificate Requirements for OSS Students

Ontario Secondary School Diploma (OSSD)

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

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

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

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

Requirements for the Ontario Secondary School Certificate (OSSC)

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

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

Requirements for the Certificate of Accomplishment

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

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. ***Please note: You may not start your community involvement hours until September of your grade 9 year.*** For more information, please contact Student Services.

The Ontario Secondary School Literacy Test (OSSLT)

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

The Ontario Secondary School Literacy Course (OSSLC)

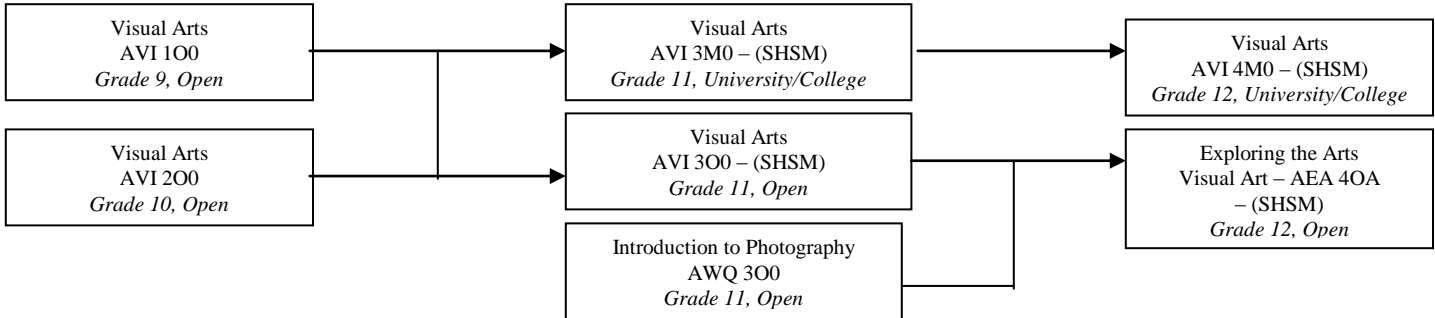
Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School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

Substitutions for Compulsory Courses

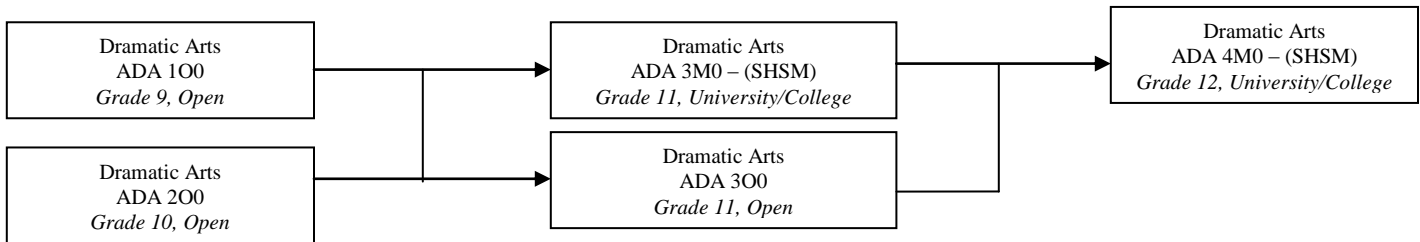
In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credits. To meet individual students' needs, principals may replace up to three of these credits (or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

THE ARTS

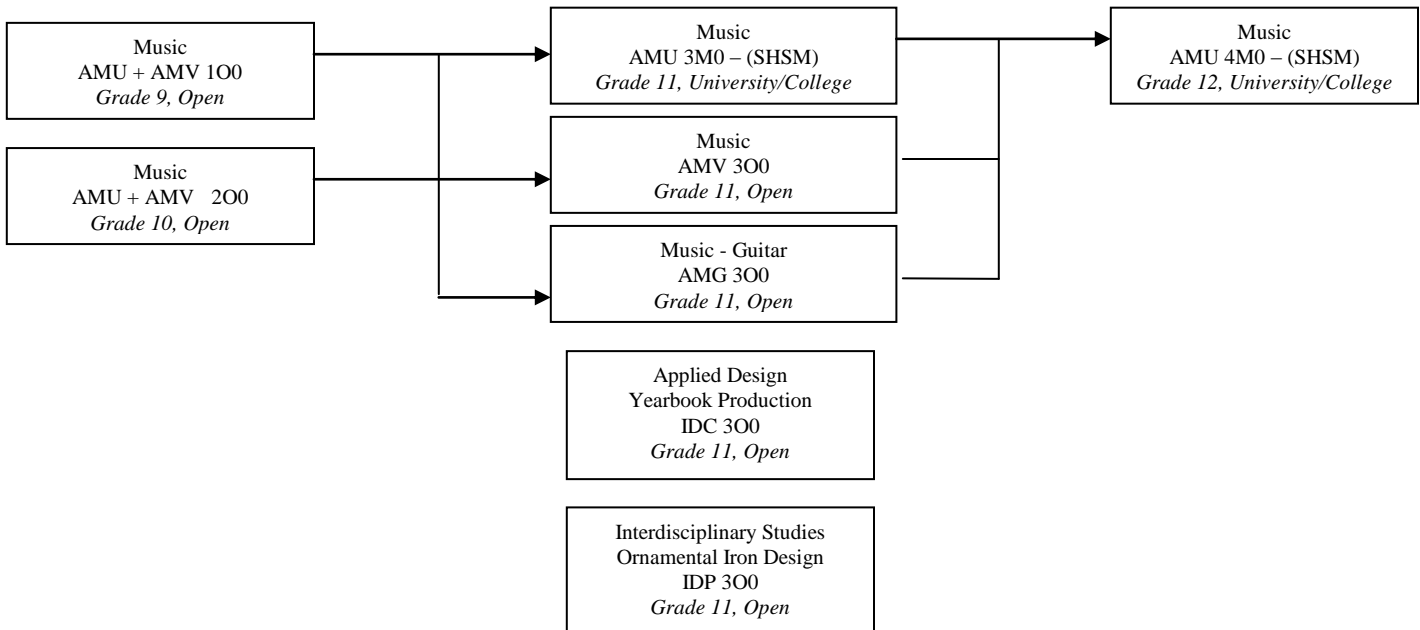
Arts – Visual



Arts – Dramatic



Arts – Music



Dramatic Arts

Dramatic Arts, Grade 9, Open (ADA 100)

Credit Value 1.00

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Dramatic Arts, Grade 10, Open (ADA 200)

Credit Value 1.00

Prerequisite: *None*

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

Dramatic Arts, Grade 11, University/College Preparation (ADA 3M0)

(SHSM)

Prerequisite: *Grade 9 or 10 Dramatic Arts, Open, ADA 100 or 200*

Credit Value 1.00

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Dramatic Arts, Grade 11, Open (ADA 300)

(SHSM)

Credit Value 1.00

Prerequisite: *None*

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

Dramatic Arts, Grade 12, University/College Preparation (ADA 4M0)

(SHSM) Credit Value 1.00

Prerequisite: *Grade 11 Dramatic Arts, Open or University/College, ADA 3M0 or 300*

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

Music

Music, Grade 9, Open (AMU 100)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Music, Grade 10, Open (AMU 200)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Music, Grade 11, University/College Preparation (AMU 3M0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 9 or 10 Music, Open, AMU 100 or 200*

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Music, Grade 12, University/College Preparation (AMU 4M0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 11 Music, Open or University/College, AMU 300 or 3M0*

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

Music, Grade 11, Open (AMG 300) GUITAR

Credit Value 1.00

Prerequisite: *Grade 9 or 10 Music, Open, AMU 100 or 200*

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. They will also evaluate the results.

Music, Grade 9, Open (AMV 100) Vocal Music

Credit Value 1.00

This course develops students' artistic knowledge and skills through the creation of performance of music at a level consistent with previous experience and is aimed at a developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Music, Grade 10, Open (AMV 200) Vocal Music

Credit Value 1.00

This course develops students' artistic knowledge and skills through the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Music, Grade 11, Open (AMV 300) Vocal Music

Credit Value 1.00

This course develops students' artistic knowledge and skills through the performance and the preparation and presentation of music productions through vocal music. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Visual Arts

***All Grade 11 and 12 Visual Arts Courses will require a \$20.00 fee to help cover costs of supplies for each course. An Art kit will be required for Grade 9 and 10 Visual Arts Courses and can be purchased through the Art teacher.**

Visual Art, Grade 9, Open (AVI 100)

Credit Value 1.00

Prerequisite: *None*

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

Visual Arts, Grade 10, Open (AVI 200)

Credit Value 1.00

Prerequisite: *None*

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

Visual Arts, Grade 11, University/College Preparation (AVI 3M0) (SHSM)

Prerequisite: Grade 9 or 10 Visual Arts, Open, AVI 100 or 200

Credit Value 1.00

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

Visual Arts, Grade 11, Open (AVI 300) (SHSM)

Credit Value 1.00

Prerequisite: *None*

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

Visual Arts, Grade 12, University/College Preparation (AVI 4M0) (SHSM)

Credit Value 1.00

Prerequisites: *Grade 11 Visual Arts, University/College, AVI 3M0*

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

Visual Arts, Exploring the Arts, Grade 12, Open (AEA 4OA) (SHSM)

Credit Value 1.00

Prerequisites: *Any Grade 9 or 10 course in the Arts.*

This course focuses on the acquisition and application of knowledge and skills related to the creation, interpretation, and production of works involving visual arts. Students will study, evaluate, create, and promote art works and productions, and will use a variety of established and experimental techniques and various technologies in individual or group projects (eg. creating sets for a musical or developing the students' personal portfolio). *For this course the objectives will be achieved through visual art: painting, drawing, printmaking and / or sculpture.*

Introduction to Photography, Grade 11, Open (AWQ 300)

Credit Value 1.00

Prerequisite: *None*

This course is an introduction to photographic techniques. Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs. Digital cameras are provided for student use. There is a studio fee of \$30.

Interdisciplinary Studies

Applied Design, Yearbook Production, Grade 11, Open, (IDC 300)

Credit Value 1.00

Prerequisite: *None*

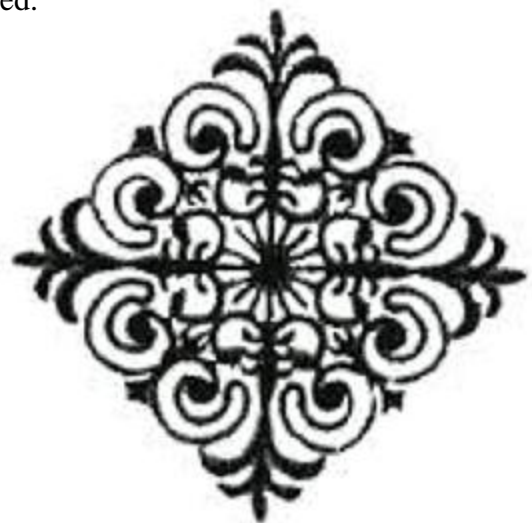
This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situation, and careers, students will apply the principles and skills derived from the complementary subject and disciplines studies, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decision, and adapt to change as they acquire new knowledge. This course will introduce students to leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of conflict resolution, planning and goal setting, problem solving, group dynamics and team work. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

Interdisciplinary Studies, Ornamental Iron Design, Grade 11, Open, (IDP 300)

