



ERNESTOWN SECONDARY SCHOOL

Course Calendar

2023 - 2024

Ernestown Secondary School

Course Calendar 2023-2024

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Section One

Principal's Message

To Students...

Welcome to Ernestown Secondary School! Whether you are beginning grade nine, planning for your final year of secondary school and looking to the future or you are somewhere in between, we hope you know how pleased we are to welcome you as an Eagle!

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

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

Best of luck!

To Parents...

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

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

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

Contact Information

Ernestown Secondary School
 PO Box 100 50 Main Street
 Odessa, ON
 K0H2H0

Website

ernestownss.limestone.on.ca

Email

ernst@limestone.on.ca

Phone

613-386-3054 (main office)

613-386-5031 (attendance)

613-386-3342 (fax)

School Administration		
Position	Name	Contact
Principal	Shannon Tyner	<ul style="list-style-type: none"> ○ ext. 303 ○ tyners@limestone.on.ca
Vice-Principal	Tyler Wilson	<ul style="list-style-type: none"> ○ ext. 304 ○ wilsont@limestone.on.ca
Student Services		
Position	Name	Contact
Student Services Department Head	Erin Stinson	<ul style="list-style-type: none"> ○ ext. 310 ○ stinoner@limestone.on.ca
Guidance Counsellor	Colette Wales	<ul style="list-style-type: none"> ○ ext. 309 ○ walesc@limestone.on.ca
Adolescent Care Worker	Doug van der Horden	<ul style="list-style-type: none"> ○ ext. 329 ○ vanderhordd@limestone.on.ca
Lead Success Teacher	Melissa Brooks	<ul style="list-style-type: none"> ○ ext. 312 ○ brooksmel@limestone.on.ca
Cooperative Education Coordinator	Mike Zanibbi	<ul style="list-style-type: none"> ○ ext. 311 ○ zanibbim@limestone.on.ca
Learning Program Support	Melissa Burke	<ul style="list-style-type: none"> ○ ext. 317 ○ burkem@limestone.on.ca
School to Community	Grant Campbell	<ul style="list-style-type: none"> ○ ext. 320 ○ campbellg@limestone.on.ca

Code of Behaviour

The Ernestown Secondary School Code of Behaviour reflects a philosophy of creating a school community that values mutual respect, responsibility, independence and citizenship. It is intended to help ensure that students have an opportunity to meet their full academic potential in a school which is safe and free of prejudice and harassment. **The Code is available in its entirety on the school website.**

STUDENT ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality are critical in ensuring academic success. When learning is disrupted by irregular attendance or arriving late to class, students may jeopardize their successful completion of credits and attainment of a diploma. Absences and lates are recorded on the Provincial Report Card.

Every effort should be made to schedule appointments outside of school hours. A note must be provided for absences due to illness and other legitimate reasons. Parents may telephone the attendance office, 386-5031, prior to a scheduled absence. Students who miss classes for any reason are responsible for the work missed.

RESPECT FOR STUDENTS

All members of the school community have the right to feel safe at school. Harassment and discrimination means any comments or behaviour which makes another person feel uncomfortable or unsafe. It creates a hostile, intimidating environment and is harmful to all. These activities will not be tolerated and students who engage in these activities will be dealt with by Administration and face one or more consequences.

RESPECT FOR STAFF

All staff members at Ernestown Secondary School are responsible for helping students be successful and ensuring a safe learning environment for all. Students are expected to treat staff in a courteous and respectful manner. Students are expected to cooperate with staff when asked to provide their name, to leave an area, or to accompany a staff member to the Main Office. Disrespectful behaviour, including harassment, intimidation, inappropriate language, or threatening remarks, will not be tolerated and students will face one or more consequences.

RESPECT FOR OUR COMMUNITY

Students are expected to act respectfully to everyone in the community. Students must behave appropriately and not loiter when visiting local businesses. Students must stay off private property. A student who shows persistent disrespect for our community will face one or more consequences.

RESPECT FOR PROPERTY

ESS prides itself in being a beautiful, well-kept facility. A clean attractive school is conducive to learning. Vandalism is the willful destruction of property which results in increased costs and loss of resources which would be much better used to support student learning. Students who commit vandalism may be responsible for the cost of repairs. Serious damage may result in police involvement.

APPEARANCE AND DRESS

A certain standard of dress and appearance is expected at school. All students are expected to dress in a neat, clean, and appropriate manner that reflects personal pride and proper consideration of others. Business like attire is considered an appropriate standard of dress at school. Clothing that is deliberately tattered or torn, designed to reveal parts of the body which could be considered inappropriate, or designed to promote offensive messages or illegal activities is inappropriate for school. A student who wears inappropriate clothing at school will be asked to change into more acceptable apparel. Persistent wearing of inappropriate clothing will result in disciplinary action.

TOBACCO PRODUCTS, CANNABIS, VAPES, ALCOHOL AND DRUGS

The school recognizes the benefits of a smoke-free environment. By law, smoking is not permitted on school property or within 20 meters of school property. Other tobacco products (electronic cigarettes, vapes) may not be used on school property. Failure to comply could result in school consequences and/or a monetary fine (\$305) from the Ministry of Health.

No students shall be in possession of or under the influence of drugs or alcohol during a regular school day or during any school sponsored event, regardless of the quantity consumed or possessed. There is a mandatory suspension and possible police involvement for being in possession of or under the apparent influence of alcohol and/or drugs. Students or parents who wish counselling in this area are encouraged to contact Student Services.

WEAPONS

No weapons, replicas, or items used for the purpose of threatening, intimidating, or inflicting injury are permitted on school property at any time. Possession of a weapon will result in mandatory expulsion and police involvement.

