

2018 - 2019 SCHOOL MANUAL

*Soaring to Excellence,
Embracing Nishinaabe Pride*

www.nbisiing.com



Aanin, Boozhoo and Welcome to Nbisiing Secondary School



Vision: Soaring to Excellence, Embracing Nishinaabe Pride

Mission:

To empower our learners through culturally grounded education to reach high levels of education that inspire and nurture each learner's unique path to mno-bmaadziwin, that is the development of the mind, body and spirit to:

- Reach their full potential
- Embrace Lifelong learning
- Live the richness of the culture and language and appreciate our Nishinaabemwin
- Be a responsible member of society

Aanin Nbisiing Debendaagziwaad,

I would like to take the opportunity to welcome back all of our Debendaagziwaad, returning Nbisiing Secondary School students and families, as well as those of you who are new to Nbisiing this year! Nipissing First Nation and Nbisiing school community is dedicated to providing students with a well-rounded Anishinaabe educational experience. There is much energy devoted to being forward-looking and striving for progress; we can never forget the importance of looking to the past and learning more about our identity as Nbisiing Anishinaabe. While students are provided with the core curriculum, additionally, students are empowered through the culture, traditions, and language of the Indigenous peoples of Nbisiing. Nbisiing provides culturally grounded academics while nourishing Anishinaabe pride, self-esteem and self-identity!

On behalf of Council, I'd like to extend our warmest wishes for a fun, successful, knowledge filled school year.

Chi-Miigwech,

A handwritten signature in black ink, appearing to read "S. McLeod".

Scott McLeod, Gimaa (Chief)

Boozhoo Kina wiya – Hello everyone
Bi-biingeyok maa Nbisiing – Welcome to Nipissing First Nation

On behalf of the Education department, we welcome you and bring greetings to all our staff, students, families and community partners. Our Education system will strive to ensure a quality of life based on the highest standards of Anishinabe intellectual, holistic knowledge that supports the preservation and on-going development of the Anishinabe. We look forward to developing and renewing relationships and supporting our Educators to achieve our Mission and Vision statement. Best Wishes for a successful year!

Nancy Allaire
Director Of Education

Aanin Carole Couillard n'dizhinikaaz. I am excited to take on the role of Principal at this amazing school and I would like to welcome you to the 2018-2019 school year. I am looking forward to continuing to work with the outstanding team of teachers and staff at Nbisiing to provide our students with the educational knowledge and skills required to thrive in their chosen pathways. Our staff is committed to partnering with the community to ensure that what and how we teach is grounded in the language, traditions and culture of Nipissing First Nation. I trust that you find an open and welcoming environment here and that you become involved in every aspect of student life at Nbisiing.

Carole Couillard
Principal

Gichi piitendaagwad bi-kinoomaagziyan omaa Anishanaabe kinoomaadii'owgamgong Nbisiing.
Aapchi ketin ka-wiidoowigoo wii-ndakendman kendaaswin. Eta ketin gegiin ji-nookiiyan ka-kwejmigoo.

Blair Beaucage
Anishnaabemwin Teacher

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NBISIING SECONDARY SCHOOL

On January 10, 2000 the students and staff moved into the new 3.3 million dollar Education and Community Complex on Nipissing First Nation. This move was the culmination of many years of hard work on the part of the Chief and Council and many dedicated members of the Nation to fulfill a dream of having their own school in the community.

The school is a provincially inspected high school offering a wide variety of high school courses with emphasis on the needs and aspirations of First Nations' students.

The school opened in a rented room in September 1995 with 18 students, one teacher, one assistant and a part-time computer instructor. Since that time we have grown to a full-time enrollment of 90 students with 11 full-time staff.

Over 300 students have graduated since the opening in 2000. Most of our graduates have gone on to be successful at the college or university level while others have successfully entered the workforce. We are proud of our past graduates who represent the future of the Nations and we are sure that our future graduates will carry on the tradition.

Nbisiing Secondary School represents the new vision of Education in the Nation with emphasis on the traditions and values passed down by the Elders as well as the hopes and dreams of the learners for the future.

Nipissing First Nation's school system will endeavour:

- to provide educational programs that effectively meet the needs of students from a variety of backgrounds;
- to provide opportunities that enable students to acquire the communication, social, financial and employment skills which they will require to successfully meet each of life's challenges;
- to create a school system and learning environment where students and staff want to excel and realize their aspirations;
- to encourage the use of a variety of instructional approaches that maximize opportunities for student growth and success;
- to provide opportunities for students to learn about new technologies and utilize same in maximizing their success in the school and employment environments.

Goals of Education for Nbisiing Secondary School

1. Acquire an understanding of and appreciation for historical and cultural aspects of the various native Canadian organizations, tribal organizations, and Band Councils.
2. Recognize the contribution made by Elders to a student's way of life and make a personal commitment to building upon and enhancing these contributions for the benefit of others.
3. Develop an inquiring mind.
4. Develop the ability to listen critically, comprehend what is being said, and communicate effectively.
5. Develop the ability to recognize and appreciate problems, to think critically, and develop appropriate solutions to problems.
6. Develop high standards of honesty, courtesy, tolerance, loyalty, kindness, and respect for different opinions and points of view.
7. Develop independence, self-reliance, and self-respect.
8. Acquire the ability to get along with others.
9. Develop an awareness of, and respect for, the natural environment and resources.
10. Develop an awareness of employment opportunities and acquire the skills and attitudes required to successfully pursue these opportunities.
11. Recognize and appreciate the importance of law and order and develop respect for the institution.
12. Learn how to use working time and leisure time appropriately.
13. Acquire an appreciation of the importance of democratic principles and practices.
14. Acquire skills in the areas of physical fitness, wise money management, recreational and leisure time use, arts and culture, and utilize the skills to derive the fullest possible enjoyment of all that life has to offer.
15. Recognize the importance of accuracy, neatness, and perseverance in face of difficulties and make these priorities in all tasks that are undertaken.

