



Course Calendar 2022-2023

Kingston Secondary School

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Message from the Principal

Greetings Kingston Secondary School students and families,

The Kingston Secondary School course calendar is a valuable tool to assist students and families in planning and reviewing a pathway to success for all students. At K.S.S we offer innovative programming in French Immersion, Extended French, Radio Broadcasting, Auto, Construction, Design Technology, Food Processing, School to Community, Specialist High Skills Major areas: Arts & Culture, Construction, Information Technology and Food Processing, Dual Credits and the International Baccalaureate Programme; along with numerous Music, Visual Arts and Drama courses. There are numerous courses to interest all students. This course selection booklet is designed to assist students in selecting their courses for the upcoming school year and beyond. We firmly believe there is value, honour, and dignity in all postsecondary destinations and all sectors of employment. We fully prepare all our students for the next step in life - be it college, university, apprenticeships, trades, or directly to the world of work. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers, guidance counsellors, learning program support teachers and student success teachers. As students choose their courses, factors that should be considered in planning include the following: preferred learning styles, strengths and interests, and short- and long-term goals. The information and course descriptions in the course calendar will help students make decisions based on desired destinations after high school.

KSS is an outstanding school, and I am proud of the dedication and commitment of staff to support in partnership with parents/guardians successful outcomes for students to help all students grow into contributing and thriving members of society.

Darlene Scarlett
Principal
Kingston Secondary School

School Policies, Practices and Procedures

1. KSS Code of Conduct

This code of behaviour sets out the standards of behaviour which are expected of all members of the school community to provide a safe, effective learning environment in a positive school climate. Respect, responsibility, civility and academic excellence are promoted so that all members of the school community will feel safe, comfortable, and accepted. The purpose of this code of behaviour is to:

- ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in school; and
- to discourage the use of alcohol and drugs.

All members of the school community must comply with the behaviour expectations while on school property, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

Respect, Civility and Responsible Citizenship		
Expectation for Behaviour	Reason	Consequences for Misbehaviour
<p>1. Respect for Self and Others</p> <p><i>You are responsible for:</i></p> <p>respecting the opinion, ideas and work of others;</p> <p>expressing yourself to all staff and students in a polite and considerate manner; and,</p> <p>exercising self-discipline at all times with respect to language and conduct.</p>	<p>All staff and students have the right to learn and work in a friendly, supportive environment where they are trusted with responsibility and treated with respect.</p>	<p>If you choose to practice behaviour which disrupts the learning environment of yourself or others, you will be counselled by your teacher to make other choices. Continued infractions will lead to a meeting with the Administration and may result, where appropriate, in counselling, detentions and/or possible suspension.</p>
<p>2. Dress and Personal Appearance</p> <p><i>You are responsible for:</i></p> <p>dressing in clothes which are appropriate to the school setting, i.e. clothing that reflects respect for the public nature of the school environment. All members of the</p>	<p>Your appearance reflects your respect for yourself and for others. Wearing inappropriate clothing demonstrates insensitivity and lack of respect for others. As well, such behaviour interferes with the best interests of the</p>	<p>If your clothing is considered by a teacher or the administration to be inappropriate to the school setting or offensive to others, you may be asked to change into something else and not to wear the offending article of clothing to school in the future. Non-compliance could result in suspension.</p>

<p>school community must dress in a manner that represents a respectful tone, reflects personal pride and regard for others. Members of the school community must not display in any way or wear clothing or accessories that:</p> <ul style="list-style-type: none"> • have content which is deemed to be offensive or demeaning to any individual group. • Promote unlawful activities, including but not limited to, material which features alcohol or illicit drugs or disrespect. • are unhealthy, unhygienic or unsafe • are reflective of violent or anti-social culture. 	<p>school, which seeks to provide educational opportunities for all students in a positive, respectful and non-threatening environment.</p>	
<p>3. Respect for the School Environment</p> <p><i>You are responsible for:</i></p> <p>keeping your school premises clean and free from litter;</p> <p>using the recycle bins and waste receptacles provided under our recycling program;</p> <p>taking proper care of your textbooks, locker and equipment which are the property of the Board;</p> <p>refraining from engaging in any type of theft or vandalism;</p> <p>not using tobacco products on school property;</p> <p>not using skateboards and roller blades in the school; and,</p> <p>following the guidelines established for computer use.</p>	<p>Staff and students have the right to feel safe in a healthy environment which is neat, clean, safe, litter-free, smoke-free and free from crime.</p>	<p>If you litter, you will be directed to clean up the litter. If you lose or damage equipment, you will be expected to pay to replace the equipment. Serious vandalism or theft will result in police involvement and/or possible suspension. If you violate computer guidelines, you could lose access to the computers and could be suspended.</p> <p>First time offenses for smoking will automatically result in a one-day suspension and could result in a fine from the Tobacco Enforcement Officer. Repeated offenses may result in longer suspensions.</p>
<p>4. Technology Use</p> <p><i>You are responsible for:</i></p> <p>being accountable for your behaviour during school hours, as well as off</p>	<p>The world-wide-web has changed our world, offering an unparalleled educational resource, but also challenges. As the</p>	<p>Individual cases involving this type of behaviour will be dealt with according to the school's code of conduct, Board policies and procedures, and Ministry of Education Safe Schools protocols, as determined by school</p>

<p>school property, such that your actions do not have a negative impact on the school environment.</p> <p>Do not share your password with other users. Seek permission from the appropriate staff member to use recording devices (eg: camera, video/DVD recorder, etc.) at school or a school event.</p>	<p>technology has expanded at an astounding rate, so have the implications related to your safety, privacy, and intrusion into your school and community. You are expected to use the network responsibly and follow “Net Etiquette” as it appears in the Network User Guideline.</p> <p>If you use technologies to threaten, harass or demean another member(s) of the school community, and where this action interferes with the member(s)’ safety or ability to function in the school, you will be subject to the school’s code of conduct, Board policies and procedures, as well as Provincial and Federal Acts or codes (eg. Criminal Code of Canada).</p>	<p>administration. Your access to school computers, networks and the Internet may be revoked until an appropriate time as determined by administration. You may be suspended and/or expelled under the above named policies. When necessary, police will be involved.</p>
<p>5. Cell Phones & Other Electronic Devices (any cell phone or device with calling/texting capabilities):</p> <p>No cell phone use in class unless permitted by the teacher. Cell Phones must be turned off and not be seen/heard during class time and assemblies (leave in your locker or turned off and put away). Phones can be used in the halls, cafeteria, etc. only during scheduled breaks and at lunch</p> <p>Cell Phones and other electronic devices cannot be used in changerooms, washrooms, etc. and are not permitted during examinations and/or other summative assessments.</p>	<p>Cell phones and other electronic devices are becoming more prevalent in the school community. Some rules and guidelines are needed to encourage the courteous and responsible use of such devices and to ensure that their use does not disrupt the learning environment for students.</p>	<p>The cell phone/electronic device may be confiscated by a staff member, who may forward it to a Vice-Principal. Next steps may include loss of cell phone/electronic device privileges and communication with parents.</p>

