
COURSE CALENDAR 2020-2021

SECTION I: SCHOOL INFORMATION

Principal's Message
Contact Information
Welcome
Beliefs, Values & Vision
Secondary Daily Schedule
Where to Turn for Support
Code of Behaviour
Computer Use
Safe Schools
Assessment & Evaluation
Pathways to the Future
LDSB Achievement of Excellence Award
Student Transfers

SECTION II: PROGRAM PLANNING AND COURSE SELECTION

Diploma & Certificate Requirements for OSS Students
Community Involvement
The Ontario Secondary School Literacy Test (OSSLT)
The Ontario Secondary School Literacy Course
Substitutions for Compulsory Courses
Course Offerings

- Arts
- Business
- Cooperative Education
- Construction Technology
- English
- Career and Guidance Studies
- Hospitality and Tourism
- International Languages
- Manufacturing Technology
- Mathematics
- Native Studies
- Physical and Health Education
- School to Community
- Science
- Social Sciences, Humanities, Canadian and World Studies
- Technology
- Transportation Technology
- E-Learning Courses

SECTION III: SCHOOL ORGANIZATION

Semesters
Reporting Periods
Definition of a Credit

Types of Courses
Common Course Codes
Course Selection
Credit Attainment & Provincial Standard
Ontario Student Record
Ontario Student Transcript
Full Disclosure for Grades 11 and 12
Course Change Procedures
How Do You Choose a Course?

SECTION IV: STUDENT SUPPORT AND RESOURCES

The Student Success Team
Credit Completion
Guidance
Special Education Policies and Program
Special Education Advisory Committee
Special Education Plan
Accommodations and Modifications
Learning Program Support
Tutoring
The Library Resource Centre
English Language Learners (ELL)
Adolescent Care Worker
Aboriginal Support Counsellor

SECTION V: EXPANDED OPPORTUNITIES

What are Expanded Opportunities?
Cooperative Education
Dual Credits
E-Learning
Focus Programs
OYAP
Specialist High Skills Major
Alternative Learning Centres

SECTION VI: ADDITIONAL WAYS OF OBTAINING CREDIT

Summer School
Prior Learning Assessment & Recognition (PLAR)
Mature Student Assessment
Royal Conservatory Music Credits
Teacher Assisted Self-Study (TASS)

SECTION VII: PLANNING

Designing Your Future
Accessing Planning Using MyBlueprint
E-Learning Application
Other E-Learning Information

SECTION I – SCHOOL INFORMATION

PRINCIPAL'S MESSAGE

STUDENTS...

Welcome to North Addington! Whether you are beginning grade nine, planning for your final year of secondary school and looking to the future or you are somewhere in between, we hope you know how pleased we are to welcome you as a Viking!

Planning for the future, even if it is the next grade, can sometimes seem like a daunting task—use the resources we offer—talk to teachers, parents, friends, siblings, Student Services staff and, yes, even the principal. Ask many questions so you can make informed decisions that are right for you. We are here to help make your years at North Addington as enjoyable and, of course, educational as they can be.

This Course Calendar is a resource intended to help you not only choose courses for the coming year, it is also intended to help you plan for your future. Whether your destination after secondary school is directly to work or to College or University or to an Apprenticeship and then to work, planning is essential. This Calendar will help so that when the time comes for you to graduate from North Addington; you will have completed all the necessary courses required for you to meet the demands of whatever future you have in mind.

Best of luck!

PARENTS...

Welcome to North Addington! As your son/daughter chooses courses for the coming year, expect some questions—some which might not be easy to answer! Your son/daughter will be considering career goals and past and present achievements as choices are made. Some post -secondary courses, as well as some occupations, require specific preparations; students must check carefully to see if he/she can meet entrance requirements.

If plans are uncertain (as many are in secondary school!), students should take a wide variety of subjects; this will keep as many educational and employment opportunities open as possible. Whatever position you find your son/daughter in—whether he/she has a clear vision of the future or is struggling to find that special something—don't hesitate to seek advice.

This Course Calendar is a starting point for information; if other questions arise, you are always welcome to contact Student Services or any other school staff who could provide assistance. Until students reach the age of eighteen, parents must approve option selections—please take an active role. As your son/daughter's first teacher, your input is extremely valuable.

We look forward to working with you as your son/daughter progresses through secondary school.

CONTACT INFORMATION

NORTH ADDINGTON EDUCATION CENTRE

14196 Hwy. #41
Cloyne ON K0H 1K0
613-336-8991 or 1-800-565-2911
fax 613-336-8902

WEBSITE: <https://noras.limestone.on.ca>

EMAIL: noras@limestone.on.ca

MAIN OFFICE: 613-336-8991

PRINCIPAL

JJohn Mooney
613-336-8991 ext. 150
mooneyj@limestone.on.ca

VICE-PRINCIPAL

Jamie McCullough
613-336-8991 ext. 104
mcculloujam@limestone.on.ca

STUDENT SERVICES

Rebecca Yanch
613-336-8991 ext. 106
yanchr@limestone.on.ca

LEAD STUDENT SUCCESS TEACHER

Beth Hasler
613-336-8991 ext. 155
haslere@limestone.on.ca

COOPERATIVE EDUCATION TEACHER

Joel Hasler
613-336-8991 ext. 119
haslerj@limestone.on.ca

LEARNING PROGRAM SUPPORT TEACHER – GRADES 9 - 12

Kora Sissons
613-336-8991
kampsk@limestone.on.ca

ADOLESCENT CARE WORKER

Josh Goodfellow
613-336-8991 ext. 153
goodfellowj@limestone.on.ca

LIMESTONE DISTRICT SCHOOL BOARD CONTACT INFORMATION

Mr. Krishna Burra - Director of Education
Ms. Stephanie Sartor -- Associate Superintendent of Education
Mrs. K. McGregor – School Board Trustee
613 544-6925 or 1-800-267-0935 Fax 613 544-6321 www.limestone.on.ca

TRI-BOARD TRANSPORTATION CONTACT INFORMATION

1-866-569-6639 Fax (613) 354-1279

WELCOME TO NORTH ADDINGTON EDUCATION CENTRE

North Addington Education Centre (NAEC) is a unique school that houses Kindergarten to Grade 12 students in one building. Students in all grades share the school and its facilities truly creating a one-school approach to learning. Many of our students begin school at North Addington in Junior Kindergarten and stay for their entire school lives. Because of this, North Addington has a family-atmosphere where students can learn and grow together.

Once students reach high school there are many new things for students and parents to consider --- the most important is deciding which pathway they would like to take when they leave North Addington. Some of our students will enter directly into the workforce out of high school, while others will pursue post-secondary education at college, university or through apprenticeship training. Graduates of North Addington have gone on to careers in a wide variety of sectors including healthcare, education, business, trades and the service industry. Many of our graduates are self-employed and contribute to the local economy in many different ways. Graduates of NAEC work locally --- you may even see some around the school --- while others have left to pursue careers in larger urban centres.

NAEC supports all students in their success regardless of the pathway they choose. This Course Calendar is to be used as a guide for planning your time in high school and beyond. Get involved and ask questions about your plans for the future --- you are in charge of your success.

Our mission is to provide a positive, caring learning environment, which enables all students to acquire the attitudes and self-confidence needed to live independent, fulfilling, and meaningful lives, as happy and productive members of society.

WE BELIEVE...

- *In meeting individual needs of students and preparing them to make a worthwhile contribution to our complex society*
- *In developing students' resourcefulness, adaptability, and creativity in learning and living*
- *In establishing goals and setting directions through collaboration with students, staff, parents, and the community*
- *That the learner is the focal point in a learning environment that fosters the development of confidence and a sense of self-worth*
- *In providing stimulating opportunities for all students and staff to learn in a supportive environment*
- *That education must promote core values of honesty, responsibility, acceptance, caring, respect for people and the environment*
- *That education is a life-long learning process*
- *That the LDSB should be constantly assessing and adapting its programs to meet the changing social, emotional, intellectual, and physical needs of the whole child*
- *In achieving excellence in education by ensuring effective, caring, and dedicated staff*
- *That our policies, practices, and procedures should reflect equitable opportunities for all*

SECONDARY DAILY SCHEDULE

8:30 – 9:45	Period 1 (75 minutes)
9:45 – 9:55	Break (10 minutes)
9:55 – 11:10	Period 2 (75 minutes)
11:10 – 12:00	Lunch (50 minutes)
12:00 – 1:15	Period 3
1:15 – 1:25	Break (10 minutes)
1:25 – 2:40	Period 4 (75 minutes)
2:40	Dismissal
2:50	Bus departure
4:20	Late Bus departure (M, T, W, T)



HOW DO I GET INVOLVED?

- Badminton
- Track and Field
- Cross Country
- Basketball
- Volleyball
- Softball
- Archery
- Choir
- Students' Council
- Eco-Team
- Yearbook
- Frisky Friday
- Frosty Friday
- Mathematics Contests
- Skills Competition
- Leadership Activities
- Man-Up
- Graphics Club
- Art Club



WHERE TO TURN FOR SUPPORT

Consult the chart below if you have a question or concern. See Student Services if your question or concern is not on the chart, and they will be pleased to help you.

QUESTION OR CONCERN	WHERE TO FIND SUPPORT
<ul style="list-style-type: none"> General information about messages, daily announcements, handouts, lockers, or appointments with the Vice-Principal or Principal. 	Main Office
<ul style="list-style-type: none"> To sign in To sign out To explain an absence of any kind 	Main Office
<p>HELP WITH:</p> <ul style="list-style-type: none"> Academic, personal and career counselling Appointments with a Public Health Nurse Referrals to outside agencies and other professionals Information about community service hours Information about exchanges Employment and volunteer opportunities Post-secondary planning 	<p>Student Services Office Head of Student Services - Ms. Yanch Student Services Secretary – Mrs. Decou Adolescent Care Worker – Josh Goodfellow</p>
<p>HELP WITH:</p> <ul style="list-style-type: none"> School work Homework Finding a tutor A quiet place to work 	<p>Lead Success Teacher – Mrs. Hasler (Rm. B20) Learning Program Support Teacher – Mrs. Goodfellow ; Mrs. Sarah Sproule Subject teacher</p>
<p>HELP WITH:</p> <ul style="list-style-type: none"> Research A quiet place to work 	Library Resource Centre – Mrs. Dacuk (lower library)
<ul style="list-style-type: none"> Information about dates, events, school teams, clubs 	<p>Website – www.naec.limestone.on.ca Twitter - @NAEC_LDSB @LimestoneDSB</p>
<ul style="list-style-type: none"> Need a meal or snack? 	<p>Lunch Program (B13), 11:10-11:25 Cafeteria: 8:30-1:00pm Subject teacher</p>
<ul style="list-style-type: none"> Information about buses? Is your bus cancelled today? 	Visit www.triboard.on.ca

COMMUNICATION

Communication between school and home is important to ensure the success of all students. Staff will attempt to contact home via telephone, email, or formal letter to update the parents about student academic performance and classroom behaviour. Parents can contact the students' teachers directly if there are questions or concerns. If concerns are unresolved, the parent, student and teacher may meet with administration. The newsletter is posted on the school website <http://naec.limestone.on.ca/>, and you can follow NAEC on twitter @NAEC_LDSB.

ATTENDANCE

Students under the age of 18 must attend school as mandated by the Education Act. Students are expected to follow their timetable and be in class at the start of each period for the duration of the period. Students with a spare are expected to be in the library, cafeteria, or room B20 or C23. Students are required to catch-up on missed work when absent. NAEC monitors attendance and will notify parents when attendance become a concern to discuss attendance support strategies. Attendance rates that drop can result in a referral to the Attendance Counsellor. If students need to leave during the school day, they are to give their signed note to the office prior to 8:30am. Students are not to sign-out until the person picking them up has arrived at the office. Students who have signed out will not remain on school property. Students who become ill during the day should speak with their teacher, and then go to the office to make arrangements to go home. Parents should encourage regular attendance. Every effort should be made to book appointments outside of the school day. Students who are ill in the morning should not come to school. When a student is absent, parents are encouraged to call the school to leave a message regarding absenteeism.

NOTES

Notes are required after absence from school (unless telephone contact was made with the school); to leave school early; to be excused for the day; or to have an alternate bus drop-off location (to issue a bus pass). Notes require the date the note was written, the date that school was missed, the reason for the absence, the student's FULL NAME, the name and signature of the parent (or signature of the student if they are over 18).

VISITORS

All visitors are required to report to the Main Office and get a visitor's badge. Student visitors must be approved in advance with teachers and administrators. There will be no student visitors on "special" days.

BUSSES

Bus routes are generated by Tri-Board Transportation. For more information about busing, contact Tri-Board at 1-866-569-6638. School rules still apply on daily buses and when being bused for extra-curricular activities. Students must follow the instructions of the driver, conduct themselves in an orderly manner, and respect the safety of other students. Bus drivers are required to report poor behaviour to the Principal. Failure to comply with bus safety rules, may result in suspension of bus (and/or other) privileges. Students wishing to have an alternative stop for a day, must have a bus note signed. Buses can only stop at scheduled stops. Students who need to sign-up for late bus, must sign-up by the end of lunch hour. Students not living directly on the late bus route, must arrange their own transportation from the main bus route to their home.

REPORTS

Secondary students receive anecdotal reports near the beginning of the semester. Additionally, mid-term reports are completed in November and April each year. Final reports are completed after exams, in January and June.

FIRE DRILLS/LOCKDOWNS

Drills are held periodically throughout the year. All students must participate. In order to be safe in the event of an emergency drill or emergency, students are required to wear footwear at all times. Students are expected to move quickly and quietly, following their teacher's instructions to the designated exit route. Exit routes are posted in each room. Accidental tripping of the alarm must be reported to the office. It is a criminal offense to intentionally set off a false alarm.

