

# West Hill Secondary School



750 9<sup>th</sup> Street West  
Owen Sound, ON  
N4K 3P6  
(519) 376-6050 (phone)  
(519) 370-2939 (fax)  
[www.whss.bwdsb.on.ca](http://www.whss.bwdsb.on.ca)

*Dan Hobler*  
Principal

*Peter Hughes*  
Vice Principal

*Lucy Hilts*  
Vice Principal



## 2012-2013 Course Calendar





# 2012-2013 Common Course Calendar Table of Contents

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## Using the Course Calendar:

### General Information

Pages 2 to 16 provide information on diplomas, certificates, course codes, summer school and Co-operative Education. Refer to the Table of Contents to take you quickly to the information you seek.

### Availability of Subjects in Each School

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

### Program Planning

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

## THE SECONDARY SCHOOL PROGRAM

### Diploma and Certificate Requirements

Three types of recognition are granted to students, depending upon the number of credits and other requirements which they complete while in secondary school: the Ontario Secondary School Diploma (OSSD); Ontario Secondary School Certificate (OSSC); and, the Certificate of Accomplishment (COA). *For further information go to p. 55*

<http://www.edu.gov.on.ca/extra/eng/ppm/53.html>.

### COMPULSORY CREDITS (TOTAL OF 18)

#### 4 Credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

#### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

#### 2 credits in science

#### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures may be used to meet the compulsory credit requirement in the arts

#### 1 credit in Canadian geography (Grade 9)

#### 1 credit in Canadian history (Grade 10)

#### 1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language

#### 1 credit in health and physical education

#### 0.5 credit in career studies

#### 0.5 credit in civics

#### 3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any Groups 1, 2, or 3.

Ontario Secondary School Certificate (OSSC)	Certificate of Accomplishment (COA)
<p>The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:</p> <p><b>Compulsory Credits</b> (total of 7)</p> <ul style="list-style-type: none"> <li>2 credits in English</li> <li>1 credit in Canadian geography or Canadian history</li> <li>1 credit in mathematics</li> <li>1 credit in science</li> <li>1 credit in health and physical education</li> <li>1 credit in the arts or technological education</li> </ul> <p><b>Optional Credits</b> (total of 7)</p> <p>7 credits selected by the student from available courses.</p>	<p>Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.</p> <p>The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.</p>

**REACH EVERY STUDENT**

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

Our efforts will be sharply focused on three core priorities:

**High levels of student achievement**

- Going deeper and wider on literacy and numeracy, including reaching the targets of 75 per cent of students achieving at the provincial standard in Grade 6
- Continuing innovation in secondary schools in reaching the 85 per cent graduation rate.

**Reduced gaps in student achievement**

- Reducing the gap in achievement for those groups of students who, for whatever reason, need extra help.

**Increased public confidence in publicly funded education**

- Strengthening the role of schools as the heart of communities
- Recognizing the pivotal role of schools in developing the workforce and citizens of tomorrow.

<http://www.edu.gov.on.ca/eng/document/energize/energize.pdf>

**BOARD VISION**

Bluewater’s vision is focused on preparing students today for the world of tomorrow. Our mission is to be a learning organization committed to providing a quality educational experience for every student in a safe and caring environment. In conjunction with our mission and vision, we have established three key priorities:

- The well-being of students and staff

- Quality instruction
- Parent Engagement

**SAFE SCHOOL POLICY**

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

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

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

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

[http://www.bwdsb.on.ca/director/policies/BP\\_6820-D.pdf](http://www.bwdsb.on.ca/director/policies/BP_6820-D.pdf)

## Student Success Learning to 18

### STUDENT SUCCESS

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

Student Success Teams are one of the five ways, *which also include Specialist High Skills Majors, expanded co-op, Dual Credits and Grade 8-9 Transitions*, which the Ministry of Education has implemented to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. Refer to the following link for additional information about Student Success initiatives.

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/strategy.htm>. Each team works with school staff, students, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. The Student Success program is supported by the Ministry of Education and is designed to provide supports for all students, with an effort to keep students in school and provide them with every opportunity to succeed.

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

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

### PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

#### Specialist High Skills Major

For students who have a career path in mind, this initiative offers an opportunity to customize their learning. Students take “bundles” of eight to ten

courses that help them prepare for specific employment sectors, such as hospitality and tourism, arts and culture, construction, manufacturing, and primary industries.

Specialist High Skills Major programs must be approved by the Ministry of Education and Training and by local school boards. Courses are approved on a yearly basis by the Ministry of Education and are pending approval at the time of publication of this document.

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

**Agriculture** – *Chesley District High School*

**Arts & Culture** – *West Hill Secondary School & Georgian Bay Secondary School*

**Construction** – *Kincardine District Secondary School, including Bervie Campus*

**Energy** – *Saugeen District Secondary School & Walkerton District Secondary School*

**Environment** – *Bruce Peninsula District School*

**Horticulture & Landscaping** – *Grey Highlands Secondary School*

**Hospitality & Tourism** – *Peninsula Shores District School*

**Information and Communications Technology** – *John Diefenbaker Secondary School*

**Transportation** – *John Diefenbaker Secondary School*

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

#### Grade 8-9 Transition & Link Crew

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

As part of our transition program for 2012-13, every secondary school in Bluewater will be welcoming Grade 9s to their school through **Link Crew**. **Link Crew** helps Grade 9 students by linking them with senior mentors who guide them through their first year in secondary school. The link begins on the first day of school, and continues throughout a student’s Grade 9 year.

*For more information about Student Success initiatives go to: <http://www.edu.gov.on.ca/studentssuccess/>*

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

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

#### **To begin an apprenticeship during high school, students must:**

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

### **Bruce Power Cooperative Education Program**

Prerequisite: 16 years of age for all placements.

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

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

For more information contact:

highschoolcoop@brucepower.com

519-361-2673 extension 17416

Or the school Guidance/Co-op office

### **Militia Cooperative Education Program**

Students go through the military selection process and are then sworn into the Army reserve. They are immersed in a military environment as the Armoury

in Owen Sound becomes their schoolhouse. Here the school board delivers secondary school course credits which will be determined later in the year. This is a paid co-op placement and includes reserve benefits.

To start the process you must meet the minimum requirements:

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

What are the steps to apply?

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

### **Online Learning**

Students in Bluewater have access to e-Learning Ontario courses as a way to achieve success at school. Many of these courses are offered through our own secondary schools. All e-Learning courses are taught by qualified Ontario teachers.

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

*Contact your guidance teacher/counsellor for a full listing of courses available in Bluewater through e-Learning, and to register.*

*More information on online learning is available in the addendum of this calendar.*

### **Summer School**

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

## **Dual Credit Program**

The Ministry of Education is currently experimenting with the concept of dual credits. With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification.

Bluewater District School Board currently offers night school dual credits as well as a day school FLEX program. *Please see your guidance teacher/counsellor for additional information.*

## **Continuing Education**

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

## **French Immersion**

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

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fs1910curr.pdf>

Bluewater offers two certifications:

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

French Immersion is offered in four high schools:

- West Hill Secondary School, Owen Sound
- John Diefenbaker Secondary School, Hanover
- Saugeen District Secondary School, Port Elgin
- Grey Highlands Secondary School, Flesherton

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

## **COMMUNITY INVOLVEMENT ACTIVITIES**

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

<http://www.edu.gov.on.ca/eng/policyfunding/memos/march2011/DM2011OSS.pdf>

## **THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT**

All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will normally take the literacy test in Grade 10. Any student who has been eligible to write the test twice and who has been unsuccessful may take the Ontario Literacy Course (OLC30/40) to meet the secondary school literacy requirement. The test and course are based on the Ontario Curriculum expectations for language and communications, particularly reading and writing – up to and including Grade 9.

## **Adjudication Process**

In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

## **Accommodations**

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

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

### **Deferrals**

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

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

### **Exemptions**

A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the

Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

*For further information go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/127.pdf>

### **SUBSTITUTIONS FOR COMPULSORY COURSES**

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

*For further information go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm139.pdf>

## **ORGANIZATION OF SECONDARY SCHOOL COURSES**

### **Definition of a Credit**

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

### **Types of Courses:**

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

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

the balance between essential concepts and additional material, and in the balance between theory and application.

### **Locally Developed Courses**

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

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

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

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

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

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

### **Workplace Preparation Courses**

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community.

Cooperative education and work experience placements within the community are important components of workplace preparation courses.

Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will also be required to demonstrate that they have developed these skills. Workplace preparation courses also promote the importance of lifelong learning.

### **University Preparation Courses**

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

### **College Preparation Courses**

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

students to demonstrate that they have developed these skills.

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

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

### **Transfer Courses**

A transfer course is a partial-credit course (0.25 or 0.50 credit) that bridges the gap between courses of two different types in the same subject. Students who revise their educational and career goals and who wish to change from one type of course in a particular subject but lack the prerequisite course may do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into another. Transfer courses are available through Summer School. *Talk to your guidance teacher/counsellor for further information.*

### **Specialized Programs**

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

*\*Additional information on courses of study offered at each school and curriculum documents are available by contacting the principal.*

### **Interdisciplinary Studies**

The Ministry of Education allows schools under a principal's authorization to develop and deliver curricula that goes beyond the traditional subject areas. These Interdisciplinary Studies can be delivered as single credit courses or packages of courses, and are restricted to Grades 11 and 12.

*\*Additional information is available by contacting the principal.*

## PROCEDURES FOR CHANGING COURSES

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enroll in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites. It is recommended that students who wish to switch course types from Grade 9 to 10 (applied to academic or academic to applied) complete the crossover materials for the appropriate subject area. These materials are available on the Internet ([www.ilc.org](http://www.ilc.org)).

*Note: A transfer course is required when switching from Grade 9 applied Math to Grade 10 academic Math.*

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

- take a transfer course that will bridge the gap between course types
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program

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

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

There are no prerequisites for Grade 9 and Grade 10 courses *except for Grade 10 academic mathematics which requires a half-credit transfer course when moving from Grade nine applied*. Many courses in Grades 11 and 12 have prerequisites which must be met before admission to the course is normally granted. Students and parents/guardians should consider prerequisites very carefully so that the highest degree of programming flexibility can be maintained as the student moves from year to year.

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

## OPTIONAL PROGRAMMING

The options available to students who wish to consider

alternative methods of earning credits to enrolling in courses offered in their secondary school **may** include:

### Correspondence Courses

The Independent Learning Centre offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma. **If you are over 18 years old, you must provide a “Date of Leaving” letter from your last secondary school and a copy of your most recent Ontario Student Transcript.** Contact your guidance teacher/counsellor for information on the Independent Learning Centre Student Guide and/or the ILC website at: [www.ilc.org](http://www.ilc.org)

### Independent Study

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

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

### Private Study

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

### Ontario Educational Resource Bank (OERB)

In the fall of 2006, e-Learning Ontario launched the OERB, created specifically for the publicly funded school system by Ontario teachers. It contains more than 22 000 items such as lesson plans, student activities and multimedia objects. Teachers and students in Bluewater have access to this provincial resource. Ask your guidance teacher/counsellor for a student login and password.

## COMMON COURSE CODES

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

The first character indicates the subject area:

- A – Arts
- B – Business
- C – Canadian and World Studies
- E – English
- F – French
- G – Guidance and Career Education
- H – Social Sciences and the Humanities

- L – Classical and International Languages
- M – Mathematics
- P – Healthy Active Living
- S – Science
- T – Technological Studies

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

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

The first number indicates the grade level:

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

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

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

The 6th character is used in Bluewater District School Board schools to differentiate between courses with the same first five characters; e.g., ENG 2PI (6<sup>th</sup> character I) indicates a regular classroom full credit course and ENG 2PA (6<sup>th</sup> character A) indicates an e-Learning course.

### Concurrent Students

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

### Transfer Policy – Choice of Schools

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

## ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

### Primary Purpose

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

### What is Assessment?

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

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

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

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students

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

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

### The Achievement Chart

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

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

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

The table above provides a summary description of achievement in each percentage grade range and

corresponding level of achievement.

Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

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

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

*Growing Success*, p. 17.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

## Reporting Student Achievement

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

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

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

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

### **PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)**

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

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills

and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. It should be noted that in the summer of 2009 the Ministry stipulated that the OSSLC (Ontario School Literacy Course) may not be challenged for credit.

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

*Check the Bluewater District School Board website [www.bwdsb.on.ca](http://www.bwdsb.on.ca), click on **Program**, then **Secondary Programs**, and finally **Prior Learning Assessment Recognition**, or contact the principal at your school for additional information on PLAR, or go to:*

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

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

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

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

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

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

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

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

### **Full Disclosure**

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

### **Extraordinary Circumstances**

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

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

### **Exceptional Students**

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

## **FORMS OF EXPERIENTIAL LEARNING**

### **Introduction**

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

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

**Job Shadowing and Job Twinning** involves a half to a

full day one-on-one observation of a worker at a place of employment. No additional credits are awarded.

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

### **Cooperative Education**

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

*Bluewater District School Board has one specialty cooperative education program: Bruce Power Cooperative Education Program which is outlined on*

### **School-Work Transition Programs**

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

## **SPECIAL EDUCATION**

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

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a parent of a student, the principal of the school must refer the student to an IPRC for a decision as to whether the student should be identified as exceptional and, if so, what his or her placement should be. The principal may also, on written notice to the parent(s), refer the student to an IPRC. The parent(s), as well as a student who is sixteen years of age or older, can also request that the IPRC discuss proposals for ways in which the student's needs can be met. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student. [http://www.bwdsb.on.ca/stserv/speced\\_plan/Section\\_4](http://www.bwdsb.on.ca/stserv/speced_plan/Section_4)

### When an IPRC identifies a student as exceptional:

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

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

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

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

A small number of students may require alternative expectations that are not derived from the expectations in the provincial curriculum policy documents. A student's achievement of these expectations will not be assessed according to the assessment policies in the

provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

### Secondary schools may:

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

Support and program modification are identified in an Individual Education Plan (IEP). Students, officially identified or not, who are experiencing learning difficulties may receive assistance with test preparation, note taking and assignment completion through the Special Education Department. Students or parents may request this service, but usually the students are referred by the special education teacher in the elementary school. For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal. *For further information go to:* <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html>

### NATIVE STUDIES

As the first people of Canada, Aboriginal peoples are unique in Canada's mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country.

Native Studies provides *all students* with an increased awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada.

Native Studies may be offered in any secondary schools in Bluewater. *Please contact your guidance teacher/counsellor re: availability in your secondary school.*

### ENGLISH LANGUAGE LEARNERS

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

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>, p. 31  
<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

## **SPECIAL PROGRAMMING PATHWAYS**

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

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

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

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

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

## **GUIDANCE AND CAREER EDUCATION**

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

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

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

### **myBlueprint.ca**

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

<http://www.myBlueprint.ca> lets you build customized high school course plans, instantly identify the post-secondary opportunities that you have unlocked, and explore valuable information for every destination in Canada. See your guidance teacher for the activation code.

2012-2013  
Individual Secondary School Course Calendar Section  
Follows



Individual Secondary School Course Calendars are posted to the board website.

To view a calendar electronically, please visit  
[www.bwdsb.on.ca](http://www.bwdsb.on.ca)

Click on **Schools** on the top navigation bar,  
then **Secondary** on the left navigation bar,  
and finally **Course Calendars**

# WHSS

## Course Calendar

### 2012-2013

Individual Secondary School Course Calendars are posted to the Board website.  
To view a calendar electronically, please visit [www.bwdsb.on.ca](http://www.bwdsb.on.ca) and click on the “Secondary” button.

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➤	B62	Technological Design
➤	B63	Transportation Technology

## **WELCOME TO WEST HILL**

West Hill Secondary School is located on the west side of Owen Sound close to the beautiful escarpment bluffs and the Bruce Trail. West Hill has long been known as a comprehensive school, serving all students. We have extensive programs in music, athletics, technology, the arts, French Immersion and academic subjects. We currently have an Arts & Culture Specialist High Skills Major (SHSM) specializing in hairstyling and/or fashion. As the largest secondary school in Bluewater District, we are able to provide programming that enables students to explore and develop their interests as they earn a diploma. Our special education department is committed to helping our students be successful in high school. We have outstanding staff who are well qualified to teach in each of their respective areas, and our extra-curricular activities are varied and numerous. At WHSS, eight credits can be scheduled in any one school year. Our school is semestered with four courses offered from September to January and four courses from February to June. Final examinations are scheduled in January and June for most courses. The school year is broken down into four terms: two in the first semester and two in the second semester. Marks are recorded at the end of each term and a formal report card is sent home at each of these times (usually mid-November, end of January, mid-April and the end of June). Six weeks into each semester, students are issued an informal interim report card which is followed closely by parent-teacher interviews. This is a wonderful opportunity to meet your child's teachers and visit the school.

### **Administrators at West Hill**

Mr. Dan Hobler, Principal, extension 527

Mr. Peter Hughes, Vice-Principal, extension 525

Ms. Lucy Hilts, Vice-Principal, extension 526

### **Interesting facts:**

- \* **We are a nut-free, flower and fragrance-free, flowering plant-free, animal-free school.**
- \* **We have surveillance cameras operating, as per Board policy.**

## **SCHOOL GOALS AND PHILOSOPHY**

West Hill Secondary School is a learning organization committed to a high standard of excellence and continuous student learning. We believe in quality, equity, partnerships, accountability, and a safe and healthy environment. At WHSS, we foster a learning environment that assists each student to learn for a lifetime, act responsibly, set priorities, develop positive relationships, and work effectively.

WHSS believes that the Four Pillars: Pathways-Goals for Learning; Community, Culture and Caring; Literacy; and Numeracy are the foundation for success in school. We have set school goals in these four areas to encourage the success of our students. We have high risk and paid cooperative education placements as an instructional practice to meet the needs of all of our students. We have continuous entry options available for students to return to school at any time. We have set specific goals to increase our differentiated math instruction in all grades. We are striving to maintain the success of our students on the Ontario Secondary School Literacy Test by implementing cross curricular strategies. We have a highly successful Link Crew program to help our grade 9 students with their transition to high school. We have student success initiatives in place to help ensure that more of our grade nine students achieve 8 credits by the end of grade nine. Achievement of 8 credits after the first year of high school has been shown to be a key indicator of overall success in secondary school. These same initiatives will help us to decrease the number of early school leavers. It has been proven that good, effective communication between home and school is an important factor in ensuring the success of high school students. We encourage parents to contact the school whenever they have questions or concerns, now or in the future, and we will try our best to find the answers. We are a very caring school and offer a successful Breakfast and Lunch Program. We believe that "West is Best", and we hope to provide a wonderful high school experience to each of our students.

## **SCHOOL PROGRAMS**

In addition to our solid academic areas of study, typically referred to as the compulsory subjects, we are able to offer many courses that are unique and cater to the interests and needs of the student population in this area. Elective subjects vary from year to year and depend on teacher expertise and student selection.

### **French Immersion:**

West Hill is a French Immersion school. Students who have been enrolled in a French Immersion program in elementary school may continue their studies in secondary school. There are two types of certificates a student may earn in the program.

A certificate in **French Immersion** will be granted if a student successfully completes four (4) français courses, and six (6) courses in other subjects taught in French - a total of 10 courses.

A certificate in **Extended French** will be granted if a student successfully completes four (4) français courses, and three (3) courses in other subjects taught in French - a total of 7 courses.

### **Technology**

West Hill has a wide range of technology shops, offering students the opportunity to study technology as it relates to construction, transportation, manufacturing, computer studies, computer technology, fashion, communications, technological design, hospitality and tourism, exploring technologies, and hairstyling and aesthetics. In response to demand, our technology department also offers a technology course for females. We have implemented a master technology plan and boast a 5:1 student to computer ratio. We encourage computer components in all subject areas.