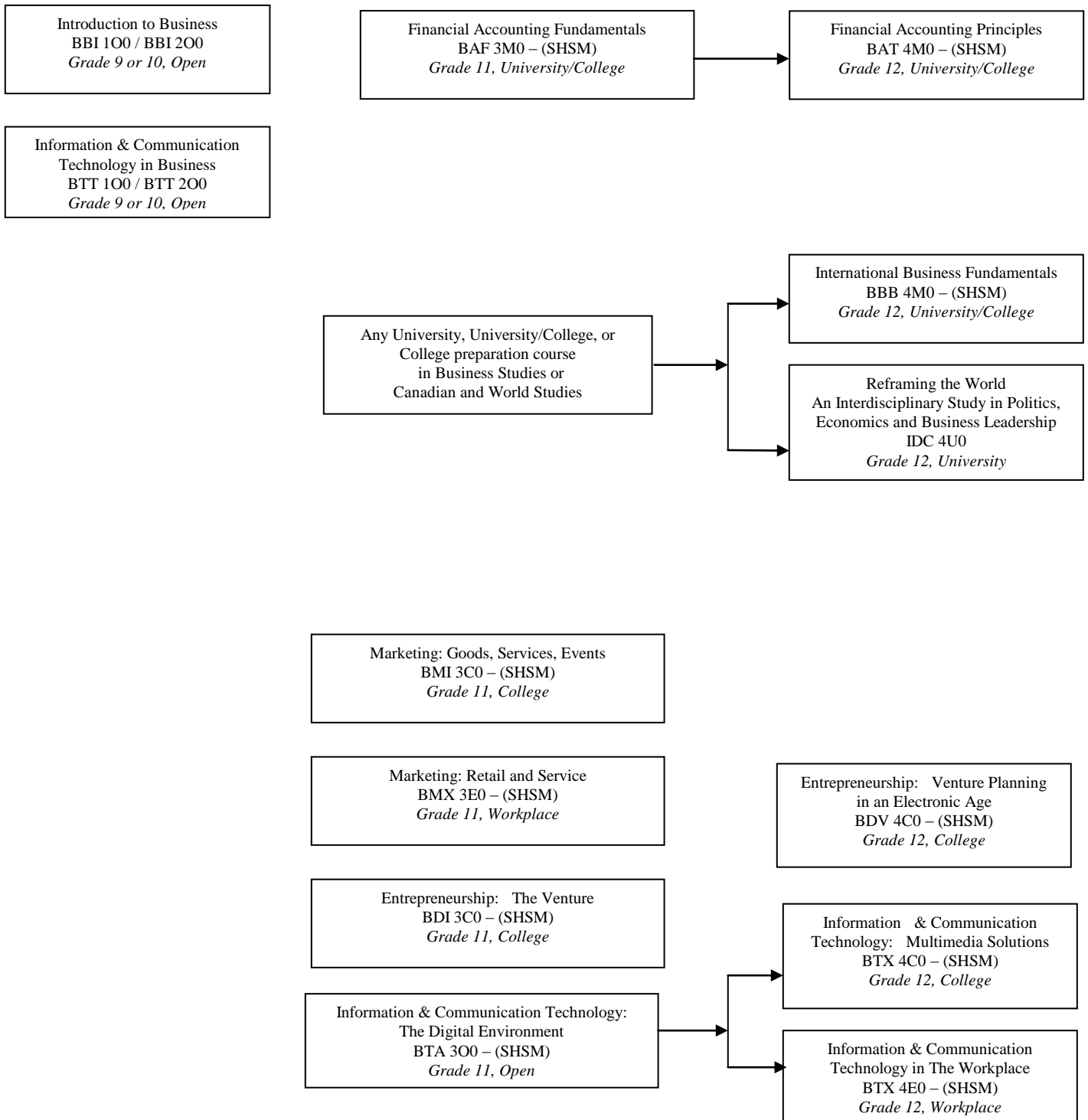
Credit Value 1.00

Prerequisite: *None*

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communication information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. This single credit course meets the expectations of the Grade 11 Open Interdisciplinary Studies curriculum as well as the curriculum for Grade 11 Technological Design and Grade 11 Visual Arts. This course offers students an opportunity to work with metal as a medium. Students will build various pieces of art using various sizes of metal, using torches, welding and plasma to shape the work. Projects may include iron tables, coat racks, garden arbors and gates. Open ended Art Sculpture is encouraged.



BUSINESS STUDIES



Introduction to Business, Grade 9 or 10, Open (BBI 100 / BBI 200)

Credit Value 1.00

Prerequisite: *None*

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Information and Communication Technology in Business, Grade 9 or 10, Open (BTT 100 / BTT 200)

Credit Value 1.00

Prerequisite: *None*

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.

Accounting**Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF 3M0) (SHSM)**

Credit Value 1.00

Prerequisite: *None*

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

Financial Accounting Principles, Grade 12 University/College Preparation (BAT 4M0) (SHSM)

Credit Value 1.00

Prerequisite: *Financial Accounting Fundamentals, Grade 11, University/College, BAF 3M0*

This course introduces students to advanced accounting principles that will prepare them for post secondary 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 further develops accounting methods for assets and introduces accounting for partnerships and corporations.

Entrepreneurial Studies**Entrepreneurship: The Venture, Grade 11, College Preparation (BDI 3C0) (SHSM)**

Credit Value 1.00

Prerequisite: *None*

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 student-run school-based or summer business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation (BDV 4C0) (SHSM)

Prerequisite: *None*

Credit Value 1.00

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

Information Technology

Information and Communication Technology: The Digital Environment, Grade 11, Open (BTA 300) (SHSM)

Prerequisite: *None*

Credit Value 1.00

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

Information and Communication Technology: Multimedia Solutions, Grade 12, College Presentation (BTX 4C0) (SHSM)

Credit Value 1.00

Prerequisite: *Information and Communication Technology: The Digital Environment, Grade 11, Open, BTA 300*

This course provides students with the opportunity to apply their information and communication technology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia techniques. Students will further develop their understanding of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in post-secondary studies and in their future careers.

Information and Communication Technology in the Workplace, Grade 12, Workplace Preparation (BTX 4E0) (SHSM)

Prerequisite: *Information and Communication Technology: The Digital Environment, Grade 11, Open, BTA 300*

Credit Value 1.00

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

Marketing

Marketing: Goods, Services, Events, Grade 11, College Preparation (BMI 3C0) (SHSM)
Prerequisite: *None* Credit Value 1.00

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.

Marketing: Retail and Service, Grade 11, Workplace Preparation (BMX 3E0) (SHSM)
Prerequisite: *None* Credit Value 1.00

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.

International Business

International Business Fundamentals, Grade 12, University/College Preparation (BBB 4M0) (SHSM)
Prerequisite: *Any University, University/College, or College preparation course in Business Studies, English, or Canadian and World Studies* Credit Value 1.00

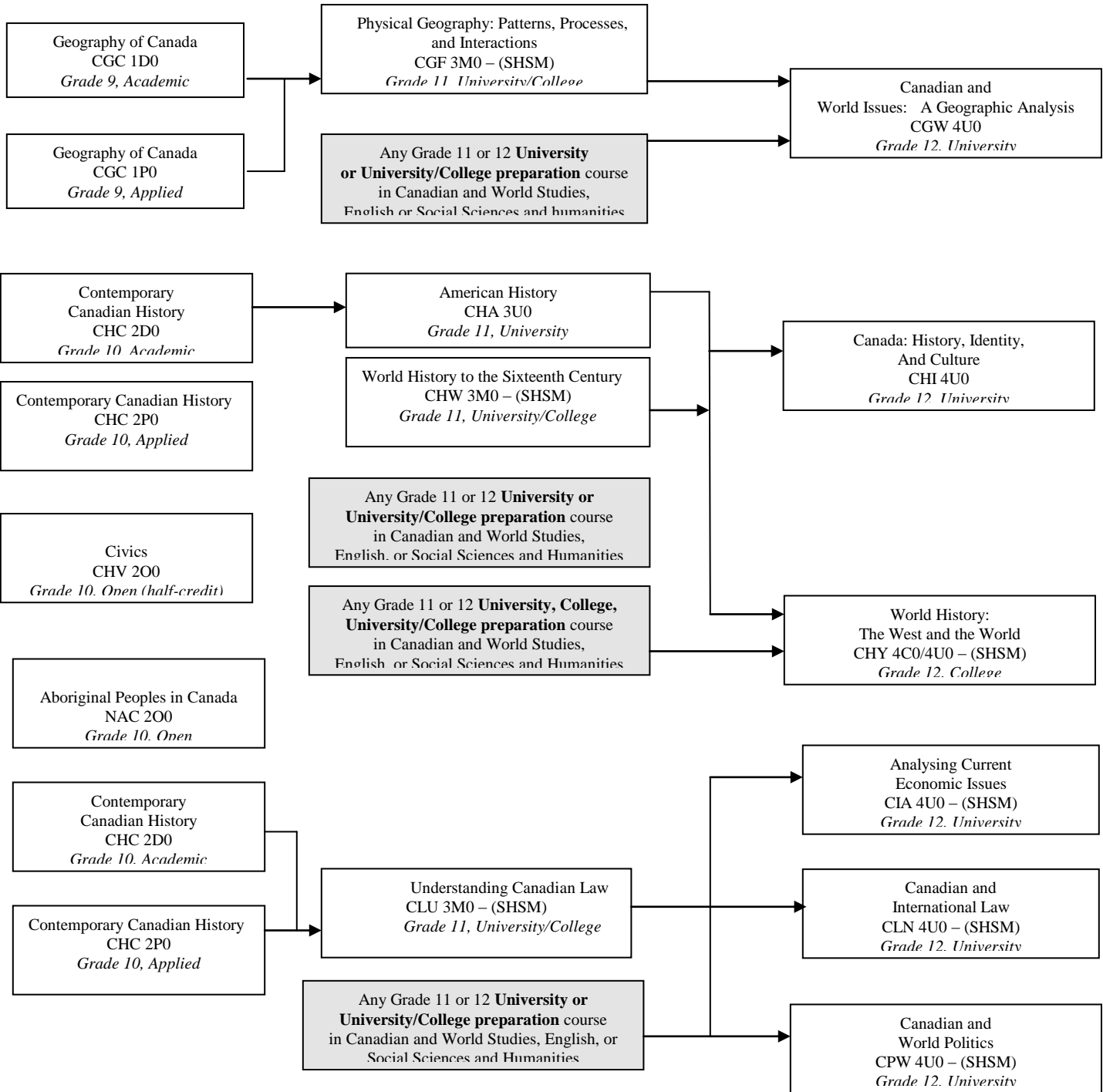
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international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

Interdisciplinary Studies

Reframing the World: An Interdisciplinary Study in Politics, Economics, and Business Leadership, Grade 12, University (IDC 4U0) Credit Value: 1.00
Prerequisite: *Any University, University/College or College preparation course in Business Studies or Canadian and World Studies*

This course uses an interdisciplinary and “hands on” approach to explore the relationship between World History and the film industry. Feature films often use the past as inspiration for storylines and imagery to entertain society and in doing so have shaped people’s perceptions about historical events and personalities alike. Students will spend the semester studying film as a medium used to explore and explain history, honing their thinking skills as critical filmgoers, and creating – storyboarding, writing, filming, and editing – short film productions.

CANADIAN AND WORLD STUDIES



Geography of Canada, Grade 9, Academic (CGC 1D0)

Credit Value 1.00

Prerequisite: *None*

This course explores Canada's distinct and changing character and the geographic systems and relationships that shape it. Students will investigate the interactions of natural and human systems within Canada, as well as Canada's economic, cultural, and environmental connections to other countries. Students will use a variety of geotechnologies and inquiry and communication methods to analyze and evaluate geographic issues and present their findings.

Geography of Canada, Grade 9, Applied (CGC 1P0)

Credit Value 1.00

Prerequisite: *None*

This course focuses on geographic issues that affect Canadians today. Students will draw on personal and everyday experiences as they learn about Canada's distinct and changing character and the natural and human systems and global influences that shape the country. Students will use a variety of geotechnologies and inquiry and communication methods to examine practical geographic questions and communicate their findings.

**Physical Geography: Patterns, Processes, & Interactions, Gr. 11, Univ/College Prep (CGF 3M0)
(SHSM)****Prerequisite:** *Grade 9 Geography of Canada, Acad or Appl, CGC 1D0 or 1P0*

Credit Value 1.00

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings. If you are fascinated with the natural wonders of the world, then this is the course for you. Explore the wonder of earthquakes and volcanoes as well as studying rocks, fossils and minerals!

Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW 4U0)

Credit Value 1.00

Prerequisite: *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing. Through research, independent study and discussion, contemporary topics with a global focus will be explored and analyzed. This is an excellent stepping stone for various programs at University.

History

Contemporary Canadian History, Grade 10, Academic (CHC 2D0)

Credit Value 1.00

Prerequisite: *None*

This course explores the local, national, and global forces that have shaped Canada's national identity from World War I to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

Contemporary Canadian History , Grade 10, Applied (CHC 2P0)

Credit Value 1.00

Prerequisite: *None*

This course explores some of the pivotal events and experiences that have influenced the development of Canada's identity as a nation from World War I to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

Aboriginal Peoples in Canada, Grade 10, Open (NAC200)

Prerequisite: *None*

Credit Value 1.00

This course emphasizes historical and contemporary issues that affect the relationship between Aboriginal peoples and Canadian governments. Students will examine legal, political, social, and economic issues; key aspects of the Indian Act and its revisions that have an impact on the daily lives of Aboriginal persons; the different types of relationships that Aboriginal peoples have established with other nations throughout history; and the methodology of historical inquiry.