COURSE SELECTION

Students select their courses in February each year for the following school year. The Student Services Department meets with each grade, and then again makes appointments to meet with each student individually to assist with course selection. Students are expected to discuss their choices with their parents/guardians and return a signed course selection sheet. Students wishing to make course changes need to have an appointment with Ms. Yanch to discuss their plan. Parents are required to approve of any course changes. Some changes may be restricted due to prerequisites and/or availability.

STUDENT RECORDS

Personal information will be collected about each student to register students, allocate staff and resources, and to assist staff in instructing students. The information will be used in accordance with the Education Act. The information may be used to deal with matters of health and safety or discipline, and that may be required to be disclosed in compelling circumstances. Each student, and the parent/guardian of a student who is not an adult, may request a meeting to review the contents of the Ontario Student Record (OSR).

EXAMS

Exams are written at the end of each semester. Exam dates are distributed at the start of the semester, with the specific schedule circulated prior to the end of the semester. Changes to an exam time can only be made with permission of an administrator and for extenuating circumstances, provided that proof (e.g. doctor's note) is given. Exams form part of the culminating mark (up to 30%), and a credit will not be awarded if an exam is not written.

EQAO

EQAO assessments occur for grade 9 applied and academic classes. They occur over two days near the end of the semester, prior to exams. The specific dates selected will be shared with students by their teacher. If a student is away on the date of the assessment, then the student will write the assessment the day that they return to school. The assessment may be used as part of the culminating mark (final 30%), and the percentage used will be communicated on the First Day Handout by the teacher.

OSSLT

There is a literacy requirement to graduate with an Ontario Secondary School Diploma. The Ontario Secondary School Literacy test fulfills this requirement. This assessment is written each year. Results for the assessment arrive at the school in June. Students who are successful on the assessment, have fulfilled the literacy requirement for graduation. Students who are unsuccessful on the assessment, may choose to attempt the assessment again, or may register in the Ontario Secondary School Literacy Course. Completion of this credit also fulfills the literacy component.

LOCKERS

Students will be assigned a locker to use for the year. Lockers are to be clean and neat and are not to be defaced. Anything posted in lockers needs to be in good taste. All items stored or posted in lockers need to be removed in June. Lockers are school property and may be entered by school personnel. Locks should be used and may be purchased at the office. Lockers not being used will be bolted shut.

CAFETERIA

Food and drinks are to be consumed in the cafeteria. Students are expected to clean-up their area after eating and place their waste in the appropriate bin. The cafeteria is open for secondary students from 8:20-8:30; 9:45-9:55; and 11:10 to 12:00.

PARKING

Students or visitors can bring cars, trucks, or motorcycles to school and must park in the North lot. Students should only be in vehicles when arriving to and leaving from school. NAEC and the LDSB assume no responsibility for vehicles parked on school property.

SCENT AWARENESS

Staff and students need to be mindful that scented products are problematic for many individuals. Staff, students, and guests of NAEC are asked to refrain from using scented products.

VALUABLES

Students should not bring large sums of money or valuables to school. The school is not responsible for lost or stolen items. Valuables should not be left unattended (e.g. in bags in hallway, changerooms, or unlocked lockers).

LIBRARY AND RESOURCES CENTRE

The Library Resource Centre is open from 8:20 to 2:40, Monday to Friday. Students can use the library to research, study, complete assignments or word process assignments, or for other school related activities. Students must follow the acceptable computer use policy when using library computers.

TEXTBOOKS

Books are loaned to students from NAEC. Students are expected to care for the books and return them in good condition at the end of the semester. Students will be required to pay for damaged or lost books.

DANCE RULES

Regular school rules apply at school dances. If you leave the dance without staff permission, you will not be allowed to return to the dance. If you return, your parents will be contacted to pick you up. There is absolutely no smoking or drinking during the dance. Doors open at 7:00 pm and the dance is over at 11:00 pm. No one is allowed to enter before 7:00pm or after 9:00pm without prior staff permission. NAEC students may sign in one guest. The sign-in list will be located in the Main Office, and sign-ins must be complete by the end of the day prior to the dance. The host student assumes responsibility for, and shares in the consequences of any violation of rules (if his/her guest breaks the rules or policies). The principal or designate reserves the right to deny admission to any guest or student.

All bags are to be placed in the foyer upon entry to the dance. The school assumes no responsibility for lost/damaged items.

FIELD TRIPS

Regular school rules apply on field trips. Parents will be given permission forms with a letter detailing the information for any trip off school property. The signed consent form needs to be returned and constitutes permission for the student to participate. A form for local trips (walking) is signed in September and kept on file in the office. If student behaviour at school, or on trips, is unacceptable, they may be denied the opportunity to participate in future trips.

EXTRA-CURRICULAR ACTIVITIES

Representing NAEC on a club or team is a privilege and responsibility. School rules apply when attending games, events, competitions, conferences, and other events. Students are expected to behave as an ambassador of our school. Failure to behave appropriately may result in suspension or removal for an extra-curricular activity or subsequent activities. Late buses are sometimes provided for extra-curricular activities. Students who need to sign-up for late bus, must sign-up by the end of the lunch hour. Students not living directly on the late bus route, must arrange their own transportation from the main bus route to their home. Insurance is required for participation in any extra-curricular athletics. This available for purchase at the beginning of the school year.

EXPECTATIONS ENABLING SUCCESS AT NORTH ADDINGTON

The code of behaviour sets out the standards of behaviour which are expected of all members of the school community, in order to create a safe and effective learning environment in a positive climate in the school. **Respect, responsibility, civility, and academic excellence** are promoted so that all members of the school community feel safe.

The purpose of this code of behaviour is to:

- Ensure all members of the school community are treated with respect and dignity
- Foster an environment that promotes our beliefs in life-long learning and that all students can be successful
- To assist student in their efforts to learn successfully and safely
- To create responsible, respectful and courteous members of society by encouraging appropriate participation in the civic life of the school community

All members of the school community - parents, guardians, staff, students and guests - must comply with the behaviour expectations while on school property, at school-related activities, or in other circumstances, wherein engaging in the activity will have an impact on the school climate.

Parents/Guardians/School Staff have a responsibility:

- To be supportive and encouraging
- To be positive role models, and to provide a safe, positive atmosphere for learning
- To provide consequences that are consistent and fair, which promote positive change
- To communicate with the school community members and support each other in a manner that is based on student needs and is solution based
- To promote and support the aspirations of students through academic achievement and development of social skills

Students have a responsibility to:

- Attend school prepared for the day and ready to participate and learn
- Complete assignments to the best of their ability and by the date due
- Show respect for themselves, for others and for all school staff

- Support and participate in school activities
- Demonstrate care and pride in our school, and the materials provided for use in class
- Respect and comply with all applicable federal, provincial, and municipal laws
- Demonstrate these responsibilities and follow established rules within our hallways and while away on field trips and sporting events

NOTE: Staff are teachers, administration, office workers, custodians, cafeteria staff, or any other employee in the building.

EXPECTATION FOR BEHAVIOUR	REASON	CONSEQUENCE FOR MISBEHAVIOUR
<p>RESPECT FOR SELF AND OTHERS</p> <ul style="list-style-type: none"> • Respecting opinions, ideas, and work of others • Expressing yourself to all staff and students in a polite and considerate manner • Following the instructions of staff members 	<p><i>An atmosphere of respect is important to allow everyone to feel they can contribute to the learning environment. Treating others in a polite and considerate manner and following instructions are skills required for success in school in school and after graduation.</i></p>	<ul style="list-style-type: none"> • Detention or other consequence by teacher • Notification to parent and administration • Referral to administration, and consequence and or suspension by administration • Continuous conduct affecting the moral tone of the school may lead to other consequences, including removal from the environment to an alternate location (removal from class, removal from school, expulsion)
<p>LANGUAGE</p> <ul style="list-style-type: none"> • Maintaining a tone that is respectful • Using profanity (swearing or rude words) is not permitted at any time • Using body part and function words inappropriately • Swearing at staff members 	<p><i>Using language appropriate to a situation is a skill to be used in school, post-secondary education, work life and social life. Being polite is the best way to reach your desired outcome. Using aggressive tones are less likely to get you what you want. Many people are offended by profanity – you could lose your job because of it as fellow-workers or clients may be offended and complain about you to your boss. Staff in any work environment have the right to an abuse-free workplace and being sworn at is abuse.</i></p>	<ul style="list-style-type: none"> • Detention or other consequence by teacher • Notification to parent and administration • Referral to administration, and consequence by administration, including possible suspension • Continuous conduct injurious to the moral tone of the school may lead to other consequences including removal from the environment to an alternate location (removal from class, removal from school, expulsion)
<p>RESPECT FOR THE SCHOOL ENVIRONMENT</p> <ul style="list-style-type: none"> • Keeping your school premises clean and free from litter • Taking care of your textbooks, locker, and school equipment • Refraining from engaging in theft and vandalism 	<p><i>Staff and students have the right to feel safe in a healthy environment which is neat, clean, safe, litter-free, smoke-free and crime-free.</i></p>	<ul style="list-style-type: none"> • You will be directed by staff to follow rules, failure to do so will result in referral to administration • If you litter you will be expected to clean up • If you lose or damage school equipment, you may be expected to

<ul style="list-style-type: none"> • Respectful activity in hallways • Be in the library, the cafeteria, or B20 if you do not have class • Do not make loud noises, run, or play physical games in halls or front foyer (this includes use of speakers or phones to play music) • Do not use skateboards or other wheeled devices on school property 		<p>pay to replace the equipment. Serious vandalism will result in possible suspension and potential police involvement</p> <ul style="list-style-type: none"> • Subsequent occurrences will result in interview with vice-principal or principal, a call home, or confiscation of devices or equipment.
<p>DRESS AND PERSONAL APPEARANCE</p> <ul style="list-style-type: none"> • Showing respect for yourself and others in the way that you dress • Dressing in clothes which are appropriate to the school setting – reflects respect for the public nature of the school environment • Wearing clothes which do not make anyone feel uncomfortable • Not wearing clothes with offensive, vulgar or suggestive language, symbols, or slogans • Dressing in appropriate clothing for specialized classes – technology (long pants and shoes), physical education (running shoes, shorts, t-shirt) 	<p><i>Your appearance reflects your respect for yourself and for others. Wearing inappropriate clothing demonstrates insensitivity and lack of respect for others. As well, such behaviour interferes with the best interests of the school, which seeks to provide educational opportunities for all students in a positive, respectful and non-threatening environment.</i></p> <p><i>Wearing appropriate clothing is necessary to be safe in technology classes.</i></p>	<ul style="list-style-type: none"> • If your clothing is considered by a teacher or administrator to be inappropriate to the school setting or offensive to others, you may be asked to change into something else and not to wear the offending article to school in the future • If your clothing is not suitable for specialized classes, you will be assigned an alternative work location • Non-compliance will result in meeting with the principal or vice-principal and could result in phone call home, being sent home, or possible suspension
<p>TECHNOLOGY USE – SCHOOL COMPUTERS, DEVICES, ELECTRONIC EQUIPMENT</p> <ul style="list-style-type: none"> • Following established school and LDSB guidelines for computer use • All computer use must be in accordance with the Criminal Code of Canada, the Ontario Education Act, and the policies and procedures of the Limestone District School Board • See 'Computer Use Summary' for more details 	<p><i>All users of the school's Internet service are bound by the Board's Appropriate Use Policy, which is available in full in our library.</i></p>	<ul style="list-style-type: none"> • The school reserves the right to review, edit or remove any material stored on school computer or network facilities • Should any user fail to abide by computer guidelines, they risk losing their right to access school technology • School disciplinary and/or legal action may occur
<p>TECHONOLOGY USE – CELLPHONES AND OTHER PERSONAL ELECTRONICS DEVICES</p> <ul style="list-style-type: none"> • Following established school and LDSB guidelines for computer use • All computer use must be in accordance with the Criminal Code of Canada, the Ontario Education Act, and the policies and procedures of the Limestone District School Board 	<p><i>LSDB supports the use of personal devices as aides in classroom instruction. With this policy comes an expectation that you use this responsibility and properly. For example, according to the Safe Schools Act, photographs or videos cannot be taken without consent of the individual being recorded.</i></p>	<ul style="list-style-type: none"> • Students will be directed where to store their device • Refusal to put your device in this location could lead to a referral to administration and disciplinary action • If a device is not being used properly, it could be confiscated and

<ul style="list-style-type: none"> • Phones & devices need to be on silent, vibrate or off, and in the specified classroom location or in the student's locked locker • The device will remain in the specified location until the end of class or until you are instructed by a teacher to use it • The devices will not be out during assemblies • See 'Computer Use Summary' for more details 		<ul style="list-style-type: none"> • taken to the office • For repeated infractions, students will not be permitted to bring devices to class for a period of time • Devices may be given to the administration and returned at the end of the day, or taken for the day and returned to your parent/guardian • Continued improper use may result in removal from the wireless network and/or suspension
<p>COME TO CLASS PREPARED, ON-TIME AND REMAIN IN CLASS</p> <ul style="list-style-type: none"> • Students are expected to arrive and be seated in class prior to the bell (P1 – 8:30, P2, 9:55, P3 – 12:00, P4 1:25) • Students are expected to come class prepared with all materials (pen, pencil, paper, calculator, etc.) • Students are not to be wandering during class time; there are no bathroom breaks the first and last 20 minutes of each class and only one student may leave at a time 	<p><i>Regular attendance is necessary to ensure success. Being late disrupts class and reduces your learning time.</i></p>	<ul style="list-style-type: none"> • For each minute late, the student will attend a 1-minute detention with teacher at break or lunch • If you miss 4th period, the detention will be at break or lunch the following day • Students who do not attend detentions, will be referred to administration for failure to follow instructions
<p>COMPLETE ASSIGNMENTS ON TIME</p> <ul style="list-style-type: none"> • All assessments are expected to be submitted on time, unless prior arrangements have been made with the teacher • All tests are to be written on the assigned date unless prior arrangements are made; missing school on the day of the test will require additional documentation 	<p><i>Assessments are how students demonstrate learning and understanding. Teachers need to receive assessments to give feedback. Habitual tardiness with assessment due dates does not prepare students for post-secondary.</i></p>	<ul style="list-style-type: none"> • Late formative assessments will not receive feedback • Late assessments will result in Park n' Produce and summative assessments may have 10% deducted • If overall expectations are being covered multiple times, a late assignment may be given a grade of '0'
<p>ACADEMIC HONESTY</p> <ul style="list-style-type: none"> • Students are expected to complete their own work and to properly cite sources • Plagiarism is unacceptable • See 'Assessment, Evaluation and Reporting Supplement' pg. 20 	<p><i>Students are expected to demonstrate their own learning.</i></p>	<ul style="list-style-type: none"> • Teachers will document academic dishonesty and report to administration • Conference with administration, student, parent/guardian • Counselling and academic assistance • Reduced mark on assessment, up to 0% • Completion of ethics package • Suspension