GENERAL POLICIES

Intakes: Our semestered program is designed to have student intake in September and January. Students transferring from other schools must supply a current transcript of their academic standing before registering. New registrations will not be accepted after the third week of each semester, however, transfers can be accepted throughout the year.

Registration Costs: The costs for the program for Nipissing First Nation members are covered by the Education Department. Tuition agreements with the provincial school board are in place for Non-Band Members and Non-Native students. All students are welcome.

Course Load:

Students must take a minimum of 3 courses to be classified as a full time student. Students taking less than 3 courses are considered part-time and as such may not be eligible for funding. There is resource centre for homework for students who have a study period. Grade 12 students who may require less than 4 credits to graduate are encouraged to take a course in some other area to broaden their knowledge base.

Changing Courses

Courses may only be changed up to two weeks after the beginning of each semester. Below is the process by which a student must follow for the course change to occur. All Course Changes must be reviewed by the Vice Principal.

1. The student must first see the Student Success Teacher to attain a "Course Change" form and fill in the following:
 - a) Name of student
 - b) Current Course
 - c) Course Desired
 - d) Reason for wanting to change the Course
 - e) Teacher's signature of original course
 - f) Teacher's signature of new course
2. The form will then be returned to the main office. The Vice Principal will review the form and then get the approval of the Principal once it has been verified that the changes meet Graduation Requirements for that student.

CHARACTER DEVELOPMENT

Being a valued and respected member of a community requires students to learn and develop the necessary and important skills and traits that accompany this goal. Nipissing Secondary School has developed a system, which promotes a positive character amongst its First Nation's students. Our School Code of Conduct reflects the Seven Grandfather Teachings the Education Act of Ontario:

The otter received his instructions from seven grandfathers and paid attention to each detail. Finally, the otter and boy set off on their long journey. The boy had been given a huge bundle to take to his people from the Seven Grandfathers. "Ni-gig," and the boy took turns carrying the bundle. Along the way, they stopped seven times. At each stop a spirit came and told the boy the meaning of one of the seven gifts that were given to him out of the vessel of the Grandfathers

The Seven Grandfather Teachings Guide our Code of Conduct:

Gchi-kendaaswin –nji-kendmaang ni Kendaaswin -- Wisdom

To cherish knowledge is to know wisdom. Wisdom is given by the Creator to be used for the good of the people. Each student will endeavor to achieve to the best of their abilities. Students will come to school prepared, on time and ready to learn. They will take pride in the wisdom Nbisiing has to offer.

Zaagidwin –nji-kendmang minwendiwin -- Love

Love must be unconditional. To know love is to know peace. Each student will ensure that they demonstrate care and understanding for all students, staff and guests of Nbisiing Secondary School.

Gchi-piitendmowin –nji-kendmang nji-naagdawendiyang -- Respect

To honour all of creation is to have Respect. You must give respect if you wish to be respected. Each student will demonstrate respect for Elders, their school, the environment, the staff, and their peers. This includes self-respect in the way we dress and in the way we treat our physical selves. Students will respect the learning environment of all students including the facilities and equipment that belong to their school. Ultimately, we must respect Mother Earth for it is she who provides for us.

Zoongde'ewin –nji-kendmang mshkawi-zoongaabwiyand – Bravery

Bravery is to face the foe with integrity. Each student will demonstrate personal integrity in all aspects of the school environment and accept responsibility for their own actions. They will show bravery by speaking in a positive way and demonstrating commitment to their educational goals.

Debwewin –wewena nji-gnoonag wii ji-bmaadiz --Honesty

Honesty is facing a situation and to be brave. Always be honest in word and action. Each student must demonstrate honesty in words and actions. They will make an honest effort to complete all assignments as well as show accountability for their actions and to try their best at all they do to take ownership of their education.

Bekaadziwin –nji-kendmang Mno-Nishnaabe Naadziwin –Humility

Humility is to know yourself as a sacred part of creation. You are equal to others, but you are not better. Know yourself as a sacred part of creation. Each student will recognize that they are part of a larger community and that the community's needs are as important as their personal needs. Appreciate how others are affected by what we say and do.

Debwewin –wewena nji-na waabmag wiiji- maadiz –Truth

Truth is to know all these things. Speak the truth. Each student will be truthful with themselves and will take responsibility for their actions. We will strive to be the best we can be and continue on the path to mno-bmaadziwin.

The spirit taught the boy that for each gift there was an opposite, as evil is the opposite of good. He would have to be careful to instruct his people in the right way to use each gift.

These teachings are the foundation upon which all members of Nbisiing's family will conduct themselves amongst each other and the larger community of Nipissing First Nation. Research has shown that character development and greater student engagement in the life of the school is closely related to academic achievement.

