Grey Highlands Secondary School

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BLUEWATER DISTRICT SCHOOL BOARD

2020-2021 Course Calendar

2020-2021
Common Course Calendar
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Using the Course Calendar:

General Information

Pages 2 to 20 provide information on diplomas, certificates, course codes, summer school and Cooperative Education.

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

Students who successfully complete a Specialist High Skills Major (SHSM) program as part of the requirements for their OSSD will receive a diploma with a SHSM red seal. For further information, go to page 6 of Section A or http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(Section 9.2, page 85)*.

Ontario Scholar

Upon graduation from high school, a student may be designated an Ontario Scholar if he or she satisfies *both* of the following requirements: he or she obtains an aggregate of at least 480 marks in any combination of ministry-approved, Grade 12 level courses that provide a total of six credits; and, he or she has been recommended by the school principal for the Ontario Secondary School Diploma (OSSD) in either the current school year or the previous school year. For more information on the Ontario Scholar designation, go to www.edu.gov.on.ca/extra/eng/ppm/53.html

BOARD VISION and MISSION STATEMENTS

Bluewater District School Boards vision is learning today, leading tomorrow.

Our mission is to provide a quality education for every student in a safe, accepting, and caring environment.

In conjunction with our mission and vision, we have established four key priorities:
1. Safe Supportive Learning Community
2. Quality Instruction
3. Community Engagement
4. Stewardship of Resources

www.bwdsb.on.ca/about_us/Strategic_Plan

What do you need to graduate from high school?

Ontario Secondary School Diploma (OSSD)

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in Mathematics (1 credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian History
1	credit in Canadian Geography
1	credit in Health and Physical Education
1	credit in the Arts
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics

In addition, students must complete:

✓	12 optional credits****
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

1	**Group 1:** • English of French as a Second Language** • a Native Language • a Classical or International Language • Social Sciences and the Humanities • Canadian and World Studies • Guidance and Career Education • Cooperative Education***
1	**Group 2:** • Health and Physical Education • The Arts • Business Studies • French as a Second Language** • Cooperative Education***
1	**Group 3:** • Science (Grade 11 or 12) • Technological Education • French as a Second Language** • Computer Studies • Cooperative Education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

**** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)	CERTIFICATE OF ACCOMPLISHMENT (COA)
The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows: **Compulsory Credits** (total of 7): • **2 credits in English** • **1 credit in Canadian Geography or Canadian History** • **1 credit in Mathematics** • **1 credit in Science** • **1 credit in Health and Physical Education** • **1 credit in The Arts or Technological Education** **Optional Credits** (total of 7): • **7 credits selected by the student from available courses**	Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

SAFE SCHOOL POLICY

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

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

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

The policy has three components; prevention, intervention, and the development of procedures that define and outline consequences of prohibited behaviour on Board property or at Board sponsored events.
www.bwdsb.on.ca/director/policies/BP_6820-D.pdf

STUDENT SUCCESS TEAMS

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

Student Success Teams are one of the five ways that the Ministry of Education has implemented to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond. Refer to the following link for additional information about Student Success initiatives:
www.edu.gov.on.ca/eng/teachers/studentsuccess

Each team works with school staff, students, parents and the wider community to ensure that, together, we help more students earn the credits necessary to graduate. The Student Success program is supported by the Ministry of Education and is designed to provide supports for all students, with an effort to keep students in school and provide them with every opportunity to succeed.

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

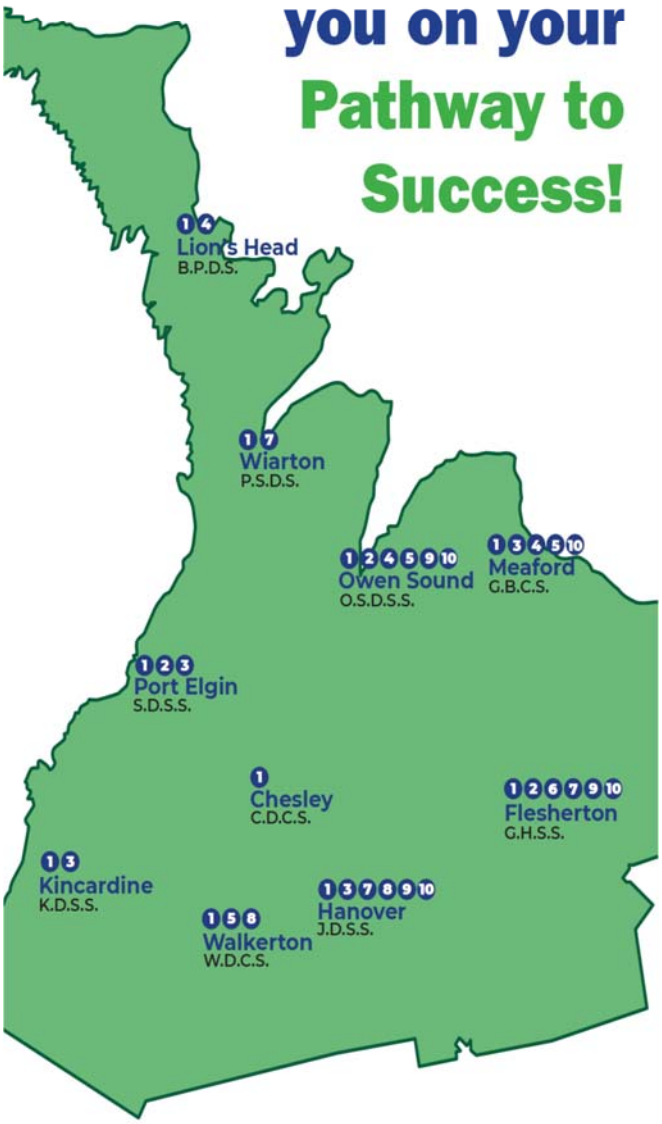
Each secondary school has a dedicated Student Success teacher. This teacher performs key roles in looking at course offerings, and curricular supports to help students. Credit recovery is also an option for many of our students who previously failed a credit.
www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html

BLUEWATER SHSM MAP

Visit www.bwdsb.on.ca/success/SS_SHSM

BLUEWATER DISTRICT SCHOOL BOARD

Bluewater District School Board helping you on your Pathway to Success!



A multitude of skills and choice in Bluewater:

1. **Agriculture**
   Regional program open to all students at the Chesley satellite campus
2. **Arts and Culture**
   Grey Highlands Secondary School
   Owen Sound District Secondary School
   Saugeen District Senior School
3. **Construction**
   Georgian Bay Community School
   John Diefenbaker Senior School
   Kincardine District Senior School
   Saugeen District Senior School
4. **Environment**
   Bruce Peninsula District School
   Georgian Bay Community School
   Owen Sound District Secondary School
5. **Health and Wellness**
   Georgian Bay Community School
   Owen Sound District Secondary School
   Walkerton District Community School
6. **Horticulture and Landscaping**
   Grey Highlands Secondary School
7. **Hospitality and Tourism**
   Grey Highlands Secondary School
   John Diefenbaker Senior School
   Peninsula Shores District School
8. **Information and Communications Technology**
   John Diefenbaker Senior School
   Walkerton District Community School
9. **Manufacturing**
   Grey Highlands Secondary School
   John Diefenbaker Senior School
   Owen Sound District Secondary School
10. **Transportation**
    Georgian Bay Community School
    Grey Highlands Secondary School
    John Diefenbaker Senior School
    Owen Sound District Secondary School

SHSM

Visit www.bwdsb.on.ca

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

The Specialist High Skills Major program is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace. Each Specialist High Skills Major is a bundle of 8 to 10 courses within a selected field/sector completed in Grades 11 and 12. Students choosing a SHSM program learn on the job with employers as well as in school, earning valuable industry certification and training related to their chosen sector.

Bluewater District School Board has been granted approval to run SHSM programs in the following sectors:

- **Agriculture** – All Bluewater Secondary Schools (satellite campus at Chesley District Community School)
- **Arts and Culture –** Grey Highlands Secondary, Owen Sound District Secondary**,** Saugeen District Secondary
- **Construction –** Georgian Bay Community, John Diefenbaker Senior, Kincardine District Secondary, Saugeen District Secondary, Grey Highlands Secondary
- **Environment –** Bruce Peninsula District, Owen Sound District Secondary, Georgian Bay Community, Grey Highlands Secondary
- **Health and Wellness –** Georgian Bay Community, Walkerton District Community, Owen Sound District Secondary
- **Horticulture and Landscaping** – Grey Highlands Secondary
- **Hospitality and Tourism** – Grey Highlands Secondary, John Diefenbaker Senior, Peninsula Shores District
- **Information and Communications Technology** – John Diefenbaker Senior, Walkerton District Community
- **Manufacturing** – Grey Highlands Secondary, John Diefenbaker Senior, Owen Sound District Secondary
- **Transportation** – Grey Highlands Secondary, John Diefenbaker Senior, Owen Sound District Secondary, Georgian Bay Community

More details are available in the B Section of this publication, on school websites, or by calling the Guidance department of your school. Students are encouraged to check with their Guidance department for additional SHSM opportunities.

Grade 8-9 Transition and Link Crew

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

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

Ontario Youth Apprenticeship Program (OYAP)

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

the employer's commitment towards the student.
To begin an apprenticeship, students must;

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

For more information contact:
Dave Barrett at oyap@bwdsb.on.ca or 519-363-2014

Bruce Power Cooperative Education Program
Prerequisite: 16 years of age for all placements.

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

For more information contact:
Tim Smith at tim.smith@brucepower.com
519-361-2673 extension 14669 or 519-372-7161
or the school Guidance/Co-op office

Militia Cooperative Education Program
Students go through the military selection process and are then sworn into the Army reserve. They are immersed in a military environment as the Armoury in Owen Sound becomes their schoolhouse where students earn four coop credits. This is a paid coop placement and includes reserve benefits. *Pending sufficient enrolment, check with your guidance counsellor.*

To start the process you must meet the minimum requirements:

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

What are the steps to apply?

- Meet the minimum requirements.
- Indicate to your coop teacher or guidance teacher/counsellor that you are interested in this unique program.
- Fill out application package that can be obtained from the school or the Grey and Simcoe Foresters Recruiter. Return completed application to the Unit Recruiter located at the Owen Sound Armoury.
- Undergo testing which includes aptitude testing, physical fitness test, medical and interview.
- If you qualify, then you will be sworn into the Army Reserve as an infantry soldier.

Online Learning – eLearning Ontario (eLO)
Students in Bluewater have access to eLearning Ontario (eLO) courses as a way to achieve success at school.
Contact your guidance teacher/counsellor for course offerings.
For further information go to:
http://edu.gov.on.ca/elearning/courses.html

Summer School

Summer school courses may be available for students who wish to earn additional credits, retake courses they have not successfully completed, improve achievement in a course, or to take transfer courses. *Contact your guidance teacher/counsellor for further details.*
www.bwdsb.on.ca/coned/ss_school/home%20page

Dual Credit Program

With the Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and postsecondary courses that count towards both their high school diploma and their postsecondary college diploma, or apprenticeship certification. Bluewater District School Board currently offers night school dual credits as well as a day school FLEX program. *Contact your guidance teacher/counsellor for further details.*

The FLEX program offers an opportunity for students to undertake their education in a flexible way. The student must meet the following criteria:

- Must be academically capable of succeeding in a college dual credit course;
- Has earned 24-26 credits out of the 30 credits required for OSSD to date (will look at students who have earned as low as 20-21 as it still may be possible for them to earn their diploma in a year *A year being the longest a student can be enrolled in FLEX);
- Has a history of attendance or coping issues at school;
- 3rd, 4th, 5th year or beyond (could be Grade 12, or 17+ years old);
- Has outgrown secondary school culture;
- Is at risk of not graduating, needing an off-site location to thrive; and
- Should be able to provide own transportation to Georgian College.

There are a limited number of spots available for this program. An interview process is required. Please see your guidance teacher/counsellor for additional information.

The Georgian College OYAP Dual Credit – Level 1 Cook program The Georgian Gollege OYAP Dual Credit – Level 1 General Carpentry program are a combination of co-op education and Level 1 Apprenticeship training at the Owen Sound Campus of Georgían College. Students earn five credits applicable to their high school diploma, register as an apprentice and earn apprenticeship hours.

Continuing Education

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

French Immersion

The aim of the French Immersion program is to expand students' knowledge of French literature and culture. By the end of the four-year program, students will participate easily in conversations and discussions; will be able to take courses at the college or university level in which French is the language of instruction; and will be able to accept employment in which French is the working language.
http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf

Bluewater offers two certifications:

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

French Immersion/Extended French is offered in the following high schools:

- Georgian Bay Community School, Meaford
- Grey Highlands Secondary School, Flesherton
- John Diefenbaker Senior School, Hanover

- Kincardine District Senior School, Kincardine
- Owen Sound District Secondary School, Owen Sound
- Saugeen District Senior School, Port Elgin

Some courses may be offered through Blended Learning, which is a combination of face to face classroom instruction and instruction through video conferencing. For more information about specific French Immersion/Extended French course offerings in each school, please refer to the French Immersion/Extended French segment of the school's B section of the course calendar or visit
http://edu.gov.on.ca/elearning/courses.html

All Bluewater secondary schools offer senior level French students the opportunity to participate in the DELF - Diplôme de études en langue française (Diploma in French Language Studies). Contact the Language Department at your school for more information.

Native Studies
As the first people of Canada, Aboriginal peoples are unique in Canada's mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. Native Studies provides ***all students*** with an increased awareness and understanding of the history, cultures, worldviews, and contributions of Aboriginal peoples in Canada.

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

COMMUNITY INVOLVEMENT ACTIVITIES

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will receive the Bluewater District School Board *Secondary Student Community Involvement Record Book* and a pamphlet *Secondary Student Community Involvement Guidelines*. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter Grade 9.
www.edu.gov.on.ca/extra/eng/ppm/124a.html

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

All students must take the Ontario Secondary School Literacy Test (OSSLT). Students will normally take the literacy test in Grade 10. Any student who has been eligible to write the test twice and who has been unsuccessful may take the Ontario Literacy Course (OLC4O) to meet the secondary school literacy requirement. The test and course are based on the Ontario Curriculum expectations for language and communications, particularly reading and writing – up to and including Grade 9.

Adjudication Process
In June 2004, the ministry introduced an adjudication process. School boards may now establish adjudication panels at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.

Accommodations
The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations

and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the Ontario Secondary School Literacy Test must not be altered.

Deferrals
Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language / English Literacy Development (ESL / ELD) courses who have not yet acquired the level of proficiency in English required for successfully completing the test.
If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Exemptions
A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.
For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 105)*

SUBSTITUTIONS FOR COMPULSORY COURSES

Upon the approval of the principal, up to three substitutions may be made for compulsory courses where it is deemed the student's educational interests are best served by such a substitution. Either the parent or the principal may initiate a request. Substitutions may only be made from a list of courses considered to be compulsory. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 67)*

THIRTY-FOUR CREDIT THRESHOLD

All secondary schools are encouraged to meet individually with current 4th year students who are planning to return for a 5th year of secondary school and complete pathways planning. The school will plan with students to meet their educational goals within 34 credits. Where this is not possible, schools will explore all options available to students beyond simply returning to secondary school for credits. This could include eLearning, Credit Recovery, summer school, etc.

34 Credit Threshold Guidelines

- Students will not be charged for courses above the 34 credit threshold
- If a student successfully completes a credit course more than once (e.g., to upgrade marks) each successful completion will count toward the 34 credit total
- 5th year students returning for more than 34 credits **may be part-time**

Student Exemptions:

- Students with an Individual Education Plan (IEP)
- Students who are enrolled in their first four consecutive years of secondary school and have earned more than 34 credits during this time

Credit Course Exemptions:

- Credit courses in English as a Second Language (ESL)
- Credit courses in English Literacy Development (ELD)

A 'Frequently Asked Questions' for Students can be found at: http://www.edu.gov.on.ca/eng/students/faq-students.html

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

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

TYPES OF COURSES

Academic Courses and Applied Courses in Grades 9 and 10

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

Locally Developed Courses

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

Open Courses in Grades 9 and 10

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

Grade 11 and 12 Destination Courses

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

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

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Co-operative education and work experience placements within the community are important components of workplace preparation courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will also be required to demonstrate that they have developed these skills. Workplace preparation courses also promote the importance of lifelong learning.

University Preparation Courses

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

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. All college preparation courses will be based on rigorous

provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

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

Curriculum documents are available on the Ministry of Education website:
www.edu.gov.on.ca/eng/curriculum/secondary/index.html
Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

A – Arts
B – Business
C – Canadian and World Studies
E – English
F – French
G – Guidance and Career Education
H – Social Sciences and the Humanities
I – Interdisciplinary Studies
L – Classical and International Languages
M – Mathematics
P – Healthy Active Living
S – Science
T – Technological Studies

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

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

The first number indicates the grade level:

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

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

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

The 6th character is used in Bluewater District School Board schools to differentiate between courses with the same first five characters; e.g., ENG2PI (6th character I) indicates a regular classroom full credit course and ENG2PA (6th character A) indicates an eLearning course.

Transfer Courses

A transfer course is a .5 credit course that bridges the gap between courses of two different levels in the same subject. Students who revise their educational and career goals and who wish to change from one level of a course in a particular subject but lack the prerequisite course may do so by taking a transfer course.

Specialized Programs

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

PROCEDURES FOR CHANGING COURSES

Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system.