### **Arts**

West Hill is well-known for its excellence in the Arts. On the stage, Drama students cause us to think about current issues, relationships and our values. Instrumental and vocal music students consistently earn top honours at local and national music competitions. Media Arts and Photography students explore our world through their media. The artwork of Visual Arts students is featured not only in the school, but also in our community. Art students regularly win local and national competitions. The Arts at West Hill are vibrant and of the highest quality!

### **Cooperative Education**

The community of Owen Sound and its surrounding areas are especially supportive of our co-op students, offering placements in virtually every area of employment. Each year, approximately two hundred West Hill students are out in the community learning valuable personal and employment skills, finding out about possible careers, and earning credits. Some placements are the beginnings of apprenticeships.

### **Special Education**

Students can access special education resources at West Hill to assist them in achieving academic success. Students might receive assistance in the classroom or in the Special Education Resource Unit (SERU).

Please note: It is vital that parents contact the school to discuss the ways in which we can help students reach their potential. Special education staff can be reached at extension 116 and 454. Guidance staff can be reached at extension 235.

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

### Arts & Culture: Fashion, Hairstyling & Aesthetics

The SHSM is a Ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university, or the workplace. Through partnerships with local businesses, non-profit organizations and post secondary institutions, the SHSM students have opportunities to gain various experiences in their SHSM sector. Students completing the SHSM requirements receive a unique designation on their Ontario Secondary Diploma (OSSD) recognizing their achievements.

Every SHSM must include the following five components, which are outlined in detail in Ministry-approved sector guides developed for each area of specialization:

1. A bundle of 8–10 Grade 11 and Grade 12 credits that include:
  - 4 major credits that provide sector-specific knowledge and skills; Hairstyling and Fashion in combination
  - 2-4 other required credits from the Ontario curriculum in which some expectations are met through learning activities contextualized to the sector
  - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills
2. Sector-recognized certifications and training courses
3. Experiential learning activities within the sector
  - Access resources, equipment, and expertise that may not be available in their secondary school
4. “Reach ahead” experiences in the student’s selected post-secondary pathway that leads to a specific destination; designed with flexibility to allow students to shift between destinations (e.g., switch from a pathway leading to college to an apprenticeship pathway) or discontinue the SHSM specialization should career plans change in Grades 11 or 12

	Apprenticeship Pathway		College Pathway		University Pathway		Workplace Pathway	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major credits	<b>TXJ3E</b> <b>TXH3E</b>	<b>TXJ4E</b> <b>TXH4E</b>	<b>TXJ3E</b> <b>TXH3E</b>	<b>TXJ4EI</b> <b>TXH4EI</b>	<b>HNC3OI</b>	<b>TGJ4M</b>	<b>TXJ3EI</b> <b>TXH3EI</b>	<b>TXJ4EI</b> <b>TXH4EI</b>
Major credits	<b>HNC3O</b>	<b>HNB4O</b>	<b>HNC3O</b>	<b>HNB4O</b>		<b>HNB4O</b> <b>IDC4U</b>	<b>HNC3O</b>	<b>HNB4O</b>
English credit(s)		<b>ENG4E</b>		<b>ENG4C</b>		<b>ENG4U</b>		<b>ENG4E</b>
Business or Canadian and World Studies in either Gr. 11 or Gr. 12	<b>BDI3C or</b> <b>BMX3E or</b> <b>BAI3E or</b> <b>BTX4E</b>		<b>BMI3C or</b> <b>BDI3C or</b> <b>BDV4C or</b> <b>BTX4C or</b> <b>BTA3OI</b>		<b>BDI3CI or</b> <b>BAF3M or</b> <b>BAT4M or</b> <b>BOH4M</b>		<b>BDI3C or</b> <b>BMX3E or</b> <b>BAI3E or</b> <b>BTX4E</b>	
Co-op credits	<b>2 Co-op credits in either grade 11 or grade 12</b>		<b>2 Co-op credits in either grade 11 or grade 12</b>		<b>2 Co-op credits in either grade 11 or grade 12</b>		<b>2 Co-op credits in either grade 11 or grade 12</b>	

5. Development of key essential skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation. These are documented to provide evidence of achievement for prospective employers (e.g., sector recognized certifications, essential skills and work habits) and post-secondary educational institutions (e.g., credits).

Specialist High Skills Majors help students gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school, and their future careers.

For more information visit: [www.edu.gov.on.ca/morestudentsuccess/SHSM.asp](http://www.edu.gov.on.ca/morestudentsuccess/SHSM.asp)

**Need help?** Contact your son or daughter's school Guidance Counsellor to find contacts who can help you discuss this important decision with your teen. Guidance contact: Kelly Wilkins 519-376-6050 ext 237

## SUPPORTED PROGRAMMING AT WEST HILL

### Workplace Destination: OSSD (Diploma)

Grade 9	Grade 10	Grade 11	Grade 12
<b>ENG1LI</b> English, locally developed	<b>ENG2LI</b> English, locally developed	<b>NBE3EI*</b> English, workplace	<b>ENG4EI</b> English, workplace
<b>MAT1LI</b> math, locally developed	<b>MAT2LI</b> math, locally developed	<b>MEL3EI</b> math, workplace	
<b>SNC1LI</b> science, locally developed	<b>SNC2LI</b> science, locally developed		
<b>PPL1OF/M</b> Physical education	<b>CHC2LI</b> Canadian history, locally developed		
<b>2 additional credits</b> Recommended: <b>AWA1OI BTT1OI</b> <b>FSF1PI GLE1OI</b> <b>HIF1OI TFJ1OI</b> <b>TIJ1OI</b>	<b>3 additional credits</b> Recommended: <b>AWA2OI HFN2OI</b> <b>PPL2OM/F GLE2OI</b> <b>TCJ2OI TFJ2OI</b> <b>TMJ2OI</b>	<b>3 additional credits</b> Recommended: Workplace and Open courses, e.g.: <b>GLE3OI SVN3EI</b> <b>HIP3EI Co-op</b> <b>TXJ3EI AWA3OI</b>	<b>7 additional credits</b> Recommended: <b>OLC4OI</b> if unsuccessful on literacy test. Workplace and open courses, e.g.: <b>GLE4OI, MEL4EI or Co-op</b>

\*see English course descriptions for more details. The Grade 11 Aboriginal Voices may be used to meet the grade 11 English compulsory credit requirement.

Programming features:

- Development of English skills supported by in-school literacy initiatives and SERU
- Year three and four offer students more opportunities to take workplace destination courses

*Students and parents should consult with Special Education staff in choosing supported programming.*

## SUPPORTED PROGRAMMING AT WEST HILL

### Workplace Destination: OSSC (Certificate)

Students who choose this programming may earn their certificate in the first two years of high school, and may choose to continue their education at West Hill, taking courses that enable them to pursue career interests. West Hill strives to provide 4 years of meaningful education for all of our students. *Students and parents should consult with special education staff in choosing supported programming.*

On the way to achieving an OSSC, a student will earn 7 compulsory and 7 elective credits. Students working towards their OSSC will take the following courses in their academic program:

ENG1LI – English, locally developed

ENG2LI – English, locally developed

MAT1LI – Math, locally developed

SNC1LI – Science, locally developed

CHC2LI – Canadian history, locally developed

Physical Education – one credit, any grade

Art or Technology – one credit (suggest AWA1OI, AWA2OI, AWA3OI, TIJ1OI, TCJ2OI, TMJ2OI, TFJ1OI, or TXJ3EI)

### PLUS

Any 7 Elective credits

## **EXTRA-CURRICULAR PROGRAMS AT WEST HILL**

### **Athletics and clubs**

There are many extra-curricular activities for students at our school. West Hill students have the opportunity to participate in many sports, on teams and in intramurals. We have tennis, soccer, football, volleyball, basketball, cross-country running, nordic skiing, curling, girls' hockey, badminton, track and field, mountain biking and rugby. School clubs include the robotic competition club, the sound and light crew, Envirothon, and O.S.A.I.D. West Hill's singers and instrumentalists perform in the jazz, concert and junior bands, and in the Chamber Choir, West Hill Singers, Westmen vocal ensemble and the Women's vocal ensemble.

### **Math**

We offer opportunities for students to take part in international mathematics contests such as the Centre for Education in Mathematics and Computing (Pascal, Cayley, Fermat and Euclid) Contests.

## **SUPPORT SERVICES**

Guidance counsellors in student services are available to help students with career and post-secondary choices, course selection, timetable changes and personal conflicts. Students should make appointments so that their time out of the classroom is documented. Special Education staff and our Student Success teacher are also available to assist students with choices and personal conflicts.

## **ROLES AND RESPONSIBILITIES**

### **Code of Conduct**

The WHSS Code of Conduct is based upon The Safe Schools Act. The Code details the school's standards of behaviour, including a dress code, and outlines mandatory and discretionary consequences. The Code of Conduct is distributed to students in the Student Planner in September.

### **Beliefs**

No degree of violence, threat or risk to the safety of students or adults is acceptable at W.H.S.S.

Each of us has a responsibility within our school to help develop and maintain a safe culture for students and school staff. Safety includes emotional well-being, mutual respect, a sense of security and freedom from violence and physical harm. With these statements in mind, we can create a positive environment in which everyone can be provided with an opportunity to achieve their potential.

### **Consequences**

The development of self-discipline is the responsibility of all students with the assistance of all adults with whom they have contact. Consequences, which will be progressive, shall be appropriate to the individual and the circumstances and may include the following actions: reminder, warning, interview, communication with parents, detention, removal of privileges, isolation within the classroom, in-school suspension, restitution, pupil-teacher contract, involvement of outside agencies, suspension, expulsion.

## **COURSE SELECTION GUIDELINES**

Course selection will depend on many factors. The student must take into consideration the requirements of the post-secondary destination he/she is choosing. Opportunities in the workplace, in apprenticeships, in college and in university are open to graduates who have earned an OSSD and who have taken certain vital courses. For instance, many skilled trades require the applicant to have earned a grade twelve mathematics credit even though only three mathematics credits are required for the diploma.

Furthermore, although courses are offered at four levels in the senior years of secondary school, some institutions and some trades require the applicant to have taken courses at a particular level. Colleges and universities will not consider applicants whose credits were earned at the Workplace level. Universities will only consider applicants who have earned the grade twelve University level English, plus five grade twelve courses at the University level or the University/College level, or a combination of both. Students absolutely must check the admission requirements of their chosen destination early in their high school career. If a student has started at a level that is not compatible with the post-secondary destination of choice, it may be difficult to change levels in the senior grades.

Students will have lots of opportunities at West Hill to choose courses according to their interests. Many elective courses open students' minds to career possibilities not previously considered. Leisure activities are essential stress relievers in adult lives and these are often discovered in elective courses taken at high school. Many students take advantage of WHSS' cooperative education program to explore career options. Many students are hired from co-op placements and, if applicable, are often offered apprenticeships.

MyBlueprint is a tool that all students in Bluewater have access to from home or school. Log on to [www.myBlueprint.ca](http://www.myBlueprint.ca) and use the activation key of westhills to start exploring. This tool allows you to build a customized high school course plan and instantly identify post-secondary pathways that this plan could prepare you for. As well, the site provides valuable information about apprenticeship, college and university opportunities across Canada.

Finally, a very important factor in the choosing of courses is the student's present achievement. If a student is not doing well in a course, perhaps the level chosen is too difficult or too easy, or requires more work than the student is willing to give. When choosing courses each year, the student should solicit information from his/her current teachers in deciding at which level to continue his/her studies.

Guidance counsellors and special education staff are always available to assist students in choosing courses wisely.

### **Choosing Alternate courses**

In the option card process, students are asked to pick four alternate courses. It is very important that students put time and thought into these choices as they may find one of these courses on their timetables if there is no room for them in a course they would have preferred, or if a course is cancelled due to small numbers.

### **Changing courses**

It may be in the best interest of a student to drop a course, change levels in a course or add a course. Course changes should take place only after consultation with subject teachers, parents and a guidance counsellor. If at all possible, timetable changes should be made well in advance of the beginning of a semester. Students who wait until the semester has begun risk disappointment as classes fill up weeks before each semester.

Students in grades nine, ten and eleven are expected to maintain a full-timetable in order to earn twenty-four credits by the end of grade eleven. Grade twelve students are expected to attend a minimum of three courses per semester.

## **The Grade 9 Program**

Students in Grade 9 must take a total of 8 courses. At the time of registration, students will choose:

1. English, with a code beginning ENG
  2. Mathematics
  3. Science
  4. Geography
  5. French
  6. Healthy Active Living
- plus 2 optional open level courses

## **The Grade 10 Program**

Students in Grade 10 must take a total of 8 courses. At the time of registration, students will choose:

1. English, with a code beginning ENG
2. Mathematics
3. Science
4. History
5. Civics/Career Studies

plus 3 additional credits from courses available in accordance with the destination they have chosen for Grades 11, 12 and beyond

## **The Grade 11 Program**

Students in Grade 11 must take a total of 8 courses. At the time of registration, students should choose:

1. English, with a code beginning ENG
2. Mathematics

plus 6 additional credits, anticipating that students will complete the three additional compulsory courses listed on Diploma Requirements OSSD 1999

## **The Grade 12 Program**

Students in Grade 12 must take a minimum of 6 courses. At the time of registration, students must choose:

1. English with a code beginning ENG

plus 5 to 7 additional credits anticipating that students will complete the three additional compulsory courses listed on Diploma Requirements OSSD 1999

*\*Students who plan to apply to University must choose a combination of six 4U / 4M courses.*

*Most universities will accept a maximum of two 4M courses.*

**Note:** Any exception to the total yearly credit requirements requires the approval of the Principal or Vice-Principal.

# DIPLOMA REQUIREMENTS

Students entering Secondary School on/after Sept. 1999

COURSE	CREDITS	RECEIVED
<b>English</b> (1 credit per grade)	4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Mathematics</b> (at least 1 credit in Grade 11 or 12)	3	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Science</b>	2	<input type="checkbox"/> <input type="checkbox"/>
<b>French</b>	1	<input type="checkbox"/>
<b>Canadian History</b>	1	<input type="checkbox"/>
<b>Canadian Geography</b>	1	<input type="checkbox"/>
<b>The Arts</b> (Visual Arts, Music, Drama, Photography)	1	<input type="checkbox"/>
<b>Health and Physical Education</b>	1	<input type="checkbox"/>
<b>Civics</b> (1/2 credit)	0.5	<input type="checkbox"/>
<b>Career Studies</b> (1/2 credit)	0.5	<input type="checkbox"/>
1 Additional Credit in English, or French as a second language**, or a Native language or a classical or an international language, or Native studies, or Social Sciences and Humanities or Canadian and World Studies or Guidance and Career Education, or Cooperative Education*	1	<input type="checkbox"/>
1 Additional Credit in Health and Physical Education, or Business Studies or the Arts, or French as a second language** or Cooperative Education*	1	<input type="checkbox"/>
1 Additional Credit in Science (Grade 11 or 12) or Technological Education (Grade 9-12), or French as a second language**, or Computer Studies or Cooperative Education*	1	<input type="checkbox"/>
<b>Optional Credits</b>	12	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

\*A maximum of 2 credits in Cooperative Education can count as compulsory credits. \*\*A maximum of 2 credits in French as a second language may count as compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

**40 Hours of Community Involvement**

A student requires a minimum of forty hours of community involvement to develop awareness of community responsibility.

**Grade 10 Literacy Requirement**

Students are required to pass the grade 10 Ontario Secondary School Literacy Test (OSSLT) to receive a diploma. The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 10 Literacy Requirement after one unsuccessful attempt of the OSSLT, if the principal deems it to be in the student's best interest.

## Courses Offered 2012-2013

(*Shading* denotes alternate year course offered 2012-13.)

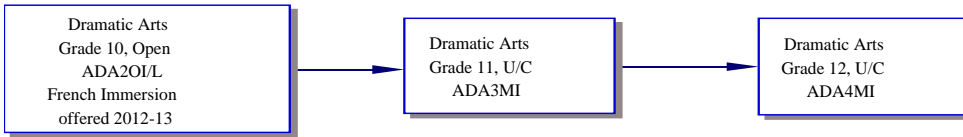
SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Alternate Year Course Offered 2013-14
<b>ARTS</b> Drama Media Music Visual	AMI1OI AMV1OI	ADA2OI ADA2OL AMI2OI AMP2OI AMV2OI	ADA3MI ASM3MI AMG3OI AMI3MI AMM3OI AMP3MI AMV3MI	ADA4MI ASM4MI AMI4MI AMV4MI AMG4MI	ZAMT3O
<b>BUSINESS</b>	BTT1OI	BBI2OI	BAF3MI BAI3EI BDI3CI BMI3CI BMX3EI BTA3OI	BAT4MI BDV4CI BOH4MI BTX4CI BTX4EI	
<b>CANADIAN &amp; WORLD STUDIES</b> Geography History Law & Economics	CGC1PI CGC1DI CGC1DL	CHC2LI CHC2PI CHC2PL CHC2DI CHC2DL	CGF3MI CGG3OI CHW3MI CHA3UI CLU3EI CLU3MI	CGW4UI CHI4UI CHY4UI CIA4UI CLN4UI	CGR4MI
<b>Civics</b>		CHV2OH			CHV2OL
<b>COMPUTER STUDIES</b>		ICS2OI	ICS3UI ICS3CI	ICS4UI ICS4CI	
<b>COOPERATIVE EDUCATION</b>	2 CREDIT CO-OP      3 CREDIT CO-OP      4 CREDIT CO-OP BRUCE POWER CO-OP MILITARY CO-OP				

SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12	Alternate Year Course Offered 2013-14
<b>ENGLISH</b>	ENG1LI ENG1PI ENG1DI	ENG2LI ENG2PI ENG2DI	NBE3EI ENG3CI ENG3UI ----- EMS3OI	ENG4EI ENG4CI ENG4UI ----- ETS4UI EWC4UI OLC4OI	
<b>GUIDANCE &amp; CAREERS</b>	GLE1OI	GLC2OH GLE2OI	GLE3OI	GLE4OI IDC4UI IDP4UI	GLC2OL
<b>HUMANITIES &amp; SOCIAL SCIENCES</b>	HIF1OI	HFN2OI	HIP3EI    HPC3OI HIR3CI    HPW3CI HLS3OI    HSP3MI HNC3OI	HHS4MI    HZT4UI HNB4OI    IDC4UI HSB4MI	HRT3MI HSP3ML
<b>LANGUAGES</b>					
<b>French</b>	FSF1PI FSF1DI	FSF2PI FSF2DI	FSF3UI	FSF4UI	
<b>French Immersion</b>	FIF1DL	FIF2DL	FIF3UL	FIF4UL	
<b>German</b>		LWGBOI	LWGCOI	LWGDOI	
<b>Spanish</b>		LWSBDI	LWSCUI		
<b>MATHEMATICS</b> * Indicates a double credit package. Both courses of the double credit package must be selected.	MAT1LI MFM1PI MPM1DI ZTECM9*	MAT2LI MFM2PI MPM2DI ZTCM10*	MEL3EI MBF3CI MCF3MI MCR3UI	MEL4EI    MDM4UI MAP4CI    MHF4UI MCT4CI MCV4UI	
<b>NATIVE STUDIES</b>			NDA3MI	NDW4MI	
<b>PHYSICAL &amp; HEALTH EDUCATION</b>	PPL1OF PPL1OM	PPL2OF PPL2OM	PAF3OF PAF3OI PPL3OF PPL3OM	PLF4CI PPL4OF PPL4OM PSE4UI	
<b>SCIENCE</b>	SNC1LI SNC1PI SNC1DI	SNC2LI SNC2PI SNC2DI	SBI3CI    SCH3UI SBI3UI    SPH3UI SVN3EI	SCH4CI    SCH4UI SPH4CI    SES4UI SBI4UI    SPH4UI	
<b>TECHNOLOGICAL EDUCATION</b>  * Indicates a double credit package. Both courses of the double credit package must be selected.	TDJ1OF TFJ1OI TIJ1OI TIJ1OZ ZTECM9*	TCJ2OI TDJ2OI TDJ2OF TFJ2OI TGJ2OI TMJ2OI TTJ2OI ZTCM10*	TCJ3EI    TCJ3CI TCJ3EU*    TCJ3CU* TDJ3MI TFJ3CI    TFJ3CU* TFJ3EI    TFJ3EU* TGJ3OI    TGJ3MI TMJ3EI    TMJ3CI TMJ3EU*    TMJ3MI TMJ3CU* TMJ3MU* TTJ3OI TTJ3CI    TTJ3CU* TXJ3EI    TXH3EI	TCJ4ED    TCJ4CD TDJ4MI TFJ4CI    TFJ4CU* TFJ4EI    TFJ4EU* TGJ4OI    TGJ4MI TMJ4EI    TMJ4EU* TMJ4CI    TMJ4CU* TMJ4MI    TMJ4MU* TTJ4CI    TTJ4CU* TTJ4EI    TTJ4EU* TXJ4EI    TXH4EI	