Civics, Grade 10, Open (CHV 200), Compulsory

Credit Value 0.50

Prerequisite: *None*

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy 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.

American History, Grade 11, University Preparation (CHA 3U0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 10 Canadian History in the 20th Century, Academic, CHC 2D0*

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

World History to the 16th Century, Grade 11, University/College Preparation(CHW 3M0) (SHSM)

Prerequisite: *Grade 10 Canadian History in the 20th Century, Acad or Appl, CHC 2D0 or 2P0*

Credit Value 1.00

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and to present their own conclusions. Through a simulated archaeological ‘DIG’ students will do group studies of some of these early civilizations. This “hands-on” approach will help students to both visualize and recreate the past.

Canada: History, Identity, and Culture, Grade 12, University Preparation (CHI 4U0) (SHSM)

Prerequisite: *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

Credit Value 1.00

This course explores the challenges associated with the formation of a Canadian national identity. Students will examine the social, political, and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students will use critical-thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identify, and present their own views.

World History: The West and the World, Grade 12, College/Univ Prep (CHY 4C0/4U0) (SHSM)

Prerequisite: *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

Credit Value 1.00

This course investigates the major trends in Western civilization and world history from the sixteenth century to the present. Students will learn about the interaction between the emerging West and other regions of the world and about the development of modern social, political; and economic systems. They will use critical-thinking and communication skills to investigate the historical roots of contemporary issues and present their conclusions.

Law

Understanding Canadian Law, Grade 11, University/College Preparation (CLU 3M0) (SHSM)

Prerequisite: *Grade 10 Canadian History in the 20th Century, Acad or Appl, CHC 2D0 or 2P0*

Credit Value 1.00

This course explores Canadian law with a focus on legal issues that are relevant to people's everyday lives. Students will investigate fundamental legal concepts and processes to gain a practical understanding of Canada’s legal system, including the criminal justice system. Students will use critical-thinking, inquiry, and communication skills to develop informed opinions on legal issues and apply this knowledge in a variety of ways and settings, including case analysis, legal research projects, mock trials, and debates.

Canadian and International Law, Grade 12, University Preparation (CLN 4U0) (SHSM) Credit Value 1.00

Prerequisite: *Any Grade 11 or 12, University or University/College preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate them to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.



Politics

Canadian and World Politics, Grade 12, University Preparation (CPW 4U0) (SHSM) Credit Value 1.00

Prerequisite: *Any Grade 11 or 12 University or College/University preparation course in Canadian and World Studies, English, or a Social Science and Humanities*

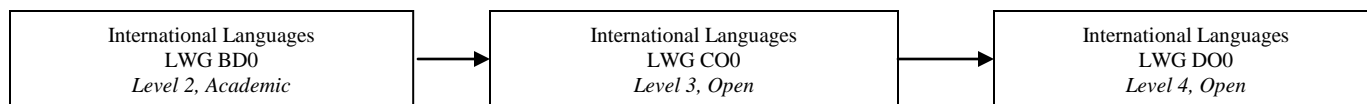
This course examines Canadian and world politics from a variety of perspectives. Students will investigate the ways in which individuals, groups, and states work to influence domestic and world events, the role of political ideologies in national and international politics, and the dynamics of international cooperation and conflict resolution. Students will apply critical-thinking and communication skills to develop and support informed opinions about current political conflicts, events, and issues.

Economics

Analysing Current Economic Issues, Grade 12, University Preparation (CIA 4U0) (SHSM) Credit Value 1.00

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of micro- and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgments, and present their findings.

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES



International Languages

International Languages, Level 2, Academic (LWG BD0) German

Credit Value 1.00

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language-appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

International Languages, Level 3, Open (LWG CO0) German

Credit Value 1.00

Prerequisite: *Level 2 International Languages, Academic or Open, LWG BD0*

This course provides students with opportunities to further develop their communication skills in the international language and increase their confidence in applying them in a variety of practical situations, including contexts related to future employment. Students will engage in a variety of activities and use resources that will allow them to use the language in various real-life situations. They will also continue to explore aspects of the culture of countries where the language is spoken, and investigate careers that require facility in the language.

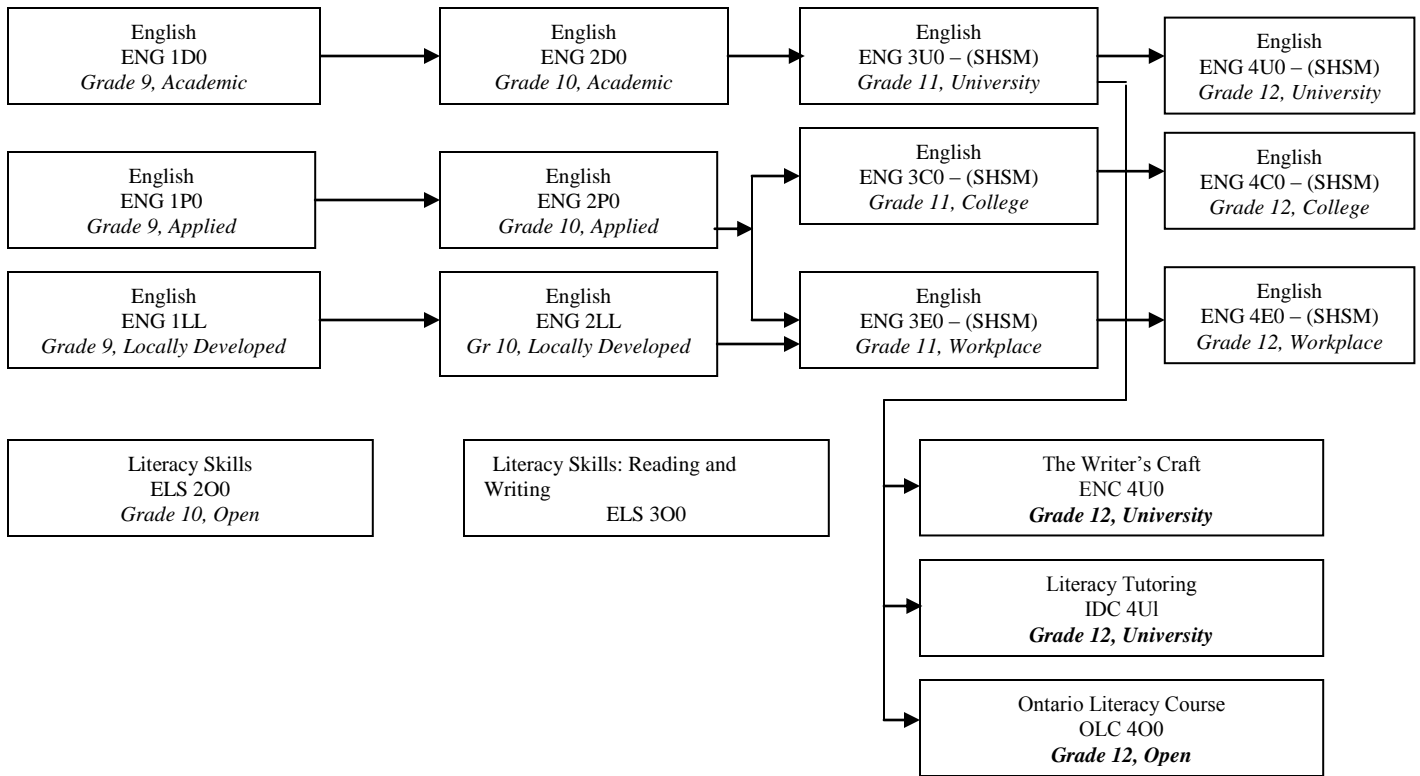
International Languages, Level 4, Open (LWG DO0) German

Credit Value 1.00

Prerequisite: *Level 3 International Languages, Open, LWG CO0*

This course provides students with opportunities to consolidate the language skills required for effective communication in business and personal contexts. Students will use a variety of print and technological resources that will promote their ability to apply the language in practical situations, and will engage in activities such as writing memos, reading articles, and applying conversational skills in business contexts. They will also add to their knowledge of the culture of countries where the language is spoken by using resources from the local and international community.

ENGLISH



ENGLISH

English - Compulsory Courses

English, Grade 9, Academic (ENG 1D0)

Credit Value 1.00

Prerequisite: *None*

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

English, Grade 9, Applied (ENG 1P0)

Credit Value 1.00

Prerequisite: *None*

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.

Locally Developed Compulsory Credit Course, English, Grade 9 (ENG 1LL)

Credit Value 1.00

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.

English, Grade 10, Academic (ENG 2D0)

Credit Value 1.00

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

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

English, Grade 10, Applied (ENG 2P0)

Credit Value 1.00

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

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

Locally Developed Compulsory Credit Course, English, Grade 10 (ENG 2LL)

Credit

Value 1.00

Prerequisite: *A Grade 9 English Credit*

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.

English, Grade 11, University Preparation (ENG 3U0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 10 English, Academic, ENG 2D0*

This course emphasizes the development of literacy, oral and written communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

English, Grade 11, College Preparation (ENG 3C0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 10 English, Applied, ENG 2P0*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation.

English, Grade 11, Workplace Preparation (ENG 3E0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 10 English, Applied, ENG 2P0 or ENG 2LL*

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.

English, Grade 12, University Preparation (ENG 4U0) (SHSM) Credit Value 1.00

Prerequisite: *Grade 11 English, University, ENG 3U0*

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

English, Grade 12, College Preparation (ENG 4C0) (SHSM) Credit Value 1.00

Prerequisite: *Grade 11 English, College, ENG 3C0*

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

English, Grade 12, Workplace Preparation (ENG 4E0) (SHSM) Credit Value 1.00

Prerequisite: *Grade 11 English, Workplace, ENG 3E0*

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

English - Optional Courses

Literacy Skills: Grade 10, Open (ELS2O0) Credit Value 1.00

Prerequisite: *None*

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies.

Literacy Skills: Reading and Writing, Grade 11, Open (ELS 300)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, and newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

The Writer's Craft, Grade 12, University Preparation (EWC 4U0)

Credit Value 1.00

Prerequisite: *Grade 11 English, University, ENG 3U0*

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Literacy Tutoring, Grade 12, University Preparation (IDC 4UL)

Credit Value 1.00

Prerequisite: *Grade 11 English, University, ENG 3U0*

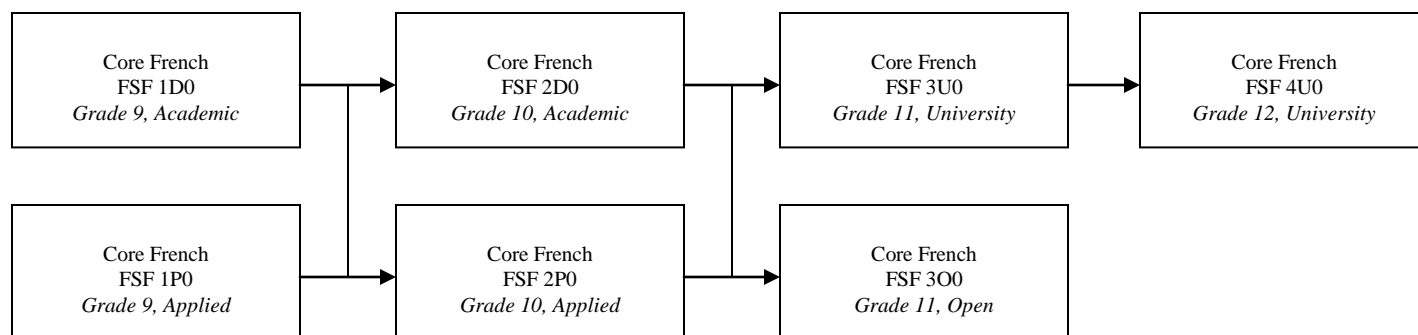
This course provides an introduction to the learning and teaching of reading and writing skills. Students will learn the causes of illiteracy, the ways in which people acquire reading and writing skills, including their own and others' learning styles, techniques and materials for the successful teaching of reading and writing, the skills of tutoring struggling readers and writers in various subjects, how to design and deliver an effective lesson plan, how to motivate and encourage students, how to effectively handle behaviour challenges and how to generate and maintain effective records of student improvement. Students will primarily tutor grade nine students enrolled in ENG 1LL and work closely with the teacher to improve the literacy levels of students in this course. They may also work with the Student Success teacher implementing similar strategies and working toward similar goals. Students planning to pursue university or college programs in education or counselling will find this course of particular interest.