A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required**.**

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

- take a transfer course that will bridge the gap between course types
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

It is possible to move between the Academic and Applied levels in Grade 9 and 10 without taking a transfer course. *The exception is Grade 10 academic mathematics which requires a half-credit transfer course when moving from Grade 9 applied*. Many courses in Grades 11 and 12 have prerequisites which must be met before admission to the course is normally granted. Students and parents/guardians should consider prerequisites very carefully so that the highest degree of programming flexibility can be maintained as the student moves from year to year.

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

OPTIONAL PROGRAMMING

The options available to students who wish to consider alternative methods of earning credits to enrolling in courses offered in their secondary school **may** include:

Correspondence Courses

The Independent Learning Centre offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma.

If you are over 18 years old, you must provide a "Date of Leaving" letter from your last secondary school and a copy of your most recent Ontario Student Transcript.

Contact your guidance teacher / counsellor for information on the Independent Learning Centre Student Guide and/or the ILC website at: www.ilc.org

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

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

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

Student Exchanges
The BWDSB fully encourages students to participate in summer, three-month and full-year exchanges. These are valuable cultural and learning experiences. We also encourage foreign students to attend BWDSB schools through reciprocal and fee paying programs. Ask your guidance counsellor for more information on these programs.

PROGRAMS BEYOND YOUR HOME SCHOOL

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

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

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

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

In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

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

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

> *"The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered to be interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application."* ~ ***Growing Success***, p. 17
>
> www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

- are fair, transparent, and equitable for all students
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning **www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf**

THE ACHIEVEMENT CHART

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

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

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

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

The table provides a summary description of achievement in each percentage grade. Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

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

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

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

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

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: "challenge" and "equivalency". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions. It should be noted that in the summer of 2009 the Ministry stipulated that the OSSLC (Ontario School Literacy Course) may not be challenged for credit.

The PLAR process is not an independent study nor does it involve classroom teachers in any way. *For additional information on PLAR, check out* www.bwdsb.on.ca/plar*, contact the principal at your school, or go to:* www.edu.gov.on.ca/extra/eng/ppm/129.html

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

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

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

FORMS OF EXPERIENTIAL LEARNING

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

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

Job Shadowing and Job Twinning involves a half to a full day one-on-one observation of a worker at a place of employment. No additional credits are awarded.

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

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

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

SPECIAL EDUCATION

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

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

When an IPRC identifies a student as exceptional:

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

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

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

of the curriculum expectations will be assessed in accordance with the discipline-specific assessment policies given in the provincial curriculum policy documents.

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

A small number of students may require alternative expectations that are not derived from the expectations in the provincial curriculum policy documents. A student's achievement of these expectations will not be assessed according to the assessment policies in the provincial curriculum policy documents, but in relation to the expectations set out in the student's IEP. The student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

Secondary schools may:

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

Support and program modification are identified in an Individual Education Plan (IEP). Students, officially identified or not, who are experiencing learning difficulties may receive assistance with test preparation, note taking and assignment completion through the Special Education Department. Students or parents may request this service, but usually the students are referred by the special education teacher in the elementary school.

For information regarding the Board's Special Education Advisory Committee (SEAC), the parent guide and special education policies and programs, contact the principal and/or go to:
www.bwdsb.on.ca/stserv/seac_brochure

For further information on Ministry of Education Special Education guidelines go to:
www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

For access to Bluewater's Special Education Parent Guide go to: www.bwdsb.on.ca/stserv/

ENGLISH LANGUAGE LEARNERS

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

www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf *(page 35)*

www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

SPECIAL PROGRAMMING PATHWAYS

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

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

- reach the standards needed for success in Applied or Academic Grade 9 courses

or

- continue into Locally Developed Grade 10 courses and then to Workplace Destination courses working toward achieving an Ontario Secondary School Diploma (30 credits, 18 of which are compulsory) and moving from school to work or college, or apprenticeship

or

- continue taking courses that will lead to achieving an Ontario Secondary School Certificate (minimum of 14 credits, 7 of which are compulsory)

or

- a mixture of credit and non-credit life skills courses are available for students with significant learning needs

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

Individual Program Plan (IPP)

Starting in Grade 7, students begin to document what they learn in the Education and Career/Life Planning Program in an Individual Pathways Plan (IPP). The IPP becomes the primary planning tool that students use as they proceed through school towards their initial postsecondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.
www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf
To support educational planning and the course selection process, all parents and students are encouraged to access myBlueprint.ca

My Blueprint (https://myblueprint.ca/bluewater) lets you build customized high school course plans, instantly identify the post-secondary opportunities that you have unlocked, and explore valuable information for every destination in Canada. *See your guidance teacher for the activation c*

eLEARNING ONTARIO

Bluewater District School Board will be offering a number of courses through eLearning. Please see your guidance department to discuss e-learning course offerings.

GHSS Course Calendar Section
2020-2021
Section B

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Guidance Counsellors:
Laurie Trudell ext. 529 and Mina Perry ext. 528

Grey Highlands Secondary School
"Always Toward the Best"

Introduction

Grey Highlands Secondary School (GHSS) is located in the town of Flesherton, set amidst the rolling farmland and natural beauty of Grey County. Our motto - Always Toward the Best - is an attitude evident in both staff and students, and the respectful environment they create together. The school mascot is the Lion, and our teams are known as the Grey Highlands' Lions. School spirit is strong, with a solid sense of community involvement.

GHSS serves the education needs of approximately 620 students and is the second largest secondary school in the board. Our students are drawn from a large geographical area, and most arrive each day by bus. We are a comprehensive school, serving Grades 9 through 12, with programs in music, athletics, technology, social sciences, environmental studies, the arts, and academic subjects. Our school is semestered with four courses in each semester. Marks are recorded at the end of each term (final examinations are scheduled at the end of Term 2 for most courses) with a formal report card sent home at each of these times. Approximately six weeks into each semester, students are issued an informal progress report card which is followed closely by parent-student-teacher interviews. This is a wonderful opportunity to meet your child's teachers and visit the school.

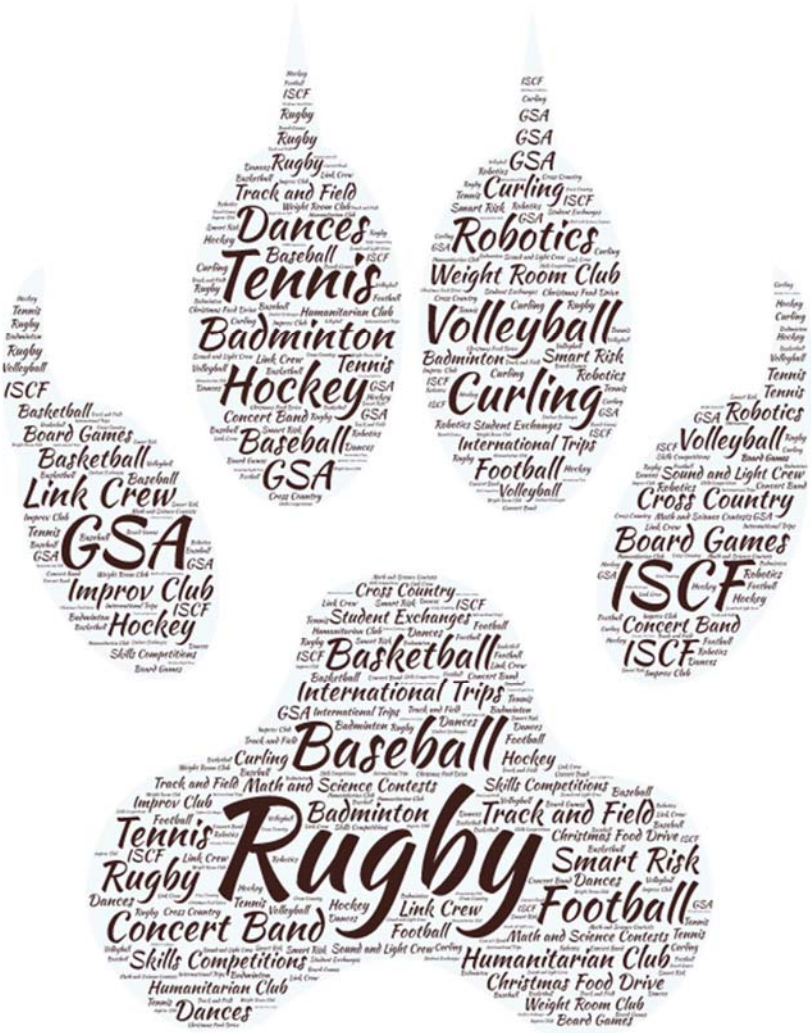
Semester One (September – January)		**Semester Two (February – June)**	
Term 1	Term 2	Term 1	Term 2
4 Classes/Credits		4 Classes/Credits	

School Goals and Philosophy

- Grey Highlands Secondary School is a learning organization committed to a standard of excellence in fostering the academic, physical, social, and emotional development of all of our students.
- We demonstrate respect for ourselves and others and an appreciation of individual differences.
- We accept personal responsibility as contributing members of our local and global communities.
- We value people and promote trusting and cooperative relationships in a safe, supportive, and productive environment.

Did you know?
GHSS's symbol is the Trillium. The three petals represent the three small high schools in Dundalk, Markdale, and Flesherton that were amalgamated in 1968.

Extra-curricular Programs



Grey Highlands has an active extra-curricular program that includes many clubs, sports teams, and special events. However, in any year, activities may or may not be offered depending on student interest and teacher/supervisor availability.

Community Involvement and Use of Schools

- Our School Community Council meets regularly throughout the year. We strongly encourage parents to attend meetings and stay involved in the life of our school.
- A large number of community groups access our school through the Community Education program.
- Our Ontario Provincial Police (OPP) liaison officer regularly visits the school and has an office in the building. This presence not only helps to keep our students safe, but helps to build positive relationships between our students and law enforcement.
- We have a partnership with The Friends of Flesherton Hills, a local environmental group, in the administration and use of our 100 acre campus.

Support Services

Wellness Zone (Student Health Clinic)
GHSS students are very fortunate to have access to the Wellness Zone, which operates during school hours and provides the services of a nurse practitioner, social worker, dietitian, and youth counsellor. Clinic staff work with students to develop and deliver a variety of health and wellness programs such as after school fitness programs, smoking cessation, and other youth programming. These programs complement Public Health's sexual health services and Choices: Drug and Alcohol Counselling For Youth presently in place at the school.

Guidance Office Services
- Personal and career advice
- College and university applications
- School course selections
- Scholarships and bursaries application assistance
- Referrals to outside agencies

Academic Support
- Academic support and extra help may be arranged with:
  - Subject teachers
  - The HUB, our Student Education Resource Unit, **H**elps **U B**e your best!
  - Peer tutors

The Learning Commons (Library) www.ghsslibrary.ca
According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) the school library provides information and ideas which are fundamental to functioning successfully in today's information and knowledge based society. The GHSS library endeavors to:
- support and enhance educational goals for the learner;
- develop and sustain the habit and enjoyment of reading and learning;
- offer opportunities for using technology to research, learn and create;
- provide access to resources that encourage cultural and social awareness;
- be available to ensure all students have equitable access to information; and
- promote digital literacy.

Computer Resources
- Personal account with security password
- Individual hard-drive space accessible from several locations
- GHSS website www.ghss.bwdsb.on.ca
- GHSS has an established *Internet Code of Behaviour*

Cafeteria
- Fast line breakfast 8:30-8:55 a.m. and hot/cold meals at lunch
- Open at mid-morning and afternoon breaks and at the end of the day for snacks
- Promotes Healthy Food in School Act

Community Partners
- Choices: Drug and Alcohol Counselling For Youth
- Keystone, Child, Youth and Family Services
- O.P.P. Community Liaison Officer
- Youth Employment Services

Student
Roles and Responsibilities

The Three R's at GHSS

1. **R**espect yourself. Believe that you are worthy of respect and worthy of doing well.
2. **R**espect others. All other persons in the GHSS community are also deserving of your respect. This includes your fellow students and any adults in the school. Treat all of these people the way you would like to be treated.
3. **R**espect the school. Grey Highlands is a great place because of the way in which everyone respects the school and all that it represents. Be part of that great tradition.

Code of Conduct

Grey Highlands, like all Bluewater schools, has a Code of Conduct, which identifies expectations for student behaviour and consequences for not meeting the expectations. The goal of this Code is to ensure that Grey Highlands is a safe, caring and purposeful learning environment for all of its students. The Code of Conduct outlines the expected behaviours of students; the processes for dealing with unacceptable behaviour; as well as the interventions which may be implemented if there are infractions. A complete version may be found on the school website.
http://www.ghss.bwdsb.on.ca/codeconduct

Textbooks

In most courses, students are provided with textbooks to help them obtain additional information about the topics covered in class and complete homework or other assignments. Typically, these books, which have been numbered and remain the property of the school, are issued at the beginning of a course. At the end of the semester, students are expected to return their books in the condition in which they were received. Students who damage or fail to return the textbooks loaned to them will be asked to pay for replacements; the cost per book ranges from $40 to $120 in most cases. Because schools have had limited operating budgets, it is more important than ever that students take good care of their books and return them promptly when their courses end.

School Community Advisory Council

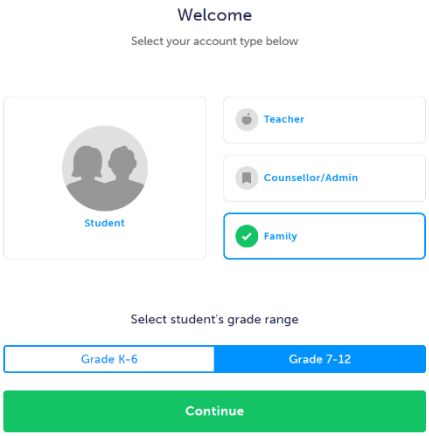
This group, which consists of parents, staff, and student representatives, meets regularly throughout the school year to discuss issues that are important to the GHSS community. The purpose of the council is to be an advisory body, helping the school with decision making. Through the coming years, especially as secondary school reform and Ministry of Education policies are implemented, the advice from council members will be vital as the changes are adapted to meet the needs of our school. Parents and community members are always welcome to attend the meetings.

My Blueprint

BWDSB students use MyBlueprint for:

- Course selection and monitoring their academic progress
- Career exploration and job readiness (resume and cover letter templates)

☐ CREATE YOUR FAMILY ACCOUNT



1. Visit **www.myBlueprint.ca/**
2. Click **Sign Up** in the top right corner
3. Enter your child's school **Activation Key** and click **Create Account**
4. Select **Family,** and your child's grade range (i.e., K-6 or 7-12)
5. Fill out the sign up form
6. Click **Create My Account**

☐ LINK WITH YOUR CHILD (Optional)

You can link with your child to view their myBlueprint account by following these steps:

1. From the account sign up page, enter your child's **email address** associated to their myBlueprint account and click **Add Student**
2. Click **Continue**

Don't know your child's email address?

You can always link to them later by following these steps:

1. Log in to your account
2. Click **+Add Student**
3. Enter their email address and click **Add Student** (Note: Your student will need to approve this by logging into their account, clicking their name in the top right hand corner and selecting **My Links** and click **approve** on your link request)

☐ EXPLORE YOUR STUDENT DEMO ACCOUNT

From your Dashboard, click **Go to Student View** to access a demo student account to explore the features of myBlueprint.

1. Click **Go to Student View** in the top right corner of your account
2. Complete the five (5) **Who Am I** surveys
3. Go to **Match Results** tab > Complete two (2) **Compatibility** Surveys
4. Go to **Home** > **Goals** > **Add a goal**
5. Go to **Post-Secondary** > Select a **Pathway** (e.g., College and University) > Favourite a **program**
6. Go to **Work** > **Occupations >** Favourite two (2) **occupations**
7. Go to **Work** > **Job Search** > Look up and favourite a **job posting** in your area
8. Go to **Home** > **Portfolios** > **Add a Portfolio >** Name your portfolio
9. Add an **Avatar** and a **Banner** image
   a. **+ Add Box** > **Add Media** > Upload a picture/image that represents who you are
      i. **+ Reflection** > Give an explanation of how the image represents who you are
   b. **+ Add Box** > **Add from myBlueprint** > **Favourites** > An occupation that you favourited
   c. **+ Add Box** > **Add from myBlueprint** > **Favourites** > A post-secondary program related to the occupation you favourited

Special Education Programming

The purpose of our special programming is to enhance student achievement and overall well-being by developing and offering creative, flexible curriculum. It is intended for students who are not achieving the provincial standard. Pathways suggests courses of study from the beginning of high school to the end therefore, students can see how they may successfully navigate their way through high school. Pathways is designed to provide students with an opportunity to focus on their interests and strengths while providing an education that is relevant to their needs as well as the needs of post-secondary institutions, employers, and the community. As students pursue their courses and gain confidence in their abilities, they will see the positive result of their efforts and will strive to achieve further success in their educational endeavours.

Parents and students should be aware that the Bluewater District School Board and School Administration endeavour to offer the three Pathways - OSSD Locally Developed, OSSC, and Certificate of Accomplishment - however courses may be dropped if student numbers are too low. For more information see the following pages.

Note: Students wishing to select courses from the Pathways program must consult a member of the Guidance, Special Education, or Developmental Learning staff.

Diploma Pathway
Locally Developed Programming

- Courses support students who are working on expectations between Grades 5 and 8, and are working to earn either an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).
- Support is provided to help students with organization, study skills, literacy, and numeracy.
- Courses are sequenced to help the transition from locally developed courses to workplace or college destination courses as appropriate.
- There are fewer students in locally developed and modified courses.
- The General Learning Strategies (GLE) course is used to support core academic courses, provides organizational, numeracy, and literacy skills and can be taken each school year.
- The Ministry of Education allows up to three credit substitutions.
- The Ministry of Education allows six (6) locally developed courses as compulsories.
- Please see the section on the Ontario Secondary School Literacy Requirement and available accommodations on page A6.
- Each student must also complete a minimum of 40 hours of community involvement activities in order to be eligible for graduation.