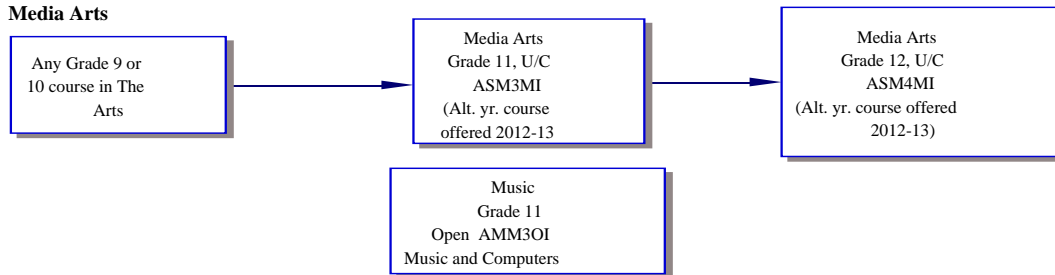
# THE ARTS

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

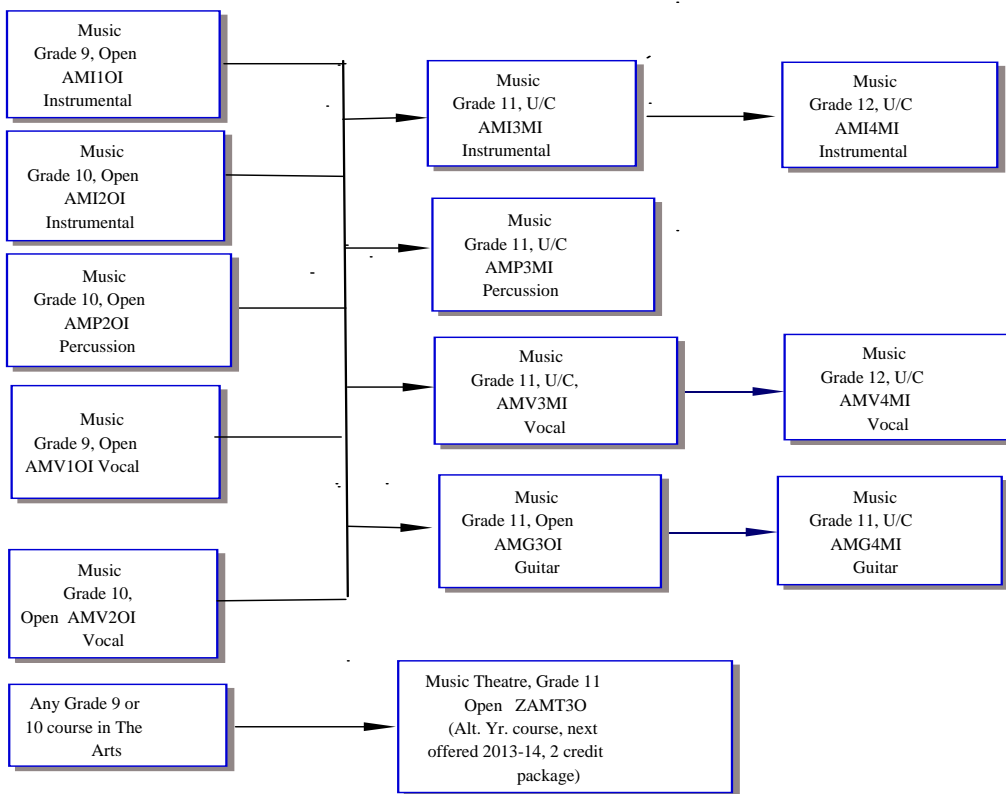
## Drama



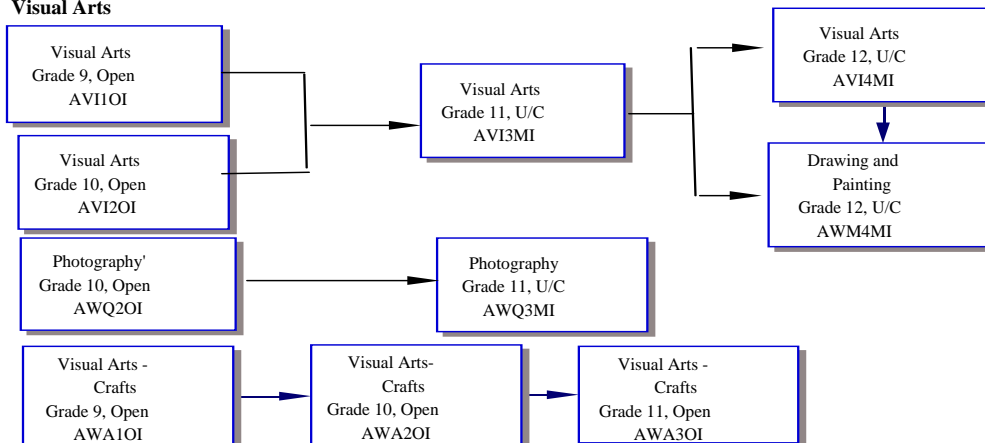
## Media Arts



## Music



## Visual Arts



## DRAMA

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

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 (ADA2OL – Equivalent course for French immersion students offered in alternate years. This course is offered in 2012-2013)**

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

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

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

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

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

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

## MEDIA ARTS

### **Media Arts, Grade 11, University/College Preparation, ASM3MI**

**Alternate year course to be offered 2012-13**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite: Media Arts, Grade 10, Open, or any Grade 9 or 10 Arts course**

### **Media Arts, Grade 12, University/College Preparation, ASM4MI**

**Alternate year course to be offered 2012-13**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary educational applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

**Prerequisite: Media Arts, Grade 11, University/College Preparation.**

## MUSIC

### **Music, Grade 9, Open, AMI1OI (Winds and Percussion)**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. This course emphasizes the appreciation, analysis and performance of percussion music from the origins of drumming as the sole form of human communication and expression to modern drumming methods.

### **Music, Grade 9, Open, AMV1OI (Vocal)**

This course emphasizes the vocal performance of music that strikes a balance between challenge and skill and is aimed at developing proper singing technique, sensitivity and creativity. Activities will teach listening and performing with understanding. The use of correct musical terminology will be introduced and incorporated into daily lessons.

**Music, Grade 10, Open, AMI2OI (Instrumental)**

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. Focus: the expansion of ranges, refinement of tone and musical skills (technique). Music theory will be more unitized and history will focus on a given time/style period.

*Recommended Preparation: AMI1OI*

**Music, Grade 10, Open, AMP2OI (Percussion)**

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. This course emphasizes the appreciation, analysis and performance of percussion music from the origins of drumming as the sole form of human communication and expression to modern drumming methods.

**Music, Grade 10, Open, AMV2OI (Vocal)**

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. Focus: the expansion of ranges, refinement of tone and musical skills (technique). Music theory will be more unitized and history will focus on a given time/style period.

*Recommended Preparation: AMV1OI*

**Music, Grade 11, University/College Preparation, AMI3MI (Instrumental)**

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.

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

**Music, Grade 11, Open, AMM3OI (Music and Computers)**

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology, and will evaluate the results. *Focus: A non-performance music course centred on the creation, application, editing, mixing and recording of music using CuBase software, computers and a digital keyboard. No keyboard experience or music knowledge is necessary.*

**Prerequisite: None**

**Music –Percussion, Grade 11, University/College Preparation, AMP3MI**

Along with modern drumming, new musical styles such as marches, American Jazz, African Drumming, and modern percussion ensemble. This will be accomplished through solo and ensemble performances using western instruments (e.g., snare drum, timpani, keyboard mallets) and world instruments (e.g., African drums/bells and Brazilian percussion instruments). Moreover, students will be participating within school assemblies and small recital scenarios. This course helps students meet the Ontario Secondary School graduation expectations by enabling each student to become an effective communicator who reads, understands and uses written materials effectively.

**Prerequisite: Grade 9 or 10 (Instrumental) Music, Open, or Grade 10, Music – Percussion, Open or permission of the Instructor.**

**Music, Grade 11, University/College Preparation, AMV3MI (Vocal)**

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.

**Prerequisite: Grade 10 Music (Vocal), Open.**

**Music, Grade 11, Open, AMG3OI, (Guitar)**

This course utilizes performance on the acoustic guitar to develop the individual student's technique, creativity and sensitivity. Students will participate in activities that will teach them the basics of chording, strumming and the analysis of music charts.

**Prerequisite: Grade 9 or 10 Music, Open.** *Note: Students will require an acoustic guitar.*

### **Music Theatre, Grade 11, Open, ZAMT30**

**Alternate year course next offered in 2013-2014.**

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

**Prerequisite: Any Grade 9 or 10 Music, Drama or Arts credit.**

**This course is part of a double credit package which will be half a day. For students taking music theatre for the first time, they will earn AMT3OI and ADB3OI. For those students in the course for the second time, they will earn AMT4MI and ADB4MI.**

### **Music, Grade 12, University/College Preparation, AMI4MI (Instrumental)**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular 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: Music, Grade 11, University/College Preparation or Open.**

### **Music, Grade 12, University/College Preparation, AMV4MI (Vocal)**

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular 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: Music, Grade 11, University/College Preparation or Open.**

### **Music, Grade 12, Open, AMG4MI, (Guitar)**

This course is a continuation of AMG3OI. Students will study advanced technique and chart analysis. Studies in theory and independent study projects are some of the activities included.

**Prerequisite: Successful completion of AMG3OI or permission. Note: Students will require an acoustic guitar.**

## **VISUAL ARTS**

### **Visual Arts, Grade 9, Open, AVI1OI**

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods and a selection of Canadian art and the art of other cultures.

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

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements of design and principles of composition, 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.

*Recommended Preparation: AVI1OI*

### **Visual Arts, Grade 9, Open, AWA1OI, (Crafts)**

"Hands on" is emphasized in this course for students who would like to learn painting, lettering, papier mache, ceramics/pottery and simple drawing. Completion of daily work, positive attitude development and a summative final project form the basis of evaluation.

**Prerequisite: None**

### **Visual Arts, Grade 10, Open, AWA2OI, (Crafts)**

"Hands on" is emphasized in this course for students who would like to learn painting, lettering, papier mache, ceramics/pottery and simple drawing. Completion of daily work, positive attitude development and a summative final project form the basis of evaluation.

**Prerequisite: None**

**Visual Arts, Grade 10, Open AWQ2OI (Photography)**

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 photography and their historical contexts. Course expectations will be achieved through a program focused on different photographic media.

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

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

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

**Visual Arts, Grade 11, Open, AWA30I, (Crafts)**

This course is an extension of the grade ten crafts course. Students will develop a more advanced level of skill in each craft and will explore career opportunities in the craft industry. Evaluation is based on daily work and project completion, as well as a summative evaluation which combines craft techniques.

*Recommended Preparation: AWA2OI*

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

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

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

*Recommended Preparation: AWQ2OI*

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

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 modern and contemporary Western art, Canadian (including Native Canadian) art, and art forms from various parts of the world. Students will produce a body of work demonstrating a personal approach.

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

**Visual Arts – Drawing and Painting, Grade 12, University/College Preparation, AWM4MI**

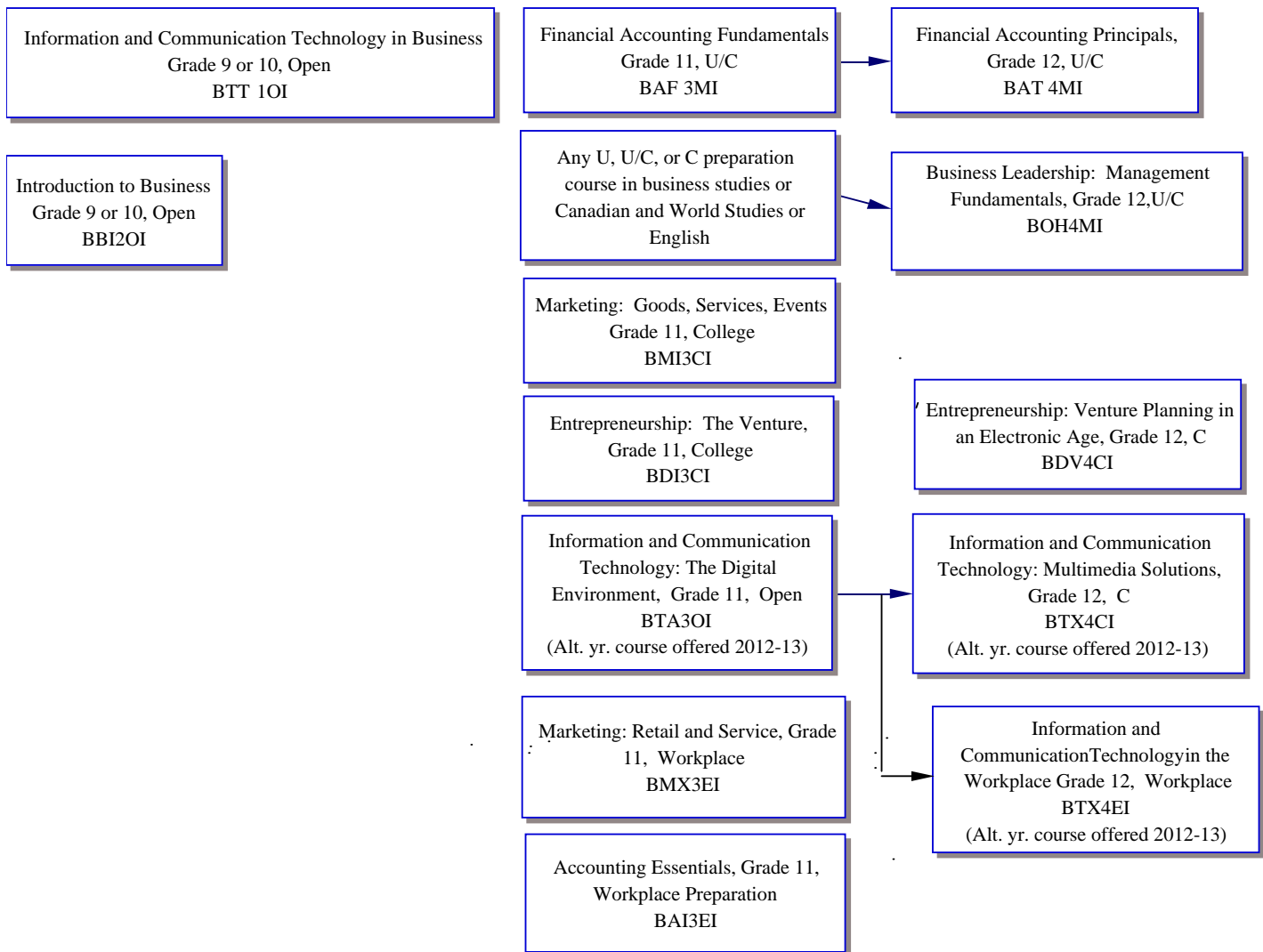
This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in modern and contemporary Western art, Canadian (including Native Canadian)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

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

*This course can only be taken with the permission of the Arts Curriculum Leader. Student should have taken or be taking AVI4MI.*

## **BUSINESS STUDIES**

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



### **Information and Communication Technology in Business, Grade 9, Open, BTT10I**

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

### **Introduction to Business, Grade 10, Open, BBI20I**

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

## ACCOUNTING

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

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University Pathway.**

### **Accounting Essentials, Grade 11, Workplace Preparation, BAI3EI**

This course introduces students to the accounting cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting.

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Workplace Pathway.**

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

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

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation.**

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University Pathway.**

## ENTREPRENEURIAL STUDIES

### **Entrepreneurship: The Venture, Grade 11, College Preparation, BDI3CI**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, College Pathway.**

### **Entrepreneurship: Venture Planning in an Electronic Age, Grade 12, College Preparation, BDV4CI**

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, College Pathway.**

## ORGANIZATIONAL STUDIES

### **Business Leadership: Management Fundamentals, Grade 12, University/College Preparation, BOH4MI**

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite: Any university, university/college, or college preparation course in business studies, English, or Canadian and World Studies.**

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University and College Pathways.**

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### **Information and Communication Technology: The Digital Environment, Grade 11, Open, BTA3OI**

#### **Alternate year course to be offered 2012-13**

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

**There is no final examination for this course.**

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University Pathway.**

### **Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation, BTX4CI**

#### **Alternate year course to be offered 2012-13**

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

**There is no final examination for this course.**

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, College Pathway.**

### **Information and Communication Technology in the Workplace, Grade 12, Workplace, BTX4EI**

#### **Alternate year course to be offered 2012-13**

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

**There is no final examination for this course.**

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship and Workplace Pathways.**

## **MARKETING**

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

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, College Pathway.**

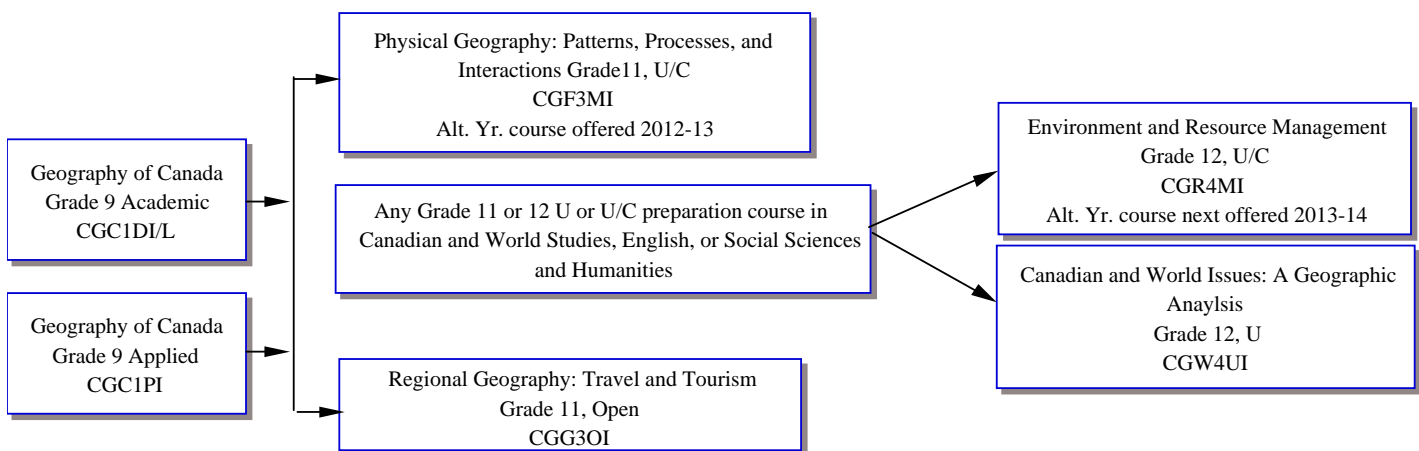
### **Marketing: Retail and Service, Grade 11, Workplace Preparation, BMX3EI**

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

**Note: This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship and Workplace Pathways.**

## **CANADIAN AND WORLD STUDIES – Geography**

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



### **Geography of Canada, Grade 9, Academic, CGC1DI**

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

**(CGC1DL – Equivalent course for French immersion students.)**

### **Geography of Canada, Grade 9, Applied, CGC1PI**

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

### **Physical Geography: Patterns, Processes, and Interactions, Grade 11, University/College Preparation, CGF3MI** **Alternate year course to be offered in 2012-2013**

This course examines the main patterns of physical geography and the powerful processes that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

*Focus: This course will examine natural disasters, earthquakes, tornadoes, hurricanes etc.*

**Prerequisite: Geography of Canada, Grade 9, Academic or Applied.**

### **Regional Geography: Travel and Tourism, Grade 11, Open, CGG3OI**

This course focuses on travel and tourism as a vehicle for the study of selected world regions. Using a variety of geotechnologies and inquiry and communication methods, students will conduct and present case studies that develop their understanding of the unique characteristics of selected world regions: the environmental, cultural, economic, and political factors that influence travel and tourism; and the impact of the travel industry on communities and environments around the world.