English, Grade 12, Open Ontario Secondary School Literacy Course (OLC 400)**Prerequisite:** *Only those students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once, are eligible to take this course.*

Credit Value 1.00

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. In this course, 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 must maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

FRENCH AS A SECOND LANGUAGE



Core French, Grade 9, Academic (FSF 1D0)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

Core French, Grade 9, Applied (FSF 1P0)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read media-related short stories, articles, poems, and songs as well as write brief descriptions, letters, dialogues, and invitations.

Core French, Grade 10, Academic (FSF 2D0)

Credit Value 1.00

Prerequisite: *None*

This course enables students to increase their knowledge of the French language, further develop their language skill, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing.

Core French, Grade 10, Applied (FSF 2P0)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the further development of oral communication, reading, and writing skills, using a broad-based theme such as culinary arts, hospitality and tourism. Students will expand their knowledge of French by studying a series of theme-related topics, such as food regions of France, french cooking methods, part-time jobs in Kingston, Ottawa and Quebec as well as tourist regions of Quebec. Students will have the opportunity to experience hands-on activities in the hospitality lab to prepare French cuisine.

Core French, Grade 11, University Preparation (FSF 3U0)

Credit Value 1.00

Prerequisite: *Grade 10 Core French, Academic, FSF 2D0*

This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Core French, Grade 11, Open (FSF 300)

Credit Value 1.00

Prerequisite: *Grade 10 Core French, Academic or Applied, FSF 2D0 or 2P0*

This course draws on a broad theme, such as leisure activities, to develop oral communication, reading, and writing skills. Students will give presentations, read a selection of short stories and articles, and produce a variety of written assignments. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Core French, Grade 12, University Preparation (FSF 4U0)

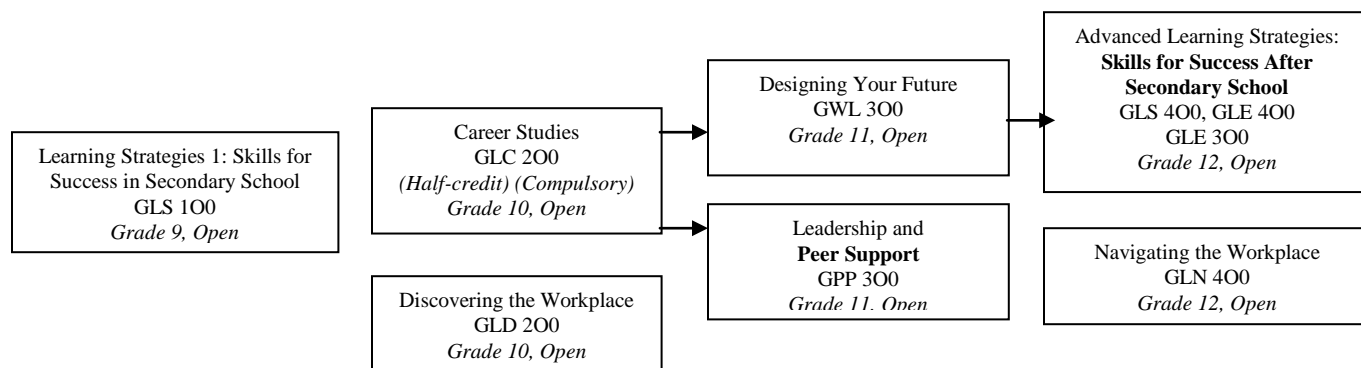
Credit Value 1.00

Prerequisite: *Grade 11 Core French, University, FSF 3U0*

This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Bienvenue à la classe française !

GUIDANCE AND CAREER EDUCATION



Learning Strategies I: Skills for Success in Secondary School, Grade 9, Open Credit Value 1.00
(GLS 100 - GLE 100 - GLE 200)

Prerequisite: For GLS 100 - None, For GLE 100 and GLE 200 - Recommendation of Principal.

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. Admission to this course is by recommendation as needed.

Career Studies, Grade 10, Open, Compulsory (GLC 200) Credit Value 0.50

Prerequisite: None

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

Discovering the Workplace, Grade 10, Open (GLD 200) Credit Value 1.00

Prerequisite: None

This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be successfully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through practical hands-on experiences in the school and in the community, using real workplace materials. Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experience, simulations, and entrepreneurial projects.

Designing Your Future, Grade 11, Open (GWL 300)

Credit Value 1.00

Prerequisite: *Career Studies, Grade 10, Open, GLC 200*

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary options based on their skills, interest, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job search and employability skills. Students will expand their portfolios with a focus on their targeted destination and develop an action plan for future success.

Leadership and Peer Support, Grade 11, Open (GPP 300)

Credit Value 1.00

Prerequisite: *Career Studies, Grade 10, Open, GLC 200*

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

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open (GLS 400 - GLE 400 - GLE 300)

Credit Value 1.00

Prerequisite: For GLS 400 - *Career Studies, Grade 10, Open, GLC 200*
For GLE 400 and GLE 300 - *Recommendation of Principal.*

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.

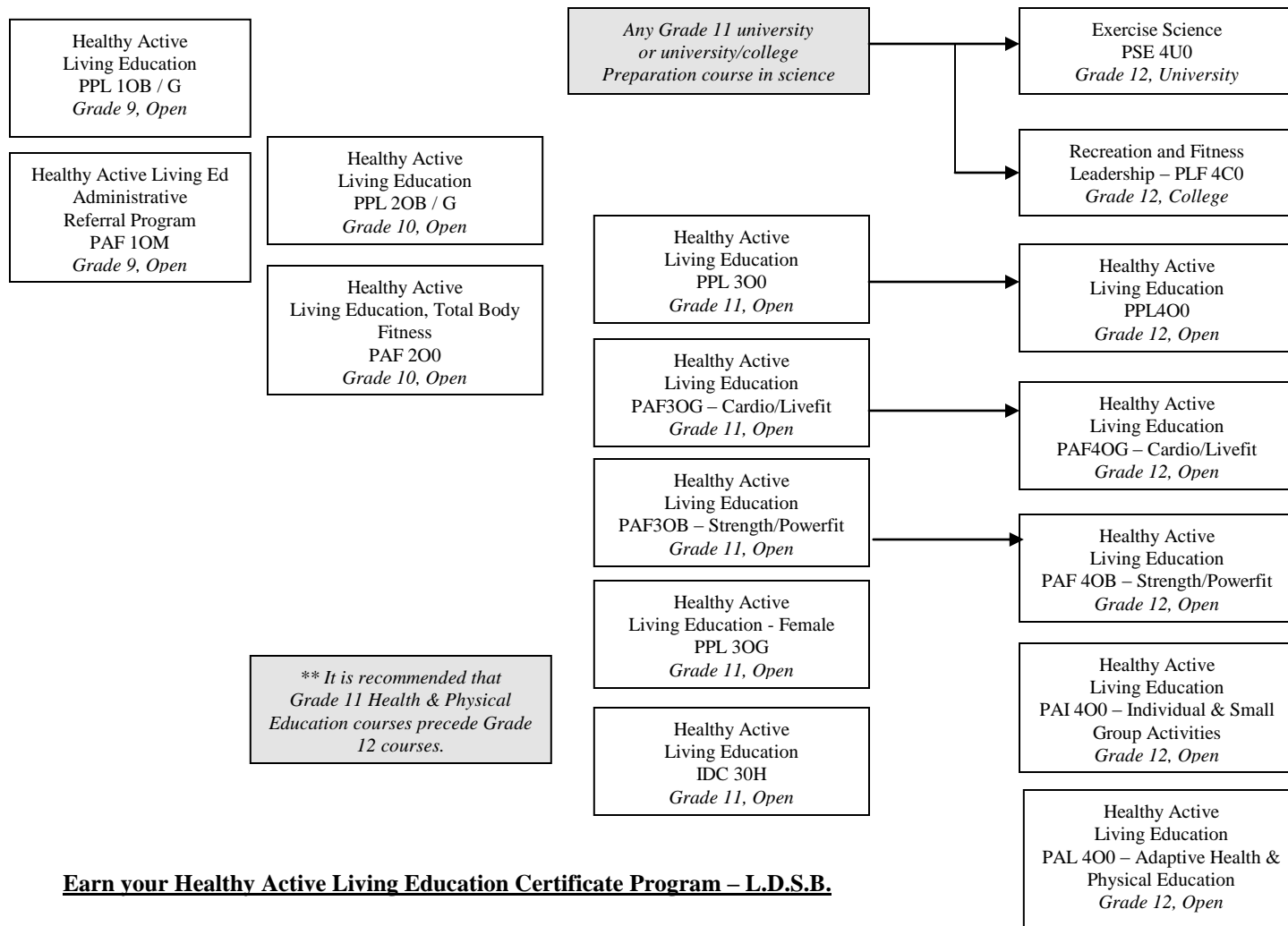
Navigating the Workplace, Grade 12, Open (GLN 400)

Credit Value 1.00

Prerequisite: *None*

This course provides students with opportunities to develop the workplace skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their post-secondary destination.

HEALTH AND PHYSICAL EDUCATION



Earn your Healthy Active Living Education Certificate Program – L.D.S.B.

To be awarded the certificate at Graduation you must;

Earn 3 Credits in any of the following Health & Physical Education Courses:

- Grade 9 PPL 1O Course,
- Grade 10 PPL 2O Course or equivalent
- Grade 11 PPL 3O Course or equivalent (PAF)
- Grade 12 PPL 4O Course or equivalent (PAF)
- Grade 12 Recreational Leadership PLF 4C Course
- Grade 12 Exercise Science PSE 4U Course

Successfully complete any 1 of the following:

- Parenting HPC 30 /HPD 3E (or equivalent)
- Biology SB I3U/3C 4U/4C (or equivalent)
- Hospitality & Tourism TFH 3E/4E (or equivalent)
- R the Environmental Leadership Bayridge Secondary School Focus Program
- OR a 4th Physical Education Course from the list above.

Be involved: Actively participate in 3 school or community sports/activity clubs where active participation is required or participate in the majority of intramurals in 3 school years.

Please note: Graduating students who qualify for the H.A.L.E. Certificate and would like to receive the H.A.L.E. Certificate at graduation, are advised to speak to a Health and Physical Education Teacher.

**Healthy Active Living Education, Grade 9, Open (PPL 1OG) Female
Prerequisite: *None* (PPL 1OB) Male**

Credit Value 1.00

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

**Healthy Active Living Education, Administrative Referral Program, Grade 9, Open (PAF 1OM)
Prerequisite: *None* Credit Value 1.00**

This course emphasizes regular participation in a variety of physical fitness activities that promote lifelong healthy active living. Students will learn ways to improve personal fitness levels and set goals. Students will examine 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.

**Healthy Active Living Education, Grade 10, Open (PPL 2OG) Female
Prerequisite: *None* (PPL 2OB) Male**

Credit Value 1.00

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include: the 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.

Healthy Active Living Education, Grade 10, Open, Total Body Fitness (PAF 2O0)

Credit Value 1.00

Total body fitness is a Physical and Health education credit for second year students who wish to improve their overall personal physical fitness. Students will be introduced to a variety of weight training exercises, safe weight training techniques and various cardiovascular activities. This is a great course for students wishing to improve sport specific performance as it focuses on developing speed, explosive power, muscular strength and flexibility. Students will discover the importance of eating healthy and how eating healthy affects athletic performance. Students will discover the importance of good decision making in the following health related topics: Human Sexuality, Substance Abuse and Conflict Resolution.

STUDENTS ARE FREE TO SELECT MORE THAN ONE SENIOR HEALTH AND PHYSICAL EDUCATION COURSE IN THE SAME SCHOOL YEAR, AND ALL WILL COUNT TOWARDS THE SECONDARY SCHOOL GRADUATION DIPLOMA.