Suggested Course Options – For Diploma Pathway

YEAR 1	YEAR 2	YEAR 3	YEAR 4
ENG1LI* English	ENG2LI* Literacy Skills	NBE3EI* English	ENG4EI* English
MAT1LI* Mathematics	MAT2LI* Mathematics	MEL3EI* Mathematics	OLC4OI (if needed) or Optional Credit
SNC1LI* Science	GLE2OI Skills For Success	SVN3EI* Science	Optional credit/Spare
CGC1PG* Geography	CHV2OG / GLC2OG* Civics and Career Studies	HIP4OI Personal Life Management	Optional credit/Spare
GLE1OI Skills For Success	CHC2LI* Canadian History	Four Optional Credits Recommendations include: Co-op, Technology, Horticulture, Hospitality Hairstyling and Aesthetics	Four Optional Credits: Co-op OR Subjects of interest to the student
One or more credits in the Arts: NAC1OI (Visual Art) ADA1OI (Drama) AMI1OI (Music- Instrumental)	A Group One, Two or Three Compulsory, Additional Credit		
PPL1OF/M Physical Education	Optional Credit		
A Group One, Two or Three Compulsory, Additional Credit	Optional Credit		

See course descriptions for further details. * indicates recommended compulsories.

Ontario Secondary School Certificate Pathway

- Courses support students who are working on expectations between Grades 2 and 4, and are working to earn an Ontario Secondary School Certificate **(OSSC)**.
- Requirements include 7 compulsory credits: English (2), Canadian Geography or Canadian History (1), Math (1), Science (1), Physical Education (1), Arts or Technology (1), plus 7 Elective credits.
- Students will have an Individual Education Plan (IEP) and will be working with a Learning Resource Teacher (LRT). Most students will be identified through the Identification, Placement and Review Committee (IPRC) process.
- Programming will facilitate a successful transition to the workplace following secondary school.
- Modifications and accommodations are provided as appropriate.
- Students may make a transition into Diploma Pathway after Year 2.
- For non-credit course descriptions, see page 12.
- In Years 3 and 4, students are encouraged to practice and refine workplace skills.
- Students will be exempted from writing the Ontario Secondary School Literacy Test (OSSLT).
- Students are not required to completed 40 hours of community involvement.
- **Note**: Students wishing to select courses from this pathway must consult special education staff. Individual student programs may vary.

Suggested Course Options – For Certificate Pathway

YEAR 1	YEAR 2	YEAR 3	YEAR 4
ENG1LI* English	ENG2LI* Literacy Skills	PPL3OI* Healthy Active Living Grade 11 Open	Four Optional Credits: Co-op OR Subjects of interest to the student
MAT1LI* Mathematics	MAT2LI Mathematics		
SNC1LI* Science	AWT2OI* Visual Arts - Non-Traditional Grade 10 Open	KPHCNN Choice Making for Healthy Living 1 semester or full year	
	KALBNN Creative Arts 1 semester or full year	KALCNN Creative Arts 1 semester or full year	
CGC1PG* Geography	KPHBNN Choice Making for Healthy Living 1 semester or full year		
KALANN Creative Arts 1 semester or full year		KGLCNN Personal Life Skills 1 semester or full year	
KPHANN Choice Making for Healthy Living 1 semester or full year	KGLBNN Personal Life Skills 1 semester or full year		
KGLANN Personal Life Skills 1 semester or full year		Optional Credit Possible suggestions GLE3OI,TXJ3EI, HIP4OI, THJ3EI	
Optional Credit Possible suggestion GLE1OI	Optional Credit Possible suggestions GLE2OI, TTJ2OI, TFJ2OI, TMJ2OI, TCJ2OI, HFN2OI		

* Indicates recommended compulsories. Note: 7 Elective courses are also required (not "K" courses).

Grade 9 students should sign up for:

ENG1LI **OSSC Pathway:** This course emphasizes key skills in reading, writing, oral communication, and thinking needed for continuing success in secondary school and to communicate with others in their lives outside of school. In particular, this course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence. ***Prerequisite: None***. ***Students selecting this course must consult with Guidance or Special Education.***

MAT1LI **OSSC Pathway:** This course offers students the opportunity to develop their numeracy skills. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Emphasis will be placed on practical skills related to number sense and numeration, measurement, money management, budgeting, and personal banking. ***Prerequisite: None***. ***Students selecting this course must consult with Guidance or Special Education.***

SNC1LI **OSSC Pathway:** This course emphasizes the introduction and reinforcement of fundamental science-related knowledge and skills, including scientific inquiry and literacy, as well as critical thinking, in order to prepare students for success in everyday life, in the workplace and in the Environmental Science Grade 11 Workplace preparation course. Students explore a range of topics including science in everyday life, properties of common materials, life sustaining process in simple and complex organisms, and electrical circuits. Students have the opportunity to practice their scientific process skills and to continue developing their skills in reading, writing and oral language through relevant and practical activities. ***Prerequisite: None***. ***Students selecting this course must consult with Guidance or Special Education.***

CGC1PG **ISSUES IN CANADIAN GEOGRAPHY - APPLIED Special Programming:** This course is the same as **CGC1PI** described on page 27 except that, where necessary, the course expectations may be modified as per the student's I.E.P. ***Prerequisite: None***. ***Students selecting this course must consult with Guidance or Special Education.***

Grade 10 students should sign up for:

AWT2OI **VISUAL ARTS NON-TRADITIONAL - OPEN:** This course integrates media and visual arts in the examination of youth culture and expression, and the development of non-traditional arts in the twentieth and twenty-first centuries. Students will learn specialized arts vocabulary while investigating different art forms, and will create works using non-traditional methods. ***Prerequisite: None***

ENG2LI **OSSC Pathway**: This course is an extension of ENG1LI. This course emphasizes key skills in reading, writing, oral communication, and thinking needed for continuing success in secondary school and to communicate with others in their lives outside of school. In particular, this course encourages students to develop and reflect upon the strategies that will improve their literacy competence and confidence. ***Students selecting this course must consult with Guidance or Special Education. Prerequisite: ENG1LI***

MAT2LI **OSSC Pathway**: This course is an extension of MAT1LI. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Emphasis will be placed on practical skills related to number sense and numeration, measurement, money management, budgeting, and personal banking. ***Students selecting this course must consult with Guidance or Special Education. Prerequisite: MAT1LI***

Grade 11 students should sign up for:

PPL3OI **HEALTHY LIVING AND PERSONAL FITNESS ACTIVITIES - 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***

Certificate of Accomplishment Pathway

In order to ensure appropriate placement of students and adequate educational assistant support, parents are asked to contact the Developmental Learning teachers to arrange an appointment for selecting course options. Contact the Developmental Learning Unit at 519-924-2721 ext. 536.

Pathway Features:

- Courses support students who are working on expectations up to Grade 2, and are working to earn a Certificate of Accomplishment with an accompanying portfolio.
- Students will have an Individual Education Plan (IEP) and will be working with a Developmental Learning Resource Teacher (DLRT). Most students will be identified through the Identification, Placement and Review Committee (IPRC) process.
- Individual programming and small group support which will facilitate a successful transition to the community and/or workplace following secondary school.
- Accommodations and modifications are provided.
- There is a consistent core program with a focus on functional literacy, numeracy and life skills, which will be packaged and delivered with the support of Educational Assistants (EA's) in a small class setting. These developmental courses ("K - courses") are non-credit courses. The program will be highly individualized based on student need and expectations outlined on their Individual Education Plan (IEP).
- Students in this pathway may be scheduled for some credit courses as appropriate.
- In the senior years, students will have job experiences and/or supported co-operative education placement(s) to facilitate their transition to the community.
- Students will be supported in developing personal networks with agencies such as Ontario Disability Support Program (ODSP) and Community Living.

Core Programs May Include:

Course code	Course name
KAL	Creative Arts for Enjoyment and Expression
KBB	Money Management and Personal Banking
KCC	Transit Training and Community Exploration
KCW	Exploring Our World
KEN	Language and Communication Development
KGL	Personal Life Skills
KGW	Exploring the World of Work
KHD	Social Skills Development
KHI	Culinary Skills

KMM	Numeracy and Numbers
KNA	First Canadians
KPF	Personal Health and Fitness
KPH	Choice Making for Healthy Living
KPP	Self Help and Self Care
KSN	Exploring Our Environment
KTT	Computer Skills

- ***Note*:** Students wishing to select from the Certificate of Accomplishment Pathway must consult with the Developmental Learning staff.
- See course descriptions for further details.
- These courses run depending on interest and availability and individual timetables may vary.

Course Descriptions:

KAL - CREATIVE ARTS FOR ENJOYMENT AND EXPRESSION: This non-credit course offers opportunity to discover and develop the student's ability in different artistic forms and media, and to learn to appreciate works of art. Students will focus on the process and personal expression rather than the product achieved.

KCC - TRANSIT TRAINING AND COMMUNITY EXPLORATION: This non-credit course will help students develop a greater understanding of their local community. They will learn how to access various services and expand their knowledge of businesses and public spaces. Students will recognize common traffic signs and symbols, warning and safety signs, and demonstrate how to correctly apply this knowledge to various situations.

KEN - LANGUAGE AND COMMUNICATION DEVELOPMENT: The emphasis of this non-credit course is on developing functional language skills. Other language development will be central in all activities. Augmentative communication systems will be developed and supported as appropriate. Students will read and write for specific purposes, as well as develop their receptive and expressive communication skills. They will also receive individual small group instruction for basic reading skills and will develop sight word vocabularies.

KGL - PERSONAL LIFE SKILLS: This non-credit course provides students with instruction and practice in a variety of skills required for successful daily living. Tasks and activities will be individualized to allow maximum independence. Units may include personal care, healthy lifestyles, housekeeping, nutrition, and understanding others.

KGW - EXPLORING THE WORLD OF WORK: The emphasis of this non-credit course is on the development of basic job skills and attitudes which will aid in the successful transition from school life to community employment. Students will take part in work experiences within the school setting including the vending machine business. Students are often scheduled for work experiences that involve community outings. This course commonly leads to involvement in the Grey Highlands Cooperative Education Program.

KHD - SOCIAL SKILLS DEVELOPMENT: This course will encourage students to form positive relationships and develop a healthy self-image. They will develop problem-solving skills that can be used in a variety of social contexts. Other topics addressed may include appropriate social language and conversation skills, self-control techniques, conflict resolution, and methods of stress reduction.

KHI - CULINARY SKILLS: Throughout this non-credit course students will have the opportunity to experience learning some basic custodial tasks in the industrial kitchen. Tasks could include sanitization of countertops and other surfaces, sorting, folding and organizing daily laundry, garbage and recycling, running dishes through the dishwasher, and putting kitchen tools in their place. Students may have the opportunity to assist in preparing foods.

KMM - NUMERACY AND NUMBERS: The emphasis of this non-credit course is on developing functional numeracy skills to assist with daily living. In numeracy they will practice skills related to number sense and numeration, measurement, money management, budgeting, personal banking, and basic calculator usage.

KPF - PERSONAL HEALTH AND FITNESS: This non-credit course focuses on personal health and fitness, including strength and flexibility exercises related to individual physiotherapy programs. The students will participate in group games and team sports as part of training for Ontario Special Olympics events such as bowling, swimming, and track and field.

KPH - CHOICE MAKING FOR HEALTHY LIVING: This non-credit course can be one or two semesters in length. This course is focused on two aspects; promoting healthy active lifestyles, and developing skills that support positive relationships. Both portions of the course are designed to work together so skills learned in one area can be applied in the other (e.g., conflict resolution is learned during the classroom lessons and applied in physical activity units.)

KTT - COMPUTER SKILLS: This non-credit course provides instruction in basic computer skills and is designed to meet individual needs. Students will be exposed to keyboarding, word processing, using the Internet for research, e-mail, tables and data base techniques. A class newsletter is produced incorporating graphics and clip art.

Mixed Media – NAC1OI

Specialist High Skills Major Programs (SHSM)

Students earning a Specialist High Skills Major - (SHSM) receive an OSSD with the Red SHSM Seal, as well as an SHSM record that documents the student's achievement of each of the required components. The five required components are designed to give students a rich and varied range of learning experiences as a foundation for making a successful transition to their chosen post-secondary program or occupation. The SHSM program is offered in all four pathways: apprenticeship, college, university, and workplace.

Grey Highlands Secondary School is proud to offer six SHSM programs:

Agriculture (located at the Chesley campus)
Arts and Culture
Horticulture and Landscaping
Hospitality and Tourism
Manufacturing
Transportation

Currently proposed are:

Construction
Environment

SHSM Program Components

1. **Bundled Credits:** Nine Grade 11 and Grade 12 credits that include:
    - 4 major credits that provide sector-specific knowledge and skills.
    - 3 other required credits in English, Math and Science or Business Studies, in which some expectations are met through learning activities related to the sector.
    - 2 cooperative education credits in a workplace setting enabling students to refine, extend, apply, and practice sector-specific skills (can include paid summer co-op placements).

2. **Certification and Training:** 7 sector-recognized certifications and/or training courses
    - 4 compulsory - such as First Aid, Cardiopulmonary Resuscitation (CPR), and Workplace Hazardous Material Information (WHMIS)
    - 3 elective

3. **Experiential learning and career exploration activities:**
    - Industry tours, trade shows, job shadowing, volunteer experiences, workshops, or competitions.

4. **"Reach Ahead" Experiences:** connected with the student's post-secondary pathway, such as college or university tours, visiting apprenticeship sights, and interviews with employees or students.

5. **ICE (Innovation, Creativity and Entrepreneurship):** ICE training is a process and a set of tools that help students develop the mindsets to solve real world problems.

Specialist High Skills Major Agriculture

The Agriculture SHSM is offered out of the Chesley Satellite campus. Students remain enrolled at GHSS, but take their classes in Chesley.

Sample Pathway Planner

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits (4 required)	SAP33I SHY33I	SAN43I SHX43I	SAP33I SHY33I	SAN43I SHX43I SCH4CI	SAP33I SHY33I	SAN43I SHX43I SBI4UI	SAP33I SHY33I	SAN43I SHX43I
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 Math	MBF3C	MAP4C	MBF3C	MAP4C	MCR3U MCF3M	MDM4U	MEL3E	MEL4E
1 Science or Business	SBI3C BDI3C BMX3E BMI3C BAF3M SVN3E	BDV4C BOH4M BAT4M	SBI3C BDI3C BMI3C BAF3M		SBI3U BAF3M	BOH4M BAT4M	BMX3E SBI3C SVN3E	
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

GHSS Courses Offered For 2020-2021

THE ARTS	***Gr 9***	***Gr 10***	***Gr 11***	***Gr 12***	
Drama	ADA1OI	ADA2OI	ADA3MI	ADA4MI	
Film Studies			AWR3MI / AWR3OI	AWR4MI	
Guitar		AMG1OI	AMG2OI	AME3OI	
Info/Con Design – Yearbook			AWE3MI	AWE4MI	
Instrumental Music	AMI1OI	AMI2OI	AMI3MI	AMI4MI	
Visual Arts	NAC1OI	AVI2OI / AWT2OI	AVI3MI	AVI4MI	
BUSINESS					
Accounting			BAF3MI	BAT4MA*	
Business	BTT1OI		BMI3CI / BMX3EI	B0H4MA*	
CANADIAN and WORLD STUDIES					
Civics		CHV2OH			
Geography	CGC1DI / 1PI		CGG3OI		
History		CHC2DI / 2PI / 2LI	CHW3MI	CHY4UI / CHY4CI	
Law			CLU3MI	CLN4UI	
CO-OPERATIVE EDUCATION					
			ZCOP 1 ZCOP 2 ZCOP 4		
ENGLISH					
English	ENG1DI / 1PI / 1LI	ENG2DI / 2PI / 2LI	NBE3UI / NBE3CI NBE3EI	ENG4UI / ENG4CI ENG4EI / OLC4OI	
Writer's Craft				EWC4UA*	
ENVIRONMENTAL SCIENCE: 4 CREDIT PACKAGE					
			NBV3EI	CGR4MI or CGR4EI IDP4UI or IDP4OI NDW4MI PLF4MI or PAD4OI	
FRENCH - CORE					
	FSF1DI / 1PI	FSF2DI	FSF3UI	FSF4UI	
FRENCH - EXTENDED					
	FIF1DI CHV2OL / GLC2OL / CHC2DL	FIF2DI CHV2OL / GLC2OL	FIF3UI		
GUIDANCE					
Careers		GLC2OH			

Learning Strategies	GLE1OI	GLE2OI	GLE3OI	GLE4OI	
HEALTH and PHYSICAL EDUCATION					
	PPL1OF / PPL1OM	PPL2OF / PPL2OM	PPL3OI / PAF3OI	PAF4OI / PPL4OI PSK4UI	
MATHEMATICS					
	MPM1DI / MFM1PI MAT1LI	MPM2DI / MFM2PI MAT2LI	MCR3UI / MCF3MI MBF3CI / MEL3EI	MCV4UI / MHF4UI MDM4UI MAP4CI MCT4CA* MEL4EI	
SCIENCE					
Science	SNC1DI / 1PI /1LI	SNC2DI / SNC2PI	SBI3UI / SBI3CI SCH3UI / SPH3UI SVN3EI	SBI4UI SCH4UI / SCH4CI SPH4UI / SPH4CI	
SOCIAL SCIENCES and HUMANITIES					
	HIF1OI	HFN2OI	HHD3OI HPC3OI IDC3OI	HHS4UI / HHS4CI HZT4UA* HIP4OI	HFA4UI / HFA4CI HSB4UI
TECHNOLOGICAL STUDIES					
Communication Tech.		TGJ20I			
Construction		TCJ2OI	TCJ3CI / TCJ3EI	TCJ4CI / TCJ4EI	
Exploring Technology	TIJ1OI				
Hairstyling and Aesthetics		TXJ2OI	TXJ3EI	TXJ4EI	
Horticulture and Landscaping			TDJ3MI / TDJ3OI THJ3MI / THJ3EI	IDC4UI / IDC4OI THJ4MI / THJ4EI	
Hospitality and Tourism		TFJ2OI	TFJ3CI / TFR3CI TFJ3EI	TFJ4CI / TFR4CI TFJ4EI	
Manufacturing		TMJ2OI	TMJ3MI / TMJ3CI / TMJ3EI	TMJ4MI / TMJ4CI / TMJ4EI	
Technological Design		TDJ2OI	TDA3MI	TDA4MI	
Transportation		TTJ2OI	TTJ3CI / TTA3CI TTJ3OI	TTJ4CI / TTA4CI TTJ4EI	

Courses ending in A are only offered on-line.