****A detailed school Code of Conduct is given to all students when they register.***

Attendance: Absences and lates are recorded by each teacher in each class through FNOSR, our Student Information System. Attendance emails are sent home at the end of each day to the email address provided by the parent/guardian on the registration form. Attendance is recorded on all midterm and final report cards. Parents of students under 18 years of age are also sent copies of all reports. Regular attendance reports can be sent to outside agencies if the student is funded or if the agency has obtained a release of information from the student or, if the student is under the age of 18, the student's parents/guardians.

Absenteeism: The purpose of this framework is to provide a clearly defined strategy to assist students and parents/guardians in recognising the importance of maintaining regular attendance. The focus of phone calls and meetings will be to determine options/solutions to i) change student behaviour towards absenteeism and ii) assist student in completing work to allow opportunity to achieve success in the course.

It is a requirement that students remain in secondary school until the student reaches the age of 18 or obtained an Ontario Secondary School Diploma.

Absent	Office	Teacher	Administration
1 day	Call and/or email home. Record response.		
3 consecutive days	Continue to send daily attendance notification email daily. ↓	Describe the work that the student has missed when requested by student.	Principal and Vice Principal are notified and may call home.
10 days	↓	Review possible options to assist student in developing better attendance Call parent/guardian	Principal or Vice Principal will meet with student and a written letter will be sent home.
15 days	↓	Call parent/guardian	Principal or Vice Principal meet with parent/guardian and student to explore solutions.
20 days	↓	Meeting with student, parent/guardian and principal regarding alternatives.	Principal or Vice Principal meeting with student, parent/guardian regarding alternatives.
25 days	↓	Courses are in jeopardy.	Principal- phone call and letter to parent/guardian.
30 days			Principal - Possible removal from courses. Call home and letter to parent.

- It is the responsibility of the student to obtain missed assignments during their own time.
- *Keep in mind that attending regularly is vital to a student's education. Higher success rates are a direct result of attendance.*

- ***It is a parent's responsibility to ensure that their children are at school as mandated in the Education Act.***

Harassment: Students and staff can expect to learn and work in an environment which is free from physical or verbal abuse. Anyone who engages in physical violence; or physical or verbal intimidation will be suspended and, depending on the severity of the incident, may be subject to a police investigation.

Lock Down: Staff, students and visitors have the right to learn, work and be present in a safe and secure environment. However, the possibility of an incident of violence is a reality which cannot be overlooked. We at Nbsiing are committed to providing a safe environment. For this reason, we will have two "lockdown" practices during the school year. **Please note that for the safety of staff and students, all entrance doors except the entrance at the main office will be kept locked during school hours.**

Fire Drills: There is a minimum of six fire drills per year at Nbsiing. Students must ensure they have appropriate footwear at all times. Students are not permitted to go to their locker during a fire drill and must exit the building following the fire drill procedures posted in every classroom.

Drug and Alcohol Use: Anyone suspected of, or caught using drugs or alcohol during any school sanctioned event, supplying or carrying drugs or alcohol on school property will be subject to suspension or expulsion depending on the seriousness of the offense. Locker searches will be conducted at random times during the school year and anyone caught with drugs, alcohol or weapons will be suspended and subject to a police investigation.

Smoking Policy in Brief

"When tobacco is burned the smoke rises, which provides a link to all the spirits beyond the sky. Tobacco in its original form had both honour and purpose." E Benedict

Research has conclusively proven the negative health effects of tobacco abuse and exposure. It is also recognized that youth are influenced by the behaviours of others towards tobacco use. The Nbsiing Secondary School Tobacco Policy aims to protect all teachers, staff, students and visitors from the adverse health effects of commercial tobacco. **It applies to everyone on school property.**

The use of commercial tobacco products are prohibited on school property. (except in the designated area) Tobacco products include, but are not limited to, cigarettes, cigarillos, snus, chew, plug, snuff, vaping or dip. It is expected that students will respect existing tobacco by-laws and restrictions during school-sponsored events off school property.

The Use of Tobacco for Ceremonial Purposes

Tobacco or *semaa* is a gift from the Creator and is used by Anishinaabek people as a way of connecting to the Creator during ceremonies and prayers. Tobacco is also used as an offering indicating the desire for a reciprocal relationship. In respecting this gift from the Creator, the use of tobacco for traditional ceremonies will be allowed on Nbsiing Secondary School property.

Note: Students who choose to leave school property are not supervised. The staff at Nbisiing is not responsible for any student who is off school property at any time for any reason.

Bussing: Nipissing First Nation provides bus service for students. The students are expected to follow the rules instituted by the Nation for the safe transportation of all students. Any breach of these rules may result in the loss of school bus privileges for a student. Nbisiing Bus Lines provide a regular bus route. Students outside our regular bus route must make arrangements for getting to school on their own. **For bussing information contact Nbisiing Bus Lines at 705-753-6995.**

Dress: As per the Seven Grandfather teachers, students are required to show respect for themselves and others by dressing appropriately. Students are expected to wear appropriate clothing in the school and on school functions. Any clothing which encourages violence, drug/alcohol use, profane language, racial intolerance, or is too revealing will not be permitted. Any student wearing such clothing will be asked to cover it up or leave the school.

Cell Phones: Cell phones are to be **turned off** and **out of sight** during class time, however may be used for class work at the **teacher's discretion**.