Healthy Active Living Education, Grade 11, Open (PPL 300) Co-Ed

Credit Value 1.00

Prerequisite: *None*

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, mental health, and personal safety.

Healthy Active Living Education, Grade 11, Open (PAF 30G) Cardio/Livefit

Credit Value 1.00

Prerequisite: *None*

This course is designed for students who have a particular interest in fitness, health, and nutrition. This course is ideal for the student who wants to set and work towards personal fitness goals. Students will visit a variety of fitness facilities, and will learn how to instruct and evaluate fitness classes. Course activities may include: step aerobics, hi/lo aerobics, Tae-Bo type training, strength training, power walking as well as some traditional and modified sports and games. The Health portion of the course draws from these topics: Fitness and Nutrition Principles, Stress Management, Lifestyle Choices, Personal Safety Concerns, as well as Mental and Emotional Health Issues. Students will complete a final fitness presentation and research project on an area of personal interest related to the course.

Healthy Active Living Education, Grade 11, Open (PAF 30B) Strength/Powerfit

Credit Value 1.00

Prerequisite: *None*

This course focuses on the development of a personalized approach to healthy living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

Healthy Active Living Education, Grade 11, Open (PPL 30G) Female Only

Credit Value 1.00

Prerequisite: *None*

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, mental health, and personal safety.

Health for Life – An Introduction to Health Care Concepts, Grade 11 (IDC 30H)

Credit Value 1.00

Prerequisite: *None*

This particular Interdisciplinary Studies course focuses on healthy living concepts related to the Health Care Industry. Students will learn about the factors that affect their own health, the relationship between lifestyle and personal health as well as methods of disease prevention and treatment. Students will also receive introductory information on the human body - anatomy, physiology and body systems (ex the cardiovascular and respiratory systems) and the common diseases that are associated with them. Nutrition, positive self image, first aid/CPR and the societal impacts of biotechnology will also be covered. Students will also expand their awareness of workers' health and safety issues and postsecondary destinations in the field.

Healthy Active Living Education, Grade 12, Open (PAF 4OB) Strength/Powerfit**Prerequisite:** *PAF 3OS is recommended as a prerequisite.*

Credit Value 1.00

This course is an extension of the Grade 11 Powerfit and focuses on further development of healthy active lifestyles with emphasis on participation in physical activity that has the potential to engage students' interests throughout their lives. Students are encouraged to develop personal competence in a wide variety of strength and fitness related movement skills. Powerfit focuses on progressive resistance weight training and bodybuilding. This course is ideal for the student who is interested in developing his or her physique and expanding on the knowledge acquired from the introductory course of fitness training methods through free and machine assisted resistance training.

Healthy Active Living Education, Grade 12, Co-ed (PAI 400) Individual and Small Group Activities**Prerequisite:** *One of Grade 10, 11 or 12 fitness*

Credit Value 1:00

This course focuses on the development and understanding of 'in game' performance, offensive and defensive awareness, as well as 'game' performance, offensive and defensive awareness, as well as tactical strategies as it relates to team and individual sport. Focus will be primarily based on Rugby other sports such as Volleyball, Soccer, Basketball, and Badminton will be touched upon. A high intensity warm-up and fitness plan are required. Students will be expected to know the values of personal growth, coaching and refereeing in each sports area.

Health:

Refereeing, In-game management, Personal safety and injury prevention

Training, Diet, Healthy growth and development

Mental health as it relates to athletic performance

Healthy Active Living Education, Grade 12, Co-ed (PAL 401) Adaptive Health and Physical Education**Prerequisite:** None

Credit Value 1.00

This course integrates health and physical education leadership with special needs students of the same age group. The program provides an opportunity for the students in the special needs class to interact with young adults of their own age group through a variety of physical activities. For the physical education student, there is an opportunity to learn about and observe how physical education and recreation are adapted to serve the needs of individuals with exceptionalities. Students are not required to excel in sports to enroll in this class but should have some knowledge of basic skills. This is an excellent course for students considering a career in teaching. There will be a minimal fee for out of school activities.

Healthy Active Living Education, Grade 12, Open (PPL 400)

Credit Value 1.00

Prerequisite: *None*

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

Exercise Science, Grade 12, University Preparation (PSE 4U0)

Credit Value 1.00

Prerequisite: *PPL 300, PPZ 300, PAF 30M/F, or any Grade 11 University or University/College preparation course in Science*

This course focuses on the study of human movement and the systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. The course prepares students for university programs in Physical Education, Kinesiology, Recreation, and Sports Administration.

Recreation and Fitness Leadership, Grade 12, College Preparation (PLF 4C0)

Credit Value 1.00

Prerequisite: *None*

This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

Healthy Active Living Education, Grade 12, Open (PAF 4OG) Cardio/Livefit

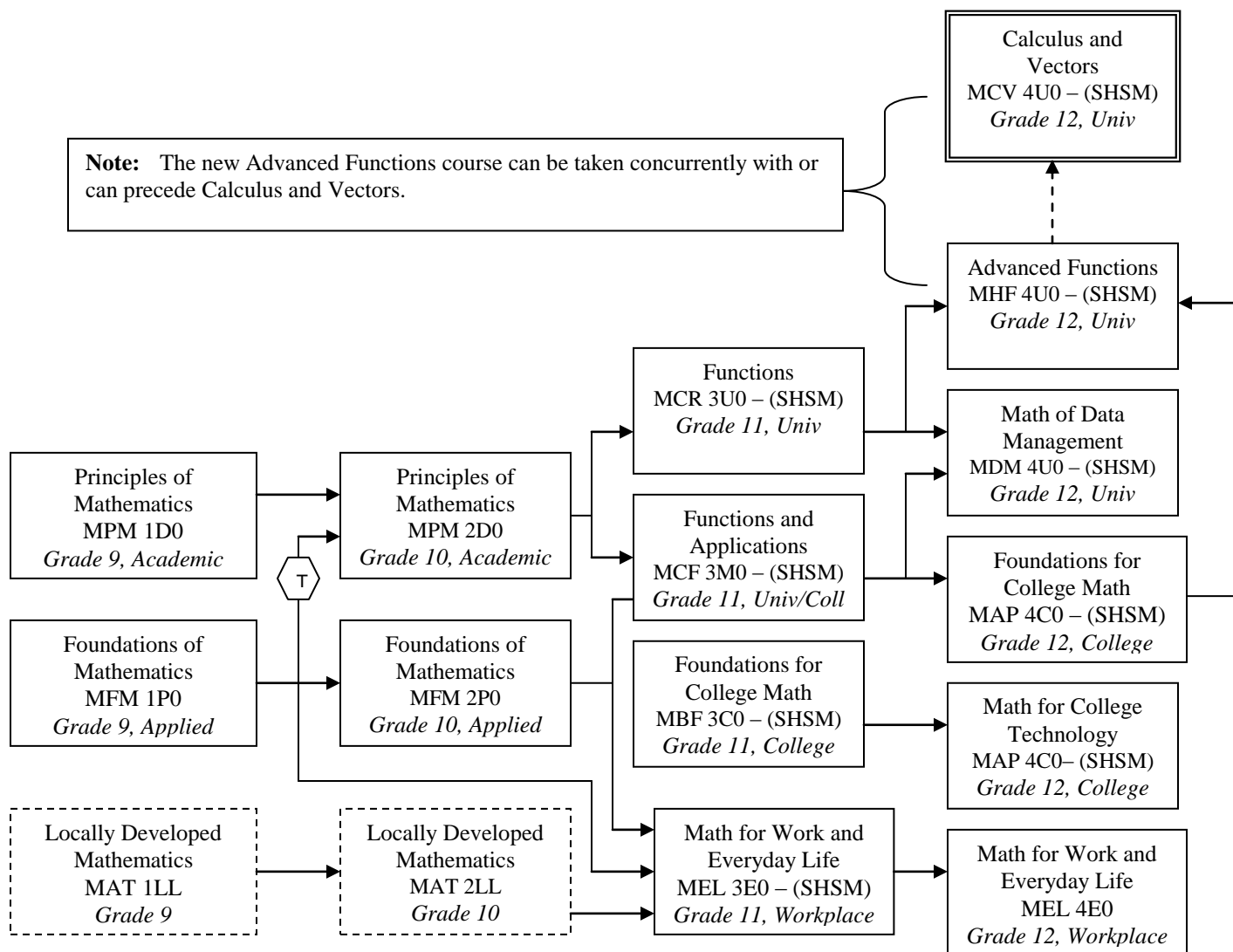
Credit Value 1.00

Prerequisite: *None*

This course is an extension of the Grade 11 course, is designed for students who have a particular interest in fitness, health, and nutrition. This course is ideal for the student who wants to set and work towards personal fitness goals. Students will visit a variety of fitness facilities, and will learn how to instruct and evaluate fitness classes. Course activities may include: step aerobics, hi/lo aerobics, Tae-Bo type training, strength training, power walking as well as some traditional and modified sports and games. Health topics are drawn from the following topics: Fitness and Nutrition Principles, Stress Management, Relationships, as well as Reproduction, Environmental, and Consumer Health areas. Students will complete a final fitness presentation and research project on an area of personal interest related to the course. Upon completion of the course, students may wish to pursue opportunities in becoming a certified fitness instructor.



MATHEMATICS



This chart maps out all the courses in the discipline and shows the links between courses and the minimum requirements for them. It does not attempt to depict all possible movements from course to course.

Principles of Mathematics, Grade 9, Academic (MPM 1D0)

Credit Value 1.00

Prerequisite: *None*

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

*Sections (MPM1D1) will be scheduled for students interested in pursuing Math enrichment opportunities beyond the scope of the regular academic course. Please see your guidance counsellor for details.

Foundations of Mathematics, Grade 9, Applied (MFM 1P0)

Credit Value 1.00

Prerequisite: *None*

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

NOTE: Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D0) after completing this course will first need to take a Transfer Course.

Locally Developed Compulsory Credit Course, Mathematics, Gr. 9 (MAT 1LL)

Credit Value 1.00

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 LDCC 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.

Principles of Mathematics, Grade 10, Academic (MPM 2D0)

Credit Value 1.00

Prerequisite: *MPM1D0, MFM1P0 + Transfer Course*

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.

*Sections (MPM2D1) will be scheduled for students interested in pursuing math enrichment opportunities beyond the scope of the regular academic course. Please see your guidance counsellor for details.

Foundations of Mathematics, Grade 10, Applied (MFM 2P0)

Credit Value 1.00

Prerequisite: *MPM1D0, MFM1P0*

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.

Locally Developed Compulsory Credit Course, Mathematics, Gr 10 (MAT 2LL)

Credit Value 1.00

Prerequisite: *A Grade 9 Mathematics credit*

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.

Functions, Grade 11, University Preparation (MCR 3U0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 10 Principles of Mathematics, Academic, MPM 2D0*

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Functions and Applications, Gr 11, University/College Preparation (MCF 3M0) (SHSM)

(SHSM)

Prerequisite: *Grade 10 Principles of Mathematics, Academic, MPM 2D0*

Credit Value 1.00

or Grade 10 Foundations of Mathematics, Applied MFM 2P0

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.

Foundations for College Mathematics, Grade 11, College Preparation (MBF 3C0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Foundations of Mathematics, Applied, MFM 2P0*

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

Mathematics for Work and Everyday Life, Gr 11, Workplace Prep (MEL 3E0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 9 Principles of Mathematics, Academic, MPM 1D0*
or Grade 9 Foundations of Mathematics, Applied MFM 1P0
or a Ministry Approved Locally Developed Grade 10 Mathematics Course, MAT 2LL

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.

Calculus and Vectors, Grade 12, University Preparation (MCV 4U0) (SHSM) Credit Value 1.00
Prerequisite: *MHF 4U0*

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. Note: In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U.

Advanced Functions, Grade 12, University Preparation (MHF 4U0) (SHSM) Credit Value 1.00
Prerequisite: *MCR3U0, MCT4U0*

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.

Mathematics of Data Management, Grade 12, University Preparation (MDM 4U0) (SHSM)

Prerequisite: *Functions and Applications, Grade 11, University/College Preparation, MCF 3M0 or Functions, Grade 11, University Preparation, MCR 3M0* Credit Value 1.00

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.

Foundations for College Mathematics, Grade 12, College Preparation (MAP 4C0) (SHSM)

Prerequisite: *Foundations for College Mathematics, Grade 11, College Preparation, MBF 3C0* Credit Value 1.00

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; 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.