GHSS Course Descriptions and Prerequisites

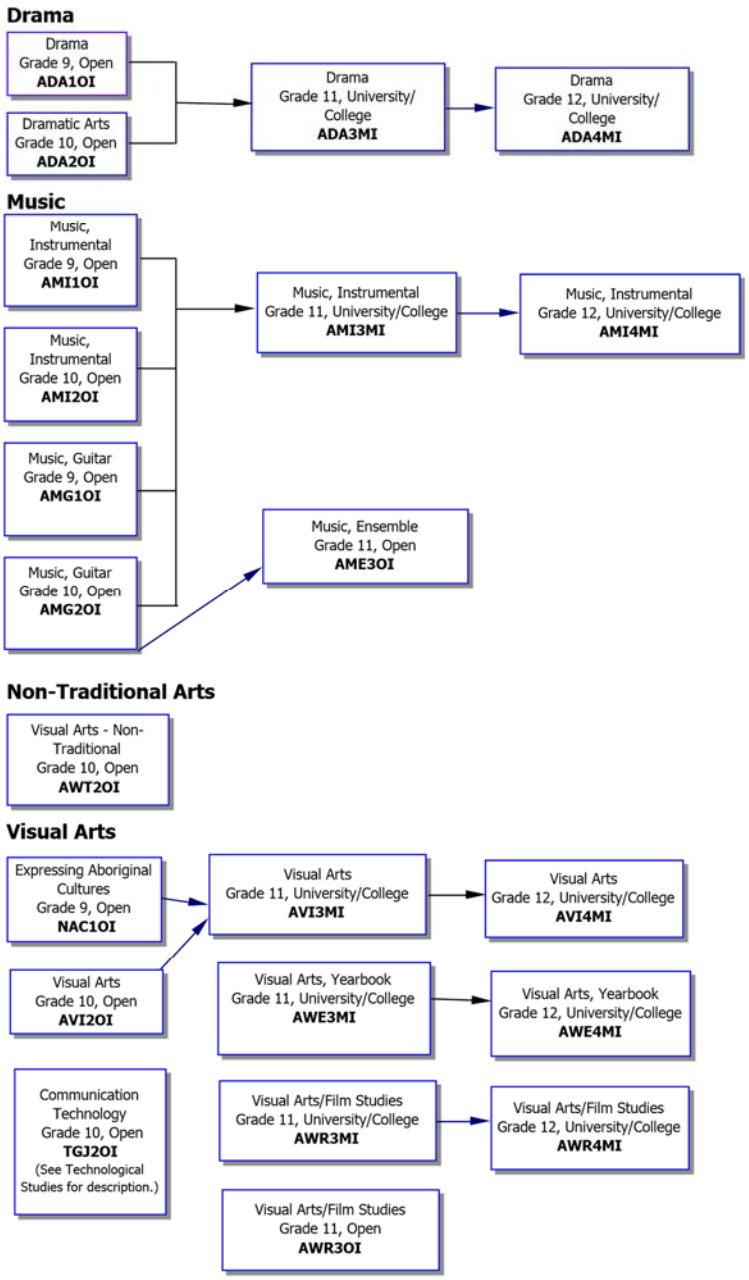
PROGRAM CANCELLATION

Programs offered in this calendar will be run where class size warrants. The administration reserves the right to cancel programs due to insufficient enrolment. In these cases, students may be scheduled to take alternate course selection.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Copies of courses of study are on file in the school office, and also may be accessed on the Internet at ***http://www.edu.gov.on.ca***

The Arts Course Descriptions

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



Specialist High Skills Major Arts and Culture

The Grey Highlands Secondary School Arts and Business Departments offer a relevant and unique combination of Media Design and Marketing. We provide students with a solid experience that meets their needs to succeed in any post-secondary pathway, and in today's dynamic business world. Media Design and Marketing are increasingly becoming an essential part of many industries, and our SHSM includes both the hardware and information technology skills as well as common communication, graphic arts expertise to be successful in the work world.

Sample Pathway Planner

Required Credits	**Apprenticeship Training Destination**		**College Destination**		**University Destination**		**Entry Level Workplace Destinatio**	
	Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
Major Credits (4 required)	AWE3M/O AWR3M/O	AWE4M AWE4O AWR4M	AWE3M AWR3M	AWE4M AWR4M	AWE3M AWR3M	AWE4M AWR4M	AWE3O AWR3O	AWE4M AWR4M
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 History or Business	BMI3C BMX3E	CHY4C	BMI3C	CHY4C BOH4M BAT4M	BAF3M	CHY4U BAT4M BOH4M	BMX3E	MEL4E
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

Grade 9 Arts Courses:

ADA1OI **DRAMA - 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 analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. ***Prerequisite: None***

AMI1OI **INSTRUMENTAL MUSIC - OPEN:** This course emphasizes the performance of instrumental music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. ***Prerequisite: None***

NAC1OI **VISUAL ARTS - EXPRESSING ABORIGINAL CULTURES - OPEN:** This course examines Aboriginal cultures in Canada through an exploration of art forms - painting, sculpture, storytelling, dance, and music - created by Aboriginal artists. Students will learn to identify Aboriginal art forms and describe relationships between the art forms and Aboriginal traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of Aboriginal identity, relationships, and sovereignty. ***Prerequisite: None***

Grade 10 Arts Courses:

ADA2OI **DRAMA - 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.***

Grey Highlands is very proud of its guitar courses, through which many young people learn skills they could enjoy throughout their lives. It is necessary to have access to your own guitar. Our introductory Guitar course is coded as a Grade 9 subject. However, it is only available to students in Grades 10-12.

AMG1OI **GUITAR - OPEN:** This course emphasizes the performance of guitar music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. ***Grade nine students are not eligible to take this course.***

AMG2OI **GUITAR - OPEN:** This course emphasizes performance of guitar music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. ***Prerequisite: None. Recommended Preparation: AMG1OI***

AMI2OI **INSTRUMENTAL MUSIC - OPEN:** This course emphasizes performance of instrumental music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. ***Prerequisite: None. Recommended Preparation: AMI1OI***

AVI2OI **VISUAL ARTS - 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. Recommended Preparation NAC1OI***

AWT2OI **VISUAL ARTS - NON-TRADITIONAL - OPEN:** This course integrates media and visual arts in the examination of youth culture and expression, and the development of non-traditional arts in the twentieth and twenty-first centuries. Students will learn specialized arts vocabulary while investigating different art forms, and will create works using non-traditional methods. ***Prerequisite: None***

Grade 11 Arts Courses:

ADA3MI **DRAMA - 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: ADA1OI or ADA2OI***

AME3OI **MUSIC ENSEMBLE - OPEN:** This course develops students' musical literacy and work ethic through performance and the preparation of recorded music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers. This course will focus on guitar and instrumental music. ***Prerequisite: AMG2OI***

AMI3MI **INSTRUMENTAL MUSIC - UNIVERSITY/COLLEGE:** This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. ***Prerequisite: Any Grade 9 or 10 Music Course. Recommended Preparation: AMI2OI***

AVI3MI **VISUAL ARTS - 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 a particular art form (e.g., photography, video, computer graphics, information design). ***Prerequisite: NAC1OI or AVI2OI***

AWE3MI **VISUAL ARTS - INFORMATION/CONSUMER DESIGN (YEARBOOK) - UNIVERSITY/COLLEGE:** Information and consumer design includes studio work based on advertising, package and product design. Emphasis placed on layout, lettering, colour, psychology, symbolism, logos, letterheads, and photography. Students learn how to operate a digital camera and use software packages to create page layouts. Students will be responsible for the production of a school yearbook. ***Recommended: NAC1OI or AVI2OI or TGJ2OI***

AWR3MI **VISUAL ARTS - FILM STUDIES - UNIVERSITY/COLLEGE:** This course provides students with opportunities to develop their skills and knowledge in visual arts as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production and interactive new media. Students will work on story-boarding, planning, directing and editing of video works as well as film history and criticism.
Recommended: NAC1OI or AVI2OI or TGJ2OI

AWR3OI **VISUAL ARTS - FILM STUDIES - OPEN**: This course provides students with opportunities to develop their skills and knowledge in visual arts as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production and interactive new media. Students will also work in a production team to plan and produce a short video.
Recommended: NAC1OI or AVI2OI or TGJ2OI

Grade 12 Arts Courses:

ADA4MI **DRAMA - 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: ADA3MI***

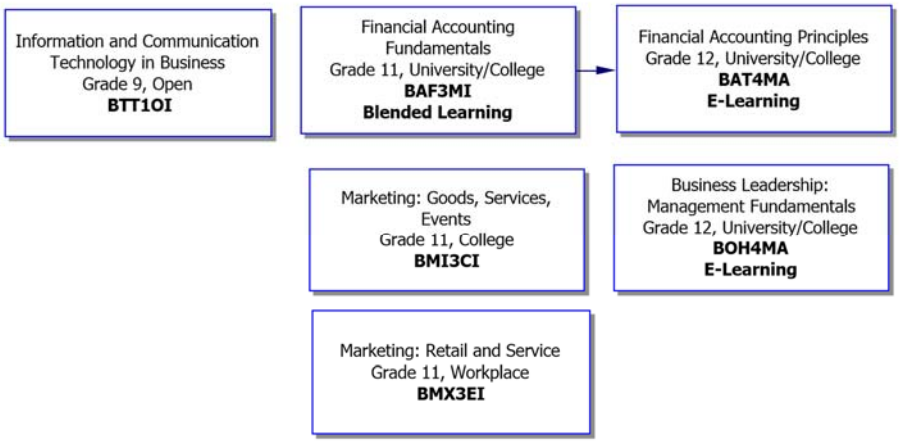
AMI4MI **MUSIC - UNIVERSITY/COLLEGE:** This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. ***Prerequisite: AMI3MI***

AVI4MI **VISUAL ARTS - 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: AVI3MI

AWE4MI **VISUAL ARTS - INFORMATION/CONSUMER DESIGN (YEARBOOK) - UNIVERSITY/COLLEGE:** Advanced information design further develops the skills gained in AWE3MI through a commercial approach to illustration, both technical and interpretative, graphic arts in advertising, and photography. Studio activities include layout, symbolism, architectural illustration techniques and advanced photography. Students will take a leadership role in the production of a school yearbook.
Prerequisite: AWE3MI

AWR4MI **VISUAL ARTS - FILM STUDIES - UNIVERSITY/COLLEGE:** This course focuses on the refinement of student skills and knowledge in visual arts; focusing on the art of film. Students will analyze films using theories of film production. The emphasis of this course is the continuance of the study of film from the Grade 11 course. Students will plan and produce a video and prepare a treatise on a director.
Prerequisite: AWR3MI

Business Course Descriptions



Please note: For Computer and Information Science and Computer Engineering refer to Technological Studies.

Grade 9 Business Courses:

BTT1OI **INFORMATION AND COMMUNICATION TECHNOLOGY IN BUSINESS - 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***

Grade 11 Business Courses:

BAF3MI **FINANCIAL ACCOUNTING FUNDAMENTALS - UNIVERSITY/COLLEGE (BLENDED LEARNING):** This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting. ***Prerequisite: None***

BMI3CI **MARKETING: GOODS, SERVICES, EVENTS - COLLEGE:** This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. ***Prerequisite: None***

BMX3EI **MARKETING: RETAIL AND SERVICE - WORKPLACE**: This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace. ***Prerequisite: None***

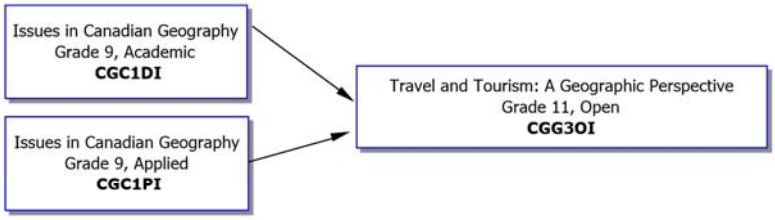
Grade 12 Business Courses:

BAT4MA **FINANCIAL ACCOUNTING PRINCIPLES - E-LEARNING (ON-LINE):** This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. ***Prerequisite: BAF3MI***

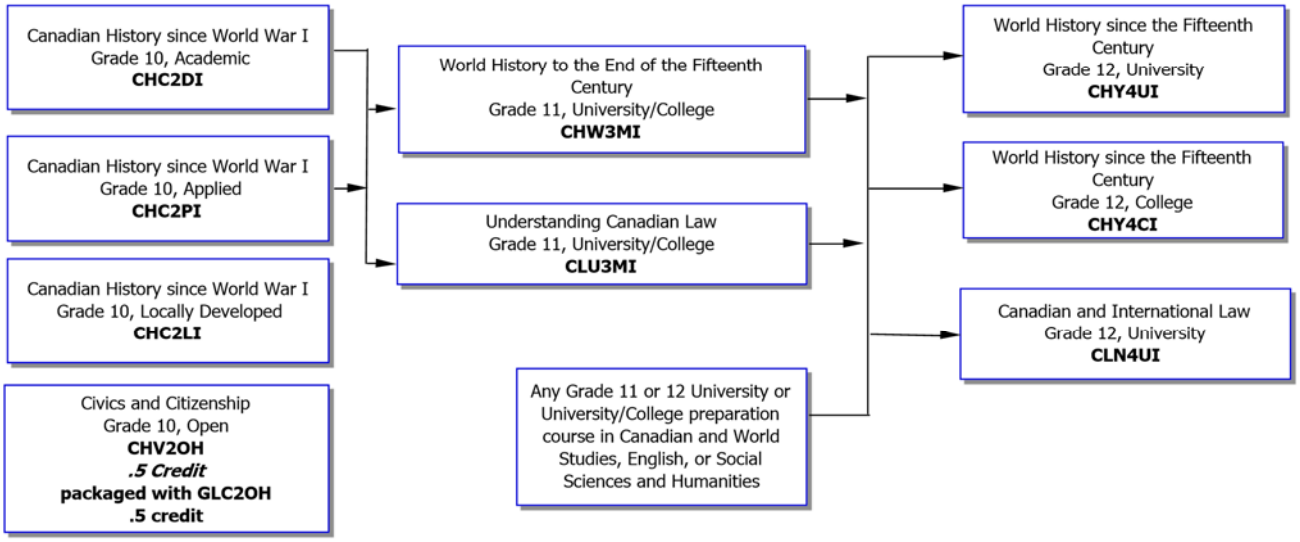
BOH4MA **BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS - E-LEARNING (ON-LINE):** This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. ***Prerequisite: None***

Canadian and World Studies Course Descriptions

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



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



Grade 9 Canadian and World Studies Courses: Geography

CGC1DI **ISSUES IN CANADIAN GEOGRAPHY - 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***

CGC1PI **ISSUES IN CANADIAN GEOGRAPHY - APPLIED:** This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. ***Prerequisite: None***

Grade 10 Canadian and World Studies Courses: History and Civics

CHC2DI **CANADIAN HISTORY SINCE WORLD WAR I - 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***

CHC2PI **CANADIAN HISTORY SINCE WORLD WAR I - 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***

CHC2LI **CANADIAN HISTORY SINCE WORLD WAR I – LOCALLY DEVELOPED:** This course explores the connections between the student and key people, events, and themes in Canadian history. Students will develop their historical literacy skills and creative and critical thinking skills. The course covers themes of Canadian history since World War I to the present, and the forces that have caused change and continuity, as well as the importance of Canadian identity. Students selecting this course must consult with Guidance or Special Education. ***Prerequisite: None***

CHV2OH **CIVICS AND CITIZENSHIP - OPEN:** This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. ***Prerequisite: None .5 credit must be taken with GLC2OH – See course description under Guidance and Career Education.***

Grade 11 Canadian and World Studies Courses: Geography, History and Law

CGG3OI **TRAVEL AND TOURISM: A GEOGRAPHIC PERSPECTIVE - 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: CGC1DI or CGC1PI***

CHW3MI **WORLD HISTORY TO THE END OF THE FIFTEENTH CENTURY - UNIVERSITY/COLLEGE:** 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: CHC2DI or CHC2PI***

CLU3MI **UNDERSTANDING CANADIAN LAW - UNIVERSITY/COLLEGE:** 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 develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. ***Prerequisite: CHC2DI or CHC2PI***

Grade 12 Canadian and World Studies Courses: History and Law

CHY4CI **WORLD HISTORY SINCE THE FIFTEENTH CENTURY - COLLEGE:** 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.***

CHY4UI **WORLD HISTORY SINCE THE FIFTEENTH CENTURY - UNIVERSITY:** 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.***

CLN4UI **CANADIAN AND INTERNATIONAL LAW - UNIVERSITY:** 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.***

Co-operative Education

ZCOP04 – 4 Credit, full day Co-op
ZCOP02 – 2 Credit, half day Co-op
ZCOP01 – 1 Credit, one period of the school day of Co-op

Students generally select four credits of Co-op for a full day work experience or two credits of Co-op for a half day placement.