SCHOOL ACTIVITIES

Extra-curricular Activities: Students are encouraged to participate in extracurricular activities during their lunch hour and in the evening. There are a variety of activities available during the lunch hour, in particular, intramural sports and music. The school is open for various sports and cultural activities in the evening which students and community members participate in. Late Night transportation is provided for school organized activities. Parents and students are welcomed to volunteer with the organization of activities.

Student Council: The student council is **student directed**. Council is encouraged to organize a variety of student activities during the year, including the Winter Carnival and school dances.

School Support Services

- All classrooms are equipped with Smartboards.
- Apple laptops and Google Chromebooks are available in each classroom for student use.
- Google based programs are used in the classrooms
- The resource room is equipped with up to date resources for research including Aboriginal books and magazines.
- The **Student Success Teacher, Special Education Teacher, Graduation Coach, Cultural Teacher** and **Wellness Lead** provide guidance and support for students to achieve their academic, career and personal wellness goals.

Alternative Ways of Earning Credits

The Independent Learning Centre (Correspondence Courses)

Nbising does not offer correspondence courses that are offered by the Independent Learning Centre however information can be found at ILC.org. Secondary school credit courses continue to be available through the Independent Learning Centre. Information about eligibility, enrolment procedures, and course offerings as they relate to the existing diploma requirements may be found in the current edition of the *Independent Learning Centre Student Guide*. Courses online can be found at www.ontario.ca/elearning.

External Courses in Music ☐The Principal of a secondary school can recognize music certificates earned by students outside the school toward the diploma requirements to a maximum of two credits. A maximum of one of these two credits could be recognized as a Grade 12 Series 3 credit. Additional music credits earned in the school could be counted toward the secondary school graduation diploma (total in-school music credits to include a maximum of one Grade 12 Series 3 credit). ☐A list of music certificates recognized for credits would be issued with the final policy document. It is anticipated that in future a provincial policy on prior learning assessment in secondary school education would be issued and when implemented, would reflect the policy above.

Other Ways of Meeting Diploma Requirements ☐Students could earn credits toward the Ontario secondary school diploma in a variety of alternative ways. These include:

- correspondence courses offered by the Independent Learning Centre;
- prior learning assessment;
- independent study;
- private study;
- continuing education;
- private school

Schedule #1 – Regular Day

1 st period	8:50 – 10:10
Transition	10:10 – 10:15
2 nd period	10:15 – 11:35
Lunch	11:35 – 12:35
3 rd period	12:35 – 1:55
Transition	1:55 – 2:00
4 th period	2:00 – 3:20

Schedule #2: Wiigwaam Days

1 st period	9:00 - 10:00
Transition	10:00 - 10:05
2 nd period	10:05 - 11:05
Transition	11:05 - 11:10
3 rd period	11:10 - 12:10
Lunch	12:10 - 1:10
4 th period	1:10 - 2:10

Transition	2:10 - 2:15
5 th period	2:15 - 3:15

DIPLOMA REQUIREMENTS The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavours.

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 course 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

PLUS: 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 of Groups 1, 2, or 3.

Definition of a Credit: A credit is the recognition of the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the principal of the school on behalf of the Minister of Education.

Credit Evaluation: All credit courses are evaluated on the basis of 70% term work, test results, and 30% is based on the final exam or culminating activity.

Community Involvement: Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community. Please contact the main office for more detailed information and procedures for completing this graduation requirement and note that community hours must be completed and submitted to the office before May 1st of each school year.

Following is a list of eligible activities for Community Involvement. An event/activity/program:

- designed to be of benefit to the community such as a Powwow
- to support not-for-profit agencies, institutions or foundations
- structured to promote tutoring, mentoring, coaching whose purpose is to assist others
- that supports work of a global nature
- that promotes environmental awareness
- that promotes and contributes to the health and well-being of any group, including school-based activities
- affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community
- Ineligible activities are those for which a student is paid for, earn a credit for, job shadowing, school sports, community service programs etc.

Ontario Literacy Test: All students must successfully complete the provincial secondary school literacy test (OSSLT) in order to earn a secondary school diploma. Students will take the literacy test when they are in Grade 10. The test is based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English or French).

Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course, Grade 12 (OLC4O). This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the OSSLT. Students who complete the course successfully will meet the provincial literacy requirement for graduation. (Students who have already met the literacy requirement for

graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Deferrals: Students who have not yet acquired the necessary level of proficiency to pass the test will be allowed to defer writing until they have acquired the skills necessary to be successful. The deferral may be requested by the parent, an adult student or may be recommended by the principal.

Exemptions: If a student is not working toward a Secondary School Diploma he or she may, with parental consent and the principal's approval be exempted from writing the literacy test. Students who are exempted from writing the literacy test are NOT eligible to receive a Secondary School Diploma. If, at a later date, the student wished to achieve a Secondary School Diploma she or he will be required to pass the test.

Requirements for Ontario Literacy Course (OSSLC)

Revisions (2004), (2009), allow students who failed the OSSLT only once to take the OSSLC, at the principal's discretion.

- Mature students may enroll in the OSSLC without having attempted and failed the course.
- OSSLC may be offered at the grade 11 level (OLC30) or the grade 12 level (OLC40)
- If accommodations required in a student's IEP are unavailable on the day of the OSSLT is administered, the students may enroll directly in the OSSLC.
- Stipulates that students may not challenge the OSSLC for credit.

Note: For more information about the Ontario Secondary Literacy Course, please refer to our Courses Offered section at the end of this manual or the Ministry of Education website.