Mathematics for College Technology, Grade 12, College Preparation (MCT 4C0)

Prerequisite: *MCF3M0, MCR3U0* Credit Value 1.00

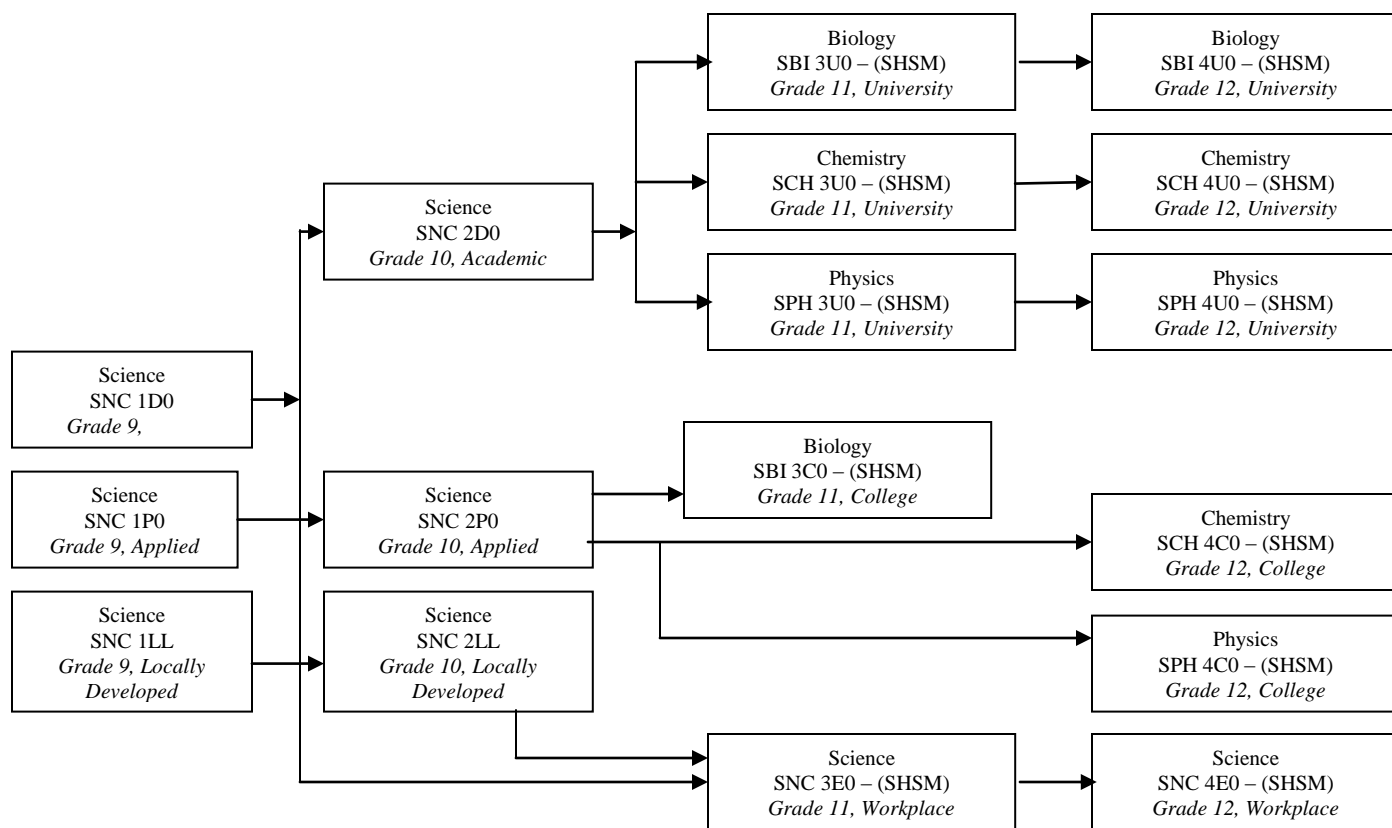
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving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

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL 4E0)

Prerequisite: *Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation, MEL 3E* Credit Value 1.00

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.

SCIENCE



Science, Grade 9, Academic (SNC 1D0)

Credit Value 1.00

Prerequisite: *None*

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.

Science, Grade 9, Applied (SNC 1P0)

Credit Value 1.00

Prerequisite: *None*

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.

Locally Developed Compulsory Credit Course, Science, Grade 9 (SNC 1LL)

Credit Value 1.00

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 relevant and practical science activities.

Science, Grade 10, Academic (SNC 2D0)

Credit Value 1.00

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

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.

Science, Grade 10, Applied (SNC 2P0)

Credit Value 1.00

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

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

Locally Development Compulsory Credit Course, Science, Grade 10 (SNC 2LL)

Credit Value 1.00

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

Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy.

Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Biology

Biology, Grade 11, University Preparation (SBI 3U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Academic, SNC 2D0*

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.

Biology, Grade 11, College Preparation (SBI 3C0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Academic or Applied, SNC 2D0 or 2P0*

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.

Biology, Grade 12, University Preparation (SBI 4U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 11 Biology, University, SBI 3U0*

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.

Chemistry

Chemistry, Grade 11, University Preparation (SCH 3U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Academic, SNC 2D0*

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.

Chemistry, Grade 12, University Preparation (SCH 4U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 11 Chemistry, University, SCH 3U0*

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.

Chemistry, Grade 12, College Preparation (SCH 4C0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Applied or Academic, SNC 2D0 or 2P0*

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.

Physics

Physics, Grade 11, University Preparation (SPH 3U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Academic, SNC 2D0*

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.

Physics, Grade 12, University Preparation (SPH 4U0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 11 Physics, University, SPH 3U0*

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.

Physics, Grade 12, College Preparation (SPH 4C0) (SHSM) Credit Value 1.00
Prerequisite: *Grade 10 Science, Academic or Applied. SNC 2D0 or 2P0*

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.

Science

Science, Grade 11, Workplace Preparation (SNC 3E0) (SHSM) Credit Value 1.00

Prerequisite: *Grade 10 Science, Academic or Applied, SNC 2D0, SNC 2P0, or SNC 2LL*

This course provides students with the science-related knowledge and skills they need to help them make informed decisions in the workplace and in their personal lives. Students will explore a range of topics, including materials and safety; electrical circuits; micro-organisms, the human immune system and defences against disease; and the impact of humans on the environment. Emphasis is placed on relating these topics directly to students' experiences both in the work of work and in daily life.

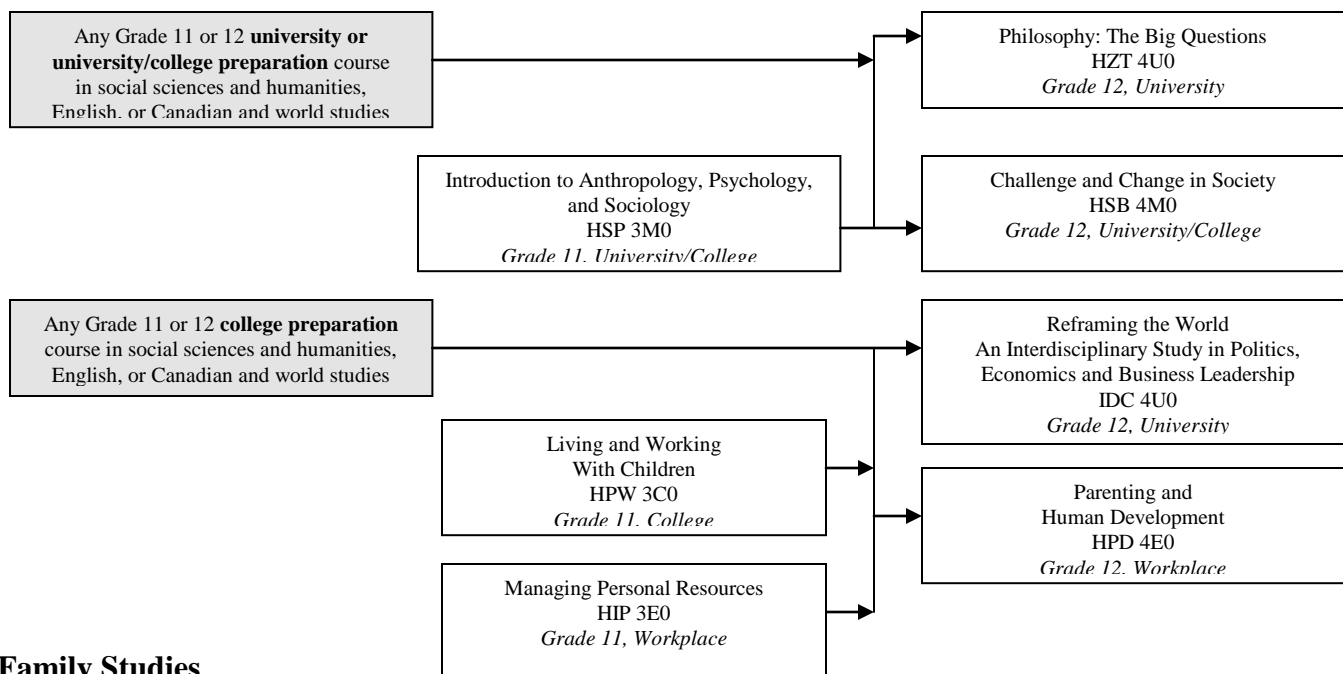
Science, Grade 12, Workplace Preparation (SNC 4E0) (SHSM) Credit Value 1.00

Prerequisite: *Grade 10 Science, Applied, or a Grade 10 Locally Developed Compulsory Credit (LDCC) course in Science*

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.



SOCIAL SCIENCES AND HUMANITIES



Family Studies

Living and Working With Children, Grade 11, College Preparation (HPW 3C0)

Prerequisite: *None*

Credit Value 1.00

This course focuses on the well-being of children in family and community settings. Students will study child behaviour and development in the context of relationships with parents and others in the community, and will learn through research and by observing and interacting with children. This course prepares students for further study of children, familiarizes them with occupational opportunities related to working with children, and introduces them to skills used in researching and investigating children's behaviour in response to others.

Managing Personal Resources, Grade 11, Workplace Preparation (HIP 3E0)

Prerequisite: *None*

Credit Value 1.00

This course prepares students for living independently and working successfully with others. Students will learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal and occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

Parenting and Human Development, Grade 12, Workplace Preparation (HPD 4E0)

Prerequisite: *None*

Credit Value 1.00

This course prepares students for occupations involving older children, and for the responsibility of parenting, with emphasis on school-age and adolescent children. Students will learn, through practical experience in the community, how early child development affects later development, success in school, and personal and social well-being throughout life, and how children and parents change over time. This course also develops students' skills in researching and investigating various aspects of parenting and human development.

General Social Science

Challenge and Change in Society, Grade 12, University/College Preparation (HSB 4M0)

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

Credit Value 1.00

This course examines the theories and methodologies used in anthropology, psychology, and sociology to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will analyze cultural, social, and biological patterns in human societies, looking at the ways in which those patterns change over time. Students will also explore the ideas of classical and contemporary social theorists, and will apply those ideas to the analysis of contemporary trends. Current social issues of concern to young people are discussed within the framework.

Introduction to Anthropology, Psychology, and Sociology, Grade 11, (HSP 3M0) Univ/Coll

Prerequisite: *None*

Credit Value 1.00

This course introduces the theories, questions, and issues that are the major concerns of anthropology, psychology, and sociology. Students will develop an understanding of the way social scientists approach the topics they study and the research methods they employ. Students will be given opportunities to explore theories from a variety of perspectives and to become familiar with current thinking on a range of issues that have captured the interest of classical and contemporary social scientists in the three disciplines.