Co-op allows students to develop employability and industry-specific skills in a safe work environment. Co-op involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, parents, employers, and Co-op placement supervisors.

Students have the opportunity to earn credits towards their high school diploma as they gain hands-on experience in a workplace. It is a unique educational experience tailored specifically to the individual student and their particular career interests. Co-op is a planned learning experience that integrates classroom theory and skill development at a workplace. Through this experience, students develop skills, knowledge and attitudes that are essential to succeed in today's work environment.

Co-op Placement Possibilities: Work experiences are available in careers such as: healthcare, construction, retail, hairstyling, electrical, fire services, childcare, veterinary technician, baker, farm machinery technician, food services, fitness training, landscaping, welding, computer tech support, plumbing, automotive, educational assistants, small engine repair, senior care, dental, and many others.

Thanks to our Co-op Employers!
We are fortunate to be able to offer an amazing variety of learning opportunities to Grey Highlands' Co-op students. Many of our Co-op employers have provided years of on-the-job training. Without their willingness to share their knowledge and skills, we could not offer this program to our students. We are very grateful to have such wonderful support in our community workplaces!

Ontario Youth Apprenticeship Program (OYAP): Co-op students in a trade-based placement will get a head start on becoming a fully qualified journeyperson. Co-op hours can be counted towards their apprenticeship hours.

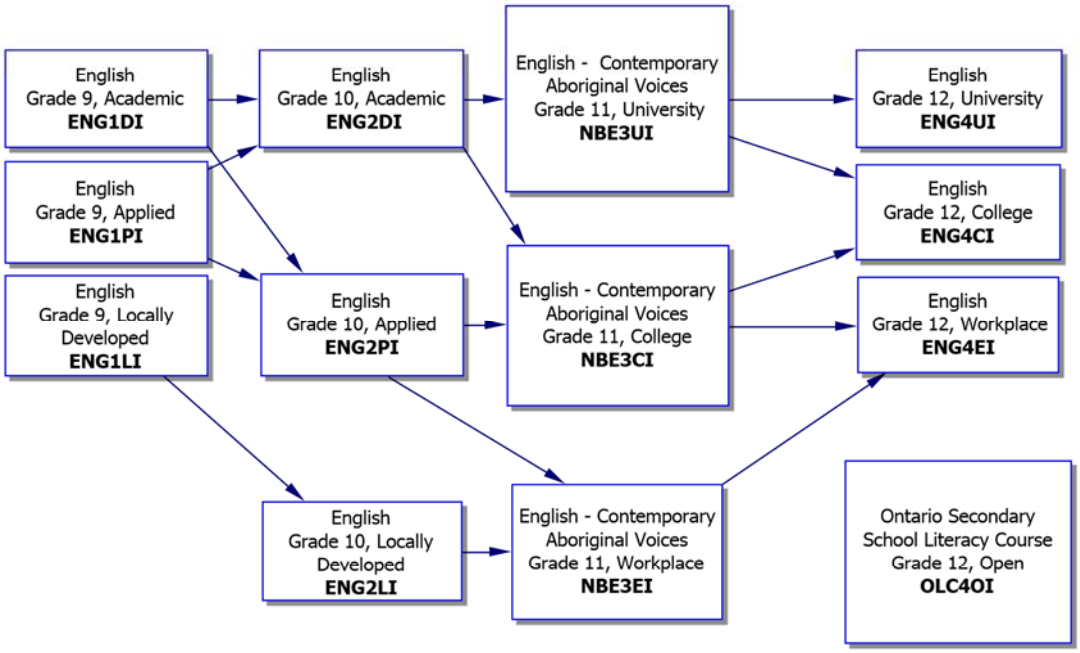
Level 2 ESP Co-operative Education Program: This program is open to Grade 12 students who have successfully completed the Level 1 Environmental Studies Program. This is a 4 credit Co-op program. Subject to change.

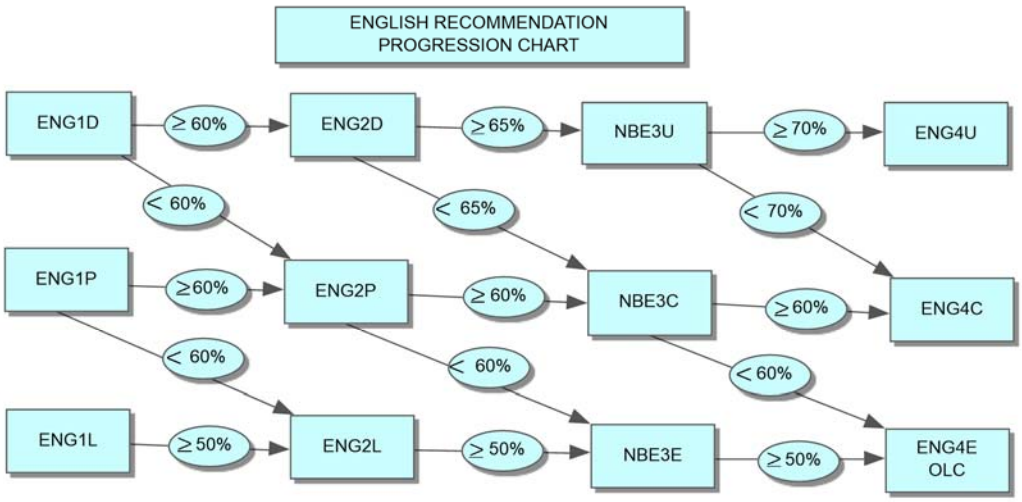
Militia Co-operative Education Program: Stationed at the Armoury in Owen Sound, students complete basic military training and are entitled to reserve pay and benefits for the duration of the Co-op experience. Interested students must submit an application and undergo extensive military screening procedures. This program may not run each school year.

Bruce Power Co-operative Education Program*:* Bruce Power Co-op offers experiences at Tiverton in a wide range of placements, including skilled trades, information technology, nuclear careers and business and office functions. A separate application and interview is required early in the year prior to the Co-op placement.

English Course Descriptions

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





The English department recommends following the progression chart for academic success.

Grade 9 English Courses:

ENG1DI **ENGLISH - ACADEMIC:** This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12***. Prerequisite: None***

ENG1LI **ENGLISH - LOCALLY DEVELOPED:** This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 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. ***This course must be taken with GLE1OI***.

ENG1PI **ENGLISH - 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***

Grade 10 English Courses:

ENG2DI **ENGLISH - ACADEMIC:** This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. ***Prerequisite: ENG1DI or ENG1PI***

ENG2LI **ENGLISH - 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 – Contemporary Aboriginal Voices, Grade 11 workplace preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. ***Prerequisite: any Grade 9 English***

ENG2PI **ENGLISH - 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: ENG1DI or ENG1PI***

Grade 11 English Courses:

NBE3CI **ENGLISH - CONTEMPORARY ABORIGINAL VOICES - COLLEGE:** This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. ***Prerequisite: ENG2DI or ENG2PI***

NBE3EI **ENGLISH - CONTEMPORARY ABORIGINAL VOICES - WORKPLACE:** This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. ***Prerequisite: Any Grade 10 English***

NBE3UI **ENGLISH - CONTEMPORARY ABORIGINAL VOICES - UNIVERSITY:** This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. ***Prerequisite: ENG2DI***

Grade 12 English Courses:

ENG4CI **ENGLISH - COLLEGE:** This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. ***Prerequisite: NBE3UI or NBE3CI***

ENG4EI **ENGLISH - 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: NBE3CI or NBE3EI***

ENG4UI **ENGLISH - UNIVERSITY:** This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace***. Prerequisite: NBE3UI***

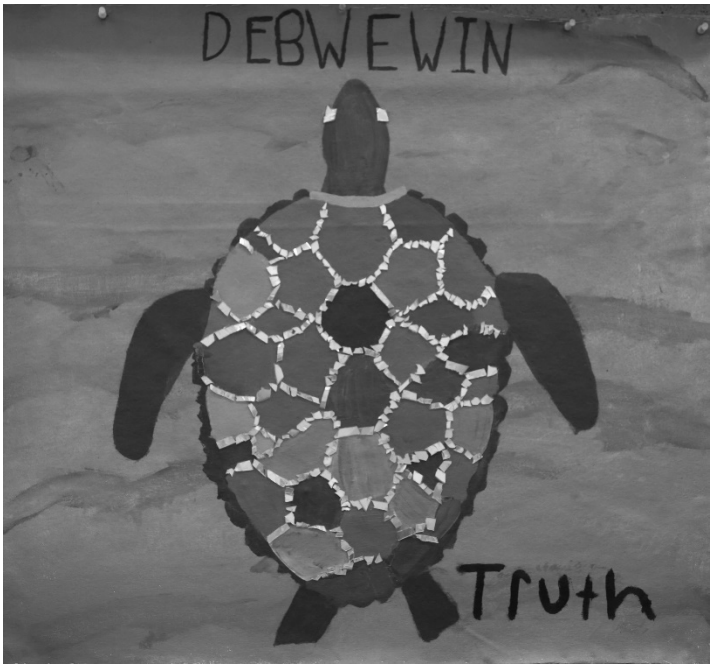
OLC4OI **ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC) - OPEN:** This course is designed to meet the requirements for the Ontario Secondary School Literacy Test. Students will complete a literacy portfolio to demonstrate their competency in reading and writing skills. The course will allow for greater time and has been developed to provide students who have been unsuccessful on the OSSLT with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit earned for successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement for those students not going to college or the Group 1 additional compulsory credit requirement. ***Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the OSSLC.***

GRADE 12 ENGLISH ELECTIVE CREDITS

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

Grade 12 Elective English Courses:

EWC4UA THE WRITER'S CRAFT - UNIVERSITY - E-LEARNING - ON-LINE: This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. ***Prerequisite: NBE3UI***



Mixed Media – NAC1OI

Environmental Studies Course Descriptions (ESP)

Subject to change.
ESP offers senior students a unique opportunity to enhance their academic learning by moving beyond the traditional classroom and incorporating regular field trip learning experiences into the curriculum. Students spend the entire school day with the same students for the semester. This program follows an integrated approach to learning which involves grouping four credits together that focus on the environment. Students finish the course by participating in a canoe trip in northern Ontario in June.

University bound Students	The Environment & Resource Management Grade 12, University/College **CGR4MI**	Interdisciplinary Studies Grade 12, University **IDP4UI**	Issues of Indigenous Peoples In A Global Context Grade 12, University/College **NDW4MI**	Recreation and Healthy Active Living Leadership Grade 12, University/College **PLF4MI**
College bound Students	The Environment & Resource Management Grade 12, University/College **CGR4MI**	Interdisciplinary Studies Grade 12, Open **IDP4OI**	Issues of Indigenous Peoples In A Global Context Grade 12, University/College **NDW4MI**	Recreation and Healthy Active Living Leadership Grade 12, University/College **PLF4MI**
Apprenticeship or Workplace bound Students	Living in a Sustainable World Grade 12, Workplace **CGR4EI**	Interdisciplinary Studies Grade 12, Open **IDP4OI**	Aboriginal Beliefs, Values And Aspirations In Contemporary Society Grade 11, WORKPLACE **NBV3EI**	Outdoor Activities Grade 12, Open **PAD4OI**

The Environmental Studies Program offers a two level program.

LEVEL 1 Program: This program is open to all Grade 11 and 12 students.

There is an application process for this program. Please pick up an application form from the Guidance office and return it as soon as possible. Courses included with this program are as follows:

Grade 11 Environmental Studies Courses:

NBV3EI **ABORIGINAL BELIEFS, VALUES AND ASPIRATIONS IN CONTEMPORARY SOCIETY - WORKPLACE:** This course focuses on the beliefs, values, and aspirations of Aboriginal peoples in Canada. Students will examine issues of identity facing Indian, Métis, and Inuit peoples, and their relationships to land and nature, as well as to one another within their communities and working environments. Students will also learn how traditional and contemporary beliefs and values influence the present-day aspirations and actions of Aboriginal peoples. ***Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied***

Grade 12 Environmental Studies Courses:

Canadian and World Issues: Geography - Subject To Change

CGR4EI **LIVING IN A SUSTAINABLE WORLD - WORKPLACE:** This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and how planning decisions and consumer choices affect natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home and in the workplace. ***Prerequisite: CGC1DI or CGC1PI***

OR

CGR4MI **THE ENVIRONMENT AND RESOURCE MANAGEMENT - UNIVERSITY/COLLEGE:** This course explores interactions between the natural and human environment, with a particular 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***

NDW4MI **ISSUES OF INDIGENOUS PEOPLES IN A GLOBAL CONTEXT - UNIVERSITY/COLLEGE:** This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world. ***Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies***

Interdisciplinary Studies

IDP4OI **INTERDISCIPLINARY STUDIES - OPEN LEVEL:** This course emphasizes the development of practical skills and knowledge to solve problems, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills, derived from complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.
For college bound students, this course combines the expectations for Interdisciplinary Studies, Grade 12 open, with selected expectations from the following three co-requisite courses: CGR4MI, CGF3MI, PLF4MI.
For apprenticeship or workplace bound students, this course combines the expectations for Interdisciplinary Studies, Grade 12 open, with selected expectations from the following three co-requisite courses: CGR4EI, CGT3OI, PAD4OI.

IDP4UI **INTERDISCIPLINARY STUDIES - UNIVERSITY:** This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.
For university bound students, this course combines the expectations for Interdisciplinary Studies, Grade 12, university, with selected expectations from the following three co-requisite courses: CGR4MI, CGF3MI, PLF4MI.

OR

Physical Education

PAD4OI **HEALTHY LIVING AND OUTDOOR ACTIVITIES - OPEN LEVEL:** This course focuses on the development of leadership and coordination skills related to recreational activities. Students will acquire the knowledge and skills required to plan, organize, and implement recreational activities. They will also learn the value of physical fitness, personal well-being, and personal safety while participating in a number of outdoor activities such as hiking, x-country skiing, snowshoeing, camping, swimming, canoe tripping, and hiking, etc. ***Prerequisite: any Health and Physical Education course***

OR

PLF4MI **RECREATION AND HEALTHY ACTIVE LIVING LEADERSHIP - UNIVERSITY/COLLEGE:** 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***

Level 2 Environmental Studies Courses:

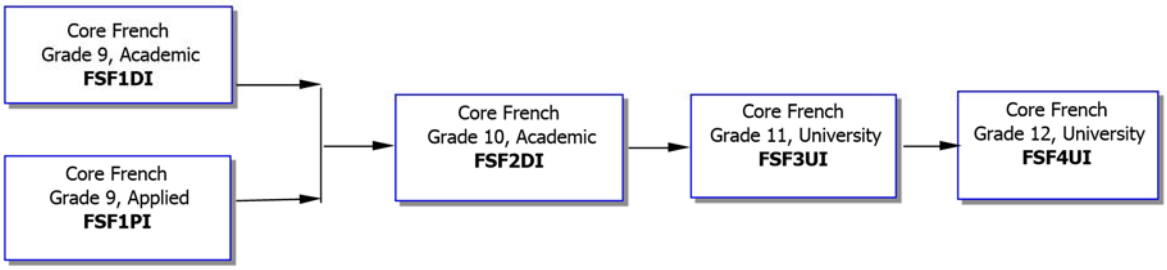
LEVEL 2 Program:
This program is open to Grade 12 students who have successfully completed the Level 1 ESP program. By application.

ESP CO-OP EDUCATION: Students who have successfully completed the Environmental Studies Program (ESP), are eligible to enrol in the ESP Level 2 program. Level 2 ESP students earn 4 Co-op credits and spend part of the semester at an environmental or teaching related co-op placement. The remainder of the semester is spent with the current ESP class assisting in the teaching and leadership of Level 1 ESP students. Level 2 ESP students also accompany the ESP class on field trips such as winter camping, Cyprus Lake and on the canoe trip. Level 2 ESP students must consistently demonstrate excellent leadership skills and a high degree of maturity and responsibility throughout the semester. This placement is highly recommended for those planning on post-secondary education and/or a career in outdoor recreation, teaching, forestry, environmental science, or early childhood education. ***Prerequisites: Only open to students who have previously successfully completed the Environmental Studies Program, space is limited.***

Pen/Ink Wash Drawing & Collage – NAC1OI

French Course Descriptions

The Core French flow chart below depicts movements from course to course with regard for prerequisites.



Grade 9 Core French Courses:

FSF1DI **CORE FRENCH - ACADEMIC:** This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent.***

FSF1PI **CORE FRENCH - APPLIED:** This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning***. Minimum of 600 hours of elementary Core French instruction, or equivalent.***

Grade 10 Core French Courses:

FSF2DI **CORE FRENCH - ACADEMIC:** This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: FSF1DI***

Enrolment in Grade 10 and higher French as a Second Language course allows students to participate in trips to French speaking regions as well as exchange opportunities.