Graduate Expectations: I am...Nda'aw

- ★ A loving, caring member who contributes to family, school and community.
- ★ A brave self-directed, responsible, lifelong learner who develops and demonstrates my own gifts.
- ★ An honest reflective, creative and holistic thinker.
- ★ A truthful effective communicator.
- ★ A collaborative, critical thinker who seeks knowledge and wisdom and respects the rights and opinions of all.
- ★ A responsible and humble member of the circle, promoting wellness, justice and sacredness of human life and dignity.

Definition of Types of courses:

Three types of courses are offered in Grade 9 and 10.

- **Academic** - courses emphasize theory and abstract problems
- **Applied** - courses focus on practical applications and concrete examples
- **Open** - courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

Grade 9: Courses are designed to build the students' skills and knowledge. In Grade 9 the courses of study prepares students for Grades 10, 11 and 12. In subjects such as Healthy Active Living, the Arts, Technological Education, Business and First Nation Language and Culture all students will take the same type or stream of course called an OPEN course. In the other areas students will choose to study in either the Academic and Applied stream. Academic and Applied courses are intended to give students an opportunity to experience two different ways of learning: academic courses draw more heavily on theory and abstract problem solving; while applied courses focus on practical applications and concrete examples.

Grade 10: Courses prepare students for specific types of courses in grades 11 and 12 that lead to destinations students will want to pursue when they leave secondary school – go to university or college, enter an apprenticeship or find a job. Students will need to take courses in Grade 10 that will allow them to enter the course streams in Grade 11 or 12 designed for a particular destination (University or College or workplace). A student may take different streams in different courses depending upon their interests, goals and learning styles.

The Student Success team is available to assist students and their parents/guardian in selecting courses most suited to the students' interests and goals.

Five types of courses offered in Grade 11 and 12:

- **University Preparation Course:** These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university.
- **University/College Preparation Course:** These courses include content that is relevant to both university and college. These courses are designed to equip students with the skills and knowledge they need to meet the entrance requirements for specific university and college programs.
- **College Preparation Course:** These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **Workplace Preparation Course:** These courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or entry into apprenticeship programs and other programs offered in the community.
- **Open Course:** These courses are designed to provide students with a broad educational based that will enhance their lives and prepared them to be productive members of society.

SECONDARY SCHOOL CERTIFICATE

An 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:

Mandatory Credits (7):

- 2 credits in English
- 1 credit in Canadian Geography
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health & Physical Education
- 1 credit in the Arts or Technological Education

Optional Credits (7):

- In addition to the mandatory credits, students must complete 7 **additional** credits from available courses. They may choose which credits from the options available but taking these 7 credits is **not** optional.

THE CERTIFICATE OF ACCOMPLISHMENT

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. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an I.E.P, a copy of the I.E.P may be included.

Students who return to school to complete additional credits and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment.

The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Compulsory Course Substitution Policy

In order to allow flexibility in designing a students program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using other courses offered by the school that meet the requirements for compulsory credits.

To meet individual student needs, the principal may replace up to three compulsory courses with three other courses that meet the compulsory requirements.

If a parent or adult requests a substitution, the principal will determine whether or not the substitution should be made. The decision will be made in consultation with the parent, adult student, and appropriate school staff. The principal may also initiate consideration for a substitution if he or she believes it will be in the students' best interest. If the parent or adult student disagrees with the decision of the principal they have the right to appeal the decision to the school's supervisory officer. The principal will be willing to discuss substitutions at anytime during the school year. All substitutions will be noted on the student's transcript.

PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

Prior Learning Assessment and Recognition (P.L.A.R.) is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectation outline in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The P.L.A.R. process involves two components: "challenge" and "equivalency"

Challenge for Credit:

Students may obtain credits towards the secondary school diploma (O.S.S.D.) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. Students may "challenge" a specific course for credit if they can provide evidence indicating a likelihood of success.

A student who believes that he or she possesses the full range of knowledge and skills for a Grade 10, Grade 11 or Grade 12 course in the school course calendar should contact the principal. The student should be prepared to provide reasonable evidence for success in the challenge process (e.g. a portfolio, documentation of related course work, recommendation of a teacher, etc) The student will be required to demonstrate achievement of the course expectations through formal tests and other assessment strategies. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses with no more than (2) two in one subject area. Transfer courses, co-op education and locally developed courses are not eligible for challenge.

All credits granted through the P.L.A.R. process- that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

The principal will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student through the equivalency process at the discretion of the principal, following individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

1. They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
2. They may present education and/or training credentials and/or other appropriate documentation for assessment through the equivalency process; or
3. They may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the necessary courses at a secondary school, through correspondence, or through any of the alternative ways described in section 6.8 of the O.S.S. document. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the O.S.S.D.

For all necessary forms and additional information about this process, PLAR information can be made available in the main office.

NOTE: The individual student is responsible for initiating the challenge process and for satisfying all of the requirements, and parental approval before applying to challenge for credit for a course is necessary for all students who are under the age of eighteen. The challenge process must start before the end of September for semester one or the end of February for semester two.

Equivalency Credits:

The Principal will grant Equivalency Credits to students from non-inspected private schools or students from schools outside Ontario following the provincial guide in Appendix 8 Ontario Secondary Schools Grade 9 to 12 Program and Diploma Requirements 1999. Appendix 8 will serve as the guide to determine;

- a) the total credit equivalency of the students background for placement purposes and
- b) the number of credits, including compulsory credits, that the student must earn to qualify for the Ontario Secondary School Diploma under O.S.S.