<p>6. Attendance - 613-544- 9051</p> <p>kss.attendance@limestone.on.ca</p> <p><i>You are responsible for:</i></p> <p>attending every day and all classes throughout the day;</p> <p>having your parent notify the school by phone or in writing of your absence providing a reason for that absence (Students who are 18 or older may write their own notes.);</p> <p>reporting to the attendance office if you wish to leave the school during the school day.</p> <p>having your parent contact the Principal in writing at least one month prior to an upcoming planned extended absence and fill out the assignment sheet from the Main Office;</p> <p>and arriving to class on time.</p> <p>In the event of an emergency, it is imperative that the school has an accurate list of all occupants of the building. For this reason, students must sign in if they arrive to the school late or are returning from an appointment. If a student signs out, they must then leave the building.</p>	<p>Ontario provincial law requires that “a pupil shall attend class punctually and regularly and is excused from attendance ... if he or she is unable to attend by reason of sickness or other unavoidable cause.”</p> <p>Regular attendance offers you the opportunity to achieve your credits. It is expected that parents will notify the school in advance of any planned absence (doctor’s appointment, family vacation, etc.) and that students take on the responsibility for assignments and tests missed during their absence. Unexplained absences will be reported to parents using SYNREVOICE, an automated telephone messaging service.</p> <p>Students may be excused for extended vacations upon written request to the Principal, but this practice is not encouraged. Forms are available in the Main Office. If possible, work will be sent home in cases of serious illness.</p>	<p>Consequences - Attendance Problems</p> <p>Each day unexplained absences are reported to parents using SYNREVOICE, an automated telephone messaging service and e-mail. If truancy is discovered, you will be reported to the Vice-Principal.</p> <p>Subject teachers regularly communicate with parents about student absenteeism. In most cases diminished progress and lower marks are the natural consequences of absence from classes.</p> <p>If you skip classes, you may be given detentions and your parents will be notified. If the truancy continues, a number of things could happen: you may be given detentions; your parents may be invited in for an interview with you, the Vice-Principal and/or your teachers; a referral may be made to the Student Services Department; you may be placed on an attendance contract; you may be removed from the course; the Board’s attendance counsellor may become involved; or, as last resort, you may be suspended from school.</p>
<p>7. Safe Environment</p> <p>Prohibited Items/Weapons</p> <p>No student may be in possession of any item, whether “Prohibited” or “Non-Prohibited” under the Criminal Code, that could be classified as a weapon. A weapon is any other device or instrument used to intimidate, threaten or inflict harm.</p> <p>Possessing or displaying weapons of any kind, including real, toy or replica, and all other objects that could inflict or threaten bodily harm, including all</p>	<p>You, along with other students and staff, have the right to a safe learning environment. Any conduct which threatens our safe learning environment and the mental, emotional or physical well-being of our staff and students will not be tolerated.</p>	<p>Individual cases involving this type of behaviour will be dealt with under the guidelines of the LDSB Safe Schools Policy. The use of force or threatened use of force is an assault and is a criminal offence. Intimidation for the purpose of compelling someone to do something they do not want to or should not do or preventing someone from doing something which they are entitled to do is also an offence under the criminal code. Disciplinary actions could include suspension, police involvement and expulsion from school.</p> <p>Possession of a weapon(s) will result in suspension pending expulsion, as well as</p>

types of knives, are not permitted at the school, on any Limestone Board property, or at any school-related event or activity at any time. Please Note: Prohibited items include Laser Pointers.		police involvement and possible criminal charges.
<p>8. Tobacco Products, Alcohol and Drugs</p> <p>The school recognizes the benefits of a tobacco-free environment to all persons. By law, smoking is not permitted at the school, on Board property, on school buses or while attending any school-related activity. School property includes cars that are on school grounds and all lands to the edge of the street. Other tobacco products also may not be used on school property. Providing tobacco products to anyone under 19 years of age is illegal.</p> <p>Alcohol and restricted drugs may be addictive and represent a health hazard. Possessing, using, trafficking in, or providing others with restricted drugs and/or alcohol is illegal and is unacceptable at the school, on Limestone property or at any school-related event or activity at any time. Lighters and drug-related paraphernalia that can be used for substance abuse are not permitted on school property.</p>	A student under the influence of, or in possession of illicit drugs or alcohol negatively impacts the school environment.	Students found to be under the influence of drugs or alcohol will be subject to the LDSB Drug and Alcohol policy and will be referred to Administration. Suspension and KAIROS referral will be considered for instances of possession/impairment/ consumption. Penalties increase with further infractions to include: increased duration of suspensions, police involvement, and expulsion.

Intruders/Trespassers on School Property

All visitors to the school are required to report to the Main Office. The presence of unfamiliar/suspicious persons on school property poses a personal threat to students and staff. Since the possible motives/responses of such persons are unknown, it is important that students report the location of the intruder to the first staff member available and not approach or try to communicate with intruders. Following this procedure will help ensure the safety of all members of the KCVI learning community.

SAFE SCHOOLS: In Diverse and Inclusive Communities

Ensuring the safety of all students and staff is of utmost concern. A positive school climate is necessary to support an inclusive, responsive learning environment for all students and to maximize student success. A positive school climate exists when all members of the school community feel safe,

included, and accepted, and actively promote positive behaviours and interactions. The Whole School Approach including parents, students, staff, and community partners is critical to promote a positive school climate and acceptance for all.

Bullying Awareness, Prevention, and Intervention

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate. Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening as part of our awareness and prevention strategies. Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress and/or harm to that person's body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or occur through electronic (cyber) communication. When someone experiences or observes bullying behaviour, he/she is expected to report it to a teacher, teaching assistant or school administrator immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences.

Progressive Discipline

The school encourages, supports and recognizes acceptable behaviour in our students through a variety of positive practices. Progressive discipline is an approach that makes use of a continuum of interventions, supports and consequences, building upon strategies which promote positive behaviours. We encourage students to take responsibility for their behaviour and to accept the consequences of their actions. A progressive discipline approach will be used to deal with inappropriate behaviour. This may include one or more of the following: oral reminders, warning, review of expectations, contact with parent(s)/guardians(s), written reflection, remedial assignment, detention, changing inappropriate clothing, formal interview with administrator, volunteer services in the school community, conflict mediation and resolution, peer mentoring, and/or referral for support services, meeting with school resource police officer, making restitution (including full payment for damage/vandalism), suspension, expulsion, referral to police.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered before progressive discipline is applied. Students who behave inappropriately will receive an age and developmentally appropriate consequence. For a student with special education or disability-related needs, all progressive discipline approaches will be consistent with his or her Individual Education Plan and their demonstrated abilities.

Suspension and Expulsion

As part of progressive discipline, the school may also use suspension and/or expulsion for serious incidents as outlined in the Limestone District School Board's Safe Schools Policy. Before considering whether to impose a suspension or make a recommendation for an expulsion, a principal must consider mitigating and other factors.

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

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Being under the influence of drugs

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

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

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying, if, the pupil has previously been suspended for engaging in bullying, AND the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
- Any activity listed in subsection 306(1) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor
- Giving alcohol to a minor
- Giving drugs to a minor
- Behaviour that is so refractory that the pupil's presence is injurious to the effective learning and/or working environment of others
- The student has engaged in activities that cause the student's continuing presence in the school to be injurious to the physical or mental well-being of others in the school
- The student has engaged in activities that cause extensive damage to Board property or to goods that are on school Board property
- The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him/her and that he/she is persistently resistant to making the changes in behaviour which would enable him/her to prosper
- Any other activity that under a policy of the Board, is an activity for which a principal must suspend a pupil and, therefore in accordance with this part, conduct an investigation to determine whether to recommend to the Board that the pupil be 2007, c. 14, s. 4; 2012, c. 5, s. 14

2. School organization

Semesters

K.S.S. 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 to 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. ***Note: Due to the COVID-10 Pandemic, we are currently operating with an octomester model. We will keep students/families up to date with our school organization for the 2021-2022 school year as soon as it is finalized in collaboration with the Ministry of Education and Public Health.***

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 K.C.V.I., please refer to the Student Agenda.

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 in the same pathway. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having mastered expectations from the previous course. If this is the case, a student may consider upgrading, changing pathways or accessing additional support through Student Success. Please contact your school's Student Services department for more information.

Enrollment Information for KSS Students

Students in their first three years are expected to carry a full course load each semester. Graduating students (year 4) are expected to take a full course load (3 or 4 credit courses) each semester to qualify for full time student status. It is very important that students make proper, informed course selections. Changes to course selections after the timetabling process can restrict a student's access to needed courses. In order to ensure that the timetabling process can occur in a timely manner and that students have access to desired courses, course selection timelines must be adhered to.

Students Transferring to KSS from another High School

New students wishing to register at KSS 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 KSS 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.

OSR: Recording and Reporting

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: Recording and Reporting

The Ontario Student Transcript (OST) 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.

3. Assessment and Evaluation

Our Key Beliefs

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

Assessment for Learning

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

Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.

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

Assessment as Learning

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

For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit <http://www.limestone.on.ca/Parents/>

4. 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. To graduate with an OSSD, students are required to successfully complete (pass) 30.0 credits, made up of compulsory & elective courses. See section on diploma requirements for more information.

5. 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 in the same pathway. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having mastered expectations from the previous course. If this is the case, a student may consider upgrading, changing pathways or accessing additional support through Student Success. Please contact your school's Student Services department for more information.