**Prerequisite: Geography of Canada, Grade 9, Academic or Applied.**

## **The Environment and Resource Management, Grade 12, University/College Preparation, CGR4MI**

### **Alternate year course to be offered in 2013-2014**

This course investigates the complexity and fragility of ecosystems and the pressures human activities place on them. Students will examine ecological processes, the principles of sustaining degradation and resource depletion. Students will use geotechnologies and skills of geographic inquiry to explain and evaluate various approaches to achieving a more sustainable relationship between people and their environment.

**Prerequisite: Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**

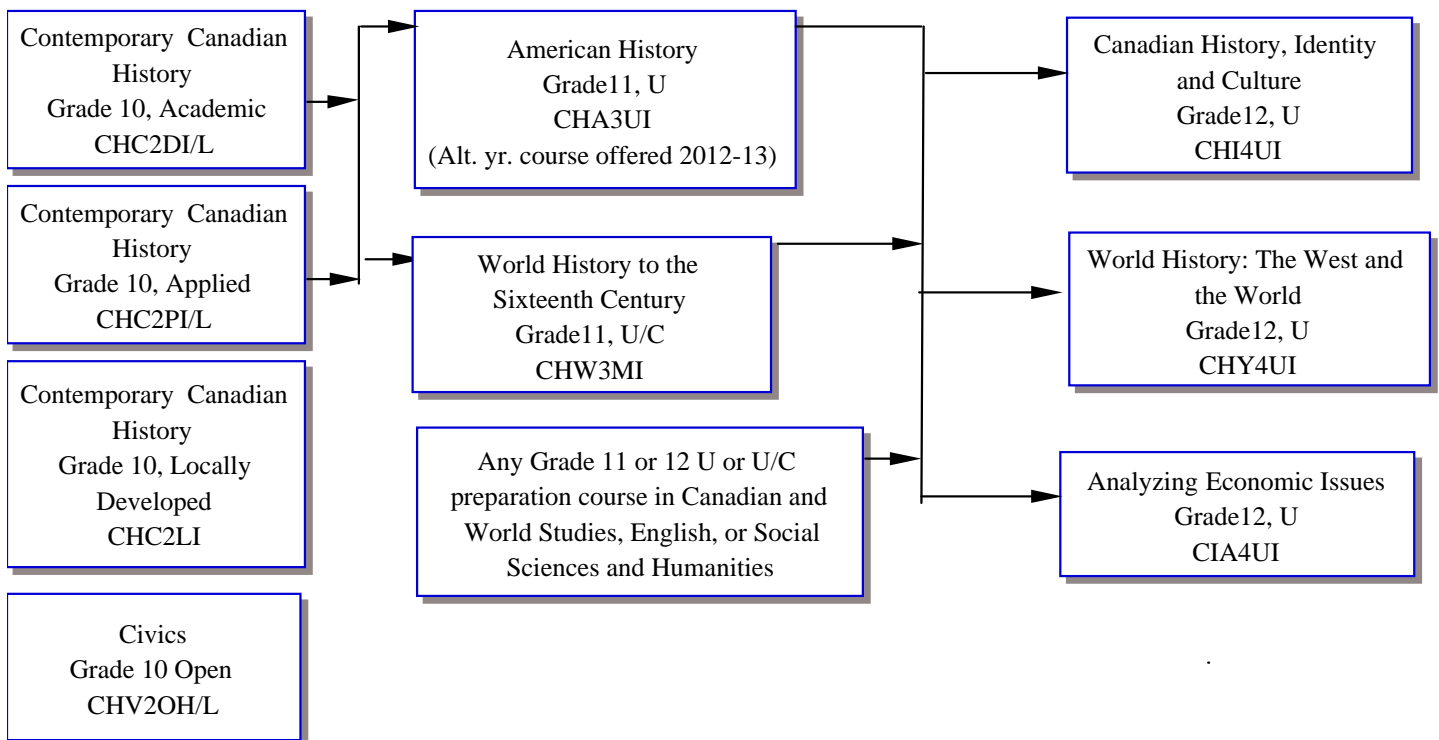
## **Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation, CGW4UI**

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics, including cultural, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geotechnologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.

**Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**

## **CANADIAN AND WORLD STUDIES – History**

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



## **Contemporary Canadian History, Grade 10, Academic, CHC2DI**

This course explores the local, national, and global forces that have shaped Canada's national identity from World War 1 to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own points of view.

**(CHC2DL – Equivalent course for French immersion students - Academic.)**

### **Contemporary Canadian History, Grade 10, Applied, CHC2PI**

This course explores some of the events and experiences that have influenced the development of Canada's identity as a nation, from World War 1 to the present. By examining how the country has responded to economic, social, and technological changes and how individuals and groups have contributed to Canadian culture and society during this period, students will develop their ability to make connections between historical and current events. Students will have opportunities to formulate questions, locate information, develop informed opinions, and present ideas about the central issues and events of the period.

**(CHC2PL – Equivalent course for French immersion students - Applied.)**

### **Contemporary Canadian History, Grade 10, Locally Developed Compulsory course, CHC2LI**

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

### **Civics, Grade 10, Open, CHV2OH**

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions, and learn how to think critically about public issues and react responsibly to them. *This is a 0.5 credit and is taken in the same semester with GLC2OH, also a 0.5 credit.*

**(CHV2OL - Equivalent 0.5 course for French immersion students offered in alternate years. This course is next offered in 2013-2014.)**

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

**Alternate year course to be offered in 2012-2013**

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

**Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied.**

### **World History to the Sixteenth Century, Grade 11, University/College Preparation, CHW3MI**

This course investigates the history of humanity from earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural, and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking, and communication skills to evaluate the influence of selected individuals, groups, and innovations and present their conclusions.

**Prerequisite: Canadian History in the Twentieth Century, Grade 10, Academic or Applied.**

### **Canada: History, Identity and Culture, Grade 12, University Preparation, CHI4UI**

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

**Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English or Social Sciences and Humanities.**

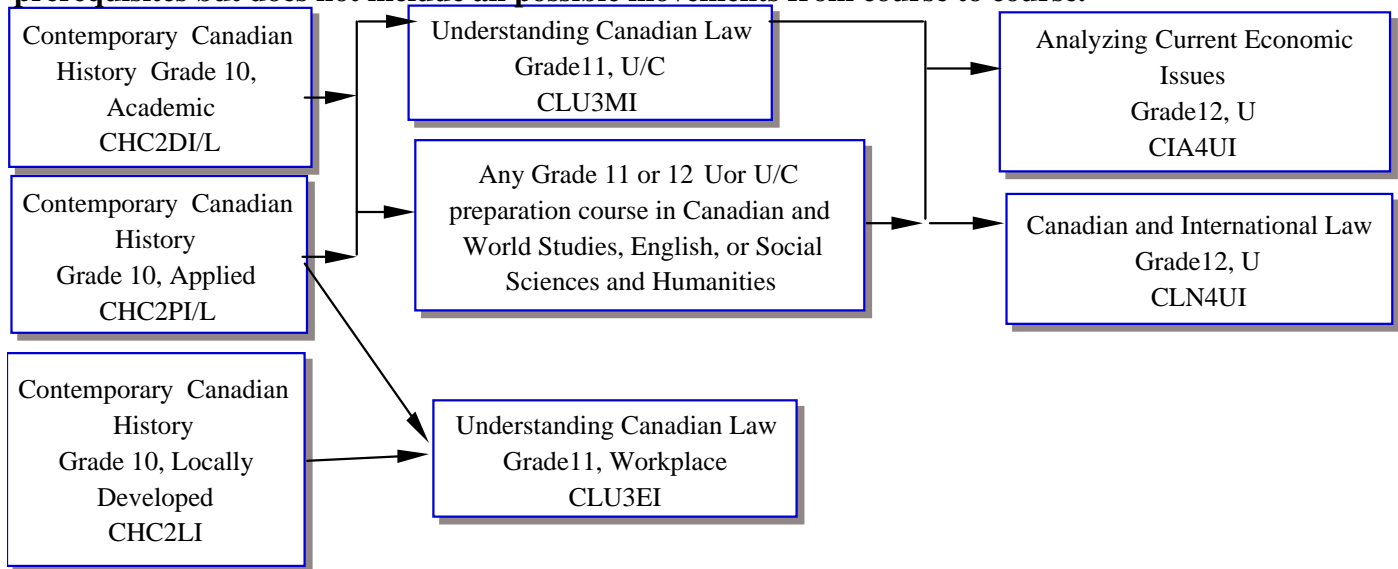
### **World History: The West and the World, Grade 12, University Preparation, CHY4UI**

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

**Prerequisite: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.**

## CANADIAN AND WORLD STUDIES – Economics and Law

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



### **Analyzing Current Economic Issues, Grade 12, University Preparation, CIA4UI**

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

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

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

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

**Prerequisite:** Canadian History in the Twentieth Century, Grade 10, Academic or Applied.

### **Understanding Canadian Law, Grade 11, Workplace Preparation, CLU3EI**

This course gives students practical information about legal issues that directly affect their lives. Students will examine the need for laws in society, the roots of Canada's legal system, the rights and freedoms that people in Canada enjoy, and the basic elements of criminal law and dispute resolution. Through experiences such as mock trials, debates, and case studies, students will apply inquiry and communication skills to develop and express opinions on legal topics of interest to them.

**Prerequisite:** Canadian History in the Twentieth Century, Grade 10, Academic or Applied.

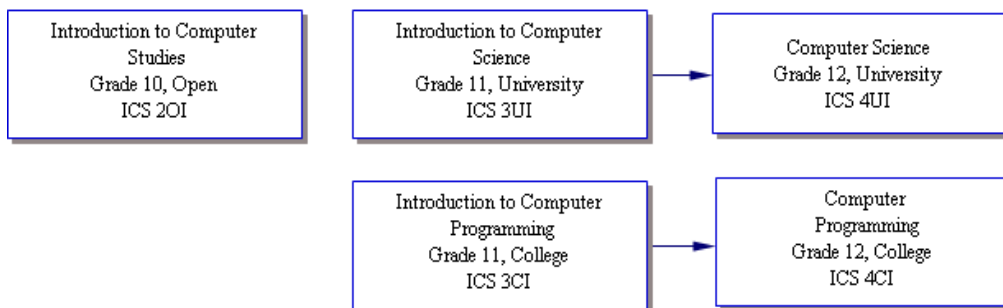
### **Canadian and International Law, Grade 12, University Preparation, CLN4UI**

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

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

## COMPUTER STUDIES

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



### **Introduction to Computer Studies, Grade 10, Open, ICS2OI**

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**

### **Introduction to Computer Science, Grade 11, University Preparation, ICS3UI**

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**

### **Introduction to Computer Programming, Grade 11, College Preparation, ICS3CI**

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**

### **Computer Science, Grade 12, University Preparation, ICS4UI**

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.

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

### **Computer Programming, Grade 12, College Preparation, ICS4CI**

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.

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

# COOPERATIVE EDUCATION

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

The Co-op program offers a planned learning experience in a community work placement. Co-op credits count as elective or compulsory credits towards the Ontario Secondary School Diploma (OSSD).

Students attend the placement each school day except:

- students attend pre-placement classes in the first two weeks of the semester to learn workplace safety, law and preparation for success on the job
- students attend integration classes during the semester that consist of career research, safety and cover letter/exit résumé training

## **How do students get Co-op placements?**

1. Students who select Co-op (including OYAP) on their option sheet will be called to information meetings in late March. At the meeting, students will complete an information form and indicate career areas of interest or specific placement requests.
2. Each student will meet individually with a Co-op teacher in April to further discuss an approved placement. Later in the placement process, students will present a résumé to a prospective employer in an interview. Some interviews are competitive with students from other schools.

## **Select one or more of these choices on your option card:**

**SEMESTER 1**            2 CREDIT CO-OP            3 CREDIT CO-OP            4 CREDIT CO-OP

**SEMESTER 2**            2 CREDIT CO-OP            3 CREDIT CO-OP            4 CREDIT CO-OP

## **What is the difference between 2 Credit Co-op, 3 Credit Co-op and 4 Credit Co-op?**

1. 2 Credit Co-op placements consist of half-days (3 hours) each school day for one semester.
2. 3 Credit Co-op placements consist of half-days (4.5 hours) each school day for one semester.
3. 4 Credit Co-op placements consist of full days (6 or more hours) each school day for one semester.
4. Students may choose to split 4 Credit Co-op into half-days for two semesters.

## **Can students take Co-op more than once?**

Yes, there is no limit to the number of Co-op credits that a student can earn. Students can take Co-op in both semesters of one school year. Students can take Co-op in each of their school years, usually beginning in their Grade 11 year and beyond.

*Note: 2 credits in cooperative education can count as compulsory credits for groups 1, 2 and 3.*

## **Why take Co-op?**

Co-op prepares students for all post-secondary destinations including university, college, apprenticeship and direct entry to the workplace. Co-op allows students to:

1. **Test-Drive a Career:** Do the job and get a chance to see if your career choice is really what you want before choosing your post-secondary destination.
2. **Build Your Skills:** Work one-on-one with a co-worker in a program designed to meet your interests, needs and strengths.
3. **Get Hands-On Work Experience:** Overcome the problem of “no job without experience and no experience without a job”. Put real work experience on your résumé.

## **Where are the Co-op placements?**

Placements are in the Owen Sound and surrounding area. Co-op teachers counsel each student and help arrange approved work placements.

## **Who is responsible for transportation?**

Many students walk to placements in Owen Sound. Students who ride a school bus may walk to Co-op placements near the school. Students and their families are responsible for transportation if the Co-op placement is beyond walking distance or in the surrounding countryside.

# **EXAMPLE CAREER AREAS FOR CO-OP PLACEMENTS**

## **Aesthetics and Wellness**

Aesthetics  
Beauty Consulting  
Hairstyling (OYAP)  
Massage Therapy

## **Agriculture and Veterinary**

Animal Care  
Dairy Herdsperson  
Farming - various  
Greenhouse/Nursery  
Horse Groom  
Horticultural Tech  
Humane Society  
Veterinary Clinic

## **Applied Science and Environmental**

Arborist (OYAP)  
Biology Technician  
Chiropractics  
Engineering  
Conservation Authority  
Dentistry  
Dietitian  
Resources  
Natural Resources  
Optometry  
Regional Planning

## **Arts and Culture**

Art Gallery  
Dance and Drama  
Journalism  
Librarianship  
Museum - Heritage  
Museum - Collections  
Museum - Photography

## **Business**

Accounting  
Banking  
Business Offices  
Hotel Management  
Office Administration  
Shipping and Receiving  
Small Business – various

## **Education and Childcare**

Daycare  
Early Childhood Education  
Educational Assistant  
Teacher's Assistant

## **Emergency Services**

Firefighting  
Law and Security

## **Health Care**

Diagnostic Imaging  
Geriatric Activation  
Hospital - various  
Medicine  
Emergency  
Nursing  
Personal Support  
Physiotherapy

## **Restaurant and Food Services**

Baker (OYAP)  
Chef/Cook (OYAP)  
Food Service  
Cafeteria  
Kitchen Prep  
Server  
Retail Meat Cutter

## **Retail**

Building Supplies  
Clothing Retail  
Department Store  
Music Retail  
Retail - various  
Sports Retail

## **Social Services**

Development Services  
Social Work  
Volunteer Organizations

## **Special Professions**

Funeral Home  
Law Office  
MP Office

## **Sports and Fitness**

Fitness Training  
Golf Course  
Parks and Recreation  
Sports Equipment

## **Technological (Non Trade)**

Audio Electronics  
Computer Graphics  
Computer Technology  
Drafting & CAD  
Furniture Refinishing  
Light and Sound Technician  
Photography  
Radio Broadcast  
Technician  
TV/Cable Station

## **Technological Trades and Ontario Youth Apprenticeship Program (OYAP)**

Auto Body  
Auto Service  
Brick and Stone Mason  
Cabinetmaking  
Carpentry  
Construction  
Drafting  
Electrician  
Facilities Maintenance  
Farm Equipment  
Mechanics  
General Machinist  
Heating and Cooling  
Heavy Duty Equipment  
Millwright  
Motorcycle Mechanic  
Painting and Decorating  
Plumbing  
Sheet Metal  
Small Engines  
Sprinkler/Fire Tech  
Tire/Lube Tech  
Tool and Die  
Truck and Coach Tech  
Welding

## **Travel and Tourism**

Hotels/Motels  
Special Events Planning  
Tourist Information  
Travel Agency

**Contact the Co-op office if  
you have any questions about  
your career ideas and choices.**

## **ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)**

OYAP is a Co-op program for students working in the trades. There are four trade sectors: Construction, Industrial, Motive Power and Service. Sample skilled trades are listed in the preceding section. View the complete list of skilled trades on the About Trades page at [www.oyap.ca](http://www.oyap.ca) or [www.tradeability.ca](http://www.tradeability.ca)

An OYAP student may be formally registered as an apprentice while attending secondary school with the approval of the Co-op employer and the Co-op teacher. Accumulated hours can be carried forward and will give students a head start in the trades upon graduation.

**To choose OYAP**, circle **2 credit Co-op**, **3 credit Co-op** or **4 credit Co-op** on the **option sheet** as described in the preceding section on Cooperative Education. *4 credit Co-op* is often more practical for trades placements but *2 credit Co-op* may be possible. Consult the Co-op teacher who will arrange a suitable OYAP placement with a licensed tradesperson.