Philosophy

Philosophy: The Big Questions, Grade 12, University Preparation (HZZ 4U0)

Prerequisite: *Any University or University/College preparation course in Social Sciences and Humanities, English, or Canadian and World Studies*

Credit Value 1.00

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Reframing the World: An Interdisciplinary Study in Politics, Economics, and Business Leadership, Grade 12, University, (IDC 4U0)

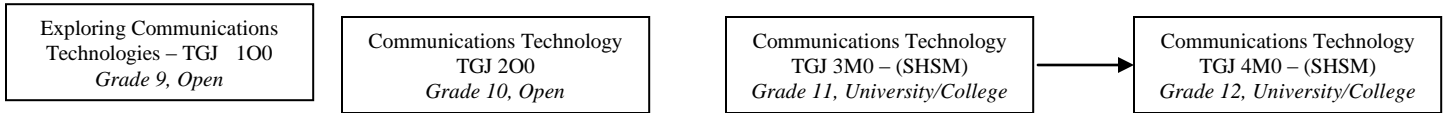
Credit Value 1.00

Prerequisite: *Any University, University/College or College preparation course in Business Studies or Canadian and World Studies*

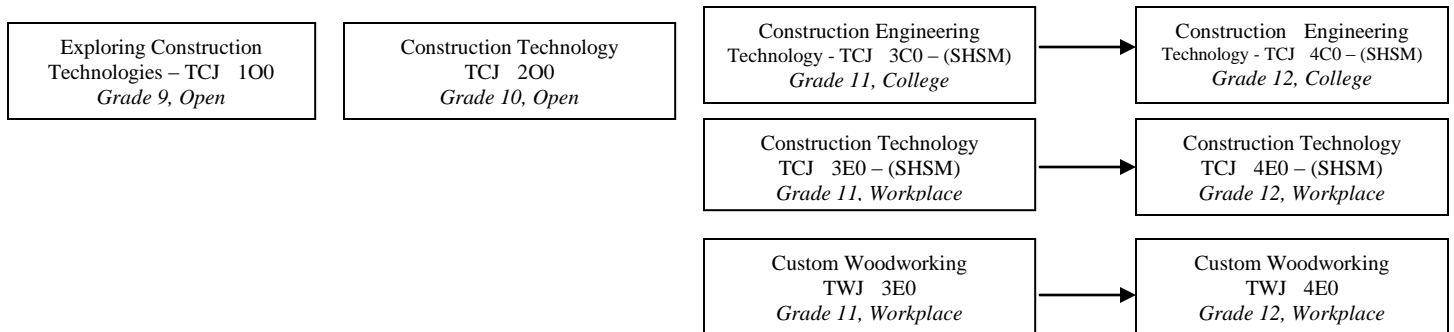
This course uses an interdisciplinary and “hands on” approach to explore the relationship between World History and the film industry. Feature films often use the past as inspiration for storylines and imagery to entertain society and in doing so have shaped people’s perceptions about historical events and personalities alike. Students will spend the semester studying film as a medium used to explore and explain history, honing their thinking skills as critical filmgoers, and creating – storyboarding, writing, filming, and editing – short film productions.

TECHNICAL EDUCATION

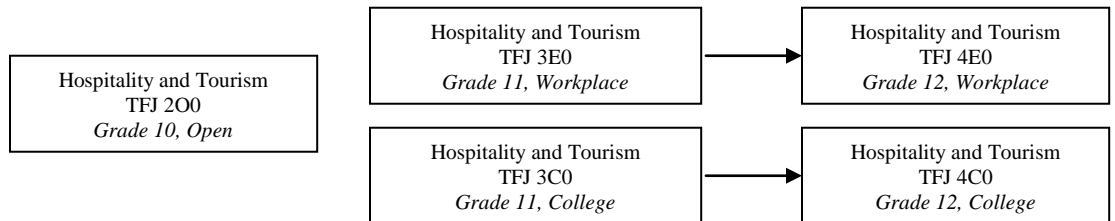
Communication Technology



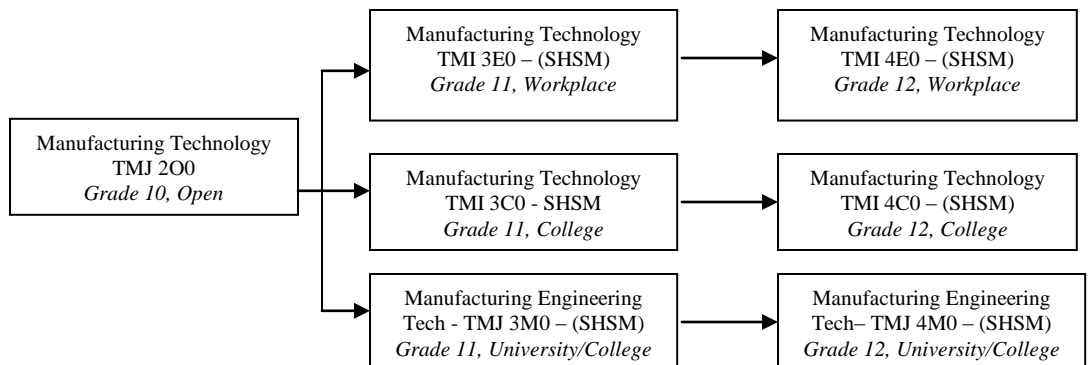
Construction Technology



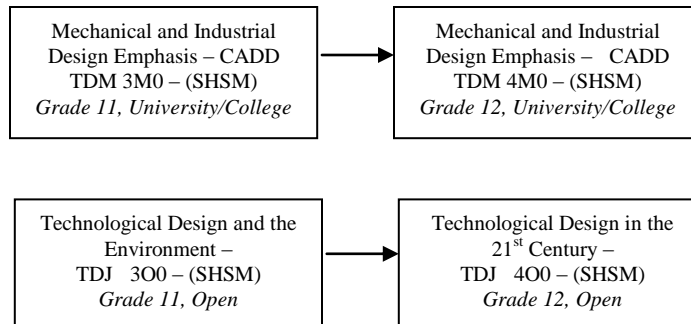
Hospitality and Tourism



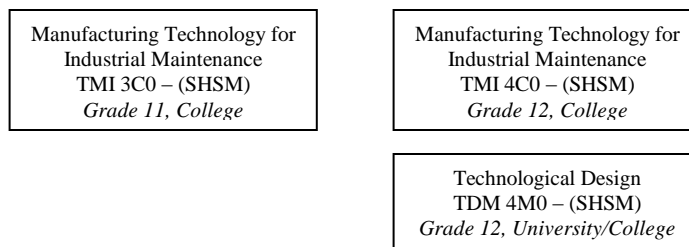
Manufacturing Technology



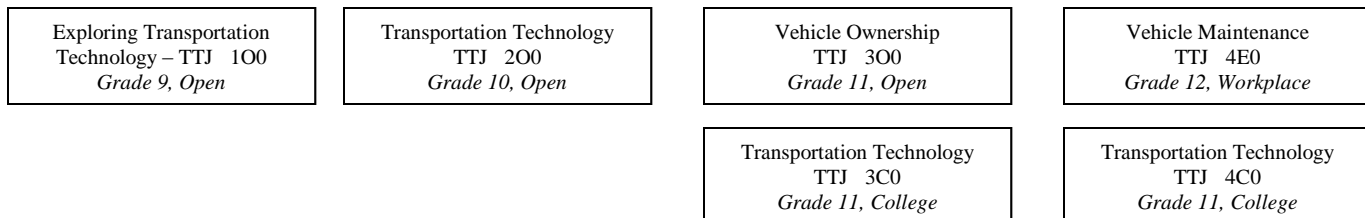
Technological Design



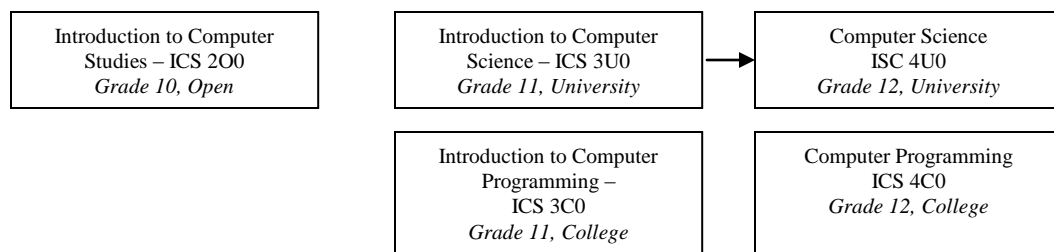
Ontario Youth Apprenticeship



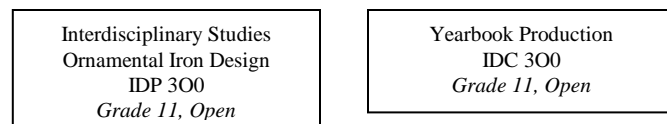
Transportation Technology



Computer and Information Science



Interdisciplinary Studies



*** ALL Grade 10, 11, and 12 Technology courses may require up to a \$25.00 fee to help cover costs of supplies for each course.**

Exploring Communications Technology, Grade 9, Open (TGJ 100)

Credit Value 1.00

Prerequisite: *None*

This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Communications Technology, Grade 10, Open (TGJ 200)

Credit Value 1.00

Prerequisite: *None*

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.

Communications Technology, Grade 11, University/College Preparation (TGJ 3M0) (SHSM)

Credit Value 1:00

Prerequisite: *None*

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.

Communications Technology, Grade 12, University/College Preparation (TGJ 4M0) (SHSM)

Credit Value 1.00

Prerequisite: *Grade 11 Communications Technology, Univ/Coll, TGJ 3M0*

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.

Construction Technology

Exploring Construction Technology (TCJ 100)

Credit Value 1.00

Prerequisite: *None*

This exploratory course introduces students to concepts and skills in construction technology, which encompasses plumbing, electrical wiring, masonry, heating/cooling, carpentry, and woodworking. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and post-secondary pathways leading to careers in the field.

Construction Technology, Grade 10, College Open (TCJ 200)

Credit Value 1.00

Prerequisite: *None*

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.

Construction Engineering Technology, Grade 11, College Preparation (TCJ 3C0)

(SHSM)

Prerequisite: *None*

Credit Value 1.00

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.

Construction Technology, Grade 11, Workplace Preparation (TCJ 3E0)

(SHSM)

Prerequisite: *None*

Credit Value 1.00

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.

Construction Engineering Technology, Grade 12, College Preparation (TCJ 4C0) (SHSM)
Prerequisite: *Grade 11 Construction Engineering Technology, College Prep* Credit Value 1.00

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.

Construction Technology, Grade 12, Workplace Preparation (TCJ 4E0) (SHSM)
Prerequisite: Construction Technology, Grade 11, Workplace Preparation Credit Value 1.00

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.

Custom Woodworking, Grade 11, Workplace Preparation (TWJ 3E0) Credit Value 1.00
Prerequisite: *None*

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

Custom Woodworking, Grade 12, Workplace Preparation (TWJ 4E0) Credit Value 1.00
Prerequisite: Grade 11 Custom Woodworking, Workplace Preparation

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

Hospitality and Tourism

Hospitality and Tourism, Grade 10, Open (TFJ 2O0)

Credit Value 1.00

Prerequisite: *None*

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry.

Hospitality and Tourism, Grade 11, Workplace Preparation (TFJ 3E0)

Credit Value 1.00

Prerequisite: *None*

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Hospitality and Tourism, Grade 11, College Preparation (TFJ 3C0)

Credit Value 1.00

Prerequisite: *None*

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Hospitality and Tourism, Grade 12, Workplace Preparation (TFJ 4E0)

Credit Value 1.00

Prerequisite: *Grade 11, Hospitality and Tourism, Workplace Preparation*

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector.

Hospitality and Tourism, Grade 12, College Preparation (TFJ 4C0)

Credit Value 1.00

Prerequisite: *Grade 11, Hospitality and Tourism, College Preparation*

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry.

Manufacturing Technology**Manufacturing Technology, Grade 10, Open (TMJ 2O0)**

Credit Value 1.00

Prerequisite: None

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.

Manufacturing Technology, Grade 11, Workplace Preparation (TMI 3E0) (SHSM)

Credit Value 1.00

Prerequisite: *None*

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.

Manufacturing Technology, Grade 11, College Preparation (TMI 3C0) (SHSM)

Credit Value 1.00

Prerequisite: *None*

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.

Manufacturing Engineering Technology, Grade 11, Univ/Coll Prep (TMJ 3M0) (SHSM)
Prerequisite: *None* Credit Value 1.00

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Manufacturing Technology, Grade 12, Workplace Preparation (TMI 4E0) (SHSM)
Prerequisite: *Grade 11, Manufacturing Technology, Workplace Preparation* Credit Value 1.00

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.

Manufacturing Technology, Grade 12, College Preparation (TMI 4C0) (SHSM)
Prerequisite: *Grade 11, Manufacturing Technology, College Preparation* Credit Value 1.00

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.