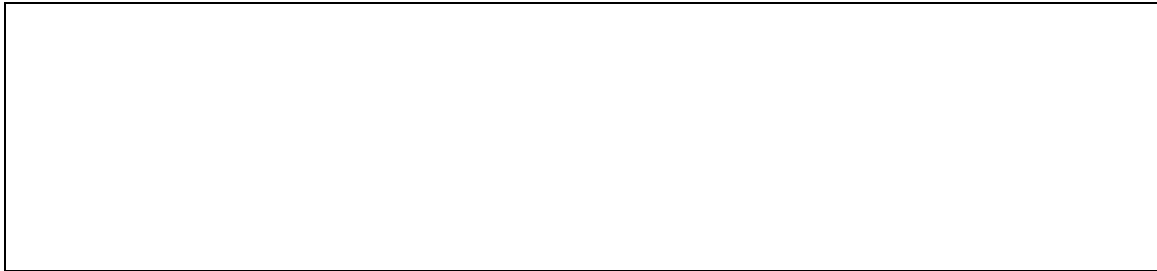
Diplomas and Certificates

1. The Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma requires that students pass 18.0 compulsory credits, 12.0 optional credits, contribute 40 hours of Volunteer Community Involvement, and successfully complete the Ontario Secondary School Literacy Test Requirement (OSSLT or OSSLC). Specific information about each of these requirements is outlined below.

a. Credit Requirements

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Phys Ed. 2 additional credits from Arts, Business or Technology	English Math Science History Civics/Careers + 3 electives	English Math	English
+ 3 additional Compulsory Courses (1 from each Group):	Students must take three other compulsory courses from 3 groupings of courses before the end of Grade 12: 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***. 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***. 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***			
Number of Optional Credits	1 option	3 options	5-6 options	5-7 options
Notes on Required Courses listed above *A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses. Other Considerations <ul style="list-style-type: none"> Optional courses in grades 11 & 12 should be selected while considering a student's post-secondary interests and requirements. 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. 				



Substitutions for Compulsory Credits 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 student's 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.

b. The Ontario Literacy Requirement (OSSLT or OSSLC)

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.

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.**

c. Community Volunteer Requirement

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 are encouraged to start your community involvement hours in the summer months leading up to your Grade 9 year.*** These hours must be logged and the form submitted to the student services office prior to graduation in grade 12. For more information, please contact Student Services.

1. 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 are 18 years old and have earned a minimum of 14.0 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 There is no OSSLT requirement for the OSSC. |

2. The Certificate of Accomplishment (COA)

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 OSSLT requirement for the COA.

3. Language Certificates

- **Core French Certificate:** Students who complete the full four-year French program either in Academic French (FSF1D0, FSF2D0, FSF3U0, and FSF4U0) or Applied French (FSF1P0, FSF2P0, FSF3O0, FSF4O0) will receive a Certificate of Core French Studies.
- **Extended French Certificate:** Students who take seven (7) courses: the four (4) language courses (FEF1D4, FEF2D4, FEF3U4, and FEF4U4) and three (3) electives in which French is the language of instruction, (e.g. Social Sciences, Canadian Studies, and Physical Education) will earn an Extended French Certificate at graduation.
- **Immersion French Certificate:** Students who take ten (10) courses: the four (4) language courses (FIF1D3, FIF2D3, FIF3U3, and FIF4U3) and six (6) other courses in which French is the language of instruction will earn their French Immersion Certificate at graduation.
- **International Language Certificate:** is awarded to students who have earned six or more credits in a combination of French, Latin or Spanish courses. Students must have studied at least two different languages, in which a minimum of two Grade 12 credits have been earned.

4. Specialist High Skills Major Programs (SHSM)

What is it? Completion of a Specialist High Skills Major (SHSM) during a student's Grade 11 & 12 years recognizes they have achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or sector to earn a Red Seal designation on their Secondary School Diploma. KSS is currently designated as an SHSM school in 3 sectors: **Arts & Culture, Computer & Information Technology and Food Processing.**

What are the requirements? During Grades 11 & 12, students must earn a bundle of 8-10 credits including 4 credits in the subject major and a two credit co-op for experiential learning, 6-7 sector recognized certifications, including Standard First Aid & CPR and WHMIS training. For more information on how to enroll in the SHSM program please **contact the Student Services Office.**

Who is it 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

5. The IB Programme

The International Baccalaureate (IB) is a not-for-profit international education foundation. Founded in 1968 and headquartered in Geneva, Switzerland, it has educated over 1 million students. There are currently 3521 IB schools, offering a total of 4 377 programmes in 144 countries. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile: The aim of all IB programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:



INQUIRERS: We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and changes.

BALANCED: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Limestone Pre-IB Programme (LPIB)- Grades 9 & 10

To prepare students for the challenge of the IB curriculum, potential IB candidates will be introduced to IB course concepts and skills through enrichment activities and prerequisite material in grades 9 and 10. This preparatory programme is common to most IB schools and allows students, parents and teachers to determine if the IB Diploma Programme is an appropriate educational choice for the student. *The IB Diploma Programme at KSS is open to students who are highly-motivated and enjoy an academic challenge. Any grade 8 or 9 student in the Limestone District School Board may apply to be part of this programme.* Students will take 5 Pre-IB courses during their grade 9 & 10 years (English and Science in Grade 9, and English, Science and Mathematics in Grade 10). Students in the pre-IB programme must also take a second language (French or Spanish) in their grade 10 year.

The IB Programme- Grades 11 & 12

Students enrolled in the IB programme may choose to take the full IB Diploma, or select specific IB Courses to complete over their grade 11 & 12 years. Each course has both a grade 11 and grade 12 component, and will be the equivalent of either 2.0 or 3.0 Ontario credits. On completion of the programme our students earn the internationally recognized IB Course Certificate or IB Diploma as well as the Ontario Secondary School Diploma. Students may also receive the French Immersion Certificate if they satisfy the criteria for the certificate. Universities within Ontario, Canada, and internationally, recognize the diploma and provide course credit or advanced placement opportunities, as well as additional access to scholarships and other student enrolment benefits.

IB Diploma Option: To earn the IB Diploma, a student must successfully complete one course of study from each of the six subject groups and the three core requirements. Students must complete at least three and no more than four of their IB subjects at the higher level (HL). HL courses consist of 240 hours, whereas standard level (SL) courses are 150 hours.

The Six Subject Groups (IB options within each group are listed in brackets):

- Group 1: **Studies in Language and Literature*** (English)
- Group 2: **Language Acquisition**** (French or Spanish)
- Group 3: **Individuals and Societies**** (History, Psychology or Business)
- Group 4: **Sciences*** (Chemistry, Physics, Biology or Environmental Systems & Society)
- Group 5: **Mathematics*** (Mathematics)
- Group 6: **The Arts and Electives**** (Film, Theatre OR an additional Group 4 Science)

* These courses will be taken over three semesters, and students will earn 3.0 Ontario credits.

** These courses will be taken over two semesters, and students will earn 2.0 Ontario credits.

IB Course descriptions and Ontario courses granted for each credit can be found in the KSS IB Handbook (posted on the KSS website).

The three core requirements are included to challenge and to broaden the educational experience:

- **The Extended Essay** (4000 words) requiring independent research related to an IB subject of their choice
- **Theory of Knowledge** which encompasses 1) critically examining different ways of knowing – perception, emotion, language and reason, and 2) examining different kinds of knowledge – scientific, artistic, mathematical, and historical (OSSD Credit: HZT4UE)
- **The Creativity, Action, Service (CAS)** component which requires students to engage in 1) arts activities and demonstrating creativity, 2) taking action by participating in sports (team and individual), and 3) participating in community and social service activities. Students are

expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

IB Course(s) Option: To complete IB courses rather than the full diploma, students would select courses from the list of IB Groups above and complete these courses over 2 years (2.0 or 3.0 Ontario credits depending on the course). Students doing IB Courses are not required to complete the core requirements (EE, TOK, CAS).

HOW ARE STUDENTS ASSESSED?

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessment : In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External assessment : Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A, written assignments for language acquisition courses, essays for theory of knowledge and extended essays.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

THE GRADING SYSTEM

The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

School Curriculum

1. Types of courses available

Courses in the secondary school program are designed to provide all students with the essential knowledge and skills required for future endeavors, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways.

De-streamed Grade 9 Options

The Ministry of Education is committed to moving forward with changes to the education system to ensure equity of access and outcomes for all students. This change is in response to the historic over-representation in applied courses of Indigenous, Black, and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. The Grade 9 courses in September 2022 will provide opportunities for students to make decisions about their future, while keeping their options open. Students new to Grade 9 will take courses that will include English, Math, Science, Geography, French, Health and Physical Education plus two elective courses (Art courses, Technology courses, Business courses, etc.). Grade 9 is a continuation of learning from Grade 8 and will allow students to transition into high school before making a decision about their preferred pathway (apprenticeship, college, workplace or university) for the future.

Further details and FAQ's can be found on the LDSB website.

Grade 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.

2. Course Coding System

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 (e.g. the use of "3" and "4" to identify courses offered in French).