		<ul style="list-style-type: none"> Loss of credit due to insufficient evidence of achievement Consequences will vary depending on age of student and number of offenses
<p>SAFE ENVIRONMENT</p> <ul style="list-style-type: none"> Students refrain from bullying, harassment, sexual and physical assault, and/or discrimination Weapons (real, toy, replica) or any other objects that could inflict or threaten bodily harm, including all types of knives, are not permitted at school Fighting is not permitted at school 	<p><i>All students, parents, teachers and staff members have the right to be safe, and feel safe, in their school community. Schools should be places that promote responsibility, respect, civility, and academic excellence. To pursue this goal, students and staff need an environment where they are safe from harm.</i></p>	<ul style="list-style-type: none"> Any instance of these acts will be reported immediately to administration Parent/guardian will be informed, and consequences will be discussed Weapons will be confiscated Police will be notified
<p>ALCOHOL AND DRUGS</p> <ul style="list-style-type: none"> Alcohol and drugs are not permitted on school grounds, including events at other schools, buses, etc. Prescription medication can be at school provided the appropriate procedures are followed Please contact the school if you require your child to have/take prescription medication at school 	<p><i>The use of alcohol and other drugs (tobacco products, illicit drugs, inhalants, non-authorized prescription drugs) at school or at school-sponsored activities is detrimental to education, injurious to the moral tone of the school, and harmful to the health and well-being of students, staff and families.</i></p> <p><i>Our school is committed to delivering age appropriate programming that encourages a healthy lifestyle free from drug and alcohol use.</i></p>	<ul style="list-style-type: none"> When a student is believed to be under the influence of, or found to be in possession of alcohol or drugs: Administration will be notified Parents/guardians will be contacted Suspension and other consequences will be discussed Referral to substance abuse counselling available Police may be contacted
<p>TOBACCO USE</p> <ul style="list-style-type: none"> Students are not to use tobacco products on school property 	<p><i>Staff, students and guests have the right to feel safe in a clean, smoke-free environment.</i></p>	<ul style="list-style-type: none"> First time offenses for smoking could result in a one-day suspension and could result in a fine from the Tobacco Enforcement Officer Repeated offenses may result in longer suspensions

COMPUTER USE SUMMARY

All users of the school's Internet service are bound by the Board's Appropriate Use Policy, which is available in full in our library.

BRING YOUR OWN DEVICE (BYOD)

The Limestone District School Board supports the use of BYOD. At NAEC, cell phones and other devices are to be away during instructional time in the specified location in the classroom, unless the classroom teacher gives explicit instructions to use the device. Phones may not be used (and be powered off) during assemblies. Speakers are not permitted at school

or on buses. Students are expected to demonstrate responsibility for the proper use of their devices. For example, according to the Safe Schools Act, photographs cannot be taken without consent of the individual being photographed. If a device or accessory is not being used properly, it will be confiscated. Refusal to surrender the device or accessory will lead to referral to administration and disciplinary action. For repeated infractions, students will not be permitted to bring devices for an extended period of time. Continued improper use will result in suspension. The BYOD Policy represents a great opportunity for engaging instruction provided guidelines are followed.

COMPUTER USE AND INTERNET POLICY

- ✓ Network access is for educational purposes only, including research, intellectual exchanges, educational projects, and like purposes. Understand that commercial (for profit) and recreational use of the network is not permitted.
- ✓ Users must abide by all federal and provincial laws regarding copyright, threatening or obscene material, racism and sexism or all other immoral, unethical or illegal activities. Users must be responsible for respecting intellectual property rights and the laws which govern them.
- ✓ Users will not assist others in breaking these rules or be a party to others breaking these rules.
- ✓ Users will not intentionally seek information about, browse, obtain copies of, or modify files, passwords, belonging to other people, whether at school or elsewhere.
- ✓ Users must refrain from using or introducing to the school computer environment, whether network or stand-alone, files, programs, or portable data known to contain viruses. In this spirit, users must regularly check their files and removable storage devices for viruses and endeavour to keep computing systems virus-free.
- ✓ Users will not try to obtain system privileges to which they are not entitled.
- ✓ Users will not share their login and password with others, nor attempt to learn or use logins and passwords which are not their own.
- ✓ Users must not exploit any gaps in security, and furthermore, will report these gaps immediately to their teacher.
- ✓ At any time during the use of the Internet users must be willing able to explain to a supervisor or teacher their activities, and for what purpose they are accessing certain files.
- ✓ If users encounter any material which is inappropriate, obscene, abusive, offensive, harassing, or illegal or which counsels illegal activities, they must report it to their teacher immediately.

USERS WHO DO NOT FOLLOW THE COMPUTER USE POLICY WILL LOSE THEIR RIGHT TO ACCESS SCHOOL TECHNOLOGY AND WIRELESS INTERNET.

SAFE SCHOOLS

THREATS TO SCHOOL SAFETY

Staff and students will be trained in how to implement the procedures for Shelter in Place, Hold and Secure, Lockdown, and Evacuation.

- **Shelter in Place** – Used for an environmental or weather-related situation where it is necessary to keep all occupants within the school (protecting them from an external situation). Examples: chemical spills, blackouts, bear sightings, or extreme weather.
- **Hold and Secure** – Used when it is desirable to secure the school due to an ongoing situation outside, but not related to, the school. Example: bank robbery occurring near a school but not on school property. School functions normally with exterior doors locked until the situation is resolved.

- **Lockdown** –Used only when there is a major incident or threat of school violence within the school. One to two lockdown drills will occur annually.
- **Evacuation** – Used in the event that students and staff must leave a school building due to some environmental concern in the school, for example: fire.

CHILD IN NEED OF PROTECTION

In April 2000, the amended Child and Family Services Act came into effect. The legislation has an impact on everyone in our community. For Children’s Aid Societies, the definition of a child in need of protection because of suspected child abuse or neglect has been expanded. For the school system, every person who has a reason to believe that a child is or may be abused or neglected must report his/her suspicions immediately to the Children’s Aid Society. The LDSB is fully committed to supporting staff in meeting the legal requirements of the act. This law means that: School staff do not have a choice if they suspect that a student is or may be in need of protection. They **MUST** report their suspicions to the Children’s Aid Society. When staff report concerns to the Children’s Aid Society, they must also share with the Children’s Aid Society any information about the concern which might otherwise be confidential. It is not the school’s responsibility to investigate suspicions, evaluate the situation, or to assign blame.

BULLY AWARENESS, PREVENTION, AND INTERVENTION

Bullying will not be accepted on school property, at school-related events, on school buses, or in another circumstance (online) where engaging in bullying will have a negative impact on the school climate.

Staff are teaching students to identify bullying behaviour and giving them tools to respond and to stop it from happening. Bullying is typically a form of repeated, persistent and aggressive behaviour directed at another person that is intended to cause (or should be known to cause) fear, distress, and/or harm to that person’s body, feelings, self-esteem or reputation. Bullying occurs when there is a real or perceived imbalance of power. Bullying can be physical, verbal, social, or may occur through electronic (cyber) communication. When someone experiences or observes bullying behaviour, he/she is expected to report it to a staff member immediately. Bullying behaviour will be addressed using a progressive discipline approach with a range of interventions and consequences.

PROGRESSIVE DISCIPLINE AND CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

Progressive discipline is a whole school approach that utilizes a continuum of interventions, support, and consequences that include opportunities for reinforcing positive behaviour, while helping students make good choices. The focus is on a corrective and supportive approach. Students who behave inappropriately, will receive age and developmentally appropriate consequences based on the situation. Consequences include opportunities for students to learn from their mistakes, and to focus on improving behaviour. The frequency, severity, and type of behaviour will be considered. Mitigating and other factors will be taken into consideration. In specific circumstances, suspension must be considered as a consequence for behaviours. In the case of serious incident, long-term suspension or expulsion must be considered.

ACTIVITIES LEADING TO POSSIBLE SUSPENSION OR SUSPENSION PENDING EXPULSION

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property

- Bullying
- Persistent truancy
- Persistent opposition to authority
- Habitual neglect of duty
- Breaches of board conduct
- Breaches of computer use policy
- Conduct injurious to the moral tone of the school
- Conduct injurious to the physical or mental well-being of others in the school
- The use or possession of tobacco or tobacco related products
- Being in possession of, or being under the influence of, or providing others with legal drugs without a prescription for the drugs
- Being under the influence of alcohol or illegal drugs
- The use of profane or improper language
- Infractions off of school property, where the student's conduct negatively impacts on the school
- Dress that contravenes the established dress code
- Any other activity identified by school board policy

ACTIVITIES LEADING TO POSSIBLE SUSPENSION OR SUSPENSION PENDING EXPULSION

- Possessing a weapon (including firearm)
- Using a weapon to cause or threaten bodily harm
- Committing physical assault on another person
- Committing sexual assault
- Trafficking of weapons
- Trafficking of illegal drugs
- Committing robbery
- Giving alcohol to a minor
- A pattern of behaviour so refractory that the student's presence is injurious to the effective learning of others
- Repeated and serious breaches of the Board Code of Conduct where all previous interventions and sanctions have been proven ineffective
- A course of serious harassment of another person
- A course of serious invasions of another person's privacy by the use of mechanical/electronic technology or communications
- Any other activity identified by school board policy

ASSESSMENT, EVALUATION AND REPORTING

ASSESSMENT

Assessment is the process of collecting and interpreting data regarding student progress on learning skills and work habits, and on the overall expectations of each course. Teachers use assessment to give feedback by describing your strengths and next steps as a learner so that you know how to improve.

DIAGNOSTIC ASSESSMENT

- Occurs at the beginning of the learning cycle
- Helps to determine what students already know and gaps in knowledge to assist teachers in planning what students need to learn
- E.g. pre-test, DRA

FORMATIVE ASSESSMENT

- Occurs throughout a learning cycle or unit
- Is not used to determine grades or marks
- Prepares students for summative assessments
- Does not include an assigned grade or level, but takes the form of specific feedback offering strengths and next steps related to the learning goal and task
- Tasks will not be assessed if submitted late
- E.g. practice writing, exit card, sample question

SUMMATIVE ASSESSMENT

- Occurs at the end of the learning cycle
- Is used to determine grades
- Provides feedback on the level of achievement of the course's overall expectations
- Penalties may be assigned for late assessments
- E.g. test, essay, presentation

EVALUATION

The process of judging the quality of your learning skills and work habits and academic achievement of the overall expectations of the course and assigning a mark or grade to reflect the quality of work.

REPORTING

The communication to the student and parent/guardian of the student about the student's most consistent level of achievement across overall curriculum expectations and the learning skills and work habits. The grade a student receives indicates the most consistent level of achievement. Teachers evaluate student work in relation to Provincial Standard (Level 3). The teacher considers most consistent evidence of achievement and will take into consideration growth in demonstrated achievement. Academic achievement is reported in the form of a numerical grade, while learning skills and work habits are reported as letter grades – E (excellent), G (good), S (satisfactory), N (needs improvement). Reporting occurs with formative reports at the start of the semester, midterm reports in November and April, and final reports after exams in January and June. A copy of the report is sent home and a copy is kept on file in the Ontario Student Record (OSR).

TERM WORK

70% of the grade will be based on summative assessment conducted throughout the course. It is critical that students complete summative assessment tasks to ensure that teachers have adequate evidence of learning for grading purposes. Teachers assign a limited number of summative assessment tasks, so it is imperative that students complete all of them to demonstrate to the teacher what they have learned. Refer to the course outline for a tentative list of summative assessment tasks in each of the subjects. Due dates are designed to help ensure that students are successful and that they complete the course requirements. It is the responsibility of the student to

plan. Student success in this area will be reflected through the learning skills and work habits section on the report card. In cases of illness, religious holiday, or other extenuating circumstances, due dates can be adjusted as determined by meeting with school staff. Summative assessment tasks are not optional, and it is expected that students will submit all summative assessment tasks on the date that they are due. Penalties may be assigned for late assignments. Failure to complete a summative assessment task will result in a failing grade.

LEVEL	DESCRIPTION		Percent Range for Report Card	Suggested Grade
Level 4 Achievement <i>exceeds</i> the provincial standard	Demonstrates knowledge and understanding of content to ...	<i>a high degree</i>	80-100%	4++ 100% 4+ 95% 4 90% 4- 86% 4-- 80%
Level 3 Achievement <i>meets</i> the provincial standard	Uses planning and processing skills and critical/creative thinking processes with	<i>considerable</i> effectiveness	70-79%	3+ 78% 3 75% 3- 72%
Level 2 Achievement <i>approaches</i> provincial standard	Expresses and organizes ideas and information with Communicates from different audiences and purposes with	<i>some</i> effectiveness	60-69%	2+ 68% 2 65% 2- 62%
Level 1 Achievement is <i>far below</i> the provincial standard	Applies knowledge and skills in familiar contexts with ... Transfers knowledge and skills to new contexts with	<i>limited</i> effectiveness	50-59%	1+ 58% 1 55% 1- 52%
Below level 1 (R)	The student has not demonstrated the required knowledge and skills. Additional instruction and assessment is required before a credit can be granted.		Code "35"	
	There is outstanding summative evidence that must be submitted		Code "25" (gr. 11 and 12) Code "1" (gr. 9 and 10)	

FINAL SUMMATIVE ASSESSMENT TASKS

30% of the grade will be based on final summative assessment tasks, in the form of an examination, culminating activity and/or any other method of assessment suitable to the course's overall expectations. These tasks are administered toward the end of the semester. Summative assessment tasks must be completed as scheduled. The examination period dates are assigned at the start of the school year, plans for holidays, appointments, or employment are not acceptable reasons for missing a final summative assessment task. The only exception will be for conflicts due to medical reasons or court order. If a student misses a final summative assessment for medical reasons, they will need to see an administrator and may require a medical note. The parent/guardian should contact the principal. Missing a final summative task will result in a failing grade.