Manufacturing Engineering Technology, Grade 12, Univ/Coll Prep (TMJ 4M0) (SHSM)
Prerequisite: *Grade 11, Manufacturing Engineering Technology, Univ/Coll* Credit Value 1.00

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.



Technological Design

Technological Design, Grade 11 University/College Preparation, Mechanical and Industrial Design Emphasis (TDM 3M0) (SHSM) CADD Prerequisite: *None* Credit Value 1.00

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. This course is designed for the student who wishes to study in the field of Mechanical Design. Students will create and reproduce various drawings using CADD software. The basic principles of design will be covered as well as the basics of creating mechanical drawings in 3D CADD.

Technological Design, Grade 12, University/College Preparation, Mechanical and Industrial Design Emphasis (TDM 4M0) (SHSM) CADD Prerequisite: *Grade 11 Technological Design, University/College Prep* Credit Value 1.00

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them. This course is a continuation from the grade 11 course in Mechanical Design. Students in this course will assemble and disassemble mechanical devices and reproduce drawings of such devices. There is a focus on the use of measuring instruments to an exacting tolerance. Students pursuing a career in the field of Mechanical Engineering or Design Engineering and the mechanical trades will find this to be an excellent preparatory course.

Technological Design and the Environment, Grade 11, Open (TDJ 300) (SHSM) Prerequisite: *None* Credit Value 1.00

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field.

Technological Design in the Twenty-First Century, Grade 12, Open (TDJ 400) (SHSM) Prerequisite: *None* Credit Value 1.00

This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design.

Ontario Youth Apprenticeship

Manufacturing Technology, Grade 11, College Preparation, Manufacturing Technology for Industrial Maintenance (TMI 3C0) (SHSM) Credit Value 1.00

Prerequisite: *Previous Technology Program in Mechanical field.*

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. Students taking this program will be on a direct pathway to the mechanical trades such as; Millwright or Machinist.

Manufacturing Technology, Grade 12, College Preparation, Manufacturing Technology for Industrial Maintenance (TMI 4C0) (SHSM) Credit Value 1.00

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

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. Students taking this program will be on a direct pathway to the mechanical trades such as; Millwright or Machinist.

Technological Design, Grade 11/12, University/College (TDM 4M0) (SHSM)

Prerequisite: *Grade 11, Technological Design, University/College Prep* Credit Value 1.00

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them. Students taking this program will be on a direct pathway to the mechanical trades such as; Millwright or Machinist. This course is has a concentration of blueprint design and interpretation using CADD programming as its basis.

All O.Y.A.P. credits qualify for Specialist High Skills Major in Manufacturing Technology.

Transportation Technology

Exploring Transportation Technology, Grade 9, Open (TTJ 100) Credit Value 1.00

Prerequisite: *None*

This exploratory course introduces students to concepts and skills related to transportation technology, which encompasses the maintenance, servicing, and repair of various types of vehicles, aircraft, and/or watercraft. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Transportation Technology, Grade 10, Open (TTJ 200)

Credit Value 1.00

Prerequisite: *None*

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.

Transportation Technology: Vehicle Ownership, Grade 11, Open (TTJ 300)

Credit Value 1.00

Prerequisite: *None*

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

Transportation Technology, Grade 11, College Preparation (TTJ 3C0)

Credit Value 1.00

Prerequisite: *None*

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.

Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Prep (TTJ 4E0)

Credit Value 1.00

Prerequisite: *None*

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.

Computer and Information Sciences**Introduction to Computer Studies, Grade 10, Open (ICS 200)**

Credit Value 1.00

Prerequisite: *None*

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

Introduction to Computer Science, Grade 11, University Preparation (ICS 3U0)

Prerequisite: *None*

Credit Value 1.00

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Introduction to Computer Programming, Grade 11, College Preparation (ICS 3C0) (SHSM)

Prerequisite: *None*

Credit Value 1.00

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Computer Science, Grade 12, University Preparation (ISC 4U0)

Credit Value 1.00

Prerequisite: *Grade 11, Introduction to Computer Science, University Preparation*

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Computer Programming, Grade 12, College Preparation (ICS 4C0)

Credit Value 1.00

Prerequisite: *Grade 11, Introduction to Computer Programming, College Preparation*

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.



Applied Design, Yearbook Production, Grade 11, Open, (IDC 300)

Credit Value 1.00

Prerequisite: *None*

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situation, and careers, students will apply the principles and skills derived from the complementary subject and disciplines studies, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decision, and adapt to change as they acquire new knowledge. This course will introduce students to leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of conflict resolution, planning and goal setting, problem solving, group dynamics and team work. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

Interdisciplinary Studies, Ornamental Iron Design, Grade 11, Open, (IDP 300)

Credit Value 1.00

Prerequisite:

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communication information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines. This single credit course meets the expectations of the Grade 11 Open Interdisciplinary Studies curriculum as well as the curriculum for Grade 11 Technological Design and Grade 11 Visual Arts. This course offers students an opportunity to work with metal as a medium. Students will build various pieces of art using various sizes of metal, using torches, welding and plasma to shape the work. Projects may include iron tables, coat racks, garden arbors and gates. Open ended Art Sculpture is encouraged.



Section III

Limestone District School Board

Expanded Opportunities

And

Other Ways That

Students Can

Earn Credits

What are Expanded Opportunities?

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond. The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

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

Co-operative Education

What is it?

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

Who it's for

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

How it helps

Students have the opportunity to

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

Dual Credits

What are they?

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

Who they're for

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

How it helps

Students have the opportunity to

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

E- Learning

What is it?

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

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

Who it's for

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

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

How it helps

Students have the opportunity to

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

Focus Programs

What are they?

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

Who they're for

Focus Programs are packages of courses designed for senior students. *For more information, pick up a copy of the Red Book available in Student Services.*

How it helps

Students have the opportunity to

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



Ontario Youth Apprenticeship Program [OYAP]

What is it?

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

Who it's for

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

How it helps

Students have the opportunity to

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

Specialist High Skills Major (SHSM)

What is it?

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

Who it's for

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

How it helps

Students have the opportunity to

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

The Limestone Skills Training Centre for Youth (LSTYC)

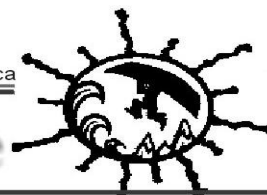
Located at 66 Harvey Street, previous site of the Enviroworks Focus Program, the LSTCY lies in the heart of Kingston north with access to all city and rural LDSB locations. The Training Center is part of the LDSB, re-engagement strategy that will provide a fixed location enabling senior students and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

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

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

The anticipated opening date for the LSTCY is the first week of February 2011.

Gould Lake Outdoor Centre



Harrowsmith P.S., Harrowsmith, ON, K0H 1V0 • Phone: 613 372-1442 • Fax: 613 372-1902 • Email: outed@limestone.on.ca

Gould Lake Outdoor Centre - Summer Programs 2011

Register on-line at www.gouldlake.ca starting January 18, 2010.

Follow the links from the home page for 'Registration 2011' for all applications and information. Registrations will be accepted online as well as by mail or in-person at the Gould Lake Outdoor Centre office.

Note: The Gould Lake Outdoor Centre provides the transportation, tents, packs and food for all trips.

QUEST & GAP (Girls Adventure Program)

(Grade 7 & 8 graduates)

Quest and **GAP** are introductory courses for students with no previous canoe/camping experience. Following 3 days of skills-training (days only) at Gould Lake, students will embark on a 5-day local canoe trip in Frontenac Park. **Quest** and **GAP** explore challenges faced by students as positive members of society, and focuses on personal growth and confidence. **Quest** is co-ed, while **GAP** is for females only. Supervisor to student ratio is 1:5

Cost: \$330

Credit: PAD10 (Part 1) (0.5 credit, PHE)

Prerequisite: Grade 7 graduate

Dates:

GAP – July 17-24 (Girls Only)

Quest 1 – July 8-15

Quest 2 – July 22-29

Quest 3 – August 5-12

Quest 4 – August 19-26

OUTREACH

(Grade 8 & 9 graduates)

Outreach is an introductory canoeing program for students graduating from grades 8 or 9. Following 6 days of training at Gould Lake (days only), participants embark on a 10-day wilderness trip in Algonquin Park. They will learn environmental ethics, canoe tripping skills, wilderness navigation, initiative games, plus much more. As a part of a team, they will be challenged both physically and mentally. Supervisor to student ratio is 1:3.5

Cost: \$640

Credits: PAD20 (1.0 credit, PHE)

Prerequisite: Grade 8 or 9 graduate

Dates:

Outreach 1 – July 2-18

Outreach 2 – July 23-August 8

Outreach 3 – August 12-28

OUTDOOR PURSUITS

(Grade 9, 10 & 11 graduates)

The 18-day **Outdoor Pursuits** course provides students with an opportunity to develop their wilderness abilities through a variety of challenging experiences. Students will participate in a 9-day canoe trip in the Temagami wilderness and hike for 7 days in the Adirondack Mountains. Qualifying students will be certified in ORCKA Canoe Tripping 2. Supervisor to student ratio is 1:3

Cost: \$750

Credit: PAD30 (1.0 credit, PHE)

Prerequisite: Outreach or equivalent experience

Dates:

OP 1 – July 1-19

OP 2 – July 22-August 9

OUTDOOR SKILLS

(Grade 9, 10 & 11 graduates)

The Outdoor Skills program is an 18-day course providing a variety of wilderness experiences including sea-kayaking in Georgian Bay, canoeing in Killarney Park, and white water canoeing on the Madawaska River. Qualifying students will be certified in ORCKA Moving Water 2A, and Flatwater Kayaking certification. Supervisor to student ratio is 1:3.5.

Cost: \$750

Credits: PAD2OC (1.0 credits, COOP)

Prerequisite: Outreach **or** equivalent experience

Dates:

OS 1 – July 3-21

OS 2 – July 23-August 10

OS 3 – August 13-31

WILDERNESS INSTRUCTOR COURSE – WIC

(Grade 10, 11 & 12 graduates)

This course consists of 14 days of white water river canoeing on the historic Missinaibi River to James Bay, as well as ORCKA certification in both Canadian Style Paddling Level 2 and Canoe Tripping Level 3. The cooperative education component, (as a leader in training) will be either one 16-day placement on an Outreach trip, or 2 Quest trips of 8 days each. The objective of this course is to prepare the students to be potential wilderness instructors, who are well qualified to work in any outdoor camp. Supervisor to student ratio is 1:5.

Cost: \$1430

Credits: PLF4C – (1.0 credit, PHE)

PLF4CC – (1.0 credit, COOP)

Prerequisite: Outdoor Skills Course **or** equivalent experience

Dates: River Trip: June 30-July 16

Placement Dates: See Outreach and/or Quest dates

KAYAKING INSTRUCTORS COURSE – KIC

(Grade 10, 11 & 12 graduates)

Sea kayaking for 20 or more days off the coast of Anticosti Island in the mouth of the St. Lawrence River. Students take the Nordik ferry from Rimouski to Port Menier to begin their sea-kayak expedition along the rugged coastline of the island. In addition to the incredible paddling, the wildlife, fossils, vast expanse of beaches, caves and shipwrecks, this trip makes for a natural history adventure. The objective of this course is to prepare the students to be potential wilderness instructors, who will be well qualified to work in any outdoor camp. Qualifying students will receive ORCKA Coastal Kayaking Level 1 and Kayak Tripping Level 1 certifications. Supervisor to student ratio is 1:4.

Cost: \$1975

Credits: PAD4O – (1.0 credit, PHE)

PAD4OC – (1.0 credit, COOP)

Prerequisites: Outdoor Skills **or** equivalent experience.

Dates:

KIC 1 – July 1 – August 3

KIC 2 – July 29 – August 31

(dates subject to change due to ferry schedule)

Note for Senior Level Courses: **Due to the skill level required and the remote destinations on the OS, OP, WIC and KIC courses, proven skill acquisition, experience and past behaviour will be determining factors for acceptance into courses.**

Summer School

Summer school applications and course offerings will be available through Student Services in early June. For more detailed information please contact your School's Guidance Counsellor.

Prior Learning Assessment & Recognition (PLAR)

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

Mature Student Assessment

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

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

Royal Conservatory Music Credits

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

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

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

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

Teacher Assisted Self Study (TASS)

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

Alternative Learning Centres

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