E.g. Grade 10 Academic Mathematics (MPM2D0):

Math Course Title	MPM Course Code	2 Grade of course	D Course Type	0 Program Designation
		1: Grade 9	L: Locally	0: Core/Mainstream
		2: Grade 10	Developed(9/10)	3: Immersion French
		3: Grade 11	D: Academic (9/10)	4: Extended French
		4: Grade 12	P: Applied (9/10)	E: IB Programme
			O: Open (9/10/11/12)	
			E: Workplace (11/12)	

C: College (11/12) M: University/College (11/12) U: University (11/12)

3. Course Offerings

Courses are offered and will run based on sufficient requests during course selection time, qualified staffing and space. Course outlines for the courses listed in this catalogue are available to parents and students at the school at the beginning of each course. Curriculum documents which describe specific course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>. Students enrolled at an LDSB school will select their courses using my Blueprint. Course descriptions and prerequisite courses are also listed on this site.

ARTS

ADA100 Dramatic Arts, Grade 9, Open

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. **Prerequisite:** None

ADA200 Dramatic Arts, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite:** None

ADA3M0 Dramatic Arts, Grade 11, University/College Preparation

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works. **Prerequisite:** ADA100 or ADA200

ADA4M0 Dramatic Arts, Grade 12, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** ADA3M0

AMG200 Music-Guitar, Grade 10 Open (Beginner)

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Guitar will be the focus of this course. This course may be divided into beginner and advanced sections, based on previous experience. **No experience required**

AMG3M0 Music-Guitar, Grade 11 University/College Preparation (Experienced)

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. Guitar will be the focus of this course. **Prerequisite: Previous experience playing the guitar**

AMG4M0 Music-Guitar, Grade 12 University/College Preparation (Experienced)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. **Prerequisite: AMG3M0 or AMI3M0**

AMI100 Music-Instrumental (Beginner), Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related music, and will develop a variety of skills transferable to other areas of their life. No prior experience necessary. **Prerequisite: None**

AMI101 Music- Instrumental (Experienced), Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life. No prior experience necessary. **Prerequisite: Ability to read music notation**

AMI200 Music – Instrumental, Grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the

elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures.

The major focus of this course is to develop further the performance skills learned in Grade 9, and to enrich students' lives through music performance. **Prerequisite:** AMI100

AMI3M0 Music – Instrumental, Grade 11, University/College Preparation

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. *The major focus of this course is to develop further the performance skills learned in Grade 10, and to enrich students' lives through performance in a large ensemble.* **Prerequisite:** AMU200

AMI4M0 Music – Instrumental, Grade 12, University/College Preparation

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. *The major focus of this course is to develop further the performance skills learned in Grade 11, and to enrich students' lives through performance in a large ensemble. There are opportunities for students to work independently and in small groups in a variety of activities including learning a new instrument.* **Prerequisite:** AMU3M0

AMV100 Music - Vocal, Grade 9, Open

This course emphasizes performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. *Vocal music will be the focus of this course.* **Prerequisite:** None

AMV200 Music - Vocal, Grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities and cultures. *The focus of this course is voice.* **Prerequisite:** None

AMV3M0 Music – Vocal, Grade 11, University/College Preparation

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. *The focus of this course is voice.*

Prerequisite: Experience in choral singing OR any Grade 9/10 Music Course

AMV4M0 Music – Vocal, Grade 12, University/College Preparation

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. *The major focus of this course is to develop further the performance skills in voice.* **Prerequisite:** Experience in choral singing OR any Grade 11 Music Course.

AVI100 Visual Arts, Grade 9, Open

See NAC100 for Grade 9 Visual Art Description.

AVI200 Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to 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. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

AVI3M0 Visual Arts, Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design). **Prerequisite:** NAC10 or AVI100 or AVI200

AVI4M0 Visual Arts, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** AVI3M0

AWQ3M0 Visual Arts - Photography, Grade 11, University/College Preparation

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. **Prerequisite:** AVI100 or AVI200

AWQ4M0 Visual Arts - Photography, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting photographic art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct works of photography and explore connections between art and society. The studio program enables students to explore a range of processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** AWQ3M0

AWR3M0 Film Studies, Grade 11, University/College Preparation

This course will allow students to make the necessary connections between technology, film theory and creative writing. Film studies will encompass many areas of study; some of which are represented in this course. By analysing film as language students will learn how film is used to educate, entertain and express. Particular emphasis will be placed on learning through application as students will be expected and encouraged to produce their own short films. This course will be stacked with an IB course.

Prerequisite: None

AWR4M0 Film Studies, Grade 12, University/College Preparation

This course will allow students to identify and explore various approaches discussed in film theory which are influenced by a filmmaker's culture, religion, gender, environment, as well as sociological, political and economic trends. By analysing film movements, feature film, documentary film and directors from various decades and areas of the world, students can see the progression toward current and future technological changes in the media. Particular emphasis will be placed on learning through application as students will be expected and encouraged to produce their own short films. **Prerequisite:** AWR3M0

AWT4M0 Visual Arts - Building a Portfolio, University/College Preparation

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in Western art, Canadian art (including Native Canadian art), and art form from various parts of the world. Students will produce a body of work demonstrating a personal approach. *This course assists the graduating student in building a portfolio of work suitable for applying to college and university programs such as fine arts, photography, fashion design, architecture and graphic arts.* **Prerequisite:** AVI3M0, AWQ3M0

BAF3M0 Financial Accounting Fundamentals, Grade 11, University/College Preparation

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future

studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. **Prerequisite:** None

BAT4M0 Financial Accounting Principles, Grade 12, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: BAF3M0

BBI200 Introduction to Business, Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including marketing, accounting, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course continues to build a foundation for further studies in business and introduces the students to portfolio-based assessment. **Prerequisite:** None

BMI3C0 Marketing: Goods, Services & Events, Grade 11, College Preparation

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, involvements, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. In BMI3C online, students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. **Prerequisite:** None

BTT100 Information and Communication Technology in Business, Grade 9, Open

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 business world. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills with an emphasis on business application. Throughout the course, there is an emphasis on effective electronic research and communication skills and students will develop transferable skills for use throughout their high school career. **Prerequisite:** None

CGC1D0 Issues in Canadian Geography, Grade 9, Academic

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

CGW4C0 World Issues, Grade 12, College Preparation

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of

a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. **Prerequisite:** CGC1D0 or CGC1P0

CGW4U0 World Issues, Grade 12, University Preparation

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

CHC2D0 Canadian History since World War One, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

CHC2P0 Canadian History since World War One, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite:** None

CHV200 Civics and Citizenship, Grade 10, Open - ½ credit

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

Prerequisite: None

CHW3M0 World History to the End of the 15th Century, Grade 11, University/College Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students

will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. **Prerequisite:** CHC2D0 or CHC2P0

CHY4U0 World History since the Fifteenth Century, Grade 12, University Preparation

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelations. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CLN4U0 Canadian and International Law, Grade 12, University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. *(This course runs every other school year and will be next offered in the 2023-24 school year.)*

ENG1D0 English, Grade 9, Academic

This course emphasizes the analytical reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret text from contemporary and historical periods, including short stories, poems, and short essays, and will investigate and create media works. An important focus will be the correct and effective use of spoken and written language. **Prerequisite:** None

ENG1L0 English, Grade 9, Locally Developed

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 10 Locally Developed course. The course is organized by strands that develop listening and talking skills, reading and viewing skills and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite:** None

ENG2D0 English, Grade 10, Academic

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus

will be the thoughtful use of spoken and written language. **Prerequisite:** ENG1D0 or ENG1P0

ENG2P0 English, Grade 10, Applied

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language. **Prerequisite:** ENG1D0 or ENG1P0

ENG2L0 English, Grade 10, Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the 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 foundation literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the process involved in talking, listening, reading, viewing, writing, and thinking and reflect regularly upon their growth in these areas. **Prerequisite:** ENG 1L0 or ENG 1P0

ENG3C0 English, Grade 11, College Preparation

~See NBE3C0 ~

ENG3U0 English, Grade 11, University Preparation

~See NBE3U0 ~

ENG4C0 English, Grade 12, College Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively. **Prerequisite:** ENG3C0

ENG4U0 English, Grade 12, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. **Prerequisite:** ENG3U0

EWC4C0 The Writer's Craft, Grade 12, College Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works and make considered decisions for improving the quality of their writing. They will also complete a creative or

analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** NBE3C or ENG3C

EWC4U0 The Writer's Craft, Grade 12, University Preparation

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

Prerequisite: NBE3U or ENG3U0

FEF1D4 Extended French, Grade 9, Academic

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 1260 hours of French instruction, or equivalent

FEF2D4 Extended French, Grade 10, Academic

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF1D4

FEF3U4 Extended French, Grade 11, University Preparation

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF2D4

FEF4U4 Extended French, Grade 12, University Preparation

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also

enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF3U4

FIF1D3 French Immersion, Grade 9, Academic

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 3800 hours of French instruction, or equivalent

FIF2D3 French Immersion, Grade 10, Academic

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF1D3

FIF3U3 French Immersion, Grade 11, University Preparation

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF2D3

FIF4U3 French Immersion, Grade 12, University Preparation

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF4U3

FSF1D0 Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse

French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF2D0 Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF1D0 or FSF1P0

FSF3U0 Core French, Grade 11, University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF2D0

FSF4U0 Core French, Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF3U0

GLC200 Career Studies, Grade 10, Open – (0.5 credit)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

GPP300 Leadership and Peer Support, Grade 11, Open (“Peer Tutoring”)

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. *This course is also offered as an extended/immersion French course.*

Prerequisite: GLC200 - Career Studies

HHD300 Dynamics of Human Relationships, Grade 11, Open

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships. **Prerequisite:** None

HIP400 Personal Resource Management, Grade 12, Open

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences.