ACCOMMODATIONS

All students need support from teachers, classmates, family, and friends to achieve success in their course work. Some students require supports beyond the typical supports provided. These needs may be met through accommodations that are set out in Individual Education Plans (IEPs) to meet the needs of exceptional students. Accommodations may include instructional accommodations, environmental accommodations, and/or assessment accommodations.

LEARNING SKILLS AND WORK HABITS

Learning skills and work habits are assessed and evaluated separately from academic achievement. Students are assessed frequently on their level of achievement on the following six learning skills and work habits. Learning skills and work habits are evaluated by the following letter grades - E (excellent), G (good), S (satisfactory), N (needs improvement).

RESPONSIBILITY	<ul style="list-style-type: none"> • Fulfils responsibilities and commitments within learning environment • Completes and submits class work, homework, and assignments according to agreed-upon timelines • Takes responsibility for managing own behaviour
ORGANIZATION	<ul style="list-style-type: none"> • Devises and follows a plan for completing work and tasks • Establishes priorities and manages time to complete tasks and achieve goals • Identifies, gathers, evaluates and uses information, technology and resources to complete tasks
INDEPENDENT WORK	<ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals • Uses class time to complete tasks and complete tasks • Follows instructions with minimal supervision
COLLABORATION	<ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group • Responds positively to ideas, values, opinions and traditions of others • Builds healthy peer-to-peer relationships through personal and media-assisted interactions • Works with others to resolve conflicts and build consensus to achieve group goals • Shares information, resources, and expertise • Promotes critical thinking to solve problems and make decisions
INITIATIVE	<ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning • Demonstrates the capacity for innovation and a willingness to take risks • Demonstrates curiosity and interest in learning • Approaches new tasks with a positive attitude • Recognizes and advocates appropriately for the rights of self and others
SELF-REGULATION	<ul style="list-style-type: none"> • Sets own individual goals and monitors progress toward achieving them • Seeks clarification or assistance when needed • Assesses and thinks critically on own strengths, needs and interests • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals • Perseveres and makes and effort when responding to challenges

ACADEMIC HONESTY POLICY

If students submit work or parts of work that are not their own, they have not demonstrated that they can demonstrate the curriculum expectations. A breach of academic honesty is the theft of intellectual property and is treated seriously. To avoid this, teachers will help students plan their work. If students find that they require assistance to complete assignments properly, see the teacher prior to the due date. Teacher will help students establish a reasonable timeline in which to complete assignments. All sources need to be cited according to the formal (APA, MLA) assigned by the teacher. Students must cite another person's ideas or opinions, whether they are quoted directly or paraphrased. Facts, statistics, illustrations, images, figures, graphs or other information that is not common knowledge, needs to be cited. Providing work to another student for the purpose of academic dishonesty is a violation of our Code of Conduct. If students intentionally allow other students to use their work and present it as their own, they will be referred to administration and serve an academic detention where a paper on academic ethics may be assigned. A record will be kept centrally and consequences will be more severe for subsequent infractions, which may include suspension from school.

REACHING EVERY STUDENT

APPRENTICESHIP PATHWAY

The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Training, Colleges and Universities. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MTCU-approved Oversight. Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship co-ordinator (Mike Mol, 613-531-0542) for further information. More information about OYAP can be found in the Expanded Opportunities section of this course calendar.



COLLEGE PATHWAY

Students are encouraged to thoroughly research and carefully plan their college program. Information for Ontario colleges is available at www.ontariocolleges.ca. The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post secondary plan. Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Up-to-date information is available in college calendars or at www.ocutg.ca.



UNIVERSITY PATHWAY

Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required. Admission requirements for similar programs may vary significantly from university to university. Students should consult their guidance counsellor for more information. University admission criteria can be found at www.electronicinfo.ca. Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.



WORKPLACE PATHWAY

Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://skills.edu.gov.on.ca>. Workplace courses may be offered as stand-alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of Expanded Opportunities such as SHSM, Focus Programs and Co-operative Education. More information can be found in the Expanded Opportunities section of this course calendar.



LIMESTONE DISTRICT SCHOOL BOARD ACHIEVEMENT AWARD OF EXCELLENCE

WORKPLACE PATHWAY

Awards to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the employment pathway or take the OLC 40 course.

COLLEGE PATHWAY

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their student credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the college pathway.

UNIVERSITY PATHWAY

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their grade 12 credits* (including open level courses).
- achieve a minimum average of 90%** in six of their grade 12 credits.
- complete grade 12 English in the university pathway.

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

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

STUDENT TRANSFERS

New students wishing to register at North Addington need to make an appointment with the principal or Guidance Counsellor. Students should bring a current transcript with them to their appointment.

SECTION II – PROGRAM PLANNING AND COURSE SELECTION

DIPLOMA AND CERTIFICATE REQUIREMENTS FOR OSS STUDENTS ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

	Grade 9	Grade 10	Grade 11	Grade 12
COMPULSORY COURSES	English* Math Science Geography French Healthy Active Living 2 additional credits from Arts, Business or Technology	English Math Science History Civic (.5) Career Studies (.5)	English Math	English
OTHER COMPULSORY COURSES	<p>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</p> <p>Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p>Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p>Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.</p> <p>**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
NUMBER OF OPTIONAL CREDITS	1 Option	3 options	5-6 options	5-7 options
SUMMARY OF GRADUATION REQUIREMENTS	<p>Students need to complete the following criteria to earn their graduation diploma:</p> <p>18 compulsory courses (as described above)</p> <p>12 optional courses (as described above)</p> <p>40 hours of Community Involvement</p> <p>Successful completion of the Ontario Secondary School Literacy Test or Course.</p>			
SPECIAL CONSIDERATIONS	<p>Students attending college or university or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses.</p> <p>Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits.</p> <p>Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English.</p> <p>Up to four Dual Credits can be counted towards optional or elective credits.</p>			

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

explore dynamic options in various courses of study in order to expand their creative abilities and critical thinking skills; **participate** in workplace opportunities to investigate career options and enhance their employability skills; **balance** their rigorous academic timetables to prepare academically, socially, and financially for post-secondary education; **enrich** their high school experience by participating in school clubs, sports and activities. If you are planning your high school program around a 4 ½ to 5-year program, please speak to Student Services about our planning options.

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

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

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

REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

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

COMMUNITY INVOLVEMENT

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students complete the hours in their first two years of high school. ***Students can begin counting their hours of volunteering beginning July 1 of the year they graduate from Grade 8.*** For more information or to pick up a tracking sheet, please contact Student Services.

Volunteer opportunities that are in the community are posted outside of Student Services.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

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

SUBSTITUTIONS FOR COMPULSORY COURSES

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



COURSE OFFERINGS

COURSES ARE LISTED ALPHABETICALLY BY SUBJECT AREA.

ARTS

DRAMA

ADA10, Dramatic Arts, Grade 9 Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite:** none

ADA20, Dramatic Arts, Grade 10 Open

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

ADA30, Dramatic Arts, Grade 11 Open

This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works. **Prerequisite:** None

ADA3M, Dramatic Arts, Grade 11 University/College

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. **Prerequisite:** Drama, Grade 9 or 10, Open

ADA4M, Dramatic Arts, Grade 12 University/College

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** Drama, Grade 11, University/College Preparation

ADA4E, Dramatic Arts, Grade 12 Workplace

This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace. **Prerequisite:** Drama, Grade 11, Open

INSTRUMENTAL MUSIC AND GUITAR

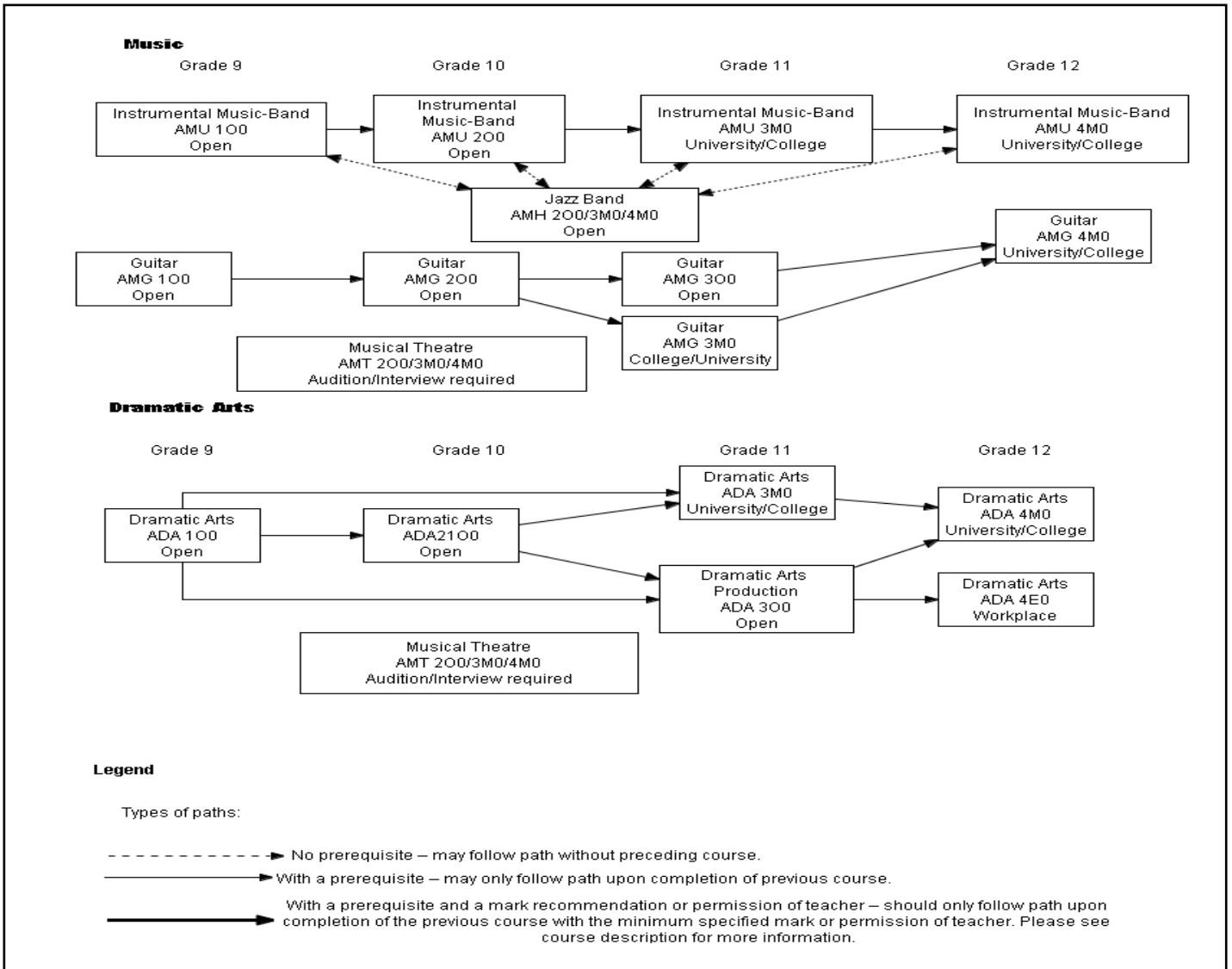
AMU10, Instrumental Music, Grade 9 Open

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.