*Contact the Co-op office if you have any OYAP questions.*

## **FRENCH IMMERSION COOPERATIVE EDUCATION**

Students have the opportunity to earn 2 elective credits toward their French immersion certificate by working in an elementary French immersion classroom. Students may choose to be placed at Hillcrest, St. Basil's, Sydenham, Notre Dame or École Elementaire Saint Dominique Savio. Please see the Co-op department for details. A fully completed Co-op application must accompany your option card.

**All Co-op Students:** An employer appreciation fee is required from each student participating in the program for the mandatory Employer Luncheon in June.

## **BRUCE POWER COOPERATIVE EDUCATION PROGRAM**

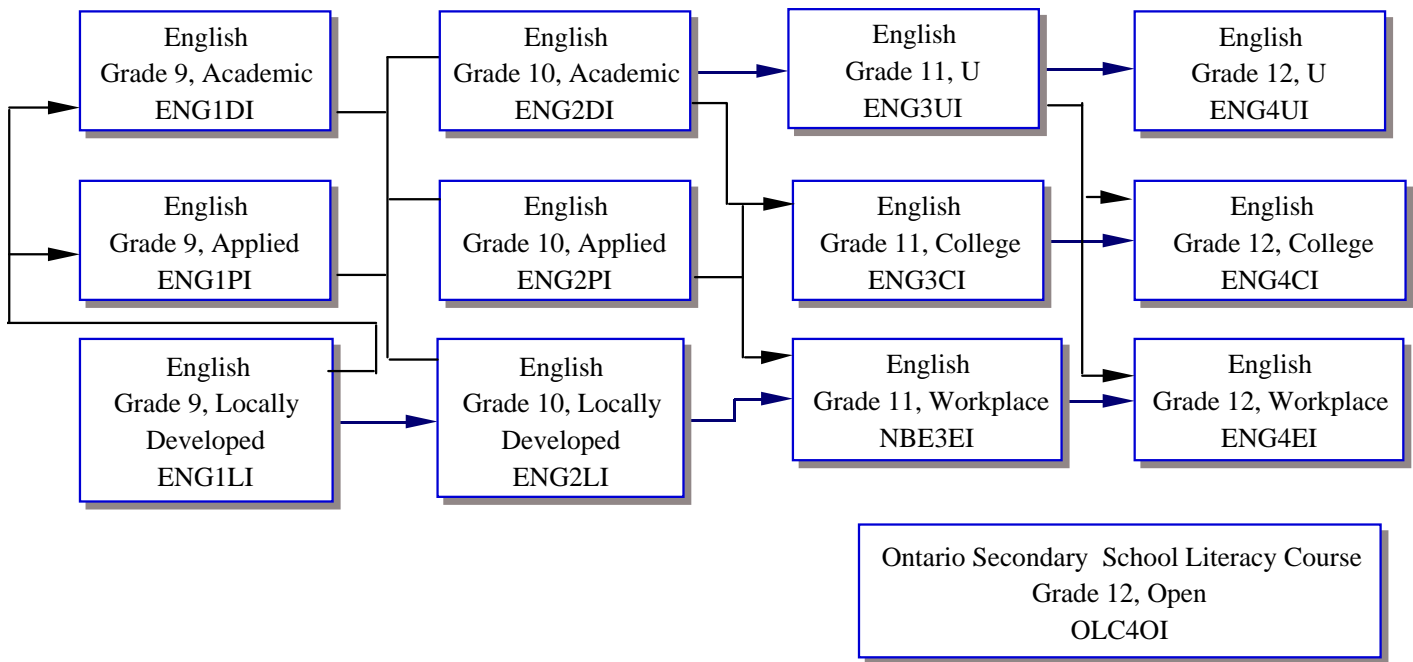
This is a four credit Co-op program offered at the nuclear stations operated by Bruce Power. A detailed application process is required to be completed by the student. Contact the guidance office for application form. Select Bruce Power Co-op on your option card. This is a 4 credit Co-op placement.

## **MILITIA COOPERATIVE EDUCATION PROGRAM**

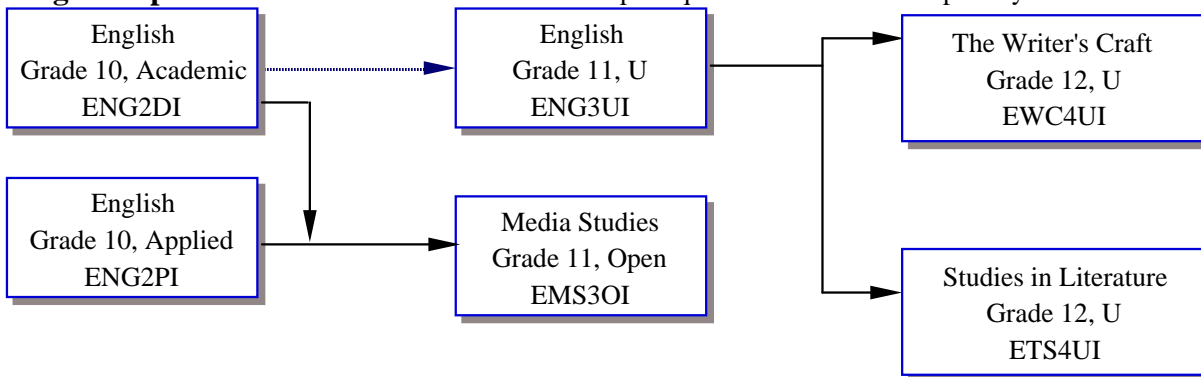
The Grey Simcoe Foresters and The Bluewater District School Board offer an innovative program to those students who successfully pass all the criteria during the military selection process. The student must be 16 years of age and have earned at least 15 credits before starting this program. The student is sworn into the Army Reserve and then immersed into a military environment. All training takes place at the Owen Sound Armoury. During the morning, the school board delivers academic credits and then the students undertake basic military training during the afternoon. This placement offers four credits as well as pay. Contact the Cooperative Education Department or Guidance Department for an application form. Select Military Co-op on your option card. This is a 4 credit package.

# ENGLISH

The English Compulsory and Optional Credit Courses flow chart below depicts movements from course to course with regard to prerequisites but does not include all possible movements from course to course.



**English Optional Courses** - dotted lines indicate prerequisites defined for compulsory courses in the upper chart.



## ENGLISH: COMPULSORY COURSES

### **English, Grade 9, Academic, ENG1DI**

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

### **English, Grade 9, Applied, ENG1PI**

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

**English, Grade 9, Locally Developed Compulsory course, ENG1LI**

This course emphasizes the key reading, writing, oral communication and thinking skills students need for success in secondary school and in their daily lives. In particular, the program works toward preparing students to enter the Grade 9 Applied English course, or the Grade 10 Locally Developed English course, and to complete the literacy test successfully. Students read a variety of narrative and expository forms, poetry, and drama, and practice the skills necessary for clear and accurate spoken and written language. In particular, course activities will help develop confidence and self-esteem and provide motivation to succeed in school life.

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

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

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

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

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

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

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

This course emphasizes key skills in reading, writing, oral communication, and thinking that these students need for continuing success in their secondary school subjects, and to communicate with others in their lives outside of school. The units suggest instructional strategies and a developmental approach to teaching the expectations that are essential for these students' success. This course gives students a solid literacy skills foundation to enter Grade 11 English, Workplace and to prepare them for successful completion of the Grade 10 Test of Reading and Writing Skills. Students read key informational and literary text forms, including novels, editorials, magazine feature articles and poetry, for personal and academic purposes. They use their knowledge of media to create media works. Students will produce clear, complete writing in a variety of narrative and non-narrative forms for real-life purposes (including world of work), using appropriate and correct language. In particular, the course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence.

**Prerequisite: Any Grade 9 English credit.**

**English, Grade 11, University Preparation, ENG3UI**

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

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

**English, Grade 11, College Preparation, ENG3CI**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

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

**English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation, NBE3EI**

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: English, Grade 10, Academic, Applied, or Locally Developed**

**NOTE: This course has replaced ENG3EI, and counts as the Grade 11 compulsory English requirement.**

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

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

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

**Note: This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University Pathway.**

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

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

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

**Note: This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, College Pathway.**

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

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

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

**Note: This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship and Workplace Pathways.**

## **ENGLISH: OPTIONAL COURSES**

### **Media Studies, Grade 11, Open, EMS3OI**

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

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

### **Studies in Literature, Grade 12, University Preparation, ETS4UI**

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyze a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

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

**Note: This course is designed for those students who really enjoy reading and want to experience key works and areas of speculative fiction (which includes Science Fiction, Fantasy, Magic Realism, Historical Fiction, and Absurdism). The course includes the following novels: *Ender's Game* or *Ender's Shadow*, *Nineteen Eighty-Four*, *Brave New World*, *The Lord of the Rings* or *Jonathan Strange & Mr. Norrell*, and *One Hundred Years of Solitude*. The course includes the following plays: *The Crucible*, *Waiting for Godot*, and a combination of Greek, and Renaissance plays, as well as plays by Ibsen, Chekov and others.**

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

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: English, Grade 11, University Preparation**

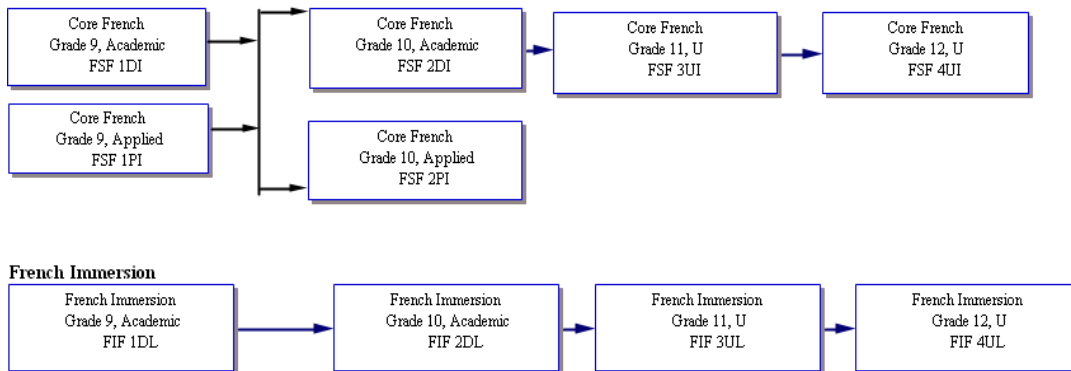
### **Ontario Secondary School Literacy Course, Grade 12, Open, OLC4OI**

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

**Prerequisite: None. Any student who has been previously eligible to write the OSSLT and has been unsuccessful at least once may take this course to fulfill the graduation requirement.**

## **FRENCH**

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



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

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

### **Core French, Grade 9, Applied, FSF1PI**

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

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

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

**Prerequisite: Grade 9 Core French, Academic or Applied.**

### **Core French, Grade 10, Applied, FSF2PI**

This course emphasizes the further development of oral communication, reading, and writing skills using a broad-based theme such as adolescence. Students will expand their knowledge of French by studying a series of theme-related topics, such as students' rights and responsibilities, relationships with peers and adults, and part-time jobs.

**Prerequisite: Grade 9 Core French, Academic or Applied.**

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

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

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

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

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

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

## **FRENCH IMMERSION**

A certificate in French Immersion will be granted if a student successfully completes four (4) Français courses and six courses (6) in other subjects taught in French (total of 10 courses).

A certificate in Extended French will be granted if a student successfully completes four (4) Français courses and three (3) courses in other subjects taught in French (total of 7 courses).

### **The French Immersion Program at West Hill Secondary School (2012-2013)**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>FIF1DL</b> French Immersion	<b>FIF2DL</b> French Immersion	<b>FIF3UL</b> French Immersion	<b>FIF4UL</b> French Immersion
<b>CGC1DL</b> Geography of Canada	<b>CHC2DL</b> Canadian History, 20 <sup>th</sup> Century, Academic or <b>CHC2PL</b> Canadian History, 20 <sup>th</sup> Century, Applied	<b>HSP3ML</b> Intro. to Anthro., Psych. & Soc. <i>(Alternate year course, next offered 2013-14)</i>	<b>HSB4ML</b> Challenge and Change in Society <i>(Alternate year course, offered 2012-13)</i>
<b>ADA2OL</b> Dramatic Arts <i>(Alternate year course, offered 2012-13)</i>	<b>ADA2OL</b> Dramatic Arts <i>(Alternate year course offered 2012-13)</i>		
<b>CHV2OL</b> (0.5 credit) Civics <i>(Alternate year course, next offered 2013-14)</i>	<b>CHV2OL</b> (0.5 credit) Civics <i>(Alternate year course, next offered 2013-14)</i>		
<b>GLC2OL</b> (0.5 credit) Career Studies <i>(Alternate year course, next offered 2013-14)</i>	<b>GLC2OL</b> (0.5 credit) Career Studies <i>(Alternate year course, next offered 2013-14)</i>		

**\* Civics/Career Studies and Dramatic Arts are offered in alternating years \***

Students should not take introductory drama (ADA2OI) in English. This course is part of the French immersion package and will be offered to Grade 9 and 10 immersion students in 2012-13.

#### **Important Notes re: French Immersion:**

1. Those students who are intending to take the full immersion program and who are heading into Grade 9 must select the following courses:

FIF1DL	(Français)
CGC1DL	(Géographie)
ADA2OL	(Dramatic Arts)

2. Those students who are intending to complete the full immersion program and who are heading into Grade 10 must select the following courses:

FIF2DL	(Français)
CHC2DL or CHC2PL	(Histoire)
ADA2OL	(Dramatic Arts)

3. HSB4ML (Challenge and Change in Society will be offered in 2012-2013 to complete the 10 credit French immersion package). All students who are heading into Grade 11 or 12 should select this course in 2012-13, as it will not be offered the following year (2013-14). Note: course may change due to curriculum revision.

4. Those students who are intending to complete the full immersion program and who are heading into Grade 11 or 12 should check that they will have 10 French Immersion credits. A Co-op placement in an elementary French Immersion classroom is another way to earn 2 French Immersion credits, but placements are limited. Students who choose this option are advised to speak with a Co-op teacher.

**French Immersion, Grade 9, Academic, FIF1DL**

This course enables students to expand their language knowledge and skills through the study of twentieth-century North American Francophone literature and culture. Students will participate in oral communication, reading, and writing activities as they study a novel and selected poems, legends, songs, films, and newspaper articles from the French-speaking world in North America.

**French Immersion, Grade 10, Academic, FIF2DL**

This course enables students to increase their knowledge of the French language and to further develop their language skills through the study of twentieth-century European francophone literature and culture. Students will participate in oral communication, reading, and writing activities based on a variety of French literary and media works. They will study at least one novel and a selection of poems, short stories, films, plays, and newspaper and magazine articles.

**Prerequisite: Grade 9, Academic French Immersion.**

**French Immersion, Grade 11, University Preparation, FIF3UL**

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite: French Immersion, Grade 10, Academic.**

**French Immersion, Grade 12, University Preparation, FIF4UL**

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Prerequisite: French Immersion, Grade 11, University Preparation.**

*For descriptions of other French Immersion courses, please see:*

*ADA2OL, page B13*

*CGC1DL, page B20*

*CHC2DL, page B21*

*CHC2PL, page B22*

*CHV2OL, page B22*

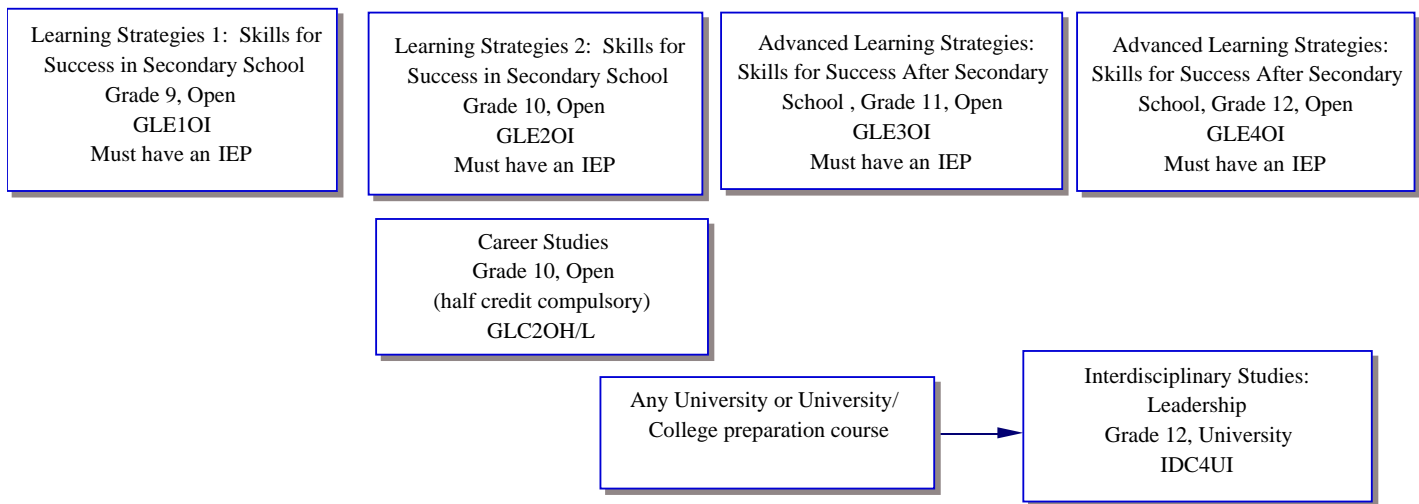
*GLC2OL, page B36*

*HSP3ML, page B51*

*HMB4ML, page B51*

## **GUIDANCE AND CAREER EDUCATION**

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



### **Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open, GLE1OI**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student must have an IEP or IPRC.**

### **Learning Strategies 2: Skills for Success in Secondary School, Grade 10, Open, GLE2OI**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

**Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student must have an IEP or IPRC.**

### **Advanced Learning Strategies: Skills for Success After Secondary School, Grade 11, Open, GLE3OI**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student must have an IEP or IPRC.**

### **Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12, Open, GLE4OI**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

**Prerequisite: Recommendation of Learning Resource Teacher or Principal. Student must have an IEP or IPRC.**

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

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. *This is a 0.5 credit and is taken in the same semester with CHV2OH, also a 0.5 credit.*

**(GLC2OL - Equivalent 0.5 course for French immersion students offered in alternate years. This course is next offered 2013-2014)**

### Interdisciplinary Studies - Leadership, Grade 12, University Preparation, IDC4UI

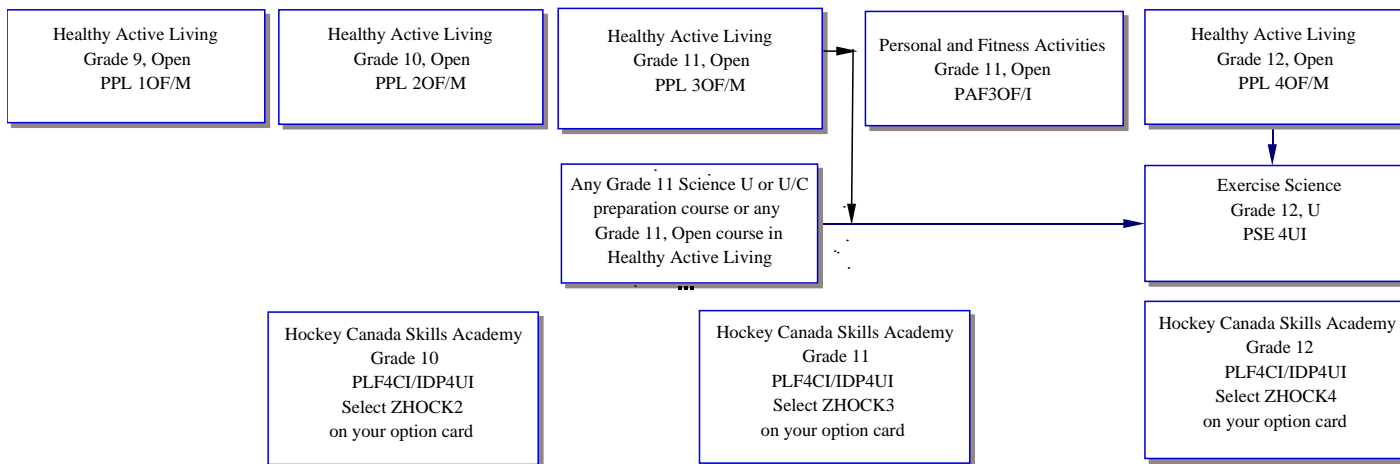
This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites: Any university or university/college preparation course.**

*Note: West Hill has many students who take on exceptionally large leadership rolls within the school. This course is intended to allow these students the opportunity to earn school credit for the roles they play in various groups within the school. Examples of these leadership roles (but certainly not limited to) are yearbook editor and club members, student council members as well as link crew leaders. You cannot take this course if you have taken the IDP4UI offered in the Hockey Skills Academy 2 Credit package.*

## HEALTH AND PHYSICAL EDUCATION

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



### Healthy Active Living Education, Grade 9, Open, PPL10F (Females), PPL10M (Males)

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, and safety/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.