Prerequisite: None

HHG4M0 Issues in Human Growth and Development, Grade 12, University/College**Preparation**

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development. **Prerequisite:** Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

HFN200 Food and Nutrition, Grade 10, Open

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition. **Prerequisite:** None

HFC3M0 Food and Culture, Grade 11, Open

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

HFA4U0 Nutrition and Health, Grade 12, University

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

HRT3M0 World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expression of belief. **Prerequisite:** None

HSE 4M0 Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

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

HSP3C0 Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation

This course introduces students to theories, questions, and issues relating to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. *This course is also offered as an extended/immersion French course.*

Prerequisite: None

HSP3U0 Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues relating to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities

to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. *This course is also offered as an extended/immersion French course.*

Prerequisite: ENG2D0 or CHC2D0

HZT4U0 Philosophy: Questions and Theories, Grade 12, University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. (*This course runs every other school year and will be next offered in the 2022-23 school year.*)

ICS200 Introduction to Computer Studies, Grade 10, Open

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.

Prerequisite: None

ICS3C0 Introduction to Computer Programming, Grade 11, College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite:** None

ICS3U0 Introduction to Computer Science, Grade 11, University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

ICS4C0 Computer Programming, Grade 12, 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. *This course explores advanced computer programming concepts in Java.* **Prerequisite:** ICS3C0

ICS4U0 Computer Science, Grade 12, 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. *This course explores advanced computer programming concepts in Java.*

Prerequisite: ICS3U0

IDP300 Introduction to Leadership

This course will introduce students to leadership skills as they complete hands on leadership roles in the school and community. Students' in-class component will develop skills in the areas of communication, planning and goal setting, problem solving, group dynamics and teamwork. Students will develop their own philosophy of leadership as well as essential skills and knowledge to support them in pursuing a variety of leadership roles. Interested students will be asked to complete an application and go through an interview process to determine their eligibility and commitment to improving as a student leader. **Prerequisite:** Students should be in their 3rd year of high school.

IDP4U0 Leadership Development Program

This course will provide theory and practical knowledge as students pursue leadership roles in the school and community. Students will study and apply the principles and processes of inquiry and research as they develop skills in the areas of conflict resolution, goal setting, public speaking, problem solving, group dynamics and teamwork. In addition, students will develop their own philosophy of leadership and essential skills and knowledge to support them in pursuing a variety of leadership roles. **Prerequisite:** Students should be in their final year of high school

LVLBD0, LVLCU0, LVLDU0- Latin courses will not be offered in 2017-2018. These courses will resume in 2018-2019.

LWSBD0 Spanish, Levels 1 and 2, Academic

This course enables students to develop competence in listening, speaking, reading, and writing in Spanish. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple. **Prerequisite:** None

LWSCU0 Spanish, Level 3, University Preparation

This course offers students opportunities to further develop competence and confidence in listening, speaking, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required. **Prerequisite:** LWSBD0

LWSDU0 Spanish- Level 4, University Preparation

This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts.

Prerequisite: LWSCU0

MAP4C0 Foundations for College Mathematics, Grade 12, College Preparation

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. **Prerequisite:** MBF3C0 or MCF3M0

MAT1L0 Foundations of Mathematics, Grade 9, Locally Developed

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 Locally Developed course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** None

MAT2L0 Mathematics, Grade 10, Locally Developed

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving

skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. Prerequisite: MFM1P0, MAT1L0

MBF3C0 Foundations for College Mathematics, Grade 11, College Preparation

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

Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM2P0 or MPM2D0

MCF3M0 Functions and Applications, Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** MPM2D0 or MFM2P0

MCR3U0 Functions, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite:** MPM2D0

MCT4C0 Mathematics for College Technology, Grade 12, College Preparation

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.

Note: This course will also provide a path for MCF3M students if they wish to take Advanced Functions (MHF4U) or for students who had difficulty in MCR3U before they attempt Advanced Functions (MHF4U). Prerequisite: MCF3M0 or MCR3U0

MCV4U0 Calculus and Vectors, Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-

world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

Prerequisite: MHF4U0

MDM4U0 Mathematics for Data Management Grade 12, University Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite:** MCF3M0 or MCR3U0

MEL3E0 Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

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

Prerequisite: None

MEL4E0 Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** None

MFM2P0 Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course. **Prerequisite:** MPM1D0 or MFM1P0

MHF4U0 Advanced Functions, Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR3U0 or MCT4C0

MPM2D0 Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills. *This course is also offered as an extended/immersion French course.* **Prerequisite:** MTH1W0 MTH

MTH 1W0 Mathematics, Grade 9

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Prerequisite:** None.

NAC100 Visual Arts, Expressing Aboriginal Cultures, Grade 9, Open

This course examines art and culture in Canada through an exploration of art forms – painting, sculpture, craft, storytelling, dance, and music – created by First Nation, Metis and Inuit artists. Students will learn to identify art forms and describe relationships between the art forms and indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of First Nation, Metis and Inuit identity, relationships, and sovereignty. The focus of this course is visual art. Students who complete NAC 100 will meet the overall expectations for Grade 9 Visual Art and have the prerequisite for Grade 10/11 Visual Arts, including a working understanding of the Creative Process, the Elements of Design and Principles of Design and the Critical Analysis Process. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

NBE3C0 English: Contemporary Aboriginal Voices, Grade 11, College Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. **Prerequisite:** ENG2P0 or ENG2D0

NBE3E0 English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: ENG2L0, ENG2P0 or ENG2D0

NBE3U0 English: Contemporary Aboriginal Voices, Grade 11, University Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. **Prerequisite:** ENG2D0

NDW4M0 Issues of Indigenous Peoples in a Global Context, Grade 12, University/College

Preparation This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world. **Prerequisite:** NBE3U0 or NBE3C0

LIVE20/30/40 - Girls - Personal & Fitness Activities, Grade 10, 11 and 12, Open

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. Students will earn the PAF20/PAF30 or PAF40 credit depending on their grade level. **Exclusions:** Powerfit- same grade level. **Prerequisite:** None

PAF200 Powerfit- Co-ed- Individual and Small Group Activities, Grade 10, Open

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. *This course is also offered as an extended/immersion French course* **Prerequisite:** None

PAF300/400 Power Fit - Co-ed - Individual & Small Group Activities, Gr. 11 & 12, Open

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. *This course is also offered as an extended/immersion French course* **Prerequisite:** None

PPL100 Healthy Active Living Education, Grade 9, Open

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. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PPL200 Healthy Active Living Education, Grade 10, Open

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. *This course is also offered as an extended/immersion French course.*

Prerequisite: None

PPL300 Healthy Active Living Education, Grade 11, Open

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. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PPL400 Healthy Active Living Education, Grade 12, Open

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. *This course is also offered as an extended/immersion French course.*

Prerequisite: None

PSK4U0 Kinesiology, Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. Topics include skeletal and muscle anatomy, biomechanics, exercise physiology, training and conditioning theory, and socio-cultural aspects of sport and physical activity. **Recommended prerequisite:** Any grade 11 or 12 university or university/college science course. **Prerequisite:** None

SBI3C0 Biology, Grade 11, College Preparation

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts and skills needed for further studies in the

various branches of life sciences and related fields. ***This course is offered in alternating years, and will be offered in 2022-2023.*** **Prerequisite:** SNC2P0 or SNC2D0.

SBI3U0 Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth and functions of plants. The course focuses on the theoretical aspects of topics under study and helps students refine skills related to scientific investigation. **Prerequisite:** SNC2D0

SNC1W Science, Grade 9

Course description yet to be released by the Ontario Ministry of Education.