Assessment, Evaluation, and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement 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 the secondary curriculum policy documents. All assessment and evaluation are based on the **Growing Success** document available on the **Ministry of Education** website.

Reporting on Achievement of Curriculum Expectations

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. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every 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 in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent 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, across all four categories of knowledge and skills.

Reporting on Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students’ achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, should not be considered in the determination of percentage grades.

Examinations

Nbisiing Secondary School conducts 2 sets of evaluations during each semester:

Midterm: These exams are held at the end of 1st term of each semester (November and April). They are scheduled during the course of a regular school day.

Final: These exams are held at specified times and dates at the end of each semester (January and June). Examinations will be rescheduled in the case of school transportation being cancelled due to inclement weather.

Course Reports:

1st Interim report: This report is issued during the 5th week of a semester showing progress over first 4 weeks of the semester. There are no marks assigned on this report. It is however, an indication of how the individual is progressing in relation to attendance, assignment completion, and general work habits. The report is intended as a reflection of potential areas of concern which should be addressed immediately.

Mid-term report: This report is issued at the halfway point of the semester (Mid-November and mid-April). The marks assigned reflect the overall progress of individual based on classroom assessments and formative and summative evaluations.

2nd Interim report: This report is issued 4 weeks after the mid-term and again reflects how the individual has progressed since the mid-term. This is designed to show whether there has been improvement or perhaps a decline in student’s work since the mid-term only. Again there are no marks assigned on this report.

Semester Final: This report will indicate clearly whether or not the individual has successfully completed the course requirements for the issuance of the credit.

ACCESS TO ONTARIO SCHOOL RECORDS ----O.S.R.'s: All students O.S.R.'s are kept in the office. O.S.R.'s are accessible to the student and their parents. The parent of a student has the right to access their student's O.S.R., until the student becomes an adult (age eighteen). Under legislation the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare. Students and parents are requested to give the school notice when they wish to access the O.S.R. so that a private area may be arranged.

Full Disclosure Policy Grades 11 and 12:

The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcripts (O.S.T). Any Grade 11 or 12 course completed, dropped or failed will appear on the student transcript along with the marks earned in the program.

If a student withdraws from a course after 5 instructional days following the issue of the mid-term report card in our school the withdrawal is recorded on the Ontario Student Transcript as a "W" in the credit column. Full disclosure does not apply to students in Grade 9 or 10.

Student Transfer to Other Schools: Students who transfer to another school at the end of a semester are not able to carry an incomplete. Official transcripts show actual marks of completed credits at the intermediate (9-10) level. Actual marks for all courses taken are shown at senior (11-12) level. This includes both passes and failures. (See Full Disclosure Policy)

Guidance and Career Planning: Guidance and career planning at the secondary level is a continuation of a process which begins in Grade 7. Students continue with their Annual Education Plan in conjunction with their staff liaison and with their parents if appropriate.

Individual Pathway Plan: Starting in Grade 7 students will document their learning in education and career/life planning in a web-based Individual Pathway Plan (IPP). The IPP is the primary planning tool for students as they move through the grades towards their initial post-secondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of resources that will assist them in planning. Students are responsible for establishing and maintaining their Individual Pathway Plans. All IPPs will be created on the first day of school and will be updated at the beginning of every semester by individual students.

Individual Education Plan: An I.E.P. identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate programs and services. It will also identify the methods by which the student's progress will be reviewed. An I.E.P. is not mandatory but can provide the student, parents/guardians and staff with a clearly identifiable program to assist any student who may be experiencing problems within the school.

Individual Education Plans are drawn up through consultation with the parents/guardians, the student and the staff. These plans are reviewed with all parties on a regular basis and adjusted as required. A copy of the I.E.P. will be given to parents/guardians so that they become a part of the process.

Post Secondary: Services are available to provide guidance in planning both the secondary and post-secondary programs based on interests and abilities. Students who are graduating in the current scholastic year should contact the main office for specific information regarding University and College applications. Assistance is available for students completing the necessary paperwork required by post-secondary institutions.

University and College course calendars are located in front of the Resource Room. Students are encouraged to read through these documents and to meet with the Graduation Coach to help organise their post-secondary plans.

Co-operative Education: The cooperative education course consists of a classroom component and a placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work placement;

- 1) provides sufficient time and various opportunities at the placement to enable the student to apply and further develop the knowledge and skills acquired in the related course
- 2) provide opportunities for the student to integrate the learning acquired in school and at the placement.

Ontario Youth Apprenticeship Program (O.Y.A.P):

The Ontario Youth Apprenticeship Program (OYAP) opens the door to apprenticeship in a wide range of exciting careers. If you are entering Grade 11 and are at least 16 years old, you can work towards a career in a skilled trade as a registered apprentice, and eventually a certified skilled worker or journeyperson, while you complete your Ontario Secondary School Diploma.

OYAP helps young people obtain placements in 130 skilled trades that can be learned through apprenticeship training. Students register as apprentices and begin their formal apprenticeship training while they are still in school. With both a diploma and the skills to get the job done when they graduate, these students have a big head start.

After being hired, many apprentices will, because of their skills, be asked to train new apprentices, or will find opportunities to manage operations, start their own businesses, or use their experience as a base for technological or engineering studies at a college or university.