*It is highly recommended that Grade 9 students take this course.*

### Healthy Active Living Education, Grade 10, Open, PPL20F (Females), PPL20M (Males)

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

## **HOCKEY CANADA SKILLS ACADEMY (2 Credit Package Grade 10 – ZHOCK2)**

### **Recreation and Fitness Leadership, Grade 12, College, PLF4CI**

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

**Prerequisite: Any Grade 11 or 12 open course in health and physical education**

### **Interdisciplinary Studies - Leadership, Grade 12, University Preparation, IDP4UI**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites: Any university or university/college preparation course.**

*Note: For 2012-13, all students enrolled in the hockey program will earn a PLF4CI credit along with an IDP4UI credit in grades 10 through 12. In 2013-14, the curriculum will be revised and different course codes offered for those students planning to take the Hockey Skills Academy program multiple times. Students in this program are expected to coordinate tournaments and clinics.*

**This 2 credit package is designed using the Hockey Canada Skills Academy model and is intended to develop sport specific skills and offer an opportunity for students to develop their organizational and leadership skills. Students will be charged a fee for this course.**

## **HOCKEY CANADA SKILLS ACADEMY (2 Credit Package Grade 11 – ZHOCK3)**

### **Recreation and Fitness Leadership, Grade 12, College, PLF4CI**

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

**Prerequisite: Any Grade 11 or 12 open course in health and physical education**

### **Interdisciplinary Studies - Leadership, Grade 12, University Preparation, IDP4UI**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites: Any university or university/college preparation course.**

*Note: For 2012-13, all students enrolled in the hockey program will earn a PLF4CI credit along with an IDP4UI credit in grades 10 through 12. In 2013-14, the curriculum will be revised and different course codes offered for those students planning to take the Hockey Skills Academy program multiple times. Students in this program are expected to coordinate tournaments and clinics.*

**This 2 credit package is designed using the Hockey Canada Skills Academy model and is intended to develop sport specific skills and offer an opportunity for students to develop their organizational and leadership skills. Students will be charged a fee for this course.**

### **Personal and Fitness Activities, Grade 11, Open, PAF3OF (Females), PAF3OI (Coed)**

This course focuses on the development of a knowledge of fitness theory, with ongoing practical applications of this theory in the gymnasium, weight room, outside and when possible, in a community facility. Fitness components such as weight training, cardiovascular work and core body training will be some of the topics covered in depth. Students will be involved in goal setting, continual fitness assessments and revision of individual programs. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

**Healthy Active Living Education, Grade 11, Open, PPL3OF (Females), PPL3OM (Males)**

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.

**HOCKEY CANADA SKILLS ACADEMY (2 Credit Package Grade 12 – ZHOCK4)****Recreation and Fitness Leadership, Grade 12, College, PLF4CI**

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

**Prerequisite: Any Grade 11 or 12 open course in health and physical education**

**Interdisciplinary Studies - Leadership, Grade 12, University Preparation, IDP4UI**

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

**Prerequisites: Any university or university/college preparation course.**

*Note: For 2012-13, all students enrolled in the hockey program will earn a PLF4CI credit along with an IDP4UI credit in grades 10 through 12. In 2013-14, the curriculum will be revised and different course codes offered for those students planning to take the Hockey Skills Academy program multiple times. Students in this program are expected to coordinate tournaments and clinics.*

**This 2 credit package is designed using the Hockey Canada Skills Academy model and is intended to develop sport specific skills and offer an opportunity for students to develop their organizational and leadership skills. Students will be charged a fee for this course.**

**Healthy Active Living Education, Grade 12, Open, PPL4OF (Females), PPL4OM (Males)**

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 be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

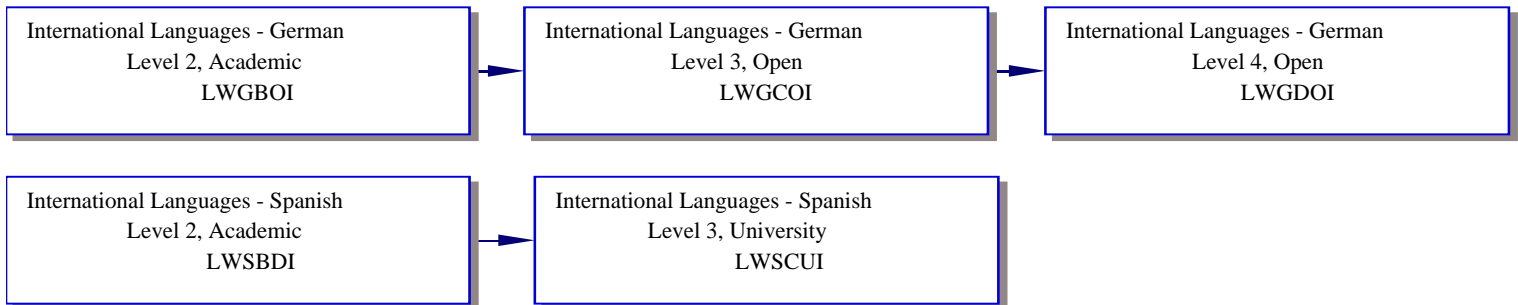
**Exercise Science, Grade 12, University Preparation, PSE4UI**

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. The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

**Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 or 12 open course in Health and Physical Education.**

# INTERNATIONAL LANGUAGES

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



## **International Languages, Open, Level 2, LWGBOI – GERMAN**

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

## **International Languages, Open, Level 2, LWSBDI – SPANISH**

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community-sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

## **International Languages, Level 3, Open, LWGCOI – GERMAN**

This course offers students' opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

**Prerequisite: International Languages – German, Level 2, Open Level**

## **International Languages, Level 3, University Preparation, LWSCUI – SPANISH**

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

**Prerequisite: International Languages – Spanish, Level 2, Academic**

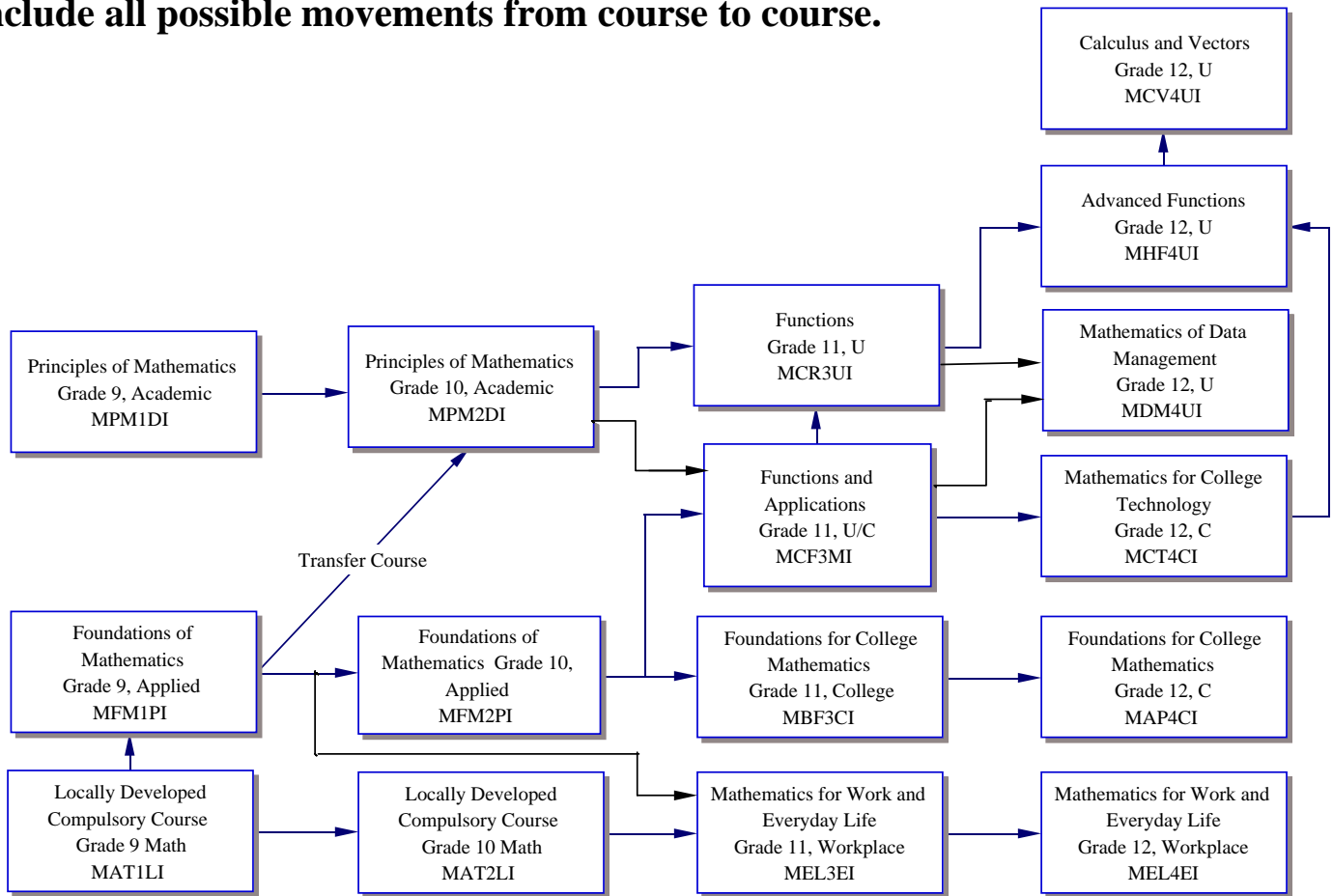
## **International Languages, Level 4, Open, LWGDOI – GERMAN**

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite: International Languages – German, Level 3, Open Level**

# MATHEMATICS

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



## Principles of Mathematics, Grade 9, Academic, MPM1DI

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigations, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relationship. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Successful completion of this course prepares students for MPM2DI, Grade 10 Academic Mathematics or MFM2PI, Grade 10 Applied Mathematics.*

## Foundations of Mathematics, Grade 9, Applied, MFM1PI

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

*NOTE: Students who wish to take Principles of Mathematics, Grade 10 Academic (MPM2DI) after completing this course must take a transfer course.*

**Mathematics, Grade 9, Locally Developed, MAT1LI**

This course provides students who have experienced significant difficulties in mathematics an opportunity to obtain sufficient background and skill development to prepare them for the Grade 9 Applied mathematics course, the Grade 10 mathematics Locally Developed compulsory course, or the Grade 11 mathematics Workplace Preparation course. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

**GRADE 9 MATHEMATICS/TECHNOLOGIES PACKAGE – ZTECM9 (2 CREDITS)****Mathematics, Grade 9, Locally Developed, MAT1LI**

This course provides students who have experienced significant difficulties in mathematics an opportunity to obtain sufficient background and skill development to prepare them for the Grade 9 Applied mathematics course, the Grade 10 mathematics Locally Developed compulsory course, or the Grade 11 mathematics Workplace Preparation course. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

*This course will be taken concurrently with TIJ1OI.*

**Exploring Technologies, Grade 9, Open, TIJ1OI**

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

*This course will be taken concurrently with MAT1LI*

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

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

**Prerequisite: Mathematics, Grade 9, Academic.**

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

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

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

**Mathematics, Grade 10, Locally Developed, MAT2LI**

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

**Prerequisite: Any Grade 9 math credit.**

## **GRADE 10 MATHEMATICS/TECHNOLOGIES PACKAGE – ZTCM10 (2 CREDITS)**

### **Mathematics, Grade 10, Locally Developed, MAT2LI**

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

**Prerequisite: Any Grade 9 math credit.**

*This course will be taken concurrently with TCJ2OI.*

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

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

**Prerequisite: None**

*This course will be taken concurrently with MAT2LI.*

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

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

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

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

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

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

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; 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 variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite: Foundations of Mathematics, Grade 10, Applied**

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

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

**Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or Grade 10, Locally Developed Mathematics**

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

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

**Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.** (MCT4CI path students should speak to a MHF4UI teacher before selecting this course.)

**Calculus and Vectors, Grade 12, University Preparation, MCV4UI**

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

**Prerequisite: Advanced Functions, MFH4UI**

*(May be taken concurrently only with permission of the Mathematics department.)*

**Mathematics of Data Management, Grade 12, University Preparation, MDM4U**

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

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

**Mathematics for College Technology, Grade 12, College Preparation, MCT4CI**

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.

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

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

This course enables students to broaden their understanding of real-world applications of mathematics. Students will 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: Foundations for College Mathematics, Grade 11, College Preparation**

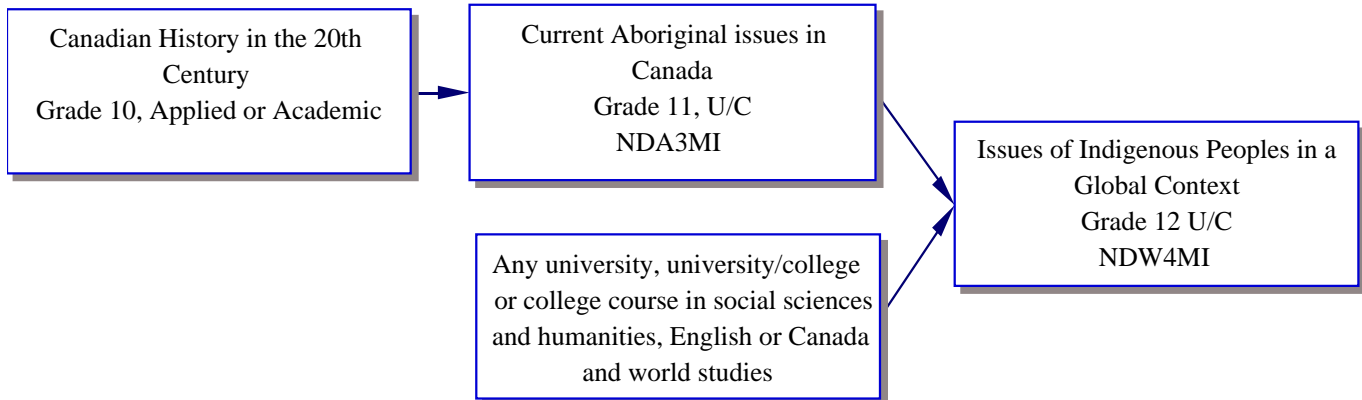
**Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation, MEL4EI**

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

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

## NATIVE STUDIES

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



### **Current Aboriginal Issues in Canada, Grade 11, University/College Preparation, NDA3MI**

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

**Prerequisite:** Canadian History in the Twentieth Century, Grade 10, Academic or Applied

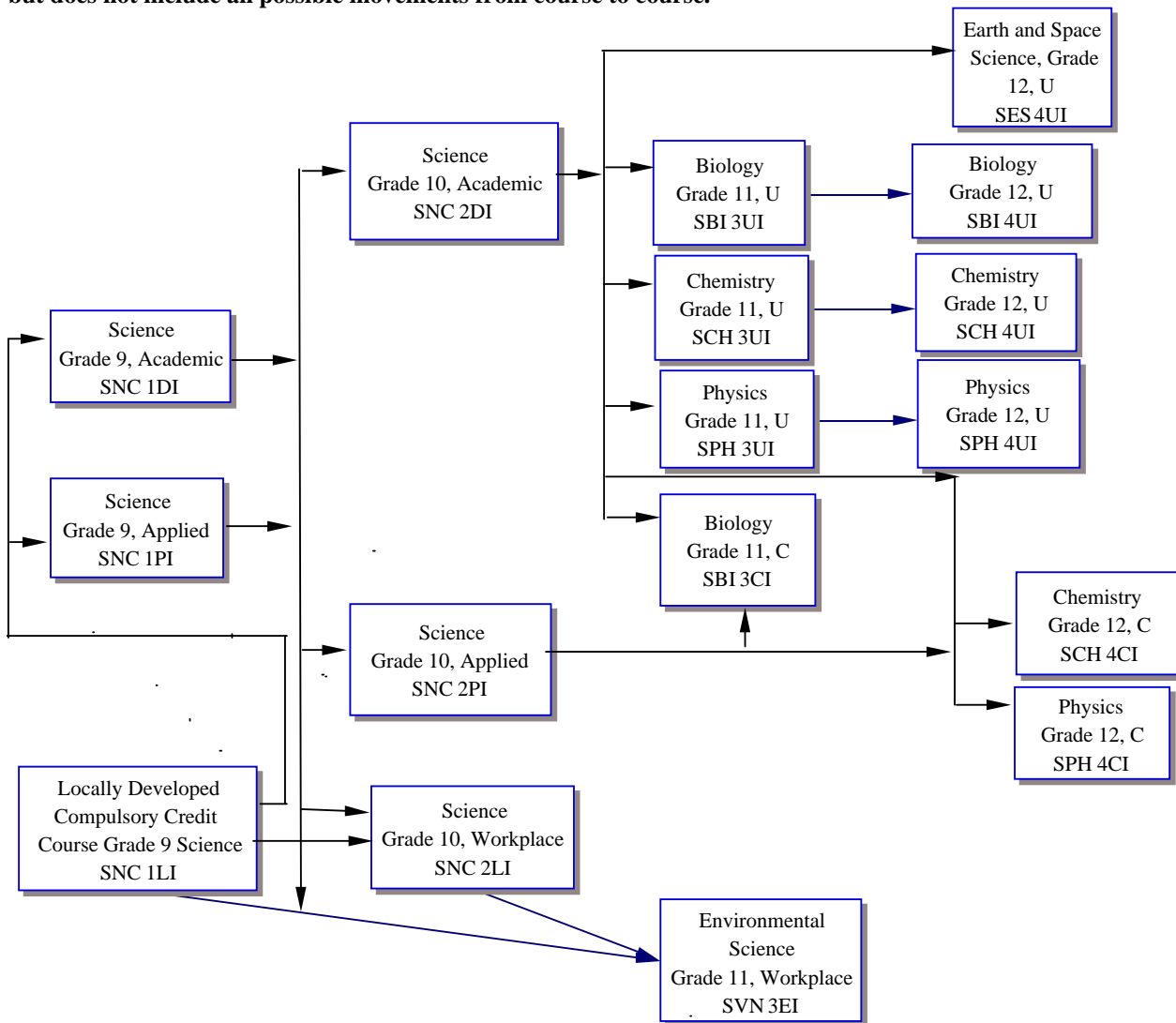
### **Issues of Indigenous Peoples in a Global Context, Grade 12, University/College Preparation, NDW4MI**

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:** Any Grade 11 university, university/college, or college preparation course in Native Studies, Social Sciences and Humanities, English, or Canadian and World Studies.