SNC1L0 Science Grade 9, Locally Developed

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. **Prerequisite:** None

SNC2D0 Science, Grade 10, Academic

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

Prerequisite: SNC1D0 or SNC1P0

SNC2L0 Science, Grade 10, Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics 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. **Prerequisite:** SNC 1L0 or SNC1P0

SNC2P0 Science, Grade 10, 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. *This course is a stepping stone to college level senior science courses (SBI3C0, SCH4C0 and SVN3M0.)* **Prerequisite:** SNC1D0 or SNC1P0

SBI4U0 Biology, Grade 12, University Preparation

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

Prerequisite: SBI3U0, Recommended prerequisite: SCH3U0

SCH3U0 Chemistry, Grade 11, University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. **Prerequisite:** SNC2D0

SCH4C0 Chemistry, Grade 12, College Preparation- Not offered 2021-2022

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills of data collection and scientific analysis, and communicate scientific information using appropriate terminology. This course is required for many science based college diploma programs. ***This course is offered in alternate years with SBI3C. It will be offered again in 2023-2024.*** **Prerequisite:** SNC2D0 or SNC2P0.

SCH4U0 Chemistry, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reactions, chemical equilibrium, atomic and molecular structure, and electrochemistry. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. **Prerequisite:** SCH3U0

SPH3U0 Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-enquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the

interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SNC2D0, recommended prerequisite: MPM2D0

SPH4U0 Physics, Grade 12, University Preparation

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics. **Prerequisite:** SPH3U0

SVN3E0 Environmental Science, Grade 11, Workplace Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help you succeed in work and life after secondary school. You will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of your literacy and mathematical literacy skills as well as the development of your scientific and environmental literacy. **Prerequisite:** SNC1L, SNC1P, SNC1D or SNC 2L

SVN3M0 Environmental Science, Grade 11, University/College Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. **Prerequisite:** SNC2D0 or SNC2P0

TCJ200 Construction Technology, Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None

TCJ3C0 Construction Engineering Technology, Grade 11, College Preparation

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 will explore career opportunities in the field. **Prerequisite:** None

TCJ3E0 Construction Technology, Grade 11, Workplace Preparation

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 will explore postsecondary and career opportunities in the field. **Prerequisite:** None

TCJ4C0 Construction Engineering Technology, Grade 12, College Preparation

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 will explore career opportunities in the field. **Prerequisite:**

TCJ4E0 Construction Technology, Grade 12, Workplace Preparation

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 will explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. **Prerequisite:** TCJ3E0

TDJ 200 Technological Design, Grade 10, Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. **Prerequisite:** None

TDJ3MO Technological Design Grade 11

Technological design courses provide students with a variety of learning experiences that focus on the practical application of the principles of engineering, architecture, and design. These activity-based courses emphasize problem solving to meet design challenges in a wide range of areas,

which may include apparel and textile design, architectural design, interior design, mechanical and industrial design, and robotics and control systems. Students learn to apply knowledge of research, historical trends, design, materials, fabrication methods, and testing criteria to develop innovative and environmentally sustainable products, processes, and/or services. The technologies and processes used to create design solutions may include both traditional and computer-based drafting methods, scale **Prerequisite:** None

TDJ4M0 Technological Design

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of their professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and will explore career opportunities and post-secondary education and training requirements for them. This course offers students the opportunity to build a portfolio for post-secondary education in the Arts, Engineering, Architecture, Industrial Design and Furniture Design Programs. **Prerequisite:** None

TEJ2O0 Computer Technology (Robotics)- Open

This course examines computer hardware and the control of external components from an engineering perspective. The course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. This course is designated as open and can be taken by all students who wish to learn about Computer Technology. Students who wish to continue study in this area can take the Workplace or University/College courses in Grades 11 and 12 that lead to post-secondary courses or entry into the workplace **Prerequisite:** None

TEJ3E0 Computer Technology- Robotics, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to computer hardware, networks, operating systems, and other software. Students will use utility and application software, and learn proper procedures for installing, maintaining, and troubleshooting computer systems and networks. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about apprenticeships and other employment opportunities in the field of computer technology that they may choose to pursue after graduation. The focus of this course will be robotics. **Prerequisite:** None

TEJ3M0 Computer Engineering Technology- Robotics, Grade 11, University/College Preparation

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

The focus of this course will be Robotics. **Prerequisite:** None

TEJ4E0 Computer Technology- Robotics, Grade 12, Workplace Preparation

This course enables students to further develop their practical understanding of computer hardware, software, networks, and operating systems. Students will use utility and application software, and will follow proper procedures for installing, maintaining, and troubleshooting computer systems and networks. In addition to demonstrating an understanding of the ethical use and environmental effects of computers, students will develop marketable skills and assess career opportunities in the field. The focus of this course will be Robotics. **Prerequisite:** TER3E0

TFJ20 Hospitality and Tourism, Grade 10, Open

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. **Prerequisite:** None

TFJ3C0 Hospitality and Tourism, Grade 11, College Preparation

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.

Prerequisite: None

TFJ3E0 Hospitality and Tourism, Grade 11, Workplace Preparation

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. **Prerequisite:** None

TFJ4C0 Hospitality and Tourism, Grade 12, 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. **Prerequisite:** TFJ3C0

TFJ4E0 Hospitality and Tourism, Grade 12, 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. **Prerequisite:** TFI3E0

TIJ100 Exploring Technologies, Grade 9, Open

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. **Prerequisite:** None

TMJ 200 Manufacturing Technology, Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None

TMJ 3C0 Manufacturing Technology, Grade 11, College Preparation

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. **Prerequisite:** None

TMJ3E0 Manufacturing Technology, Grade 11, Workplace Preparation

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

TMJ 4C0 Manufacturing Technology, Grade 12, 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. **Prerequisite:** TMJ3C0

TMJ4E0 Manufacturing Technology, Grade 12, Workplace

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 tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may also have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: TMJ3E0

TTJ 200 Transportation Technology, Grade 10, Open

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the transportation industry. **Prerequisite:** None

TTJ300 Transportation Technology: Vehicle Ownership, Grade 11, Open

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. **Prerequisite:** None

TTJ3C0 Transportation Technology, Grade 11, College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation, and will learn about apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** None

TTJ4C0 Transportation Technology, Grade 12, College Preparation

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/ control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** TTJ3C0

TTJ4E0 Transportation Technology: Vehicle Maintenance

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

and societal issues related to transportation, and will learn about careers in the transportation industry and the skills and training required for them. **Prerequisite:** None

TWJ3E0 Custom Woodworking, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. **Recommended Prerequisite:** TCJ200

TWJ4E0 Custom Woodworking, Grade 12, 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. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore career opportunities that may be pursued directly after graduation. **Prerequisite:** TWJ3E0

School to Community Program and Courses

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed.

Programming within the SCS program is comprised of alternative courses of study (K courses). The * asterisk in the course description refers to grade level which varies ("A" for Grade 9, "B" for Grade 10, and so forth).

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

KFL* NM, Personal Life Skills

This course includes any combination of the alternative expectations or curriculum expectations

from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

KEN*NM, Language and Communication Development

This course involves the development of skills need for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversations Skills and/or Functional Language.

KMM*NM, Numeracy and Numbers

This course involves the development of mathematic skills required for daily living. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances.

KHD*NM, Social Skills Development

This course involves the development of the individual in his/her relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self-Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.

KGW*NM, Exploring the World of Work

This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.

KPP*NM, Self Help and Self Care

This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills.

KPF*NM, Personal Health and Fitness

This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre-ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills



E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Virtual Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

There are unique demands associated with participation in an e-Learning course. Students enrolled in e-Learning courses: require a high level of personal motivation and self-discipline to succeed; should be comfortable learning new skills and using new technologies; are comfortable with a virtual classroom environment; are able to manage their time effectively.

If an e-Learning course sounds like a good fit for you, your myBlueprint course selections may include the LDSB courses shown below. Contact your school's Guidance Department to explore additional e-Learning course opportunities available through the OeLC.

LDSB E-LEARNING COURSE OFFERINGS * 2022-2023 SCHOOL YEAR



* SUFFICIENT ENROLMENT IS REQUIRED FOR ANY COURSE OFFERING TO RUN.

Semester 1		Semester 2	
BAF3M	Financial Accounting	BAT4M	Financial Accounting
MDM4U	Data Management	SPH4U	Physics
HSB4U	Challenge & Change in Society		

WHAT YOU NEED TO KNOW

What courses are available?

LDSB hosted courses, listed below, may be included as myBlueprint course selections. Additional e-Learning courses, hosted through the OeLC, are listed at: <https://prism.elearningstudents.ca/>

Are e-Learning courses "easier"?

E-Learning courses adhere to the same Ministry of Education curriculum expectations and require as much or more time as face-to-face classes. Provincial statistics show e-Learning courses have comparable success rates and course grade averages.

How often do I need to log into my e-Learning course?