Prerequisite: None

AMU20, Instrumental Music, 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. **Prerequisite:** None



AMU3M, Instrumental Music, Grade 11 University/College

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Prerequisite:** Music, Grade 9 or 10, Open

AMU4M, Instrumental Music, Grade 12 University/College

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **Prerequisite:** Music, Grade 11, University/College Preparation

AMU4E, Instrumental Music, Grade 12 Workplace

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music. **Prerequisite:** Music, Grade 11, Open

AMG3O, Music, Guitar, Grade 11 Open

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology. They will also evaluate the results. **Prerequisite:** AMG100 or AMG200



AMG3M, Music, Guitar, Grade 11 University/College

This course develops students' artistic knowledge and skills through the performance of music and the preparation of music productions. Students will perform appropriate works, particularly works in contemporary popular styles. Independently and in groups, they will also plan, market, and produce music productions, making use of appropriate technology. They will also evaluate the results. **Prerequisite:** AMG100 or AMG200

AMG4M, Music, Guitar, Grade 12 Open

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. **Prerequisite:** AMG300 or AMG3M0

VISUAL ART

AVI1O, Visual Arts, 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

AVI2O, Visual Arts, 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

AVI3O, Visual Arts, Grade 11 Open

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. **Prerequisite:** None

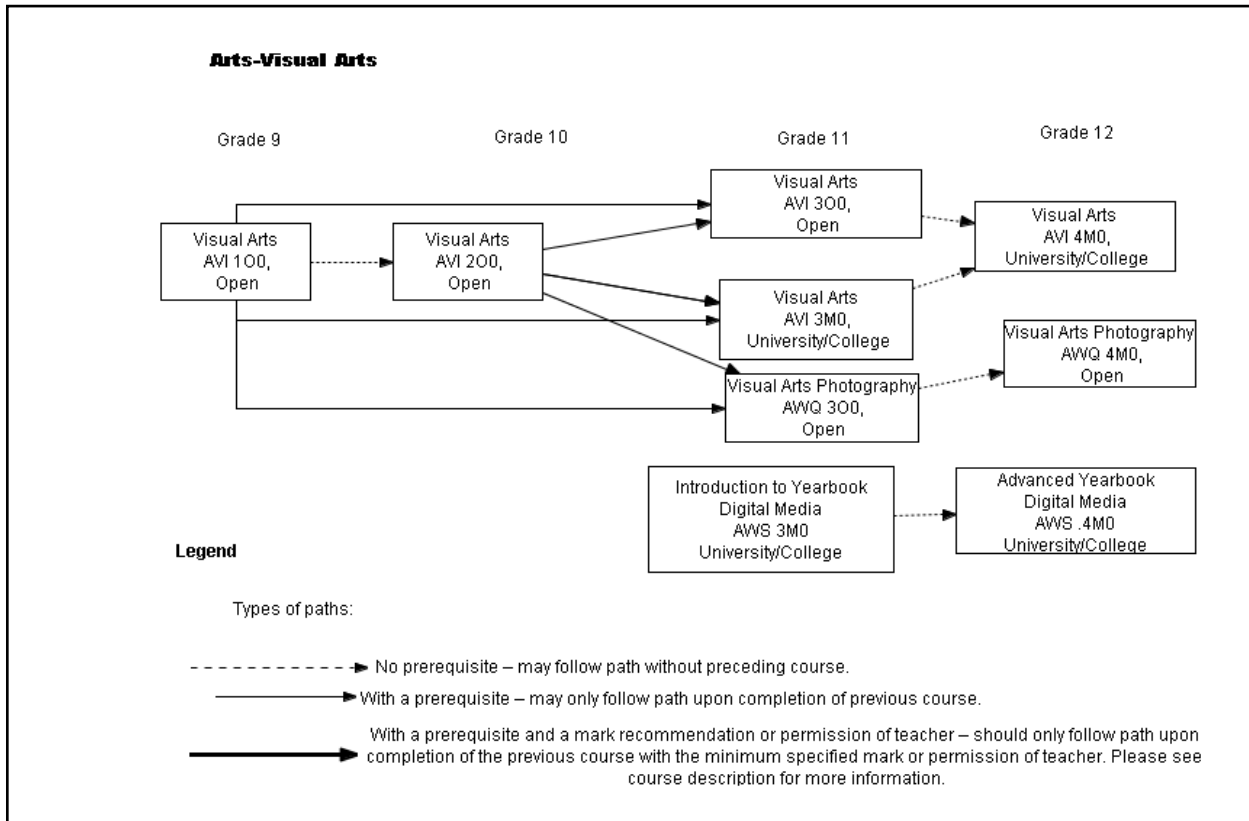


AVI3M, Visual Arts, Grade 11 University/College

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on art-form (e.g. photography, video, computer graphics, information, design). **Prerequisite:** Visual Arts, Grade 9 or 10, Open

AWQ30, Visual Arts, Photography, Grade 11 Open

This course is an introduction to photographic techniques. Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs. Digital cameras are provided for student use. **Prerequisite:** none



AVI4M Visual Arts, Grade 12 University/College

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** Visual Arts, Grade 11, University/College Preparation

AWQ4M Visual Arts, Photography, Grade 12 University/College

This course is an introduction to photographic techniques. Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs. Digital cameras are provided for student use. **Prerequisite:** AWQ 300 or permission of the instructor

GRAPHIC DESIGN

ASM20, Media Arts (Graphics) Grade 10 Open

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable



beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. **Prerequisite:** none

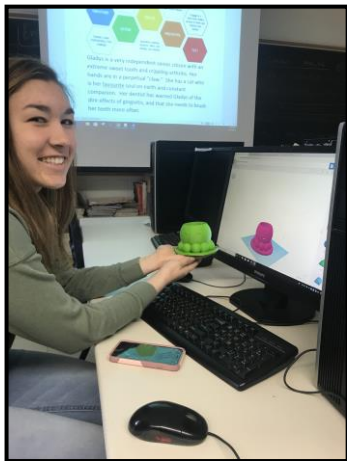
ASM3O, Media Arts (Graphics), Grade 11 Open

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. **Prerequisite:** none



ASM3M, Media Arts (Graphics), Grade 11 University/College Preparation

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values. **Prerequisite:** Media Arts, Grade 10, Open, or any Grade 9 or 10 arts course



ASM4M, Media Arts (Graphics), Grade 12 University/College Preparation

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. Students in this course will provide editorial and leadership role in preparation of NAEC's yearbook. **Prerequisite:** Media Arts, Grade 11, University/College Preparation

ASM4E, Media Arts (Graphics), Grade 12 Workplace Preparation

This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace. **Prerequisite:** Media Arts, Grade 11, Open

BUSINESS STUDIES

BTT1O, Information and Communication Technology in Business, Grade 9 Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. **Prerequisite:** None

BB12O, Introduction to Business, Grade 10 Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. **Prerequisite:** None

COOPERATIVE EDUCATION

Creating Opportunities through Co-op, Grade 11 Open (DCO30)

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. **Prerequisite: None**

Cooperative Education Linked to a Related Course (or Courses)¹

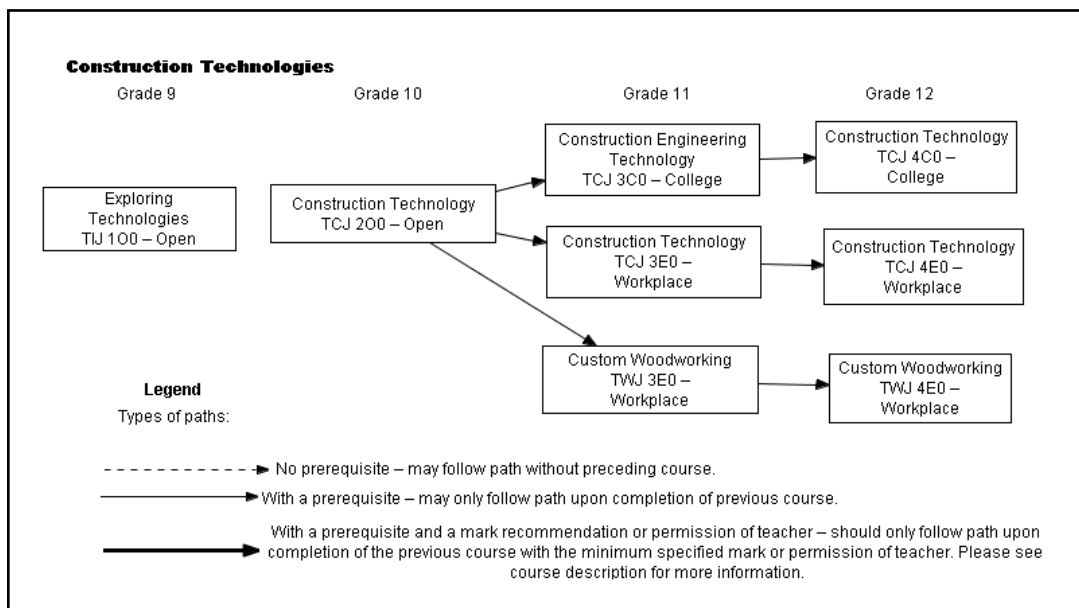
This course consists of a community-connected experience and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. **Prerequisite: None**



CONSTRUCTION TECHNOLOGY

TCJ100, Exploring Technologies, Grade 9 Open

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



TCJ200, Construction Technology, Grade 10 Open

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



TCJ3E0, Construction Technology, Grade 11 Workplace Preparation

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology and explore postsecondary and career opportunities in the field. **Prerequisite:** None



TCJ4C0, Construction Engineering Technology, Grade 12 Preparation

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology and explore career opportunities in the field. **Prerequisite:** TCJ3C0



TDA3M, Technological Design, Grade 11 University/College Preparation

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

ENGLISH

ENG1D, English, Grade 9 Academic

This course is designed to develop the literacy skill set, oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. **Prerequisite:** None

ENG1P, English, 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

ENG1L, English, Grade 9 Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, as well as the ENG2LL course prior to the Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking

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

ENG2D, English, 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 understanding and development of noted reading strategies, as well as the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. **Prerequisite:** English, Grade 9, Academic or Applied

ENG2P, English, 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

ENG2L, English, Grade 10 Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite:** A Grade 9 English Credit

ELS2O, Literacy Skills: Reading and Writing, Grade 10 Open

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core learning strategies. **Prerequisite:** None

ENG3U, English, Grade 11 University Preparation

This course emphasizes the development of literacy, oral and written communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. **Prerequisite:** ENG2D0

ENG3C0, English, Grade 11 College Preparation

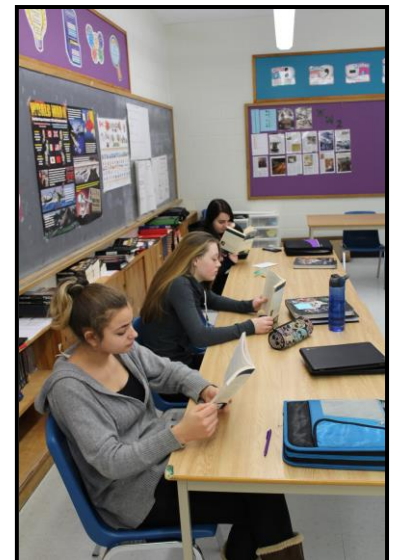
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures; as well as a range of informational and graphic 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. **Prerequisite:** ENG2P0

ENG3E, English, Grade 11 Workplace Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. **Prerequisite:** ENG2P0, ENG2L0

EMS3O, Media Studies, Grade 11 Open

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them,



and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing representing, listening, speaking, reading, and writing. **Prerequisite:** ENG2D0, ENG2P0

ENG4U, English, Grade 12, University Preparation

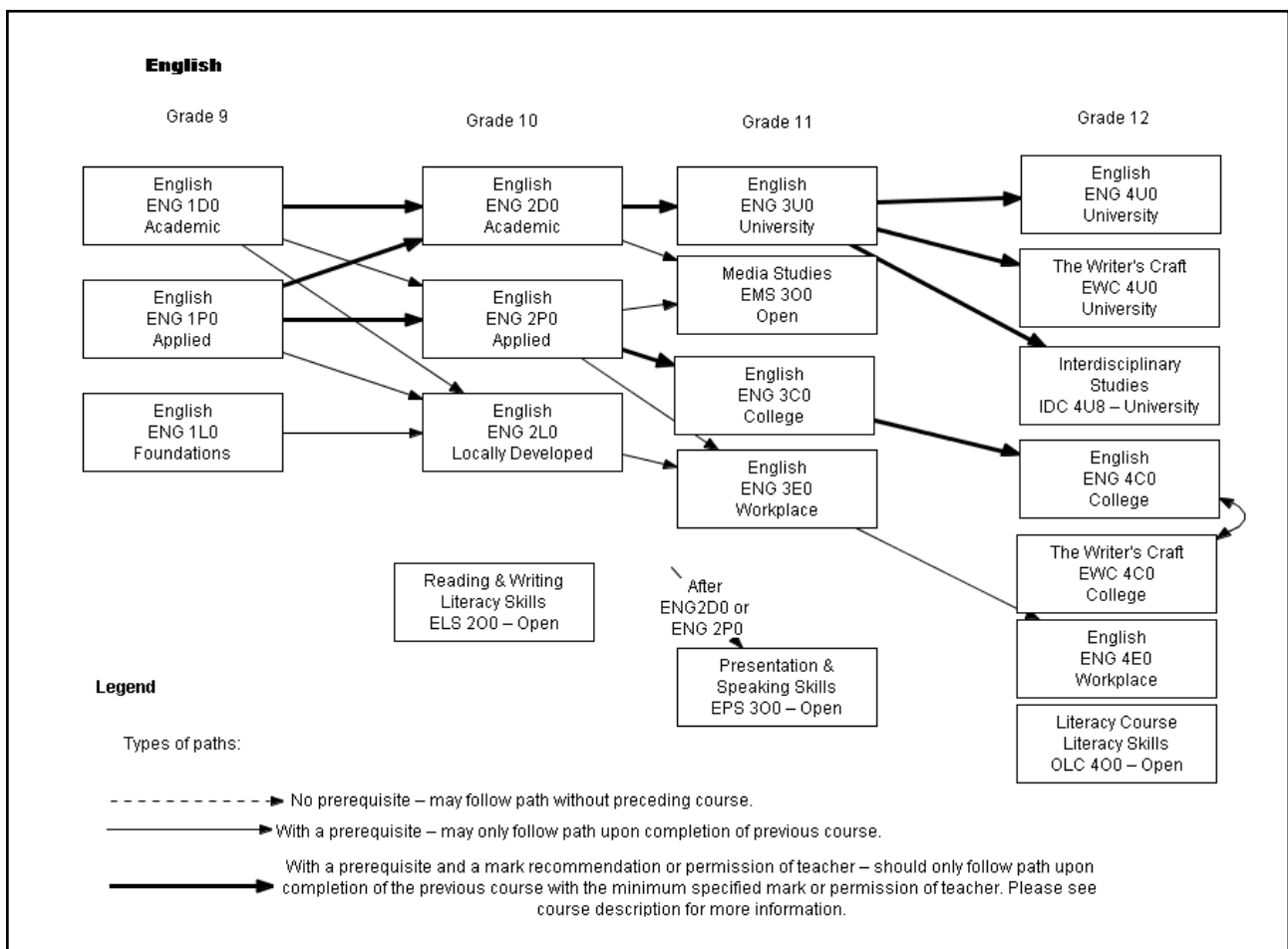
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational 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: ENG3U

ENG4C, English, Grade 12, College Preparation

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: ENG3C0



ENG4E, English, Grade 12, Workplace

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. **Prerequisite:** ENG3E0

OLC40, English, Ontario Secondary School Literacy Course, Open This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. In this course, students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, information paragraphs, opinion pieces, and news reports. Students must maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing. **Prerequisite:** Only those students who have been attempted and been unsuccessful on the OSSLT will be eligible to take this course.