Grade 11 Core French Courses:

FSF3UI **CORE FRENCH - UNIVERSITY:** 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: FSF2DI***

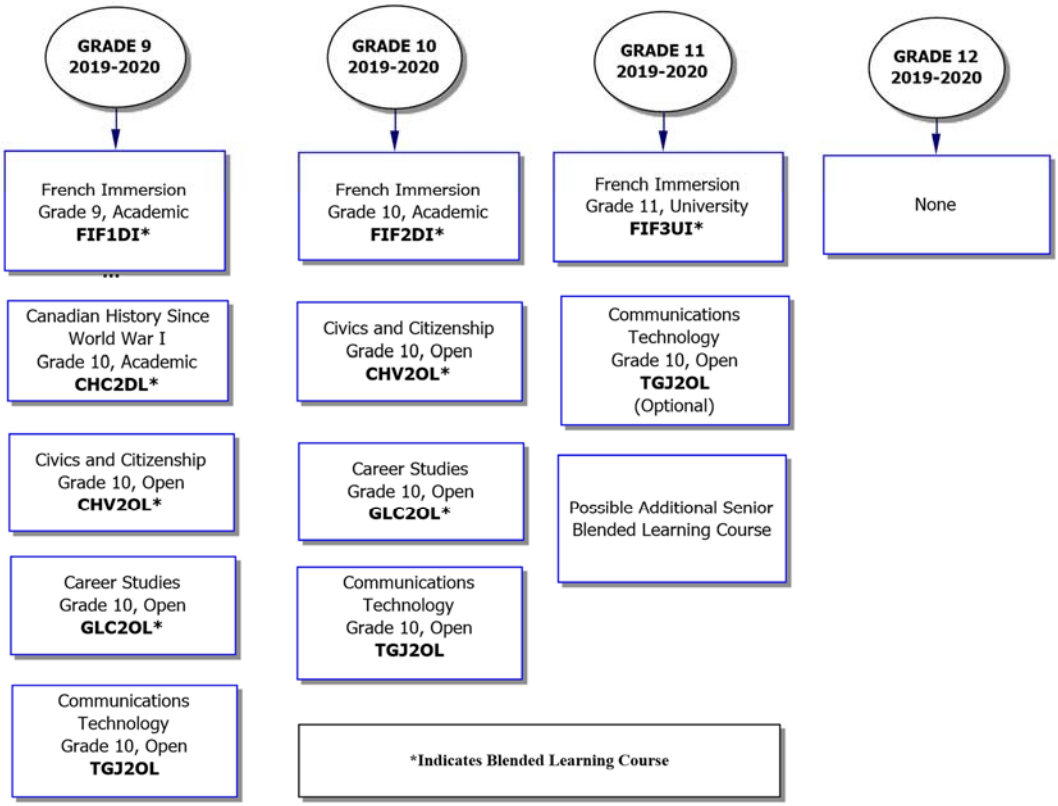
Grade 12 Core French Courses:

FSF4UI **CORE FRENCH - UNIVERSITY:** This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: FSF3UI***

Grade 11 and 12 Core French may be offered through a Blended Learning Environment depending on enrolment.

Extended French Course Descriptions

The Extended French flow chart below depicts movements for the current year. Parents and students should also be aware that the Bluewater District School Board and School Administration endeavour to offer the Extended Program as described below, however courses may be dropped if student numbers are too low. Some courses may be offered through a Blended Learning Environment.



<u>Important Notes regarding Extended French Program:</u>

1. The Extended French Program will be offered dependent on sufficient enrolment. Some courses may be offered through a Blended Learning Environment.

2. Those students who are intending to take the Extended French program and who are heading into Grade 9 must select the following courses:
   CHC2DL, CHV2OL, FIF1DI, GLC2OL,

3. Those students who are intending to complete the Extended Program and who are heading into Grade 11 or 12 should check that they will have 7 Extended French credits. A Co-op placement in an elementary French Immersion classroom is another way to earn 1 Extended French credit and 1 regular Co-op credit, but placements are limited. Students who choose this option are advised to speak with a Co-op teacher and one of the Extended French teachers.

Extended French?
To graduate with an Extended French certificate, you must have completed FIF1DI, FIF2DI, FIF3UI and FIF4UI plus three electives in French for a total of seven French Immersion credits. These credits will be counted towards a French Immersion Certificate should a student transfer to a school offering full French Immersion.

Grade 9 Extended French Courses:

CHV2OL **CIVICS AND CITIZENSHIP - OPEN:** This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. ***Prerequisite: None .5 credit course must be taken with GLC2OL***

FIF1DI **FRENCH IMMERSION - ACADEMIC:** This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing, as well their ability to communicate in French with confidence, by using language learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the French language through the study of French Canadian literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: Minimum of 3800 hours of French instruction, or equivalent***

GLC2OL **CAREER STUDIES - OPEN:** This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores 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 .5 credit course must be taken with CHV2OL***

Grade 10 Extended French Courses:

CHV2OL **CIVICS AND CITIZENSHIP - OPEN:** This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. ***Prerequisite: None .5 credit course must be taken with GLC2OL***

FIF2DI **FRENCH IMMERSION - ACADEMIC:** This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: FIF1DI***

GLC2OL **CAREER STUDIES - OPEN:** This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores 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 .5 credit course must be taken with CHV2OL***

Grade 11 Extended French Courses:

FIF3UI **FRENCH IMMERSION - UNIVERSITY PREPARATION:** This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. ***Prerequisite: FIF2DI***

Grade 12 Extended French Courses:

NONE

Guidance and Career Education Course Descriptions

Career Studies
Grade 10, Open
GLC2OH
.5 Credit
packaged with
CHV2OH
.5 Credit

Learning Strategies - for Students with Individual Education Plans

Learning Strategies 1
Skills For Success In Secondary School
Grade 9, Open
GLE1OI

Learning Strategies 1
Skills For Success In Secondary School
Grade 10, Open
GLE2OI

Advanced Learning Strategies
Skills For Success After Secondary School
Grade 11, Open
GLE3OI

Advanced Learning Strategies
Skills For Success After Secondary School
Grade 12, Open
GLE4OI

Grade 9, 10, 11 and 12 learning Strategies Courses:

GLE1OI **LEARNING STRATEGIES 1 – 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. ***Prerequisite: Recommendation of Grade 8 Language Arts teacher and learning resource teacher or principal***

GLE2OI **LEARNING STRATEGIES 1 – SKILLS FOR SUCCESS IN SECONDARY SCHOOL - OPEN:** This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. See flow-chart at the beginning of this section, Guidance and Career Education. ***Prerequisite: Recommendation of principal***

GLE3OI **ADVANCED LEARNING STRATEGIES - SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL - OPEN:** This course improves students' learning and personal-management skill, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will access their learning abilities and use literacy, numeracy, research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their learning. Students will investigate trends and resources to support their postsecondary employment, training and/or education choices and develop a plan to help them meet their learning and career goals. See flow-chart at the beginning of this section, Guidance and Career Education. ***Prerequisite: Recommendation of principal***

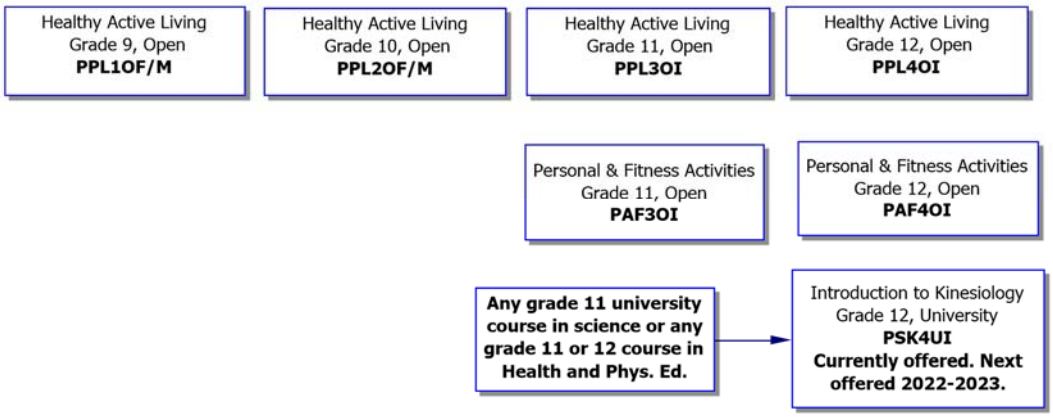
GLE4OI **ADVANCED LEARNING STRATEGIES - SKILLS FOR SUCCESS AFTER SECONDARY SCHOOL - OPEN:** This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. ***Prerequisite: Recommendation of principal***

Grade 10 career studies Courses:

GLC2OH **CAREER STUDIES - OPEN:** This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores 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*** **.5 credit course must be taken with CHV2OH**. **See course description under Canadian and World Studies.**

Health and Physical Education Course Descriptions

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



Dress Code for Physical Education Classes: *For health and safety reasons, students are required to wear appropriate clothing when participating in activities in the gymnasium, mezzanine, or playing field consisting of: T-shirt, sweat shirt (optional), athletic shorts (no pockets, zippers or buttons), sweat pants (optional), socks, and running shoes.*

Grade 9 Health and Physical Education Courses:

PPL1OF (female) OR PPL1OM (male) **HEALTHY ACTIVE LIVING EDUCATION - 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***

Grade 10 Health and Physical Education Courses:

PPL2OF (female) OR PPL2OM (male) **HEALTHY ACTIVE LIVING EDUCATION - 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***

Grade 11 Health and Physical Education Courses:

PAF3OI **HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES - OPEN:** This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage the students' interest and enhance their personal fitness throughout their lives. It differs from PPL3OI by moving away from the traditional games and activities and towards personal fitness plans, practices and activities. Students apply movement principles and develop long term personal fitness plans to enhance their personal competence and health. They are encouraged to develop leadership skills and are given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students study fitness training principles, skeletal and muscular systems, nutrition, and sports injuries. ***Prerequisite: None***

PPL3OI **HEALTHY ACTIVE LIVING EDUCATION - 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***

Grade 12 Health and Physical Education Courses:

PAF4OI **HEALTHY LIVING AND PERSONAL AND FITNESS ACTIVITIES - OPEN:** This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage the students' interest and enhance their personal fitness throughout their lives. It differs from the PPL4OI course by moving away from the traditional games and activities and towards personal fitness plans, practices and activities. Students apply movement principles and develop long term personal fitness plans to enhance their personal competence and health. They are encouraged to develop leadership skills and are given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students study fitness training principles, skeletal and muscular systems, nutrition, and sports injuries. ***Highly Recommended: PAF3OI***

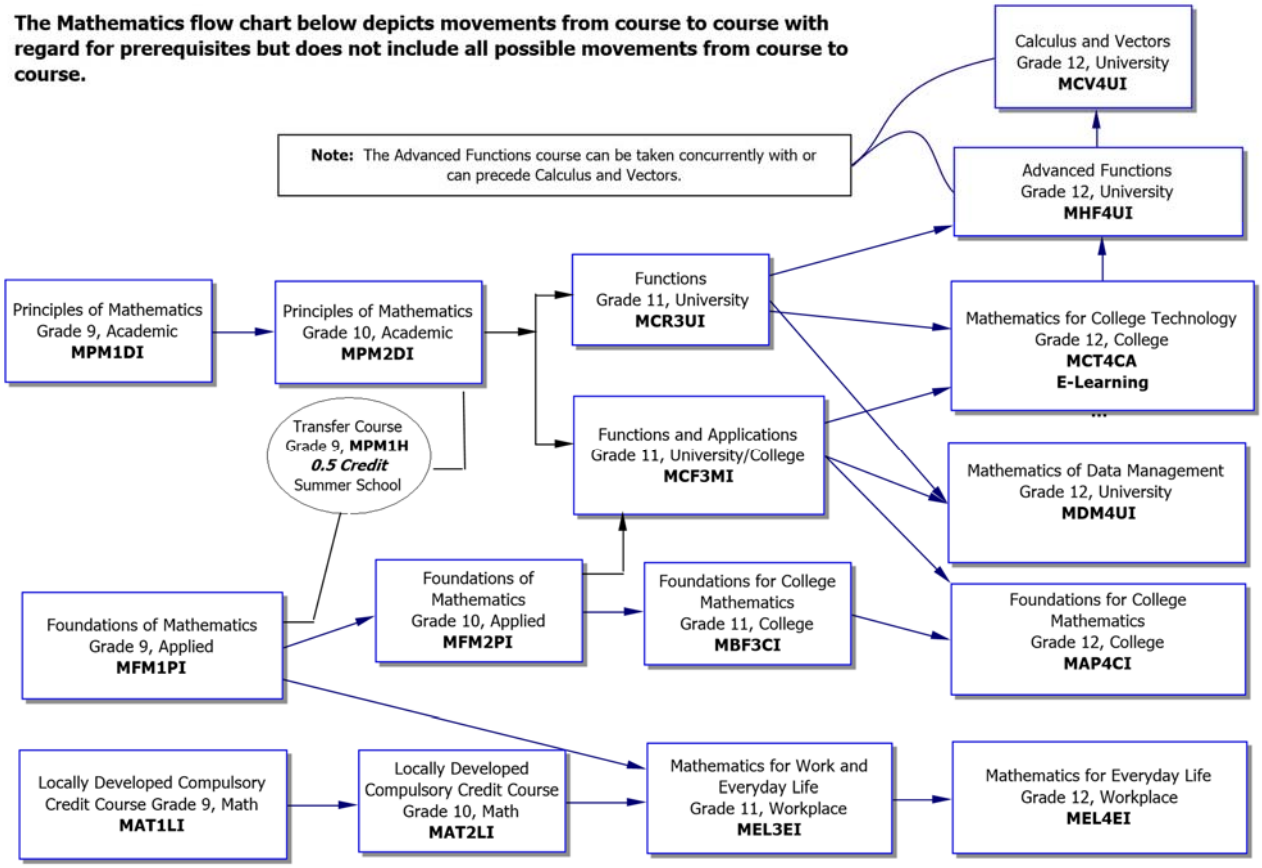
PPL4OI **HEALTHY ACTIVE LIVING EDUCATION - OPEN:** This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition 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***

PSK4UI **INTRODUCTORY KINESIOLOGY - UNIVERSITY: CURRENTLY OFFERED. NEXT OFFERED 2022-2023.** 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.***

Pen & Ink – AVI2OI

Mathematics Course Descriptions

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



The Math department recommends following the progression chart for academic success.

Grade 9 Mathematics Courses:

MAT1LI **MATHEMATICS – LOCALLY DEVELOPED:** This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to either prepare them to enter the Grade 9 applied stream or to continue in the essential and workplace stream. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies. ***Prerequisite: None***

MFM1PI **FOUNDATIONS OF MATHEMATICS - 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. Successful completion of this course prepares students for Foundations of Mathematics, Grade 10, Applied (MFM2P). ***Note:*** *Students who wish to take Principles of Mathematics, Grade 10, Academic (MPM2D) after completing this course will need to take a transfer course*. Learning through hands-on activities and the use of concrete examples is an important aspect of this course. ***Prerequisite: None***

MPM1DI **PRINCIPLES OF MATHEMATICS - ACADEMIC:** This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate through relationships, which they will then generalize as equations. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. ***Prerequisite: None***

Grade 10 Mathematics Courses:

MAT2LI **MATHEMATICS – 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: Any Grade 9 Mathematics course.***

MFM2PI **FOUNDATIONS OF MATHEMATICS - APPLIED:** This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, use real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. ***Prerequisite: MPM1DI or MFM1PI***

MPM2DI **PRINCIPLES OF MATHEMATICS - 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. Student will reason mathematically as they solve multi-step problems and communicate their thinking. ***Prerequisite: MPM1DI or MFM1PI (with transfer course MPM1H)***

Grade 11 Mathematics Courses:

MBF3CI **FOUNDATIONS FOR COLLEGE MATHEMATICS - COLLEGE:** This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. ***Prerequisite: MFM2PI***

MCF3MI **FUNCTIONS and APPLICATIONS - UNIVERSITY/COLLEGE:** This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to financial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. ***Prerequisite: MPM2DI or MFM2PI***

MCR3UI **FUNCTIONS - UNIVERSITY:** This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. ***Prerequisite: MPM2DI***

MEL3EI **MATHEMATICS FOR WORK AND EVERYDAY LIFE - WORKPLACE:** This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. ***Prerequisite: MPM1DI or MFM1PI or MAT2LI***

Grade 12 Mathematics Courses:

MAP4CI **FOUNDATIONS FOR COLLEGE MATHEMATICS - COLLEGE:** 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; apply measurement in designing and constructing physical models; solve financial problems connected with home ownership; 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: MBF3CI or MCF3MI***

MCT4CA **MATHEMATICS FOR COLLEGE TECHNOLOGY - COLLEGE - E-LEARNING (ON-LINE):** 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: MCF3MI or MCR3UI***

MCV4UI **CALCULUS AND VECTORS - UNIVERSITY:** 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 modelling of real-world relationships. Students will also refine their use of 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. ***Pre-/Co-requisite: MHF4UI***