For more information regarding the Co-operative Education, Dual Credits and the O.Y.A.P program, please contact John Chowns in the Co-op office.

Dual Credit Program:

With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary diploma, degree, or apprenticeship certification.

Currently, Nbisiing Secondary School is part of the Nipissing and Area's School/College/Work Initiative, which allows our students to enroll within dual credit programs being piloted in the region. Teachers and professors participating in the pilot report that students are more engaged in their studies and have dramatically improved their academic achievement with the dual credit model.

CURRICULUM

Crossover Material: Students in Grade 9 can move from Academic to Applied and applied to Academic at the Grade 10 level. The Ministry of Education has produced crossover material online which is designed to assist the students in making the transition between the two areas. This material is not mandatory but it is recommended that students take these programs to ensure success after transferring. These packages of crossover materials are designed as independent self directed modules.

Transfer Courses Grade 11 and 12: Students can switch course streams in Grade 11 or 12. In order to do so, the student will be required to take a transfer course. A transfer course does have credit value associated with the amount of time required to cover the material to prepare you for the work in the subject area in a different stream. (For example, a transfer course that requires 55 hours of instructional time would be worth .5 credits and would be counted towards the required 30 credits for a diploma). Transfer courses are determined by Ministry of Education and are available. These courses are NOT remedial instruction; they are designed to prepare students to meet the expectations of a different type of course.

Course Code Explanation:

The first 3 letters are the course abbreviation.

The 4th letter or number indicates the year

The last letter indicates the type of course.

Grade 9 & 10 D - indicates Academic

P – indicates Applied

O – indicates Open

Grade 11 & 12 U – indicates University preparation

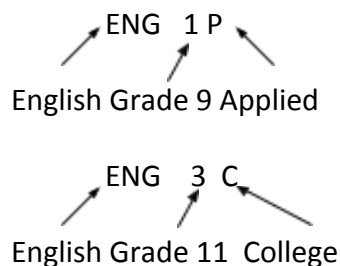
C – indicates College preparation

M – indicates University/College preparation

E – indicates Workplace preparation

O – indicates Open courses – open to all student levels

Example: English



COURSE AND COURSE DESCRIPTIONS

THE ARTS

Music AMI10 1 Credit

Grade 9 Open

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

Prerequisite: None

Music AMI20 1 Credit

Grade 10 Open

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

Prerequisite: None

Music AMP20 1 Credit

Grade 10 Open

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

Prerequisite: None

Music AMP30 1 Credit

Grade 11 Open

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

Prerequisite: None

Music AVI10 1 Credit

Grade 9 Open

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

creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

<u>Visual Arts</u>	<u>AVI2O</u>	<u>1 Credit</u>
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Grade 10 Open

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

Prerequisite: None

<u>Visual Arts</u>	<u>AVI3O</u>	<u>1 Credit</u>
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Grade 11 Open

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

Prerequisite: None

BUSINESS STUDIES

<u>Business Leadership: Management Fundamentals</u>	<u>BOH4M</u>	<u>1 Credit</u>
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Grade 12, University/College Preparation

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

CANADIAN AND WORLD STUDIES

<u>Geography of Canada</u>	<u>CGC1D</u>	<u>1 Credit</u>
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Grade 9 Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

<u>Geography of Canada</u>	<u>CGC1P</u>	<u>1 Credit</u>
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Grade 9 Applied

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

Canadian History Since World War I CHC2D 1 Credit

Grade 10 Academic

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

Prerequisite: None

Canadian History Since World War I CHC2P 1 Credit

Grade 10 Applied

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

Prerequisite: None

Civics CHV2O 0.5 Credit

Grade 10 Open

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

Prerequisite: None

Understanding Canadian Law CLU3M 1 Credit

Grade 11 University/College

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 Since World War I, Grade 10, Academic or Applied

Travel and Tourism: A Geographic Perspective CGG3O 1 Credit

Grade 11 Open

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

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

ENGLISH

English ENG1D 1 Credit

Grade 9 Academic

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.

Prerequisite: None

English ENG1P 1 Credit

Grade 9 Applied

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

Prerequisite: None

English ENG2D 1 Credit

Grade 10 Academic

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 ENG2P 1 Credit

Grade 10 Applied

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

Prerequisite: English, Grade 9, Academic or Applied

English ENG3U 1 Credit

Grade 11 University

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	ENG3C	1 Credit
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Grade 11 College

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	ENG4U	1 Credit
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Grade 12 University

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

English	ENG4C	1 Credit
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Grade 12 College

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

English: Ontario Secondary School Literacy Course	OLC3O	1 Credit
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Grade 11 Open

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 requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

English: Ontario Secondary School Literacy Course	OLC4O	1 Credit
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Grade 12 Open

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 requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including

summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

ENGLISH LITERACY DEVELOPMENT

English Literacy Development ELDEO Level 5 1 Credit

Open

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1: Skills for Success in Secondary School GLS10 1 Credit

Grade 9 Open

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: None

Advanced Strategies: Skills for Success After Secondary School GLS10 1 Credit

Grade 11 Open

Advanced Learning Strategies: Skills for Success After Secondary School, (GLE30) Grade 11, Open 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 principal

Career Studies GLC20 0.5 Credit

Grade 10 Open

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

Prerequisite: None

Designing Your Future GWL30 1 Credit

Grade 11 Open

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect

success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Leadership and Peer Support GPP30 1 Credit

Grade 11, Open

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

Prerequisite: None

Co-operative Education Senior Level 2 or 4 Credits

A planned learning experience for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine knowledge and skills acquired in a related curriculum course or locally developed course.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education PPL10 1 Credit

Grade 9 Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education PPL30 1 Credit

Grade 11 Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education PPL40 1 Credit

Grade 12 Open

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

Prerequisite: None

MATHEMATICS

Principles of Mathematics MPM1D 1 Credit

Grade 9 Academic

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. 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.