E-Learning courses require students to participate on a regular basis, just like a face-to-face class does. Teachers have planned lessons and each student's participation in course activities, like discussions, are an important part of the learning experience. Courses follow the same Limestone Board of Education calendar.

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 be used to fulfill compulsory credit requirements for Groups 1, 2, or 3.

Who it's for

Ideally for students in grades 11 and 12 who have completed most of their compulsory credits and are interested in exploring potential careers and post-secondary opportunities. All students working toward an SHSM graduation certification must complete 2 co-op credits. 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?

High school elective credits offered in partnership at St. Lawrence College, which allow students to take a course beyond the scope of what is offered at the high school level, and gain valuable post-secondary experience. Students take a first year course at SLC and earn a high school elective.

Who they're for

Students who are interested in subjects beyond what is offered at the high school, and are planning to attend post-secondary school (University, College or Apprenticeship). Many students in their final year benefit from an experience outside of high school, as a bridge to post-secondary life. If dual credit students decide to enroll in St. Lawrence College after they graduate from KCVI, their dual credit course may count toward their diploma program (meaning a lighter course load in first year), depending on the program they enroll in. For more information on how to apply for dual credit course, please contact your Guidance Counsellor or Student Success Teacher.

How it helps

Students have the opportunity to

- ✓ Earn high school and college credits while studying a subject of specific interest to the student (beyond the scope of what is offered in high school)
- ✓ Gain experience that will help with their post-secondary success (e.g. larger classes, finding their way around a new environment, self-advocacy, organization, meeting deadlines, etc).
- ✓ Increases self-confidence & motivation leading to post-secondary school.
- ✓ Possibly get a head start on post-secondary learning & training for future careers.

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 or visit <http://focus.limestone.on.ca/>.

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 a co-op teacher for more information.

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

Alternative Ways to earn Credits

Summer Session

Summer school applications and course offerings will be available through Student Services in early June. Summer session typically offers a variety of credits strictly online during the month of July. For more detailed information please contact your School's Guidance Counsellor.

Gould Lake Outdoor Centre

The Gould Lake Outdoor Centre provides environmental and experiential education programs for elementary and secondary students in the Limestone District School Board. During the school year, classes participate in outdoor programs ranging from pond studies to canoeing and from winter cookouts to team building. In the summer, Gould Lake provides curriculum-based credit programs for students delivered through canoe, hiking and kayak trips.

Further details can be found on their website: <https://gouldlake.limestone.on.ca/>

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.

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 of 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 en-route to the workplace or post-secondary destinations. The closest Alternative Learning Centre to KSS is the Katarokwi Learning Centre (KLC). For more information, please speak to your vice-principal or a guidance counsellor in the Student Services office.

Supports and Resources

Student Success

All schools have a process in place to support students who are struggling. The Student Success Team is made up of a Lead Success Teacher, Student Services Staff, and members of the administration team. As a team, they work together with students and their parents to develop intervention plans when students start to struggle at school. This often includes assisting those students requiring additional support in achieving their credits, and when a credit is not completed successfully, working together to determine the best plan for the student moving forward (e.g. Credit Recovery, Summer School, adjusting course selections, etc.). The student success team also works hard to engage students in their pathway to success, and opening students up to the various expanded opportunities available within our school board. The Student Success team also monitors and supports student's successful completion of Community Volunteer Hours and the Ontario Secondary School Literacy requirement.

Guidance

The main purpose of the Guidance Program, is to help students acquire the skills, knowledge and attitudes necessary to answer the following questions:

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goal?

Counsellors in Student Services encourage students and parents to participate in the programs, workshops, and individual sessions intended to assist in a successful journey through high school and into post-secondary life.

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.

Special Education & Learning Program Support (LPS)

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.

Learning Program Support @ KSS

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;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services.
- ✓ Delivering Learning Strategies courses;
- ✓ Supporting students' program accommodations (special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student

to learn and to demonstrate learning). Accommodations do not alter the provincial curriculum expectations for the grade or course.

- ✓ Providing support to classroom teachers with program modifications (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.

The Learning Commons

The Learning Commons is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. It 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".

Community Resources

Several outside agencies work together with KSS each week to provide services to our students. Staff from **the Kairos program at Youth Diversion Kingston and Pathways to Education** are available at KSS weekly to meet with students. Referrals can be made to these services through any member of the student services or administrative team. Students may also refer themselves. Finally, referrals and contact information for many more community partners is available for any students or families in need through our student services department. Please do not hesitate to contact us if your family is in need of support.



myBlueprint

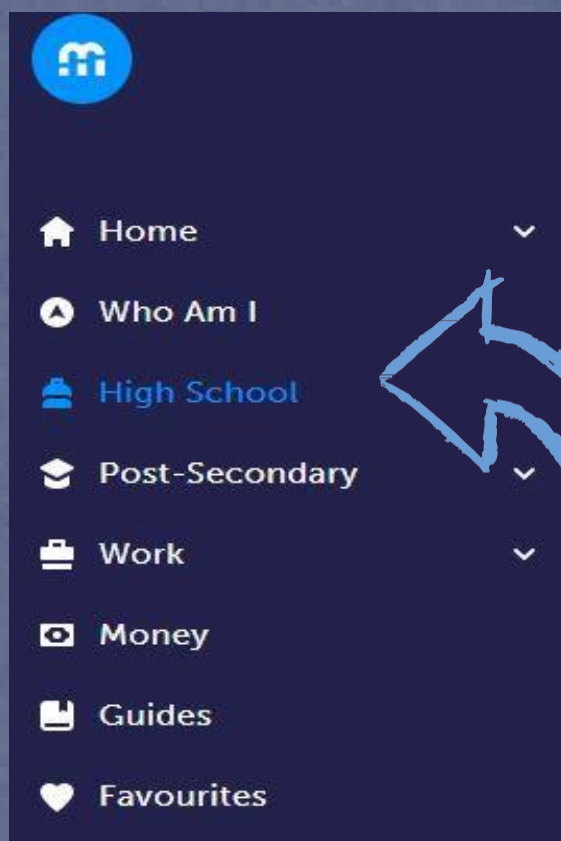
Course Selection

Getting Started

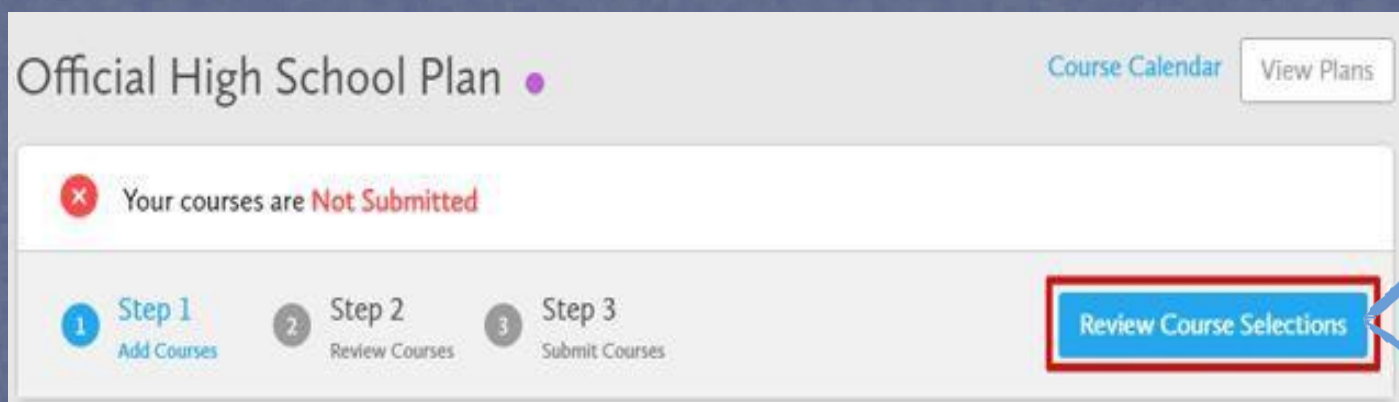
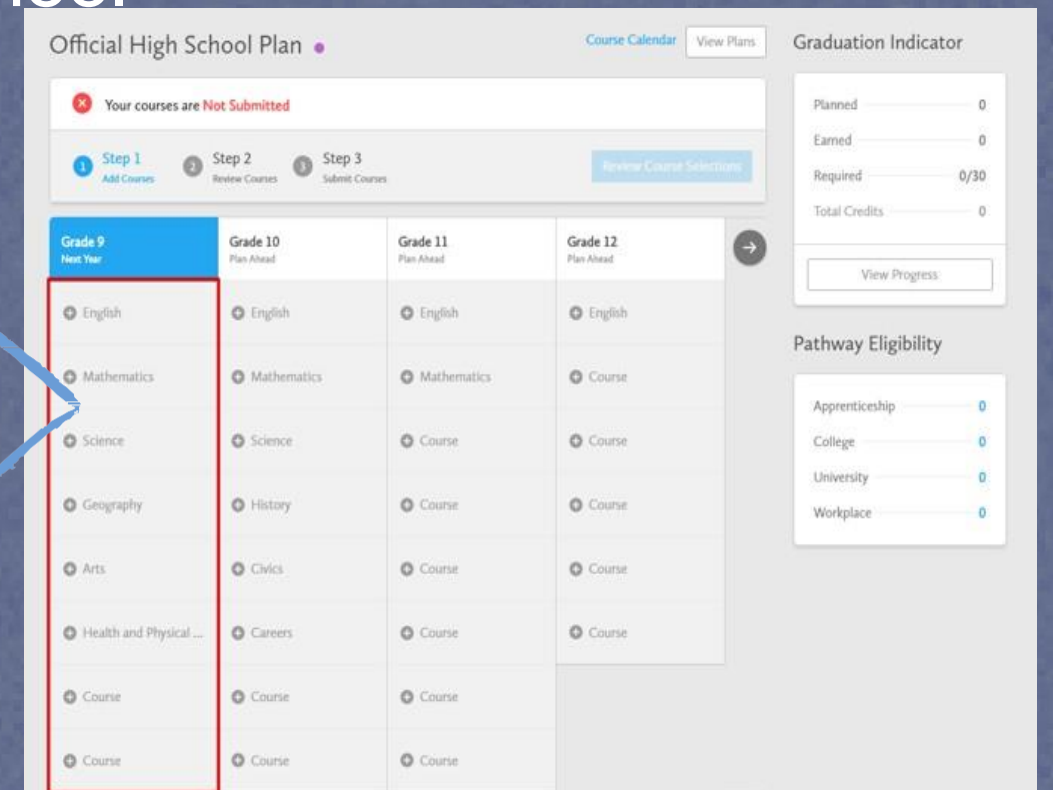
- Go to: <https://ldsb.elearningontario.ca>
- Click on the myBlueprint Icon