EWC4C, The Writer’s Craft, Grade 12 College Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate different models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** ENG3C0. *Also available online.*

EWC4U, The Writer’s Craft, Grade 12 University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** ENG3U0. *Also available online.*

GUIDANCE AND CAREER STUDIES

GLE10, GLE20, GLE30, GLE40 Learning Strategies: Skills for Success in Secondary School, 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. Admission to this course is by recommendation as needed.

GLC20, Career Studies, Grade 10 Open (0.5 Credit)

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

GPP30, Leadership and Peer Support, 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:** GLC200

IDP4U, Interdisciplinary Studies, Grade 12 University Preparation

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

HOSPITALITY AND TOURISM

TFJ10, Hospitality and Tourism, Grade 9 Open

This exploratory course introduces students to concepts and skills related to hospitality and tourism, focusing on the areas of food handling, food preparation, the origins of foods, event planning, and local tourism. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field. **Prerequisite:** None

TFJ2O, Hospitality and Tourism, Grade 10 Open

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **Prerequisite:** None

TFJ3E, Hospitality and Tourism, Grade 11 Workplace Preparation

This course enables students to acquire knowledge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a successful event or activity. Students will develop an awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. **Prerequisite:** None

TFJ3C, Hospitality and Tourism, Grade 11 College Preparation

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. **Prerequisite:** None

TFJ4E, Hospitality and Tourism, Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. **Prerequisite:** TFJ3EL

TFJ4C, Hospitality and Tourism, Grade 12 College Preparation

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. **Prerequisite:** TFJ3CO



INTERNATIONAL LANGUAGE



FSF1D, Core French, Grade 9 Academic

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities. **Prerequisite:** None

FSF1P, Core French, Grade 9 Applied

This course emphasizes the further development of oral communication skills, using the theme of media; the development of oral communication skills will be integrated with the development of reading and writing skills. Students will expand their ability to understand and speak French through conversations, discussions, and presentations. They will also read

media-related short stories, articles, poems, and songs as well as write brief descriptions, letters, dialogues, and invitations. **Prerequisite:** None

FSF2D, Core French, Grade 10 Academic

This course enables students to increase their knowledge of the French language, further develop their language skill, and deepen their understanding and appreciation of Francophone culture around the world. Exploring a variety of themes, students will develop and apply critical thinking skills in discussion, in their analysis and interpretation of texts, and in their own writing. **Prerequisite:** None

FSF3U, Core French, Grade 11 University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. **Prerequisite:** Core French, Grade 10, Academic.

MANUFACTURING TECHNOLOGY

TMJ10, Exploring Manufacturing Technology, Grade 9 Open

This exploratory course introduces students to concepts and skills related to manufacturing technology, which encompasses technical drawing, properties and preparation of materials, manufacturing techniques, and control systems. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field. **Prerequisite:** None

TMJ20, Manufacturing Technology, Grade 10 Open

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

TMJ3E, Manufacturing Technology, Grade 11 Workplace Preparation

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

TMJ3C, Manufacturing Technology, Grade 11, College Preparation

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

TMJ4E, Manufacturing Technology, Grade 12, Workplace Preparation

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. **Prerequisite:** Manufacturing Technology, Grade 11, Workplace Preparation

TMJ4C, Manufacturing Technology, Grade 12 College Preparation

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. **Prerequisite:** Manufacturing Technology, Grade 11, College Preparation

MATHEMATICS

At North Addington Education Centre, we believe that all students can learn and apply mathematics. Choosing the best course and pathway plays an important role in ensuring that students have a positive experience in mathematics and that they achieve success. There are several important considerations when choosing a mathematics course:

1. Do I have the necessary knowledge and skills to be successful?

Academic courses require excellent number sense and the ability to work flexibly with a wide range of numbers both mentally and with technological support.

Applied courses require a good understanding of numbers and operations.

Locally Developed courses are designed to strengthen the number sense of each student.

2. Does the course fit my learning style?

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. (Ontario Mathematics Curriculum)

Locally Developed courses focus on developing the number sense required for everyday life. Essential and practical topics such as proportion, measurement and working with money are emphasized. Concrete and visual models and real-life contexts are used to support learning.

3. What courses do I need for my post-secondary goals?

Locally Developed courses provide a pathway to workplace mathematics courses. **Workplace Preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers if the plan to enter the workplace directly after graduation. (The Ontario Curriculum Grades 11 and 12, Revised Mathematics) It should be noted, however, that many college and university programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take workplace mathematics.

Applied courses provide pathways to college preparation courses, workplace preparation courses or one university preparation course (Mathematics of Data Management). **College Preparation courses** are designed to equip students with the knowledge and skills they need to meet the requirements for most college programs and specific apprenticeship programs (The Ontario Curriculum Grades 11 and 12, Revised Mathematics). It should be noted, however, that many college programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take workplace mathematics. Additionally, many university programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take college preparation mathematics.

Academic courses provide pathways to university preparation courses and college preparation courses. **University Preparation courses** are designed to equip students with the knowledge and skills they need to meet the requirements for specific programs offered at universities and colleges (The Ontario Curriculum Grades 11 and 12, Revised Mathematics). It should be noted, however, that many university and college programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take college preparation mathematics.

MPM1D, Principles of Mathematics, Grade 9 Academic

This course enables students to develop an understanding of the mathematical concepts related to algebra, analytic geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi step problems. **Prerequisite:** None

MFM1P, Foundations of Mathematics, Grade 9 Applied

This course enables students to develop understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relationships and will determine the connections between the representations.

They will also explore certain relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **NOTE:** Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D0) after completing this course will first need to take a Transfer Course. **Prerequisite:** None



MAT1L, Mathematics, Grade 9 Locally Developed

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is



organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** None

MPM2D, Principles of Mathematics, 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 relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking. *Sections (MPM2D1) will be scheduled for students interested in pursuing math enrichment opportunities beyond the scope

of the regular academic course. Please see your guidance counsellor for details. **Prerequisite:** MPM1D0, MFM1P0 + Transfer Course

MFM2P, Foundations of Mathematics, Grade 10 Applied

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

Prerequisite: MPM1D0, MFM1P0

MAT2L, Mathematics, Grade 10 Locally Developed

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** MFM1P0, MAT1L0



MCR3U, Functions, Grade 11 University Preparation

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

Prerequisite: MPM2D0

MBF3C, Foundations for College Mathematics, Grade 11 College Preparation

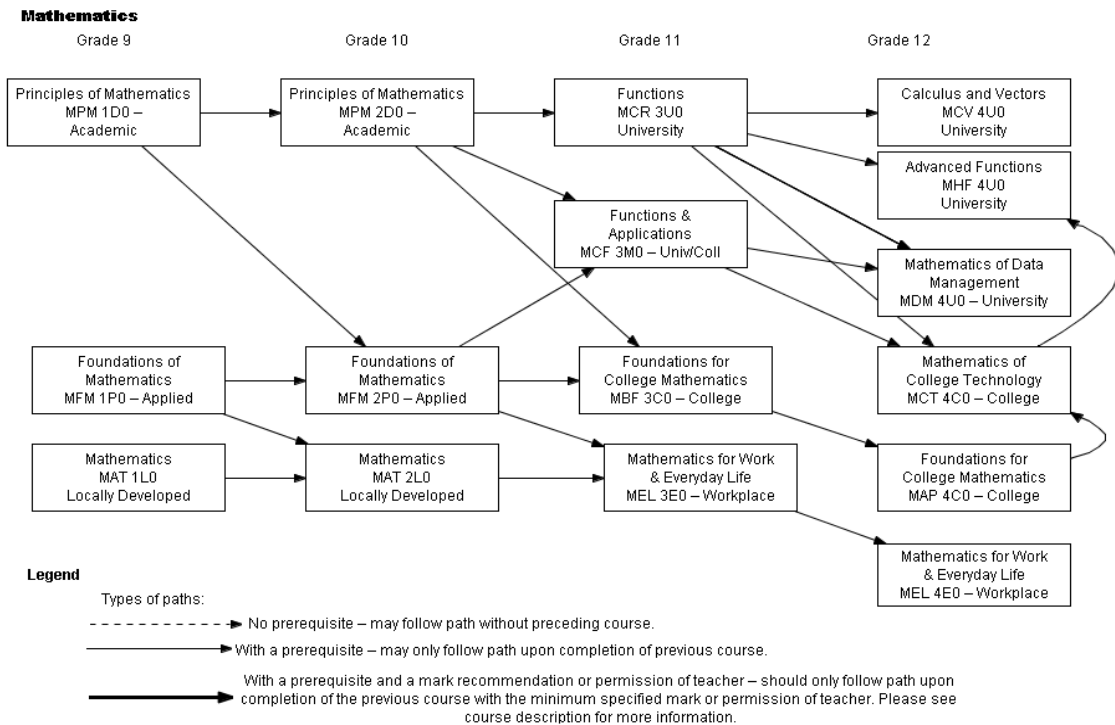
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analyzing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM2P0

MEL3E, Mathematics for Work and Everyday Life, Grade 11 Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM1D0 / MAT2L0

MHF4U, Advanced Functions, Grade 12 University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR3U0, MCT4U0



MCV4U0, Calculus and Vectors, Grade 12 University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Prerequisite:** MHF 4U0 Note: In some schools, it may be necessary to take the prerequisite course concurrently with MCV4U. *Also available online.*

MAP4C, Foundations for College Mathematics, Grade 12 College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. **Prerequisite:** MBF3C0

MEL4E, Mathematics for Work and Everyday Life, Grade 12 Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MEL3EL

NATIVE STUDIES

NAC20 First Nations, Métis, and Inuit Peoples in Canada, Grade 10 Open

This course explores First Nations, Métis, and Inuit peoples' relationships with Canada from pre-contact to the 21st century. Students will examine social, economic, political and military interactions that impact the contemporary realities of Aboriginal people in Canada in relation to identity, culture, community, land, and governance. Students will explore their own and others' ideas using the historical inquiry process to think critically and respond responsibly about civic questions raised today as a result of the changing relationships. **Prerequisite:** None.

NDA3M Current Aboriginal Issues in Canada, Grade 11 University/College Preparation

This course focuses on existing and emerging issues of national and regional importance of concern to Aboriginal peoples in Canada. Students will analyze diverse perspectives from a variety of sources such as media, academic works and public opinion polls on events and developments related to land, community, governance, identity and culture. Using political thinking concepts and the political inquiry process students will explore their own and others' ideas, investigate an issue to determine what needs to change, why and appropriate problem-solving strategies. **Prerequisite:** Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied



NBE3C, Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11 College Preparation

This course will focus on development of skills of the English curriculum, and students will continue to develop and hone the English skills that are required for Grade 12 English and all post-secondary pathways. During this course, students will have a chance to read, write and discuss the works of Indigenous writers, as well as learn about contemporary Indigenous issues. **Prerequisite:** Grade 10 Applied or Academic English

NBE3U, Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11 University Preparation

This course will focus on development of skills of the English curriculum, and students will continue to develop and hone the English skills that are required for Grade 12 English and all post-secondary pathways. During this course, students will have a chance to read, write and discuss the works of Indigenous writers, as well as learn about contemporary Indigenous issues. **Prerequisite:** Grade 10 Applied or Academic English

PHYSICAL AND HEALTH EDUCATION

PPL10, Healthy Active Living Education, 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

PPL20, Healthy Active Living Education, Grade 10 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, 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

PPL30, Healthy Active Living Education, 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



PPL40, Healthy Active Living Education, 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

PSK4U, Introductory Kinesiology, Grade 12 University Preparation

This course focuses on the study of human movement and of systems, factors and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology,

health sciences, health studies, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education. *Offered in 2021-2022 school year. Not offered in the 2020-2021 school year.*



PLF4M, Recreation and Healthy Active Living Leadership, Grade 12 University/College Preparation

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living.

Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership. **Prerequisite:** Any health and physical education course.

SCHOOL TO COMMUNITY

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

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

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

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

KFL*NM, Personal Life Skills

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

KEN*NM, Language and Communication Development

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

KMM*NM, Numeracy and Numbers

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

KHD*NM, Social Skills Development

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

This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job

KPP*NM, Self Help and Self Care

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

KPF*NM, Personal Health and Fitness

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



SCIENCE

SNC1D, Science, 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



SNC1P, Science, 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

SNC2D, Science, Grade 10 Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite:** SNC1D0, SNC1P0

SNC2P, Science, Grade 10 Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. **Prerequisite:** SNC1D0, SNC1P0

SBI3U, Biology, Grade 11 University Preparation

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

SBI3C, Biology, Grade 11 College Preparation

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:** SNC2D0, SNC2P0

SCH3U, Chemistry, Grade 11 University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite:** SNC2D0. *Offered in the 2021-22 school year. Not offered in the 2020-2021 school year. Available online each year.*

SPH3U, Physics, Grade 11 University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SNC2D0. *Offered in the 2020-2021 school year. Not offered in the 2021-2022 school year. Available online each year.*



SVN3M, Environmental Science, Grade 11 University/College Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. **Prerequisite:** Grade 10 Science, Applied or Academic

SBI4U, Biology, Grade 12 University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** SBI3U0

SCH4U, Chemistry, Grade 12 University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite:** SCH3U0. *Offered in the 2021-2022 school year. Not offered in the 2020-2021 school year. Available online each year.*

SCH4C, Chemistry Grade 12 College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **Prerequisite:** SNC2D0, SNC2P0. *Offered in the 2021-2022 school year. Not offered in the 2020-2021 school year. Available online each year.*

SPH4U, Physics, Grade 12 University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SPH3U0. *Offered in the 2020-2021 school year. Not offered in the 2021-2022 school year. Available online each year.*

SPH4C0, Physics, Grade 12 College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SNC2D0, SNC2P0. *Offered in the 2020-2021 school year. Not offered in the 2021-2022 school year. Available online each year.*

SNC4M, Science, Grade 12 University/College Preparation

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills. **Prerequisite:** Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science.