# SCIENCE

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



## Science, Grade 9, Academic, SNC1DI

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

**Prerequisite: None**

## Science, Grade 9, Applied, SNC1PI

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

**Prerequisite: None**

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

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproductions, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communications skills. The overall aim is to ensure the scientific literacy of the students. This is accomplished through the promotion of the three goals of science education: to understand the basic concepts of science education; to develop the skills, strategies, and habits of mind required in scientific inquiry; to relate science to technology, society and the environment.

**Prerequisite: None**

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

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

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

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

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

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

**Science, Grade 10, Locally Developed Optional course, SNC2L1**

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: Any Grade 9 Science credit.**

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

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

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

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

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

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

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

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

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

*Note: It is highly recommended that students take Chemistry, Grade 11, University Preparation (SCH3UI) as well.*

## **CHEMISTRY**

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

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

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

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

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

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

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

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

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

## **EARTH AND SPACE SCIENCE**

### **Earth and Space Science, Grade 12, University Preparation, SES4UI**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

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

## **ENVIRONMENTAL SCIENCE**

### **Environmental Science, Grade 11, Workplace Preparation, SVN3EI**

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

**Prerequisite: Science, Grade 9, Academic or Applied, or a Grade 9 or 10 locally developed compulsory credit (LDCC) course in Science**

## **PHYSICS**

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

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

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

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

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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

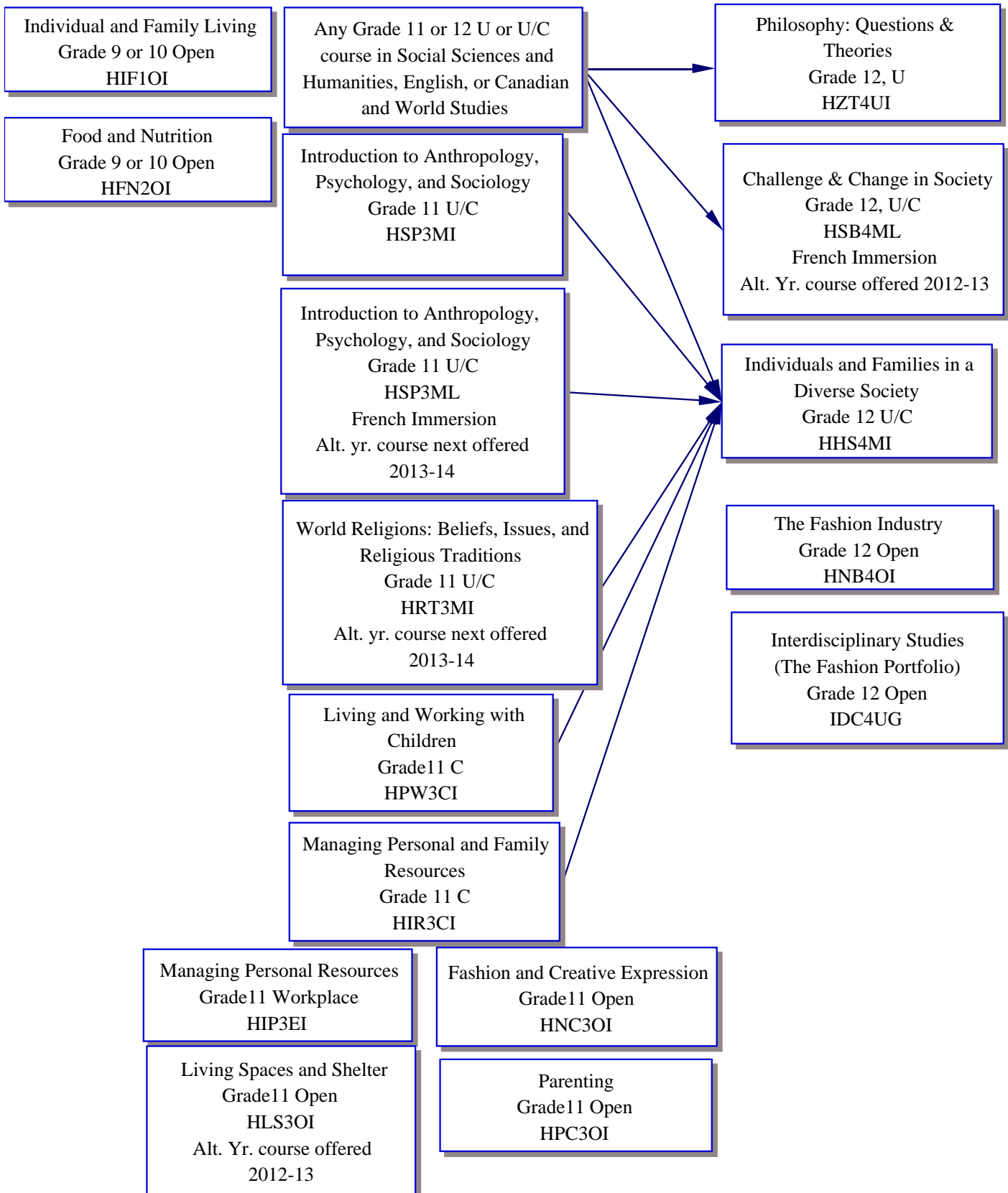
### **Physics, Grade 12, College Preparation, SPH4CI**

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

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

# **SOCIAL SCIENCES AND HUMANITIES - Family Studies**

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



**Individual and Family Living, Grade 9, Open, HIF1OI**

This course explores the challenges faced by all people: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will acquire knowledge and skills that are needed to make the transition to adulthood. Teachers will instruct students in developing interpersonal, decision-making, and practical skills related to daily life. Students will explore the functioning of families and the diversities found among families and within society.

**Food and Nutrition, Grade 10, Open, HFN2OI**

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.

**Living and Working with Children, Grade 11, College Preparation, HPW3CI**

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

**Managing Personal and Family Resources, Grade 11, College Preparation, HIR3CI**

This course explores how to use human, material, and community resources effectively, and how to make informed choices with respect to clothing purchases, finance, food and nutrition, housing, and transportation. Students will learn about the dynamics of human interaction; how to make responsible choices in their transition to post-secondary education and careers; and strategies to enable them to manage time, talent, and money effectively. This course also introduces students to skills used in researching and investigating resource management.

**Managing Personal Resources, Grade 11, Workplace Preparation, HIP3EI**

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

**Living Spaces and Shelter, Grade 11, Open, HLS3OI****Alternate year course to be offered in 2012-2013**

This course analyses how different types of living spaces and forms of shelter meet people's physical, social, emotional, and cultural needs and reflect society's values, established patterns of living, and economic and technological developments. Students will learn how to make practical decisions about where to live and how to create functional and pleasing environments, and will explore occupational opportunities related to housing and design. They will also learn skills used in researching and investigating living accommodations and housing. Focus: This course will help students wishing to enter apprenticeship, college, university courses in interior design, housing design, and construction.

**Fashion and Creative Expression, Grade 11, Open, HNC3OI**

This course explores what clothing communicates about the wearer and how it becomes a creative and entrepreneurial outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibers and fabrics; the construction, production, and marketing of clothing; and how to plan and care for a wardrobe that is appropriate for an individual's appearance, activities, employment, and lifestyle. Students will develop research skills as they explore the evolution of fashion and its relationship to society, culture, and individual psychology.

**Note: This is a core course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship, College and Workplace Pathways.**

**Parenting, Grade 11, Open, HPC3OI**

This course focuses on the skills and knowledge needed to promote the positive and healthy nurturing of children, with particular emphasis on the critical importance of the early years to human development. Students will learn how to meet the developmental needs of young children, communicate and discipline effectively, and guide early behaviour. They will have practical experiences with infants, toddlers, and preschoolers, and will learn skills in researching and investigating questions relating to parenting.

### **Individuals and Families in a Diverse Society, Grade 12, University/College Preparation, HHS4MI**

This course applies current theories and research from the disciplines of anthropology, psychology, and sociology to the study of individual development, family behaviour, intimate and parent–child relationships, and the ways in which families interact within the diverse Canadian society. Students will learn the interpersonal skills required to contribute to the well-being of families, and the investigative skills required to conduct and evaluate research about individuals and families.

**Prerequisite:** Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **The Fashion Industry, Grade 12, Open, HNB4OI**

This course provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fashion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. This course also refines students' skills used in researching and investigating various aspects of the fashion industry.

**Prerequisite:** None – *however, it is strongly recommended that students take Fashion and Creative Expression, Grade 11, Open, HNC3OI before they take The Fashion Industry, Grade 12, Open, HNB4OI*

**Note:** This is a core course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, All Pathways.

## **GENERAL SOCIAL SCIENCE**

### **Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation, HSP3MI**

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

**(HSP3ML – Equivalent course for French Immersion students. Alternate year course, next offered in 2013-2014.)**

### **World Religions: Beliefs, Issues, and Religious Traditions, Grade 11, University/College Preparation, HRT3MI**

**Alternate year course next offered in 2013-14**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

### **Challenge and Change in Society, Grade 12, University/College Preparation, HSB4ML (French Immersion)**

**Alternate year course offered in 2012-2013**

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

**Prerequisite:** Any university, university/college, or college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

**Note:** *This course is ONLY taught in French.*

### **Philosophy: Questions and Theories, Grade 12, University Preparation, HZT4UI**

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

**Prerequisite:** Any university, university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **Interdisciplinary Studies, Grade 12, Open, IDC4UG (The Fashion Portfolio)**

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

*Focus: This course will help students wishing to enter college or university courses in fashion design and construction. Students will begin to prepare the fashion portfolio needed to apply to fashion programs. Using an interdisciplinary approach, students will learn more complex sewing and construction skills, introductory pattern drafting skills, introductory illustration and design skills, and learn to tie diverse skills together in a unified whole. Students are responsible for costs associated with sewing projects and will be required to have sewing kit.*

*It is strongly recommended that students take HNB4OI prior to taking this course.*

**Note: This is a core course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University level.**

## **TECHNOLOGICAL EDUCATION**

### **Exploring Technologies, Grade 9, Open, TIJ1OI**

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

**Prerequisite: None.**

*This course uses the Exploring Technologies shop and computer lab facilities.*

*Students may select one of either TIJ1OI or TIJ1OZ, not both.*

### **Exploring Technologies, Grade 9, Open, TIJ1OZ**

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.**

*This course will focus on the use of computer technology and equipment in the computer /CAD lab facility. Students may select one of either TIJ1OI or TIJ1OZ, but not both.*

## **GRADE 9 MATHEMATICS/TECHNOLOGIES PACKAGE – ZTECM9 (2 CREDITS)**

### **Mathematics, Grade 9, Locally Developed, MAT1LI**

This course provides students who have experienced significant difficulties in mathematics an opportunity to obtain sufficient background and skill development to prepare them for the Grade 9 Applied mathematics course, the Grade 10 mathematics Locally Developed compulsory course, or the Grade 11 mathematics Workplace Preparation course. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

*This course will be taken concurrently with TIJ1OI*

### **Exploring Technologies, Grade 9, Open, TIJ1OI**

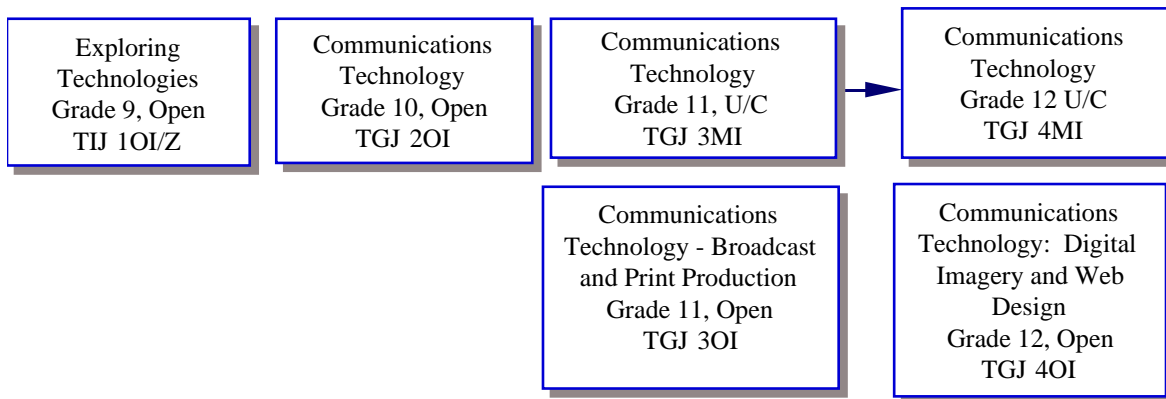
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries,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

*This course will be taken concurrently with MAT1LI*

## COMMUNICATIONS TECHNOLOGY

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

### Communications Technology



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

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

**Prerequisite: None**

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

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

**Prerequisite: None**

#### **Communications Technology: Broadcast and Print Production, Grade 11, Open, TGJ3OI**

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite: None**

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

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

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

**Note: This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, University Pathway.**

**Communications Technology: Digital Imagery and Web Design, Grade 12, Open, TGJ4OI**

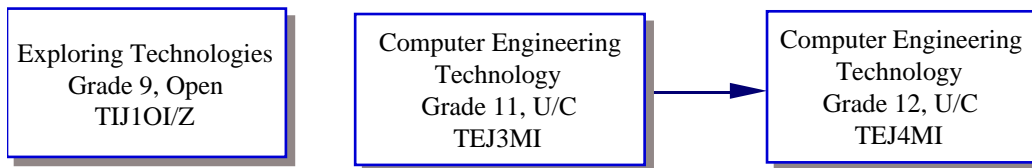
This course enables students to develop knowledge and skills in the areas of photography, digital imaging, animation, 3D modelling, and web design. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include photo galleries, digital images, animations, 3D models, and websites. Students will also expand their awareness of environmental and societal issues related to communications technology and explore postsecondary education, training, and career opportunities.

**Prerequisite: None**

**COMPUTER TECHNOLOGY**

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

**Computer Technology**



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

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

**Prerequisite: None**

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

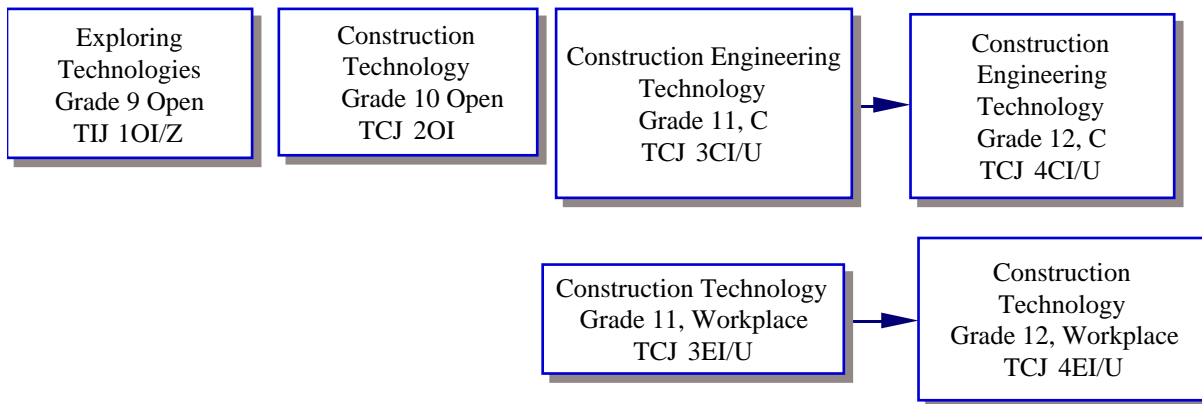
This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming,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

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

## CONSTRUCTION TECHNOLOGY

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

### Construction Technology



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

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

**Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses.*

#### **GRADE 10 MATHEMATICS/TECHNOLOGIES PACKAGE – ZTCM10 (2 CREDITS)**

##### **Mathematics, Grade 10, Locally Developed, MAT2LI**

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

**Prerequisite: Any Grade 9 math credit.**

*This course will be taken concurrently with TCJ2OI.*

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

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

*This course will be taken concurrently with MAT2LI.*

**Prerequisite: None**

**Construction Engineering Technology, Grade 11, College Preparation, TCJ3CI (Single Credit)****For the 2 Credit Package the student must select TCJ3CI and TCT3CU**

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

**Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses. Students who choose the 2 credit package will be practicing and refining their skills and knowledge in the completion of a construction project.*

**Construction Technology, Grade 11, Workplace Preparation, TCJ3EI (Single Credit)****For the 2 Credit Package the student must select TCJ3EI and TCJ3EU**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay-out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

**Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses. Students who choose the 2 credit package will be practicing and refining their skills and knowledge in the completion of a construction project.*

**Construction Engineering Technology, Grade 12, College Preparation, TCJ4CI and TCJ4CU (2 Credit Package)****Students must select both credits for this program. Select TCJ4CD on your electronic option card.**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field.

**Prerequisite: Construction Engineering Technology, Grade 11, College Preparation**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses. Students who choose the 2 credit package will be practicing and refining their skills and knowledge by completing a construction project in the community. Note: there will not be a single credit course in TCJ4CI.*

**Construction Technology, Grade 12, Workplace Preparation, TCJ4EI and TCJ4EU (2 Credit Package)****Students must select both credits for this program. Select TCJ4ED on your electronic option card.**

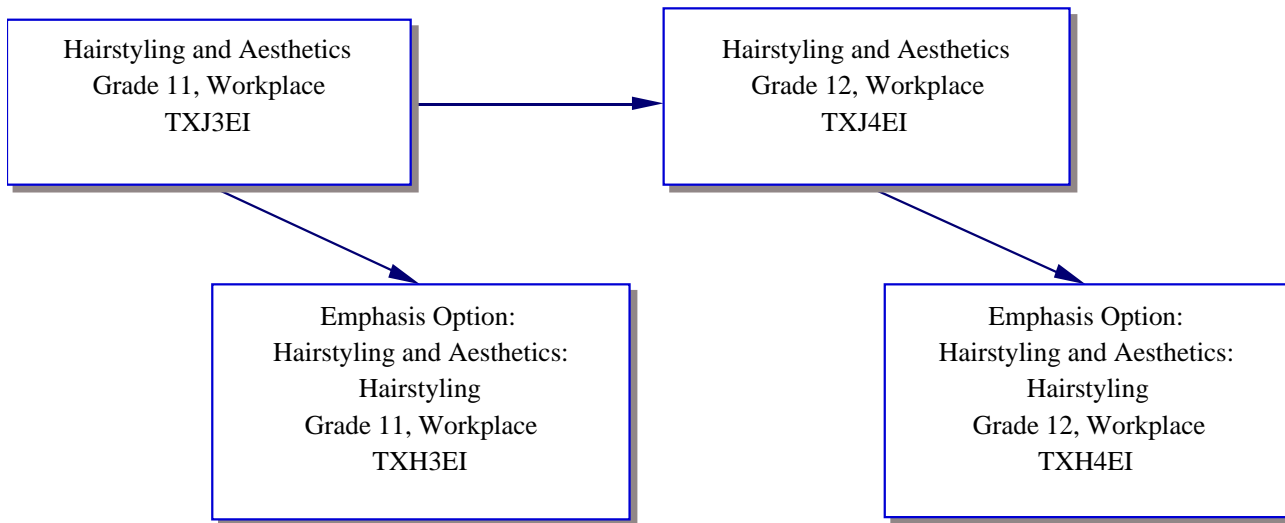
This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

**Prerequisite: Construction Technology, Grade 11, Workplace Preparation.**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects and may include work in conjunction with TDJ courses. Students who choose the 2 credit package will be practicing and refining their skills and knowledge by completing a construction project in the community. Note: there will not be a single credit course in TCJ4EI.*

## HAIRSTYLING AND AESTHETICS

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



### **Hairstyling and Aesthetics, Grade 11, Workplace Preparation, TXJ3EI**

This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions.