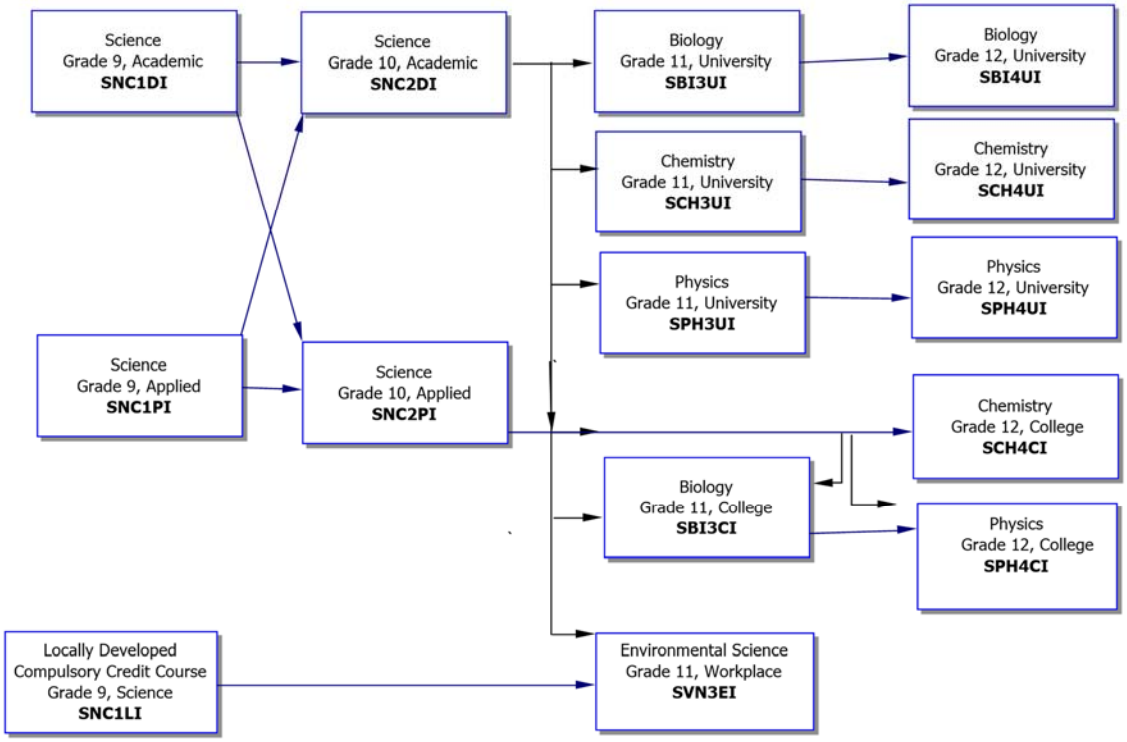
MDM4UI **MATHEMATICS OF DATA MANAGEMENT - UNIVERSITY:** This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. ***Prerequisite: MCF3MI or MCR3UI***

MEL4EI **MATHEMATICS FOR WORK AND EVERYDAY LIFE - WORKPLACE:** 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: MEL3EI***

MHF4UI **ADVANCED FUNCTIONS - UNIVERSITY:** 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; 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: MCR3UI or MCT4CA***

Science Course Descriptions

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



Grade 9 Science Courses:

SNC1DI **SCIENCE - 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***

SNC1LI **SCIENCE - LOCALLY DEVELOPED:** This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. ***Prerequisite: None***

SNC1PI **SCIENCE - 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***

Grade 10 Science Courses:

SNC2DI **SCIENCE - ACADEMIC:** This course enables students to enhance their understanding of concepts of 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: SNC1DI or SNC1PI***

SNC2PI **SCIENCE - 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: SNC1DI or SNC1PI***

Grade 11 Science Courses:

SBI3CI **BIOLOGY - COLLEGE:** This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further studies in various branches of the life sciences and related fields. ***Prerequisite: SNC2DI or SNC2PI***

SBI3UI **BIOLOGY - UNIVERSITY:** This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. ***Prerequisite: SNC2DI***

SCH3UI **CHEMISTRY - UNIVERSITY:** 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: SNC2DI***

SPH3UI **PHYSICS - UNIVERSITY:** 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: SNC2DI***

SVN3EI **ENVIRONMENTAL SCIENCE - WORKPLACE:** This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. ***Prerequisite: SNC1DI or SNC1PI or SNC1LI***

Grade 12 Science Courses:

SBI4UI **BIOLOGY - UNIVERSITY:** 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: SBI3UI***

SCH4CI **CHEMISTRY - COLLEGE:** 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: SNC2DI or SNC2PI***

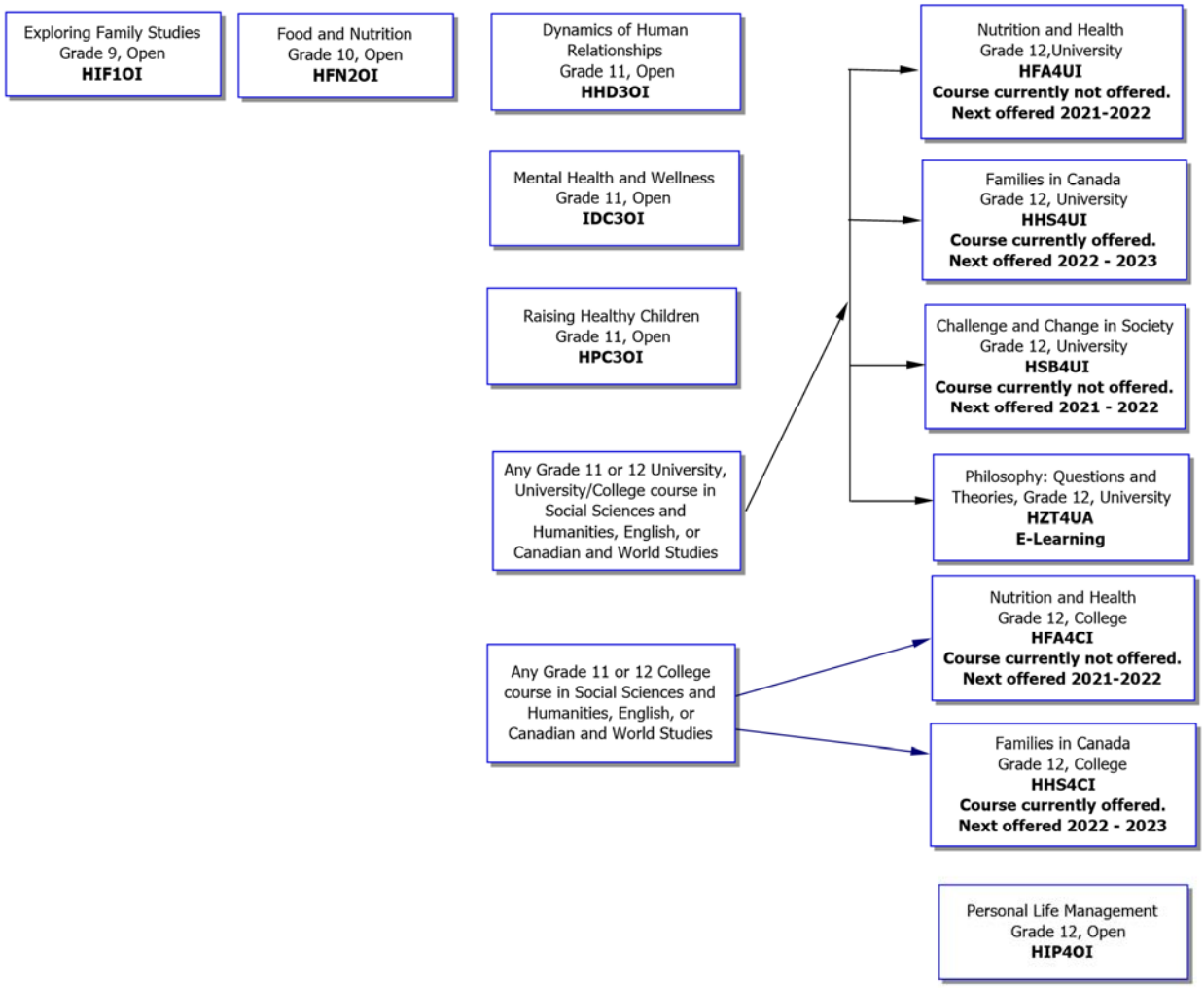
SCH4UI **CHEMISTRY - UNIVERSITY:** This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further 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: SCH3UI***

SPH4CI **PHYSICS - COLLEGE:** 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: SNC2DI or SNC2PI***

SPH4UI **PHYSICS - UNIVERSITY:** 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: SPH3UI***

Social Sciences and Humanities Course Descriptions

for prerequisites but does not include all possible movements from course to course.



Grade 9 Social Sciences and Humanities Courses:

HIF1OI **EXPLORING FAMILY STUDIES - OPEN:** This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. ***Prerequisite: None***

Grade 10 Social Sciences and Humanities Courses:

HFN2OI **FOOD AND NUTRITION - OPEN:** This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of Social Science research methods in the area of food and nutrition***. Prerequisite: None***

Grade 11 Social Sciences and Humanities Courses:

HHD3OI **DYNAMICS OF HUMAN RELATIONSHIPS - OPEN:** This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships. ***Prerequisite: None***

HPC3OI **RAISING HEALTHY CHILDREN - OPEN:** This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing. ***Prerequisite: None***

IDC3OI **MENTAL HEALTH AND WELLNESS - OPEN:** This course focuses on helping students understand the various factors that contribute to wellness and will give them the opportunity to set goals and practice strategies that will improve their own overall well-being. Students will learn and practice skills for developing and maintaining healthy relationships, focus on their own personal growth and development, and study other topics including: mental illnesses, addictions, harassment, violence, abuse, self-care, and community supports. This course will have a strong focus on student-directed learning in order to meet the needs of the learners in the class. ***Prerequisite: None***

Grade 12 Social Sciences and Humanities Courses:

HFA4CI **NUTRITION AND HEALTH - COLLEGE:** This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and refine their ability to use Social Science research and inquiry methods to investigate topics related to nutrition and health. **Prerequisite:** ***Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.***

HFA4UI **NUTRITION AND HEALTH - UNIVERSITY: CURRENTLY NOT OFFERED. NEXT OFFERED 2021-2022.** This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. ***Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.***

HHS4CI **FAMILIES IN CANADA - COLLEGE: COURSE CURRENTLY OFFERED. NEXT OFFERED 2022-2023** 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.***

HHS4UI **FAMILIES IN CANADA - UNIVERSITY: CURRENTLY OFFERED. NEXT OFFERED 2022-2023.** This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze 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*.**

HIP4OI **PERSONAL LIFE MANAGEMENT - OPEN:** This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. ***Prerequisite: None***

HSB4UI **CHALLENGE AND CHANGE IN SOCIETY - UNIVERSITY: COURSE NOT CURRENTLY OFFERED. NEXT OFFERED 2021-2022.** 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 analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze 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.***

HZT4UA **PHILOSOPHY: QUESTIONS AND THEORIES - UNIVERSITY - E-LEARNING (ON-LINE):** This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. ***Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies***

Pen/Ink Wash Drawing – AVI4MI

Technological Studies Course Descriptions

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

Exploring Technologies
Grade 9, Open
TIJ1OI

Communication Technology

Communication Technology
Grade 10, Open
TGJ2OI

Consumer Design/Yearbook
Grade 11, Open/University/College
AWE3OI/3MI
(See The Arts for descriptions.)

Visual Arts - Film Studies
Grade 11, Open/University/College
AWR3OI/3MI
(See The Arts for descriptions.)

Construction Technology

Construction Technology
Grade 10, Open
TCJ2OI

Construction Technology
Grade 11, College
TCJ3CI

Construction Technology
Grade 12, College
TCJ4CI

Construction Technology
Grade 11, Workplace
TCJ3EI

Construction Technology
Grade 12, Workplace
TCJ4EI

Green Industries-Landscape/Horticulture

It is advantageous to enrol in both:

THJ3MI and TDJ3MI
OR
THJ3EI and TDJ3OI,

THJ4MI and IDC4UI
OR
THJ4MI and IDC4OI
OR
THJ4EI and IDC4OI

simultaneously for purposes of continuity, as well as possible participation in SHSM.

Green Industries
Grade 11, University/College
THJ3MI

Technological Design
Grade 11, University/College
(Horticulture/Landscaping focus)
TDJ3MI

Green Industries
Grade 12, University/College
THJ4MI

Interdisciplinary Studies
Grade 12, University
IDC4UI

Green Industries
Grade 12, University/College
THJ4MI

Interdisciplinary Studies
Grade 12, University
IDC4OI

Green Industries
Grade 11, Workplace
THJ3EI

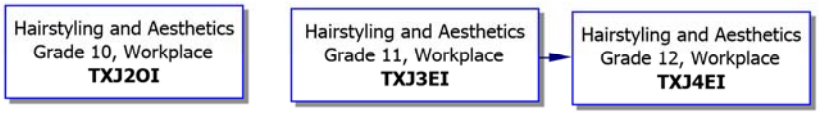
Technological Design
Grade 11, Open
(Horticulture/Landscaping focus)
TDJ3OI

Green Industries
Grade 12, Workplace
THJ4EI

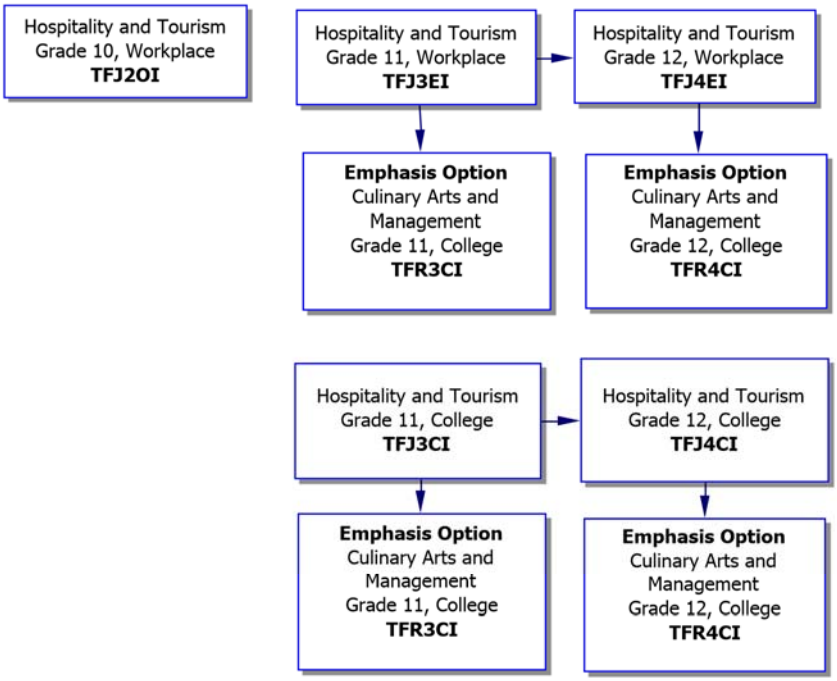
Interdisciplinary Studies
Grade 11, University/College
IDC4OI

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

Hairstyling & Aesthetics

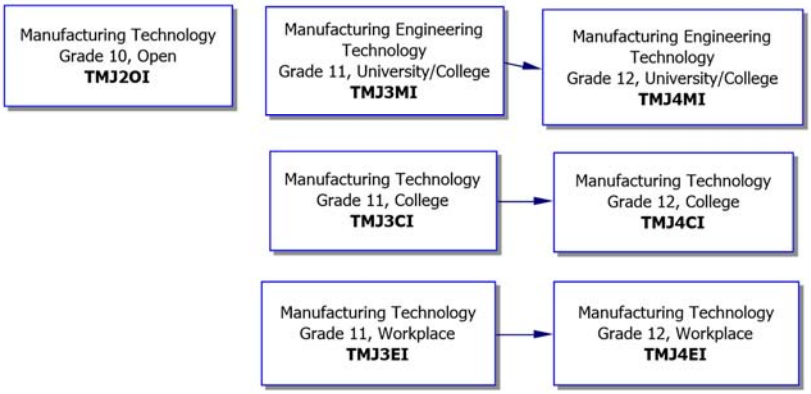


Hospitality and Tourism



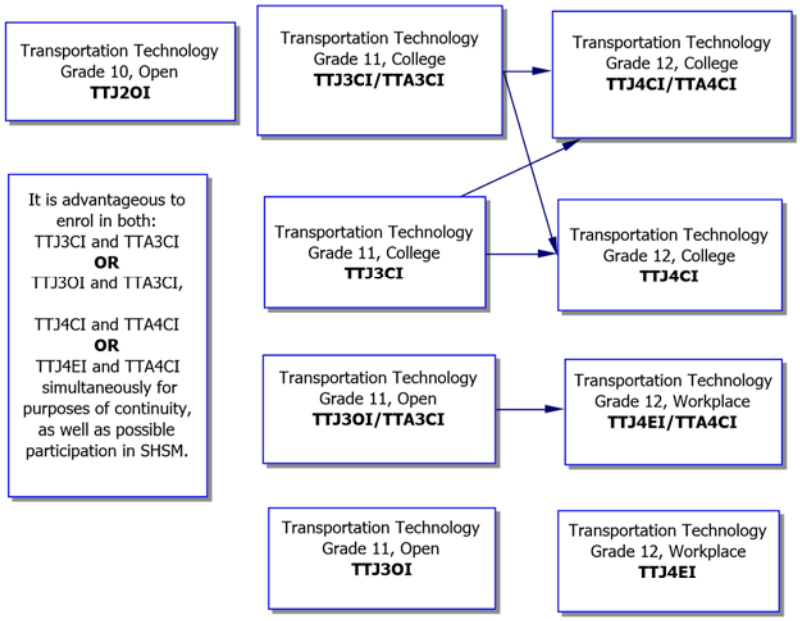
The Technological Studies flow chart below depicts movements from course to course with regard to prerequisites but does not include all possible movements from course to course.

Manufacturing Technology



Technological Design

Transportation Technology



Specialist High Skills Major Horticulture and Landscaping

Grey Highlands is proud of its Horticulture and Landscaping program. It started in 2009 and students who have completed this interactive program have proceeded to postsecondary education, apprenticeship programs, or employment in the industry. Students are able to take advantage of the school's 1800 square foot greenhouse, and help to complete many projects around the campus such as maintaining the school's beautiful courtyard. Students also take part in a variety of volunteer opportunities in the surrounding area, and participate in provincial competitions.