SNC4E, Science, Grade 12 Workplace Preparation

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy. **Prerequisite:** Science, Grade 10, Applied, or a Grade 10 locally developed compulsory credit (LDCC) course in science.

SOCIAL SCIENCE, HUMANITIES, CANADIAN AND WORLD STUDIES

CGC1D, Issues in Canadian Geography, Grade 9 Academic

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

CGC1P, Issues in Canadian Geography, 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 a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada **Prerequisite:** None

CHC2D Canadian History since World War I, Grade 10 Academic

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

CHC2P Canadian History since World War I, Grade 10 Applied

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



CHV200, Civics, Grade 10 Open

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them. **Prerequisite:** None

CGG30 Travel and Tourism: A Geographic Perspective, 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:** Canadian Geographic Issues, Grade 9, Academic or Applied

CHW3M, World History to the End of the Fifteenth Century, Grade 11 University/College Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied

CLU3M, Understanding Canadian Law, Grade 11, University/College Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied.

CLU3E, Understanding Canadian Law in Everyday Life, Grade 11 Workplace Preparation

This course enables students to develop a practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal offences. Students will apply the concepts of legal thinking and the legal inquiry process and will begin to develop legal reasoning skills and an understanding of Canadian law. **Prerequisite:** Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)

HPW3C, Working with Infants and Young Children, Grade 11 College Preparation

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. **Prerequisite:** None.

HSP3U, Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite:** The Grade 10 *academic* course in English or the Grade 10 *academic* history course or Canadian and World Studies course.

HSP3C, Introduction to Anthropology, Psychology, and Sociology, Grade 11 College Preparation This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. **Prerequisite:** None.

CGW4U, World Issues: A Geographic Analysis, Grade 12 University Preparation

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. **Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities. *Also available online.*

CGW4C, World Issues: A Geographic Analysis, Grade 12 College Preparation

This course explores the global challenge of meeting the basic needs of all people while sustaining the natural environment. Students will examine global inequities, including those related to food, water, energy, and development, and will explore global issues through environmental, social, economic, and political lenses. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate a range of current geographic issues facing Canada and the world. **Prerequisite:** Canadian Geographic Issues, Grade 9, Academic or Applied.



CGU4M, World Geography: Urban Patterns and Population Issues, Grade 12 University/College Preparation

This course explores global population distribution, why people live where they do, and variations in their quality of life. Students will examine current population patterns and trends related to urbanization and their impact on human and natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate issues related to urban life and will propose courses of action aimed at enhancing the sustainability of cities around the world. **Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or social sciences and humanities. *Available online.*

CGR4M, The Environment and Resource Management, Grade 12 University/College Preparation

This course explores interactions between the natural and human environment, with a focus on the impact of human activity on various ecosystems. Students will explore resource management and sustainability practices, as well as related government policy and international protocols. Applying the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, students will investigate the relationship between people and the natural environment and will propose approaches for developing more sustainable relationships, including environmentally responsible actions that support stewardship. **Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or social sciences and humanities. *Available online.*

CHY4U World History since the Fifteenth Century, Grade 12 University Preparation

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

CHY4C, World History since the Fifteenth Century, Grade 12 College Preparation

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of

evidence, when investigating key turning points in world history and historical forces that have shaped our world. **Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or social sciences and humanities

CHI4U, Canada: History, Identity, and Culture, Grade 12 University Preparation

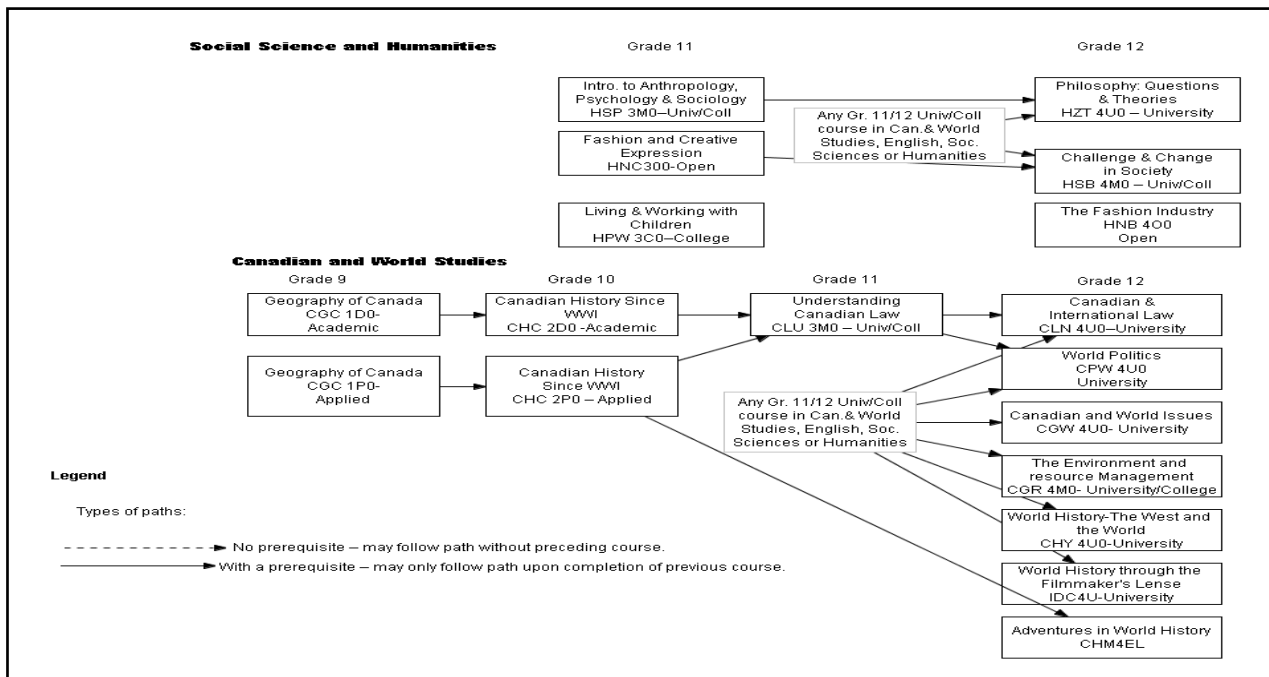
This course traces the history of Canada, with a focus on the evolution of our national identity and culture. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to the development of Canadian identity and heritage. Students will develop their sense of Canada’s national identity and how and why it has changed throughout the country’s history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada. **Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or social sciences and humanities. *Also available online.*

CLN4U Canadian and International Law, Grade 12 University Preparation

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

HSB4U, Challenge and Change in Society, Grade 12, University Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies. *Also available online.*



HHS4U, Families in Canada, Grade 12 University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada’s diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to

consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

HHS4C, Families in Canada, Grade 12, College Preparation

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

HHG4M Issues in Human Growth and Development, Grade 12, University/College This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development. **Prerequisite:** Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and World Studies. *Also available online*

HPD4C, Working with School-Age Children and Adolescents, Grade 12 College Preparation

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.

TECHNOLOGY

TIJ10, Integrated Technology, Grade 9 Open

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

TRANSPORTATION TECHNOLOGY

TTJ20, Transportation Technology, Grade 10 Open

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



TTJ30, Transportation Technology: Vehicle Ownership, Grade 11 Open

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use and will explore career opportunities in the transportation industry. **Prerequisite:** None

TTJ3C, Transportation Technology, Grade 11 College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical

tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** None

TTJ4E, Transportation Technology: Vehicle Maintenance, Grade 12 Workplace Preparation



This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them. **Prerequisite:** None

TTJ4C, Transportation Technology, Grade 12 College Preparation

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** Transportation Technology, College Preparation, Grade 11

E-LEARNING COURSES

Many courses are also offered through E-Learning. E-learning courses are online-based courses that students take with a teacher at another site. There is a separate E-learning application form where students can select courses that they are interested in taking. North Addington has had approximately 10% of its students enrolled in an E-learning course in each semester, in the past five years. Feedback from students indicates that it is a useful skill to be able to complete a course through an online format, especially if they are considering pursuing college or university pathway. If there is a course not listed here that you are interested in taking, please inquiry at Student Services. To ensure that you maximize the chances of successfully enrolling in the course, ensure that you fill out the e-learning application form at the time of course selection.

BAF3M, Financial Accounting Fundamentals, Grade 11 University/College Preparation

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics and current issues in accounting. **Prerequisite:** None. *Available online only.*

BAT4M, Financial Accounting Principles, Grade 12 University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships and corporations. **Prerequisite:** BAF 3M0. *Available online only.*

BBB4M, International Business Fundamentals, Grade 12 University/College Preparation

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management. **Prerequisite:** Any university, university/college, or college preparation course in Business Studies or Canadian and World Studies. *Available online only*



BOH4M, Business Leadership: Management Fundamentals, Grade 12 University/College Preparation

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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 throughout the course. **Prerequisite:** Any university, university/college, or college preparation course in Business Studies or Canadian and World Studies. Available online only.

ICS2O, Introduction to Computer Studies, Grade 10 Open

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

Prerequisite: None

ISC3U, Introduction to Computer Science, Grade 11 University Preparation

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

They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None. *Available online only.*

ISC4U, Computer Science, Grade 12 University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite:** ICS3U0. *Available online only.*

EWC4C, The Writer's Craft, Grade 12 College Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate different models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** ENG3C0. *Also available online.*

EWC4U, The Writer's Craft, Grade 12 University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** ENG3U0. *Also available online.*

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of interest. **Prerequisite:** MCR3M0, MCR3U0. *Also available online.*

MCT4C0, Mathematics for College Technology, Grade 12 College Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. **Prerequisite:** MCF3M0, MCR3U0. *Available online.*

SECTION III – SCHOOL ORGANIZATION

SEMESTERS

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

REPORTING PERIODS

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

DEFINITION OF A CREDIT

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

TYPES OF COURSES

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

GRADES 9 AND 10

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

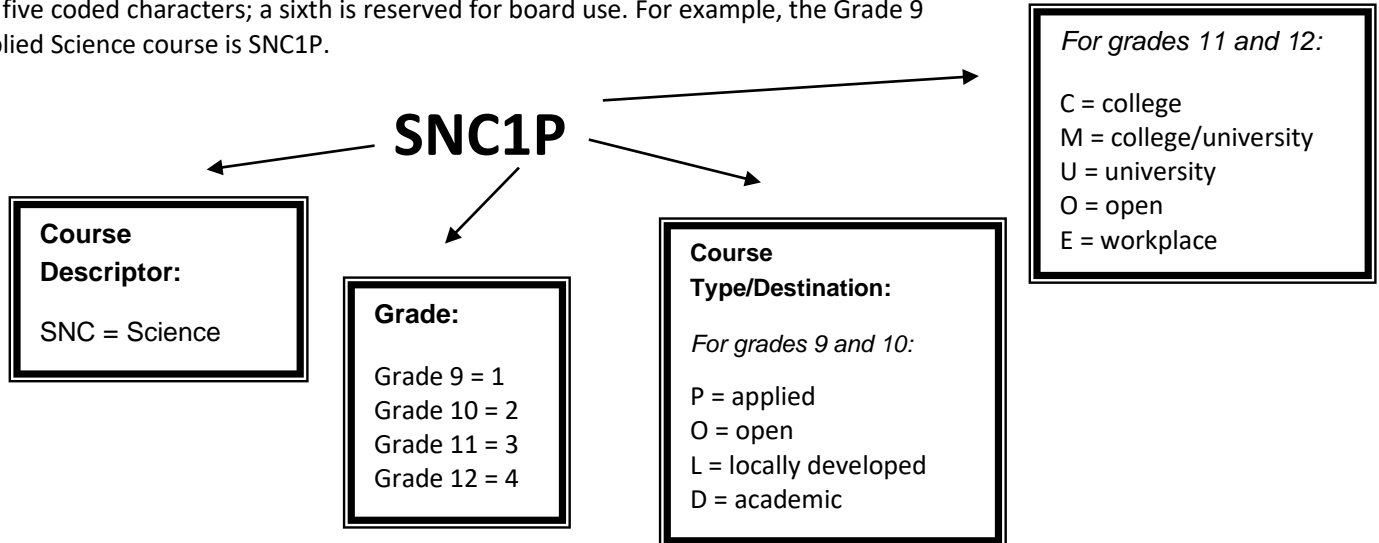
GRADES 11 AND 12

- **COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **OPEN COURSES** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- **UNIVERSITY PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **UNIVERSITY/COLLEGE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- **WORKPLACE PREPARATION COURSES** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs.

COMMON COURSE CODES

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use. For example, the Grade 9 Applied Science course is SNC1P.



COURSE SELECTION AT NORTH ADDINGTON

Course selection takes in January and February of each school year. Students make choices based on chosen student pathway and student interest. Students are encouraged to talk to parents and guidance teachers about course selection to ensure that proper planning is completed. Students will be using MyBlueprint, an online planning tool to complete course selection. Students will log into MyBlueprint using a username and password. Students will be required to get parent approval of course selection choices.

CREDIT ATTAINMENT AND PROVINCIAL STANDARD

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

ONTARIO STUDENT RECORD (OSR): RECORDING AND REPORTING PROCEDURES

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

ONTARIO STUDENT TRANSCRIPT (OST): RECORDING AND REPORTING PROCEDURES

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

FULL DISCLOSURE FOR GRADES 11 AND 12

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

COURSE CHANGE PROCEDURES

Things to consider when 'dropping' a course –

- Do I need to switch a pathway?
- Is this a course that I need to graduate (is it a compulsory course)?
- Is this course a prerequisite for a course I want to take in the future?
- Is this a course that I need to get into the post-secondary program of my choice?
- What other courses are available for me to take?
- Have I considered all my options?
- Why am I dropping this course?
- Have I talked to my parents about it?