LDSB Minds Online

Course Selection

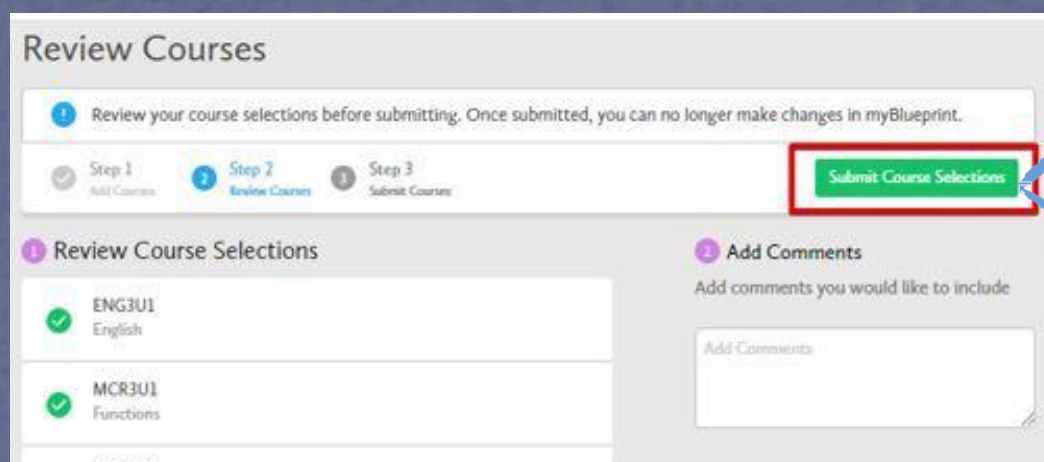


- Click **High School**
- Click on **+Course** to select from courses offered at your school



Click **Review Course Selections**

If available, you can use the "Add Comments" section to explain any issues to your guidance counsellor (i.e. taking the prerequisite in night school, or summers school)

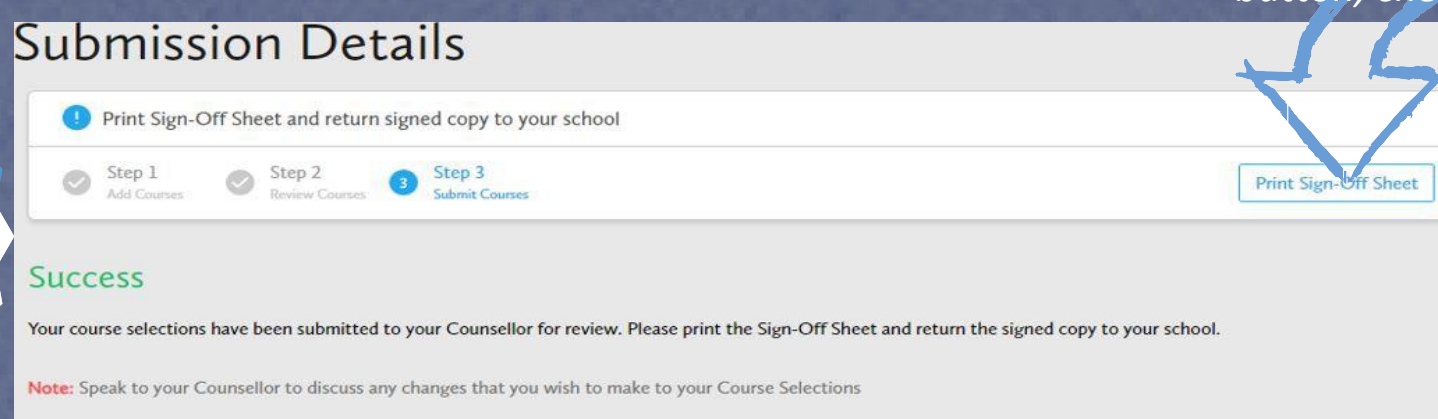


Click **Submit Course Selections**

Click **Print Sign-Off Sheet**

*If it doesn't show after you've click the **Print Sign-Off Sheet** button, check the pop-up blocker settings for your web browser.*

Finalize Course Selections



Submit to Counsellor or Teacher

Please note that you will not be able to modify your course selections once submitted (unless your guidance counsellor re-allows submission)!

Link to Account

Do you want to get connected to your child's myBlueprint account?

- Visit www.myBlueprint.ca/limestone
- Click **Sign Up**
- Select your child's secondary school or select Limestone Elementary (for elementary schools) from the drop down menu. (DO NOT select School Account sign up)
- Click Create Account. Select the Family account type and Gr. 6-8. Complete the Personal Info and select Continue.

5. Complete the Account Info – use your own email and create a password.

6. You can link to your child's Limestone email account now, or complete later. Click Continue.

7. Click Get Started.

8. Click Add Student to add your child's email (username@limestone.on.ca). You can add more than one student currently attending elementary (Gr.7 & 8 only) and secondary school. Your child will receive an email via their

Limestone account to approve your request.

Registration Process

1. In November, current Limestone students will receive a letter home outlining course selection process. (Students who are accepted to Choices at 9 programs will be notified by January 22nd and will need to confirm before January 29th)

*I am a current
Limestone Student*

OR

*Student Outside of
Limestone*

*No Registration
Form Required*

*Complete
Registration Form*

2. Students will complete the course selection process using myblueprint. **Please return sign-off sheet to students Grade 8 teacher.**

Important:
Courses selected
may change
depending on
course section
availability

3. **Transportation:** Students that require transportation must complete a

Check your transportation eligibility by going to
<https://triboard.mybusplanner.ca/Eligibility.aspx>

Eligible for Bus

No Transportation

*Complete the Online or
Transportation Application*

Application Required

OR

triboard

smart routes, safe kids. *Paper Copy of Application*



Stay Connected

Stay in touch with your school by downloading our easy-to-use mobile app on your SmartPhone!

Designed for families on the go, this handy new tool includes all the important information and notifications about your child's school.

Select **YES** to receive push notifications with the latest news and updates from the district and your school. Our mobile app is the best and easiest way for families to stay connected to what's going on at school.

Our mobile app allows you to:

- Report student absences
- Receive important school messages
- Communicate with teachers
- Download school events directly to your device

Check out our video tutorials:

- LDSB Mobile App: How to get Started
- SchoolMessenger App: How to Sign Up & Log In
- SchoolMessenger App: How to Access Messages & Report Absences



SCAN ME

Download on the App Store

Download from Google Play

**For additional Grade 8 to 9
Transition Information and
Resources:**

*Contact Home
Secondary School*

OR

Visit our website



November 2020