Prerequisite: None

Foundation of Mathematics MFM1P 1 Credit

Grade 9 Applied

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.

Prerequisite: None

Principles of Mathematics MPM2D 1 Credit

Grade 10 Academic

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: Grade 9 Mathematics, Academic or Applied

Foundations of Mathematics MFM2P 1 Credit

Grade 10 Applied

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: Grade 9 Mathematics, Academic or Applied

Functions MCR3U 1 Credit

Grade 11 University

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

Foundations of College Mathematics MBF3C 1 Credit

Grade 11 College

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; 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 & Everyday Life MEL3E 1 Credit

Grade 11, Workplace

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

Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a Grade 10 Mathematics LDCC (locally developed compulsory credit) course

Foundations of College Mathematics MHF4U 1 Credit

Grade 12, University

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining 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 taking the Calculus and Vectors course as a prerequisite for a university program 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

NATIVE LANGUAGES

Native Languages: Ojibwe Level 1- LNOAO 1 Credit

Open

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

Prerequisite: None

Native Languages: Ojibwe Level 3 - LNOCO 1 Credit

Open

This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and

narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language. This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency

Prerequisite: Native Languages, Level 2, Open, or demonstrated proficiency

NATIVE STUDIES

Aboriginal Peoples in Canada NAC2O 1 Credit

Grade 10 Open

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

Prerequisite: None

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3C

Grade 11 College

1 Credit

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine world views of Aboriginal peoples and the political, economic, cultural, and social challenges facing individuals and communities. Students will also learn how traditional and contemporary beliefs and values influence the aspirations and actions of Aboriginal peoples.

Prerequisite: Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3E

Grade 11 Workplace

1 Credit

This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Métis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples.

Prerequisite: Grade 10 Aboriginal Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied

Issues of Indigenous Peoples in a Global Context NDW4M 1 Credit

Grade 12 University/College

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

SCIENCE

Science SNC1P 1 Credit

Grade 9 Academic

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 SNC1P 1 Credit

Grade 9 Applied

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 SNC2D 1 Credit

Grade 10 Academic This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Science SNC2P 1 Credit

Grade 10 Applied

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

Prerequisite: Science, Grade 9, Academic or Applied

Biology SBI3U 1 Credit

Grade 11 University

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

<u>Biology</u>	<u>SBI3C</u>	<u>1 Credit</u>
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Grade 11 College

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

SOCIAL SCIENCES AND HUMANITIES

<u>Personal Life Management</u>	<u>HIP4O</u>	<u>1 Credit</u>
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Grade 12 Open

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

Prerequisite: None

<u>Understanding Fashion</u>	<u>HNC3C</u>	<u>1 Credit</u>
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Grade 11, Open

This course introduces students to the world of fashion. Students will gain an understanding of theories related to fashion trends and of how culture, media, fashion cycles, retailing, and social and environmental factors influence fashion trends and consumer behaviour. Students will use various tools, technologies, and techniques safely and correctly to create fashion items. In addition, students will apply knowledge of fibres, fabrics, and the elements and principles of design when creating and assessing fashion-related products. Students will develop research skills as they investigate topics related to fashion.

Prerequisite: None

<u>World Cultures</u>	<u>HSC4M</u>	<u>1 Credit</u>
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Grade 12 University/College Preparation

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

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

<u>Philosophy: The Big Questions</u>	<u>HZB3M</u>	<u>1 Credit</u>
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Grade 11 University/College

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and

analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Philosophy: The Big Questions & Theories HZT4U 1 Credit

Grade 12, University

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

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

Equity Diversity and Social Justice HSE3E 1 Credit

Grade 11, Workplace

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

Prerequisite: None

Equity and Social Justice: From Theory to Practice HSE4M 1 Credit

Grade 12, University/College

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

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

TECHNOLOGICAL EDUCATION

Communications Technology TGP3M 1 Credit

Grade 11 University/College

This emphasis course examines communications technology from a media perspective with a focus on photography and digital imaging. 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 will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology TGP4M 1 Credit

Grade 12 University/College

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; 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. Emphasis - Photography and Digital Imaging

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

Communications Technology: Interactive New Media Animation TGI4M 1 Credit

Grade 12 College/University

This emphasis 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, with a focus on interactive new media animation. 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: Grade 11 Communications Technology, College/University

Green Industries THJ4E 1 Credit

Grade 11 Workplace

This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training.

Prerequisite: Green Industries, Grade 11, Workplace Preparation

Green Industries THJ4M 1 Credit

Grade 11 University/College Preparation

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental

sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.

Prerequisite: Green Industries, Grade 11, University/College Preparation

Hospitality and Tourism Technology	TFJ2O	1 Credit
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Grade 10 Open

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

Prerequisite: None

Hospitality	TFJ3C	1 Credit
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Grade 11 College

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

Hospitality and Tourism	TFJ4C	1 Credit
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Grade 12 College

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