Things to consider when 'adding' a course –

- Do I have the prerequisite?
- Will this mean a change in level?
- Is this a course I need to graduate?
- Is this a course I need for my post-secondary courses?
- Why am I adding this course?
- Have I talked to my parents?
- Will I be able to handle the workload?
- Have I talked to the teacher about the course?

***Note that in order to make a course change, parental approval is required.
Course changes must be made through Student Services.***

HOW DO YOU CHOOSE A COURSE?

Your choice will depend on your strengths, interests and the way you learn best. Remember that you can choose different course types in different subject areas — or the same in all subject areas. Your parents, teachers, guidance counsellor, and LPS and Student Success teachers can provide you with information, strategies for making decisions, and an opportunity to discuss your ideas about the choices you have to make. Planning your high school program will help you plan for your post-secondary pathway and the job market in the future. Keep your future career in mind and plan backwards.

- Is this course a prerequisite for another course in high school I need to take?
- Is this course a prerequisite for a post-secondary program I am interested in?
- Will I learn something new?
- Will this course provide me with transferable skills that I can use in the future?
- Will I get practice with my language and mathematical literacy skills?
- Will it give me an experience that pushes me outside of my usual experiences?
-

SECTION IV – STUDENT SUPPORT AND RESOURCES

THE STUDENT SUCCESS TEAM – REACHING EVERY STUDENT



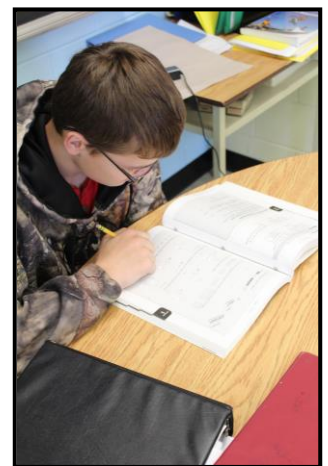
The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice. **North Addington Education Centre** offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success. Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

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

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

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

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on **Student Success**. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification



Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. **It is our goal that every student will be a success!**

CREDIT COMPLETION (CREDIT RESCUE AND CREDIT RECOVERY)

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

GUIDANCE

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

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

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

SPECIAL EDUCATION POLICIES AND PROGRAMS

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

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

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

SPECIAL EDUCATION ADVISORY COMMITTEE

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

SPECIAL EDUCATION PLAN

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, *Understanding the IPRC Process: A Parent Guide*, are available through the school office. *A full description of Special Education programs and services may be found on the board's web page at <https://www.limestone.on.ca/>.*

ACCOMMODATIONS AND MODIFICATIONS

- **Accommodation** refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.
- **Modifications** are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted

LEARNING PROGRAM SUPPORT (LPS)

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

Additional supports are not limited to but include the following:

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

TUTORING

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

LIBRARY RESOURCE CENTRE

The Library Resource Centre is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time library technician who selects a wide range of fiction and

non-fiction works for both students and teachers. The library technician is available to students for assistance with book selection or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through the school network or home internet connections. Home access codes for databases are available from the school librarian. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

ENGLISH LANGUAGE LEARNERS (ELL)

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

ADOLESCENT CARE WORKER (ACW)

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

ABORIGINAL SUPPORT COUNSELLOR

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

SECTION V – EXPANDED OPPORTUNITIES

WHAT ARE EXPANDED OPPORTUNITIES?

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond.

The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

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

COOPERATIVE EDUCATION

WHAT IS IT?

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

WHO IS IT FOR?

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

HOW DOES IT HELPS?

Students have the opportunity to:

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

Please see Mr. Hasler if you are interested. Ensure that you choose cooperative education on the course selection sheet and in MyBlueprint.

DUAL CREDITS

WHAT ARE DUAL CREDITS?

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

WHO ARE THEY FOR?

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

HOW DOES IT HELPS?

Students have the opportunity to:

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

E-LEARNING

WHAT IS IT?

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

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

WHO IS IT?

E-Learning options are available to all students registered with the Limestone District School Board. You may be an ideal candidate for E-Learning if you have high achievement in the Learning Skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation). E-Learning requires the same time commitment as traditional day-school classes. However, the method of delivery allows for flexibility – students may complete course work outside of the traditional school day.

HOW DOES IT HELPS?

Students have the opportunity to:

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

Please make sure you choose e-learning on your course selection sheet and in MyBlueprint and come to Student Services early to sign up for online courses. An application form must be filled out (see planning section). See Ms. Yanch for more details.

FOCUS PROGRAM

WHAT ARE THEY?

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

WHO THEY ARE FOR?

Focus Programs are packages of courses designed for senior students. *For more information, pick up a copy of the Red Book available in Student Services or visit <http://focus.limestone.on.ca/>.*

HOW DOES IT HELP?

Students have the opportunity to:

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

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

WHAT IS IT?

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

WHO IS IT?

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact your Guidance Counsellor or the Cooperative Education Teacher.*

HOW DOES IT HELP?

Students have the opportunity to:

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

SPECIALIST HIGH SKILLS MAJOR (SHSM)

WHAT IS IT?

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

WHO IS IT FOR?

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

HOW DOES IT HELPS?

Students have the opportunity to:

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

At North Addington, we have a Specialist High Skills Major in Construction Technology.

ALTERNATIVE LEARNING SITES

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres are also serve mature students who need to re-engage in their secondary education on route to the workplace or post-secondary destinations. The Alternative Centre at North Addington is located in Northbrook at Northern Connections. Please contact the school for more details.

SECTION VI – ADDITIONAL WAYS OF ACHIEVING CREDIT

SUMMER SCHOOL

Summer school applications and course offerings will be available through Student Services in early June. For more detailed information, please contact your School's Guidance Counsellor. Please note that Summer School is usually only available on-site in Kingston or through e-learning.

PRIOR LEARNING ASSESSMENT REGONITION (PLAR)

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

MATURE STUDENT ASSESSMENT

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD. There are two possible ways in mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

ROYAL CONSERVATORY MUSIC CREDITS

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

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

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

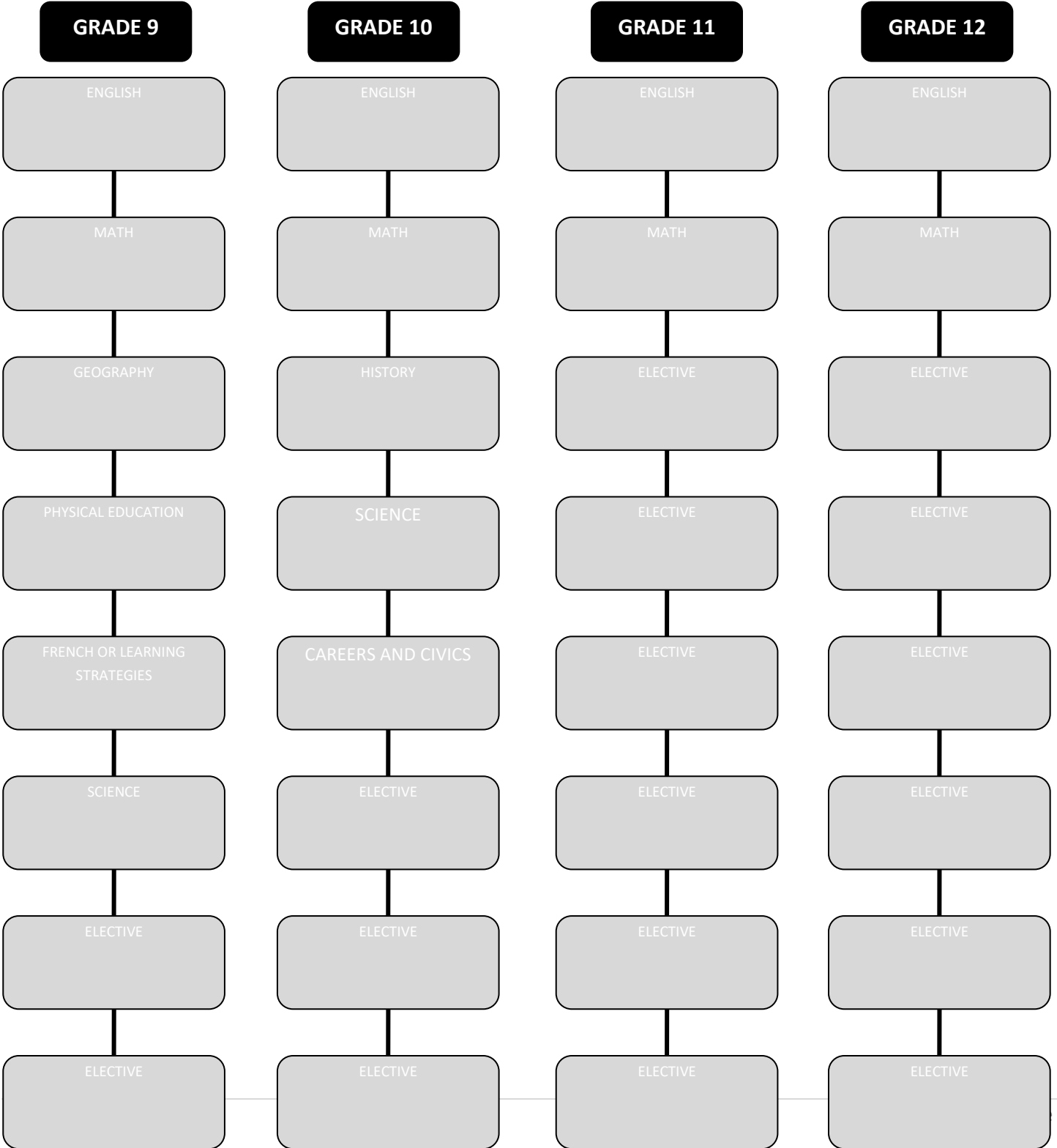
- Grade 1X Practical and Grade 111 Harmony of the Royal Conservatory of Music, Toronto.
- Grade 1X Practical and Grade V Theory of Conservatory Canada, London
- Collegial 11 Practical and Collegial 11Theory of any conservatory of the province of Quebec.
- Grade V111 Practical and Grade V1 Theory of the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

TEACHER ASSISTED SELF-STUDY (TASS)

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

SECTION VII – PLANNING

Use this planner out your high school courses at North Addington. You can also view this on myBlueprint when you login.



USING MYBLUEPRINT

This step-by-step guide will help you complete online course selection using the myBlueprint website. **You will require the below information to get started.**

- Ontario Education # -- **found on a credit counselling sheet or report card**
- Date of Birth (DOB)



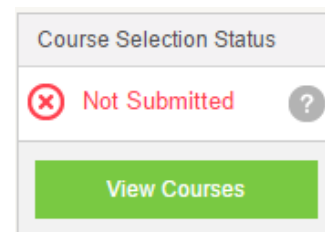
1) VISIT WWW.MYBLUEPRINT.CA

2) CREATE AN ACCOUNT – If you are a **New User**, enter your **Activation Key -- northaddec** -- and click **Create Account**. Speak to your Counsellor or Teacher for your Activation Key.

Existing User? Enter your email and password and click **Login**.

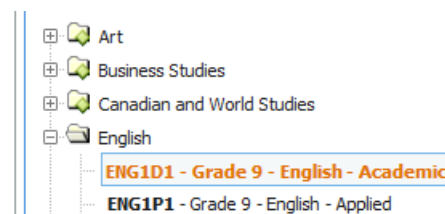
3) COURSE SELECTION – From the Home screen, click on the **View Courses** button that appears in the Course Selection Status box on the left. The button will say **Plan Courses** if course submission is disabled.

HINT: Clicking on **View or Plan Courses** will take you to your High School Planner - you can also access this by simply clicking on the High School Planner box in your dashboard.



4) ADD COURSES FOR NEXT YEAR

- In High School Planner, click + **[Course]**.
- In the **Course Selection and Details** screen, explore the available courses.
- Click **Add Course to Plan** when you find the course you want.



5) GRADUATION INDICATOR – the **Graduation Indicator** will help you keep track of your progress. Click **View Progress** for a list of specific graduation requirements.

6) REVIEW PLANS – When you are ready to submit your course selections, click the **Review Plan** button and give your course selection one final look over

Note: the **Review Plan** button will only appear if course selection is **ENABLED** by your school. If there are issues with your plan, you will receive a warning via a pop-up box.

7) SUBMIT COURSES – Once you've carefully reviewed the **Details** page to ensure that you are meeting the requirements for the courses you have selected and that the courses that appear are correct, click on **Submit Courses**.

HINT: If available, you can use the comments section to explain any issues to your guidance counsellor (i.e. taking the prerequisite in night school, or summer school, etc).

8) PRINT SIGN-OFF SHEET

Note: The sign-off sheet will show in another tab or window – if it doesn't show after you've clicked the button, check the pop-up blocker settings for your web browser.

YOU'RE DONE! Print and return a signed copy of your **Course Selection Sign-Off Sheet** to Ms. Yanch.

ELEARNING APPLICATION

NORTH ADDINGTON EDUCATION CENTRE

STUDENT
NAME: _____

GRADE: _____

ADDRESS: _____

POSTAL
CODE: _____

HOME
PHONE: _____

CELL
PHONE: _____

DATE OF
BIRTH: _____

STUDENT
EMAIL: _____

PARENT
NAME: _____

PARENT
EMAIL: _____

COURSE SELECTION – SEMESTER I		COURSE SELECTION – SEMESTER II	
COURSE NAME		COURSE NAME	
COURSE CODE		COURSE CODE	
COURSE NAME		COURSE NAME	
COURSE CODE		COURSE CODE	

STUDENT SIGNATURE: _____

PARENTE SIGNATURE: _____

DATE: _____

OEN -- _____

Entered into Ontario E-learning Consortium