**Prerequisite:** None

**Note:** This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship, College and Workplace Pathways.

### **Hairstyling and Aesthetics, Grade 12, Workplace Preparation, TXJ4EI**

This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry.

**Prerequisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

**Note:** This is a mandatory course with the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Apprenticeship, College and Workplace Pathways.

### **Emphasis Options in Hairstyling and Aesthetics**

#### **Hairstyling and Aesthetics: Hairstyling, Grade 11, Workplace Preparation, TXH3EI**

This course will place emphasis on the development of hairstyling skills such as haircutting, haircolouring, and updo styling.

**Prerequisite or Co-requisite:** Hairstyling and Aesthetics, Grade 11, Workplace Preparation

**Note:** This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Workplace, Apprenticeship, and College Pathways.

#### **Hairstyling and Aesthetics: Hairstyling, Grade 12, Workplace Preparation, TXH4EI**

This course will place emphasis on the development of hairstyling skills such as haircutting, haircolouring, and updo styling.

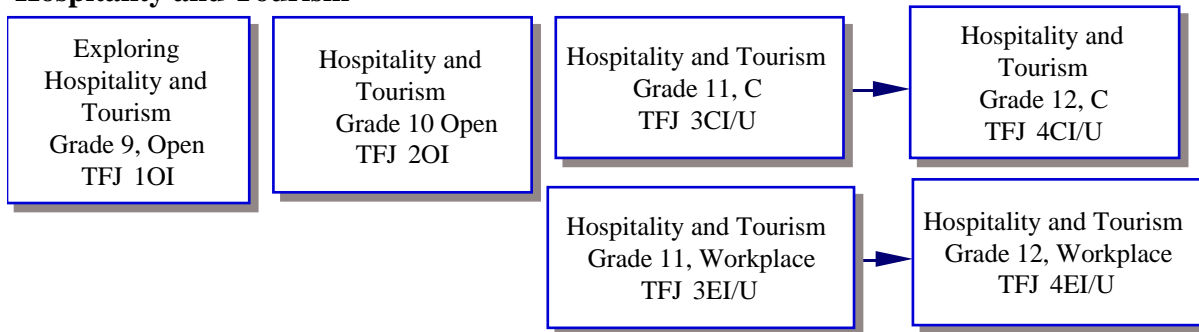
**Prerequisite or Co-requisite:** Hairstyling and Aesthetics, Grade 12, Workplace Preparation

**Note:** This is an approved course for the SHSM: Arts and Culture: Fashion, Hairstyling and Aesthetics, Workplace, Apprenticeship, and College Pathways.

## HOSPITALITY AND TOURISM

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

### Hospitality and Tourism



#### **Exploring Hospitality and Tourism, Grade 9, Open, TFJ1OI**

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field.

#### **Prerequisite: None**

This course can be taken in addition to the regular Grade 9 Integrated Technology course.

*This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month.*

#### **Hospitality and Tourism, Grade 10, Open, TFJ2OI**

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**

*This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month.*

#### **Hospitality and Tourism, Grade 11, College Preparation, TFJ3CI (Single Credit)**

#### **For the 2 Credit Package the student must select TFJ3CI and TFJ3CU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their food preparation and service skills, and knowledge. This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month. **NOTE: Students choosing the two credit option must serve lunch for 20 minutes EACH day for a week TWICE a month.***

**Hospitality and Tourism, Grade 11, Workplace Preparation, TFJ3EI (Single Credit)****For the 2 Credit Package the student must select TFJ3EI and TFJ3EU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their food preparation and service skills, and knowledge. This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month. NOTE: Students choosing the two credit option must serve lunch for 20 minutes EACH day for a week TWICE a month.*

**Hospitality and Tourism, Grade 12, Workplace Preparation, TFJ4EI (Single Credit)****For the 2 Credit Package the student must select TFJ4EI and TFJ4EU (2 Credit Package)**

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

*Students who choose the 2 credit package will be practicing and refining their food preparation and service skills, and knowledge. This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month. NOTE: Students choosing the two credit option must serve lunch for 20 minutes EACH day for a week TWICE a month.*

**Hospitality and Tourism, Grade 12, College Preparation, TFJ4CI (Single Credit)****For the 2 Credit Package the student must select TFJ4CI and TFJ4CU (2 Credit Package)**

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.

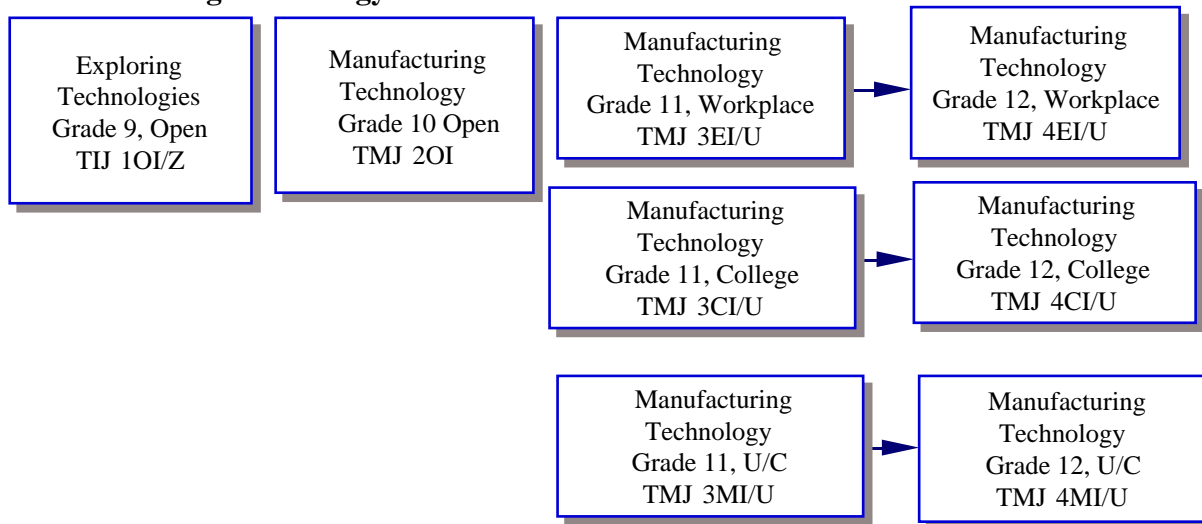
**Prerequisite: Hospitality and Tourism, Grade 11, College Preparation.**

*Students who choose the 2 credit package will be practicing and refining their food preparation and service skills, and knowledge. This is a food service course in the cafeteria. All students must serve lunch for 20 minutes each day for a week, once a month. NOTE: Students choosing the two credit option must serve lunch for 20 minutes EACH day for a week TWICE a month.*

## MANUFACTURING TECHNOLOGY

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

### Manufacturing Technology



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

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

**Prerequisite: None**

#### **Manufacturing Technology, Grade 11, College Preparation, TMJ3CI (Single Credit)**

**For the 2 Credit Package the student must select TMJ3CI and TMJ3CU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

#### **Manufacturing Technology, Grade 11, Workplace Preparation, TMJ3EI (Single Credit)**

**For the 2 Credit Package the student must select TMJ3EI and TMJ3EU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

**Manufacturing Engineering Technology, Grade 11, University/College Preparation, TMJ3MI (Single Credit)**

**For the 2 Credit Package the student must select TMJ3MI and TMJ3MU (2 Credit Package)**

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

**Prerequisite: None**

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

**Manufacturing Technology, Grade 12, College Preparation, TMJ4CI (Single Credit)**

**For the 2 Credit Package the student must select TMJ4CI and TMJ4CU (2 Credit Package)**

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

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

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

**Manufacturing Technology, Grade 12, Workplace Preparation, TMJ4EI (Single Credit)**

**For the 2 Credit Package the student must select TMJ4EI and TMJ4EU (2 Credit Package)**

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

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

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

**Manufacturing Engineering Technology, Grade 12, University/College Preparation, TMJ4MI (Single Credit)**

**For the 2 Credit Package the student must select TMJ4MI and TMJ4MU (2 Credit Package)**

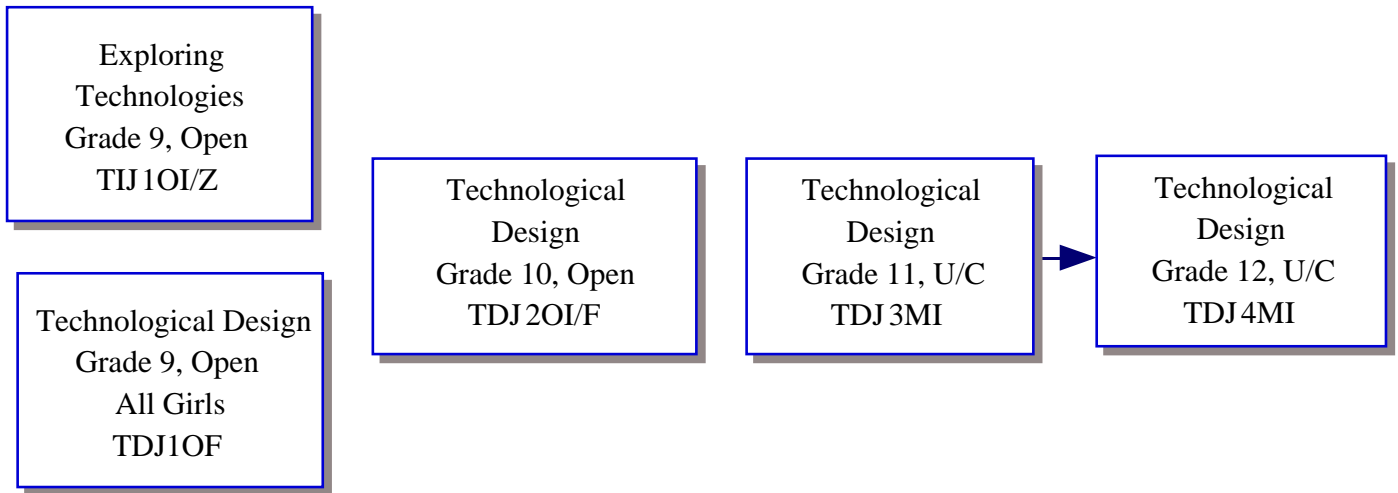
This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate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

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

*Students who choose the 2 credit package will be practicing and refining their manufacturing skills and knowledge.*

## TECHNOLOGICAL DESIGN

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



### **Technological Design, Grade 9, Open, TDJ1OI**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

#### **Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects.*

### **Technological Design, Grade 10, Open, TDJ2OI**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

#### **Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects.*

### **Technological Design for Females, Grade 10, Open, TDJ2OF**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field.

#### **Prerequisite: None**

*Female students will be exposed to a variety of technological roles in Drafting, Manufacturing and Construction. Students will be in both computer and shop environments. This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to projects. Students who successfully complete this course will have the prerequisite for senior technology courses.*

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

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

**Prerequisite: None**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to project and may include work in conjunction with TCJ courses.*

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

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

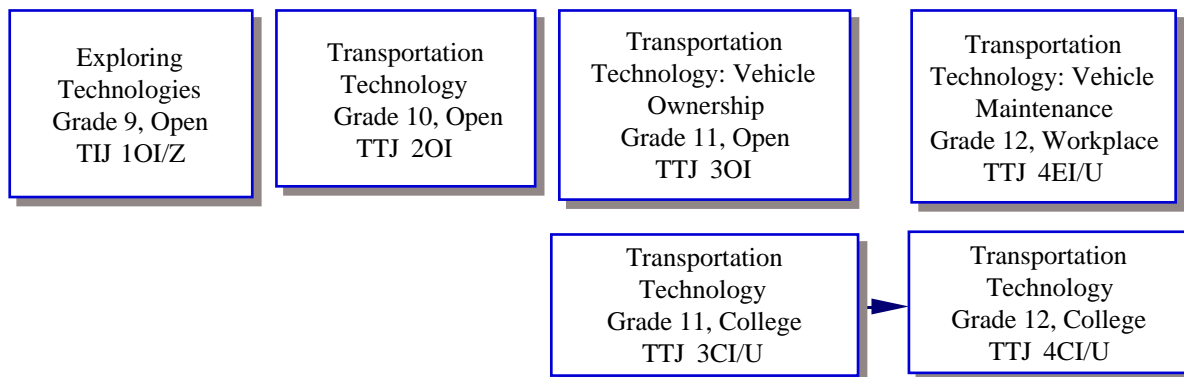
**Prerequisite: Technological Design, Grade 11, University/College Preparation**

*This course will offer exposure and opportunities to apply computer numerically controlled (CNC) technology to project and may include work in conjunction with TCJ courses.*

## **TRANSPORTATION TECHNOLOGY**

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

### **Transportation Technology**



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

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

**Prerequisite: None**

### **Transportation Technology: Vehicle Ownership, Grade 11, Open, TTJ3OI**

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**

**Transportation Technology, Grade 11, College Preparation, TTJ3CI (Single Credit)**

**For the 2 Credit Package the student must select TTJ3CI and TTJ3CU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their transportation skills and knowledge.*

**Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation, TTJ4EI (Single Credit)**

**For the 2 Credit Package the student must select TTJ4EI and TTJ4EU (2 Credit Package)**

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**

*Students who choose the 2 credit package will be practicing and refining their transportation skills and knowledge.*

**Transportation Technology, Grade 12, College Preparation, TTJ4CI (Single Credit)**

**For the 2 Credit Package the student must select TTJ4CI and TTJ4CU (2 Credit Package)**

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

**Prerequisite: Transportation Technology, College Preparation, Grade 117888**

*Students who choose the 2 credit package will be practicing and refining their transportation skills and knowledge.*

## e-Learning Ontario

## ADDENDUM

E-Learning Ontario is an essential online resource for the Ontario-funded school system, providing elementary and secondary teachers and learners with the flexibility they need to reach their goals. Through e-Learning Ontario, the Ministry of Education offers school boards alternative methods to teach Ontario's curriculum and help their students succeed.

For more information about this initiative, go to [www.elearningontario.ca](http://www.elearningontario.ca).

Bluewater will be offering 12 courses through e-Learning in the 2012/13 school year. Below is a list of the courses offered:

<b>Business Studies</b>
<b>BOH4M</b> <i>Business Leadership</i>
<b>BAT4M</b> <i>Accounting</i>
<b>Canadian &amp; World Studies</b>
<b>CHI4U</b> <i>Canadian History</i>
<b>CGF3M</b> <i>Physical Geography</i>
<b>English</b>
<b>EWC4U</b> <i>Writer's Craft</i>
<b>Interdisciplinary Studies</b>
<b>IDC4U</b> <i>Peer Tutoring</i>

<b>Mathematics</b>
<b>MCV4U</b> <i>Calculus &amp; Vectors</i>
<b>MDM4U</b> <i>Data Management</i>
<b>Science</b>
<b>SES4U</b> <i>Earth &amp; Space Science</i>
<b>SPH4U</b> <i>Physics</i>
<b>Social Sciences &amp; Humanities</b>
<b>HRT3M</b> <i>World Religions</i>
<b>HZT4U</b> <i>Philosophy</i>

\* The following course descriptions might duplicate information provided in Section B: Course Descriptions and Prerequisites \*

### **BUSINESS STUDIES**

#### **BOH4M -- *Business Leadership: Management Fundamentals***

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

**Prerequisite: None**

#### **BAT4M – *Financial Accounting***

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

**Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation**

### **CANADIAN AND WORLD STUDIES**

#### **CHI4U -- *Canada: History, Identity, and Culture***

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

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

#### **CGF3M -- *Physical Geography: Patterns, Processes and Interactions***

This course examines the major patterns of physical geography and the powerful forces that affect them. Students will investigate the dynamic nature of the earth, the evolving relationship between the planet and its people, and the factors that limit our ability to predict the changes that will occur. Students will use a wide range of geotechnologies and inquiry methods to investigate the distribution and interaction of the elements of their physical environment and to communicate their findings.

**Prerequisite: Grade 9 Geography of Canada, Academic or Applied**

### **ENGLISH**

#### **EWC4U --*The Writer's Craft***

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

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

## **INTERDISCIPLINARY STUDIES**

### **IDC4U – Peer Tutoring**

IDC4U is based on *Interdisciplinary Studies, The Ontario Curriculum, Grades 11 & 12, Ministry of Education, 2002*. It draws on content from *Business Leadership, The Ontario Curriculum, Grades 11 and 12: Business Studies, 2006*, *Leadership and Peer Support, The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2006* and *Issues in Human Growth and Development, The Ontario Curriculum, Grades 11 and 12: Social Sciences and Humanities, 2000*. This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyze historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge. It is comprised of five units, each of which has from four to eight activities (lessons and assignments).

## **MATHEMATICS**

### **MCV4U – Calculus & Vectors**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Note: Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).**

### **MDM4U – Data Management**

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

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

## **SCIENCE**

### **SES4U – Earth & Space Science**

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

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

### **SPH4U – Physics**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

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

## **SOCIAL SCIENCES AND HUMANITIES**

### **HRT3M -- World Religions: Beliefs, Issues, and Religious Traditions**

This course enables students to discover what others believe and how they live, and to appreciate their own unique heritage. Students will learn about the teachings and traditions of a variety of religions, the connections between religion and the development of civilizations, the place and function of religion in human experience, and the influence of a broad range of religions on contemporary society. This course also introduces students to skills used in researching and investigating world religions.

**Prerequisite: None**

### **HZT4U – Philosophy**

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

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

*Please see your guidance counsellor for more information.*

*2012-2013 Course Calendar Addendum*

# Glossary

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

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

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

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

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

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

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

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

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

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

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

**Exceptional Student:** A student who is defined in the Education Act as 'a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board: (a) of which the pupil is a resident pupil, (b) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education, or (c) to which the cost of education in respect of the pupil is payable by the Minister."

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

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

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

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

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

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

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

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

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

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

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

## **BLUEWATER DISTRICT SCHOOL BOARD**

### *SECONDARY SCHOOLS*

#### **Bruce Peninsula District School**

Box 178, 5 Moore Street  
Lion's Head, ON N0H 1W0  
Phone: (519) 793-3211  
Fax: (519) 370-2908

#### **Peninsula Shores District School**

115 George Street  
Warton, ON N0H 2T0  
Phone: (519) 534-2205  
Fax: (519) 370-2952

#### **Chesley District High School**

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

#### **Saugeen District Secondary School**

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

#### **Georgian Bay Secondary School**

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

#### **Walkerton District Secondary School**

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

#### **Grey Highlands Secondary School**

Box 460, 100 Toronto Road South  
Flesherton, ON N0C 1E0  
Phone: (519) 924-2721  
Fax: (519) 370-2921

#### **West Hill Secondary School**

750 9<sup>th</sup> Street W.  
Owen Sound, ON N4K 3P6  
Phone: (519) 376-6050  
Fax: (519) 370-2939

#### **John Diefenbaker Secondary School**

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

#### **Kincardine District Secondary School**

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

#### **Owen Sound Collegiate & Vocational Institute**

1550 8<sup>th</sup> Street E.  
Owen Sound, ON N4K 0A2  
Phone: (519) 376-2010  
Fax: (519) 370-2948