Sample Pathway Planner

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits (4 required)	THJ3E and/or TDJ3O	THJ4E and/or IDC4O	THJ3M and/or TDJ3M	THJ4M and/or IDC4O	THJ3M and/or TDJ3M	THJ4M and/or IDC4U	THJ3E and/or TDJ3O	THJ4E and/or IDC4O
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 Math	MCF3M MBF3C MEL3E	MAP4C MCT4C MEL4E	MCF3M MBF3C	MDM4U MAP4C MCT4C	MCR3U MCF3M	MCV4U MDM4U MHF4U	MEL3E	MEL4E
1 Science or Business	BMI3C BMX3E SBI3C SVN3E	SCH4C SPH4C	BMI3C SBI3C	SCH4C SPH4C	BAF3M SBI3U SCH3U SPH3U	SCH4U SPH4U	BMX3E SVN3E	
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

Specialist High Skills Major Hospitality and Tourism

The Hospitality and Tourism sector within Bruce and Grey Counties is a vital and growing component of our local economy. Students who enroll in this SHSM will build the skills required to be more competitive in today's job market. There is a broad range of courses and skills from which to choose, and student can focus their studies in either the culinary Industry or Hairstyling and aesthetics. No matter which focus, each student will graduate with well-practiced and highly effective customer service skills.

Sample Pathway Planner

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
Major Credits (4 required)	TFJ3E/C TFR3C TXJ3E CGG3O	TFJ4E/C TXJ4E HFA4C	TFJ3E/C TFR3C TXJ3E CGG3O	TFJ4C TFR3C TXJ4E HFA4C	TFJ3C TFR3C TXJ3E CGG3O	TFJ4C TFR4C TXJ4E HFA4U	TFJ3E/C TFR3C TXJ3E CGG3O	TFJ4E/C TXJ4E HFA4C
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 Math	MBF3C MCF3M	MAP4C MCT4C	MCF3M MBF3C	MAP4C MCT4C	MCR3U MCF3M	MDM4U MHF4U MCV4U	MEL3E	MEL4E
1 Science or Business	BMI3C BMX3E SBI3C SVN3E SBI3U	SCH4C SPH4C	BAF3M BMI3C SBI3C	BAT4M BOH4M SCH4C SPH4C	BAF3M BMI3C SBI3U SBI3C SCH3U	BAT4M BOH4M SBI4U SCH4C SCH4U	BMX3E SVN3E	
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

Specialist High Skills Major Manufacturing

Manufacturing has always been strong in Grey-Bruce, offering many career opportunities for students to pursue both locally and regionally, with expected growth in the very near future. Students in this SHSM will explore manufacturing through welding operations, using plasma torches and welding equipment, lathes, mills, drill presses, and hand tools. Students will also learn how to design, interpret drawings, measure accurately, as well as other manufacturing skills.

Sample Pathway Planner

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits* (4 required)	TCJ3C TCJ3E TMJ3C TTJ3O TTJ3C TDA3M TDJ3O TMW3E TMY3C TMJ3M	TCJ4C TCJ4E TMJ4C TTJ4C TTJ4E TDJ4O TMW4E TMY4C TMJ4M	TCJ3C TDJ3M TMJ3C TTJ3C TDA3M TMY3C	TCJ4C TDJ4M TMJ4C TTJ4C TDA4M TMY4C	TDJ3M TDA3M TMJ3M	TDA4M TMJ4M	TCJ3E TMJ3E TDJ3O TMW3E TTJ3O	TCJ4E TMJ4E TTJ4E TDJ4O TMW4E
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 Math	MBF3C	MEL4E	MCF3M MBF3C	MAP4C	MCR3U MCF3M	MCV4U MDM4U MHF4U	MEL3E	MEL4E
1 Science	SBI3C SVN3E	SCH4C SPH4C	SBI3C	SCH4C SPH4C	SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U	N/A	N/A
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

*Students are required to take a minimum of 3 manufacturing senior level courses.

Specialist High Skills Major Transportation Technology

GHSS began the SHSM in Transportation Technology in 2013. Students may already be familiar with this popular technology program which gives students a broad range of knowledge about vehicle maintenance, repair, and technology. If you have questions about this program, please do not hesitate to contact the guidance department or the auto shop teacher at (519-924-2721 ext. 128).

Sample Pathway Planner

Required Credits	Apprenticeship Training Destination		College Destination		University Destination		Entry Level Workplace Destination	
	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12	Grade 11	Grade 12
Major Credits (4 required)	TTA3C and/or TTJ3O	TTA4C and/or TTJ4E	TTA3C and/or TTJ3C	TTA4C and/or TTJ4C	TTA3C and/or TTJ3C	TTA4C and/or TTJ4C	TTA3C and/or TTJ3O	TTA4C and/or TTJ4E
1 English	NBE3C NBE3E	ENG4C ENG4E	NBE3C	ENG4C	NBE3U	ENG4U	NBE3E	ENG4E OLC4O
1 Math	MCF3M MBF3C	MAP4C MCT4C MEL4E	MCF3M MBF3C	MAP4C MCT4C	MCR3U MCF3M	MCV4U MDM4U MHF4U	MEL3E	MEL4E
1 Science or Business	BMI3C BMX3E SBI3C SVN3E	SCH4C SPH4C	BAF3M BMI3C SBI3C	SCH4C SPH4C	BAF3M SBI3U SCH3U SPH3U	SBI4U SCH4U SPH4U	BMX3E SVN3E	
Cooperative Education	2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12		2 Credits Grade 11 or 12	
Total # of Credits Required	9		9		9		9	

Grade 9 Technological Education Courses:

TIJ1O1 **EXPLORING TECHNOLOGIES - 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***

Grade 10 Technological Education Courses:

TCJ2OI **CONSTRUCTION TECHNOLOGY - 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***

TDJ2OI **TECHNOLOGICAL DESIGN - OPEN: COURSE NOT CURRENTLY OFFERED. NEXT OFFERED 2021-2022.** This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and learn about secondary and postsecondary education and training leading to careers in the field. ***Prerequisite: None***

TFJ2OI **HOSPITALITY AND TOURISM - 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***

TGJ2OI **COMMUNICATIONS TECHNOLOGY - OPEN:** This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. ***Prerequisite: None***

TMJ2OI **MANUFACTURING TECHNOLOGY - 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***

TTJ2OI **TRANSPORTATION TECHNOLOGY - 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***

TXJ2OI **HAIRSTYLING AND AESTHETICS - OPEN**: This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspective. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics. ***Prerequisite: None***

Grade 11 Technological Education Courses:

TCJ3CI **CONSTRUCTION ENGINEERING TECHNOLOGY - COLLEGE:** This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. ***Prerequisite: None***

TCJ3EI **CONSTRUCTION TECHNOLOGY - WORKPLACE:** 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, layout, 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***

TDA3MI **TECHNOLOGICAL DESIGN: ARCHITECTURAL DESIGN - COLLEGE/UNIVERSITY: COURSE NOT CURRENTLY OFFERED. NEXT OFFERED 2021-2022.** This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. ***Prerequisite: None***

TDJ3MI **TECHNOLOGICAL DESIGN (LANDSCAPING) - UNIVERSITY/COLLEGE*:*** Through a focus on landscaping designs this course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings, and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. ***Prerequisite: None***

TDJ3OI **TECHNOLOGICAL DESIGN AND THE ENVIRONMENT (LANDSCAPING) - OPEN*:*** Through a focus on landscaping designs this course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, and/or control system design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. ***Prerequisite: None***

TFJ3CI **HOSPITALITY AND TOURISM - COLLEGE:** This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. ***Prerequisite: None***

TFJ3EI **HOSPITALITY AND TOURISM - WORKPLACE:** This course focuses on food preparation and management, and hospitality and tourism activities, equipment, and facilities. 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***

TFR3CI **HOSPITALITY AND TOURISM - CULINARY ARTS AND MANAGEMENT OPTION - COLLEGE:** This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry. ***Prerequisite: TFJ3CI***

THJ3EI **GREEN INDUSTRIES - WORKPLACE:** This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation.
Prerequisite: None

THJ3MI **GREEN INDUSTRIES - UNIVERSITY/COLLEGE:** This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore postsecondary education programs and career opportunities. ***Prerequisite: None***

TMJ3CI **MANUFACTURING TECHNOLOGY - COLLEGE:** 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***

TMJ3EI **MANUFACTURING TECHNOLOGY - WORKPLACE*:*** 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***

TMJ3MI **MANUFACTURING ENGINEERING TECHNOLOGY - UNIVERSITY/COLLEGE:** This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. ***Prerequisite: None Recommended: TMJ2OI***

TMY3CI **MANUFACTURING TECHNOLOGY – WELDING TECHNICIAN - COLLEGE:** 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: TMJ3CI***

TTA3CI **TRANSPORTATION TECHNOLOGY - AUTO SERVICE - COLLEGE - EMPHASIS COURSE:** 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***

TTJ3CI **TRANSPORTATION TECHNOLOGY - COLLEGE:** 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***

TTJ3OI **TRANSPORTATION TECHNOLOGY - VEHICLE OWNERSHIP - OPEN COURSE:** 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**

TXJ3EI **HAIRSTYLING AND AESTHETICS - WORKPLACE:** This course enables students to develop knowledge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal issues related to the industry and acquire a more detailed knowledge of apprenticeships and direct-entry work positions. ***Prerequisite: None***

Grade 12 Technological Education Courses:

IDC4OI **INTERDISCIPLINARY STUDIES (HORTICULTURE and LANDSCAPING) - OPEN*:*** This course enables the students to develop and apply the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, identify 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 identify and to apply to real-life situations and career opportunities in interdisciplinary activities. They will research, assess appropriate resources, interpret information, solve and implement solutions to landscaping design problems. Students will design and install a group horticulture/landscape project. This course combines the expectations for Interdisciplinary Studies, Grade 12 Open, with selected expectations from the following two component courses: SBI3CI and ENG4CI. ***Prerequisite: SNC2DI or SNC2PI and NBE3UI or NBE3CI***

IDC4UI **INTERDISCIPLINARY STUDIES (HORTICULTURE and LANDSCAPING) - UNIVERSITY:** This course will help students to develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will research, assess appropriate resources, process information, solve and implement solutions to landscaping design problems. Students will design and install a group horticulture/landscape project. This course combines the expectations for Interdisciplinary Studies, Grade 12 University, with selected expectations from the following two component courses: SBI3UI, and ENG4UI. ***Prerequisite: SNC2DI or NBE3UI***

TCJ4CI **CONSTRUCTION ENGINEERING TECHNOLOGY - COLLEGE**: 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: TCJ3CI***

TCJ4EI **CONSTRUCTION TECHNOLOGY - WORKPLACE:** This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. ***Prerequisite: TCJ3EI***

TDA4MI **TECHNOLOGICAL DESIGN: ARCHITECTURAL DESIGN - COLLEGE/UNIVERSITY: COURSE NOT CURRENTLY OFFERED. NEXT OFFERED 2021-2022.** This course focuses on the relationship between society and technological development. Students will use appropriate tools, techniques, and strategies to research, design, build, and assess prototypes for products and/or processes that respond to society's changing needs. Students will describe how social factors, including culture, media, politics, religion, and environmental concerns, influence technological design. Students will also learn about professional practices in the field, and will research postsecondary pathways leading to careers related to technological design. ***Prerequisite: TDA3MI***

TFJ4CI **HOSPITALITY AND TOURISM - COLLEGE:** This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. ***Prerequisite: TFJ3CI***

TFJ4EI **HOSPITALITY AND TOURISM - WORKPLACE:** 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: TFJ3EI***

TFR4CI **HOSPITALITY AND TOURISM - CULINARY ARTS AND MANAGEMENT EMPHASIS OPTION - COLLEGE:** This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. ***Prerequisite: TFJ4CI***

THJ4EI **GREEN INDUSTRIES - WORKPLACE*:*** This course enables students to gain further experience with a variety of industry procedures and operations and to acquire additional industry-specific skills. Students will study more complex processes, develop more advanced design and maintenance skills, and explore ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities in the various industries. The knowledge and skills acquired in this course will prepare students for the workplace and apprenticeship training. ***Prerequisite: THJ3EI***

THJ4MI **GREEN INDUSTRIES - UNIVERSITY/COLLEGE*:*** This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. ***Prerequisite: THJ3MI***

TMJ4CI **MANUFACTURING TECHNOLOGY - COLLEGE:** 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: TMJ3CI***

TMJ4EI **MANUFACTURING TECHNOLOGY - WORKPLACE:** This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other 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: TMJ3EI***

TMJ4MI **MANUFACTURING ENGINEERING TECHNOLOGY - UNIVERSITY/COLLEGE:** This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. ***Prerequisite: TMJ3MI***

TMY4CI **MANUFACTURING TECHNOLOGY – WELDING TECHNICIAN - COLLEGE:** 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: TMY3CI***

TTA4CI **TRANSPORTATION TECHNOLOGY - AUTO SERVICE - EMPHASIS OPTION - COLLEGE:** 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: TTJ3CI or TTJ3OI***

TTJ4CI **TRANSPORTATION TECHNOLOGY - COLLEGE:** 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: TTJ3CI***

TTJ4EI **TRANSPORTATION TECHNOLOGY - VEHICLE MAINTENANCE - WORKPLACE:** 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. ***Highly Recommended: TTJ3CI or TTJ3OI***

TXJ4EI **HAIRSTYLING AND AESTHETICS - WORKPLACE** This course enables students to develop increased proficiency in a wide range of hairstyling and aesthetics services. Working in a salon/spa team environment, students will strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students will also expand their understanding of environmental and societal issues and their knowledge of postsecondary destinations in the hairstyling and aesthetics industry. ***Prerequisite: TXJ3EI***

Photography – AWE3MI

Glossary

Accommodations: In the area of special education, specialized support and services that are provided to enable exceptional students to achieve the learning expectations. Some examples are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, tape recorders; provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

Adult: A person who is eighteen years of age or more.

Articulation Agreement: An agreement on the setting up and maintaining of clear "routes" between secondary school and college programs in order to ensure that students are adequately prepared for college programs.

Compulsory Course: A course that meets the requirements of a compulsory credit and that, as directed by the Minister, must be included in a student's program towards the earning of a diploma.

Compulsory Credit: A credit that is earned for the successful completion of the expectations related to a compulsory course.

Course: A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education and Training curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the Ministry's curriculum policy documents.

Course of Study: An outline of the content of a course and other details pertaining to the course, such as prerequisites and evaluation procedures.

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

Credit Recovery: Part of a student success strategy which supports students who have been unsuccessful with a course, to revisit the components of the course for which they have been unsuccessful.

Destination Pathways: Pathways that will provide students with at least four years of meaningful and productive secondary school education which lead to workplace, college, apprenticeship, or university destinations.

Emphasis Course: A destination-related broad based technology course that schools can develop in order to emphasize a particular area of a Technology subject. It might be related to a particular sector or occupation connected with the subject. These courses can only be offered at the Grade 11 and 12 levels.

Exceptional Student: A student who is defined in the Education Act as 'a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board: (a) of which the pupil is a resident pupil, (b) that admits or enrols the pupil other than pursuant to an agreement with another board for the provision of education, or (c) to which the cost of education in respect of the pupil is payable by the Minister."

Focus Course: A course which is developed by a school to focus more particularly on one area of a subject discipline.

Locally Developed Course: A course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training for ministry approval.

Mature Student: For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year. See also student.

Ontario Student Record (OSR): The official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

Optional Credit: A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

Prerequisite Course: A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by Ministry curriculum policy documents.

Special Education Program: A program that is defined in the Education Act as "an educational program for an exceptional pupil that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil."

Special Education Services: Services defined in the Education Act as "facilities and resources, including support personnel and equipment, necessary for developing and implementing a special educational program."

Special Programming Pathways: In most cases, students entering high school working below grade level will be taking special programming pathways for maximum success, providing them with at least four years of meaningful and productive secondary school education.

Specialist High Skills Major: Students enrolled in the Specialist High-Skills Major will bundle a minimum of six to 12 courses in their area of interest to match with postsecondary, apprenticeship or workplace learning requirements. Bundles are arranged according to specific sectors, including, business, arts, manufacturing, health care, construction, hospitality, information technology and mathematics.

Transfer Course: A course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

BLUEWATER DISTRICT SCHOOL BOARD
SECONDARY SCHOOLS

Bruce Peninsula District School
Box 178, 5 Moore Street
Lion's Head, ON N0H 1W0
Phone: (519) 793-3211
Fax: (519) 370-2908

Georgian Bay Community School
125 Eliza Street
Meaford, ON N4L 1A4
Phone: (519) 538-1680
Fax: (519) 370-2920

Grey Highlands Secondary School
Box 460, 100 Toronto Street
Flesherton, ON N0C 1E0
Phone: (519) 924-2721
Fax: (519) 370-2921

John Diefenbaker Senior School
181 7th Street
Hanover, ON N4N 1G7
Phone: (519) 364-3770
Fax: (519) 370-2932

Kincardine District Senior School
885 River Lane
Kincardine, ON N2Z 2B9
Phone: (519) 396-9151
Fax: (519) 370-2934

Owen Sound District Secondary School
750 9th Street West
Owen Sound, ON N4K 3P6
Phone: (519) 376-6050
Fax: (519) 370-2939

Peninsula Shores District School
115 George Street
Wiarton, ON N0H 2T0
Phone: (519) 534-2205
Fax: (519) 370-2952

Saugeen District Senior School
780 Gustavus Street
Port Elgin, ON N0H 2C4
Phone: (519) 832-2091
Fax: (519) 370-2954

Walkerton District Community School
Box 1510, 1320 Yonge Street
Walkerton, ON N0G 2V0
Phone: (519) 881-1780
Fax: (519) 370-2965