ELECTRONIC DEVICES

(Includes but not limited to cell phones and any other handheld devices)

As the use of a range of communications technologies has expanded, so have the complications related to safety, privacy and intrusion in our schools and communities.

- Electronic devices are not to be used in classrooms without permission from the classroom teacher. When electronic devices cause a disruption in the classroom, they may be confiscated by the teacher and given to the vice-principal. Laser pointers are not permitted at school.
- Cellular phones or other communication devices are to be powered off when students are in class and must not be used in any classrooms or in the library unless given specific direction by the teacher.

Ernestown S.S. will not be held liable or responsible for any lost, stolen, or damaged electronic items. Photos and video are not to be taken of others without their explicit permission.

Pathways to the Future

Reaching Every Student!

Apprenticeship Pathway



The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Training, Colleges and Universities. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MTCU-approved Oversight.

Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship co-ordinator (Mike Mol, 613-544-6920 ext. 277) for further information. More information about OYAP can be found in the *Expanded Opportunities* section of this course calendar.

College Pathway



Students are encouraged to thoroughly research and carefully plan their college program. Information for Ontario colleges is available at www.ontariocolleges.ca. The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post secondary plan.

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Up-to-date information is available in college calendars or at https://www.ontransfer.ca/index_en.php.

University Pathway



Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required. Admission requirements for similar programs may vary significantly from university to university.

Students should consult their guidance counsellor for more information. University admission criteria can be found at www.electronicinfo.ca. Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.

Workplace Pathway



Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://www.skills.edu.gov.on.ca>

Workplace courses may be offered as stand alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of *Expanded Opportunities* such as SHSM, Focus Programs and Co-operative Education. More information can be found in the *Expanded Opportunities* section of this course calendar.

Assessment & Evaluation

Our Key Beliefs

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

Assessment for Learning

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

Assessment of Learning

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

Assessment as Learning

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

The Limestone District School Board Assessment & Evaluation Policy can be found in the Student Agenda For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit <https://www.limestone.on.ca/cms/one.aspx?portalId=352782&pageId=7596021>

Course Outlines

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Limestone District School Board Achievement of Excellence Award

Workplace Pathway

Awards to ALL graduating students who:

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

College Pathway

Awarded to ALL graduating students who:

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

University Pathway

Awarded to ALL graduating students who:

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

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

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

Student Transfers

New students wishing to register at Ernestown Secondary School need to make an appointment with the vice-principal. Students should bring a current transcript with them to their appointment. If you wish to transfer to Ernestown Secondary School and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KAASA to determine eligibility.

Section Two: Program Planning and Course Selection

Diploma & Certificate Requirements for OSS Students

Ontario Secondary School Diploma (OSSD)

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Healthy Active Living 2 additional credits from Arts, Business or Technology	English Math Science History Civic (.5) Career Studies (.5)	English Math	English
Other Compulsory Courses	<p>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</p> <p>Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p>Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p>Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.</p> <p>**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
Number of Optional Credits	1 Option	3 options	5-6 options	5-7 options
Summary of Graduation Requirements	<p>Students need to complete the following criteria to earn their graduation diploma:</p> <ul style="list-style-type: none"> • 18 compulsory courses (as described above) • 12 optional courses (as described above) • 40 hours of Community Involvement • Successful completion of the Ontario Secondary School Literacy Test or Course. 			
Special Considerations	<ul style="list-style-type: none"> • Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses. • Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits. • Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English. • Up to four Dual Credits can be counted towards optional or elective credits. 			

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

- **explore** dynamic options in various courses of study in order to expand their creative abilities and critical thinking skills;
- **participate** in workplace opportunities to investigate career options and enhance their employability skills;
- **balance** their rigorous academic timetables to prepare academically, socially, and financially for post-secondary education;
- **enrich** their high school experience by participating in school clubs, sports and activities.

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

Requirements for the Ontario Secondary School Certificate (OSSC)

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

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

Requirements for the Certificate of Accomplishment

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

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students complete the hours in their first two years of high school. ***Please note: As of 2011, students may start to accumulate their community involvement hours in July of the summer prior to the start of their grade 9 year.*** For more information, please contact Student Services.

The Ontario Secondary School Literacy Test (OSSLT)

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

The Ontario Secondary School Literacy Course (OSSLC)

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

Substitutions for Compulsory Courses

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

Course Offerings

Courses are listed alphabetically by subject area.

Please note: not all courses are offered every year.

Art: Drama

ADA100, Dramatic Arts, Grade 9 Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

ADA200, Dramatic Arts, Grade 10 Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

ADA300, Dramatic Arts, Grade 11 Open

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

Prerequisite: None

ADA3M0, Dramatic Arts, Grade 11 University/College Preparation

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

Prerequisite: Drama, Grade 9 or 10 Open

ADA4M0, Dramatic Arts, Grade 12 University/College Preparation

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

Prerequisite: Drama, Grade 11, University/College Preparation

Art: Instrumental Music, Guitar and Vocal

AMU100, Instrumental Music, Grade 9 Open

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

Prerequisite: None

AMG200, Instrumental music "Guitar", Grade 10 Open

See description for instrumental music below.

AMU200, Instrumental Music, Grade 10 Open

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

Prerequisite: None

AMU3M0, Instrumental Music, Grade 11 Open

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

Prerequisite: Music, Grade 9 or 10

AMG3M0, Music, Guitar, Grade 11 Open

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

Prerequisite: None

AMU4M0, Instrumental Music, Grade 12 University/College Preparation

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

Prerequisite: AMU3M0

AMG4M0, Music, Guitar, Grade 12 Open

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently.

They will also complete complex creative projects.

Prerequisite: AMG300 or AMG3M0

Art: Visual**AVI100, Visual Arts, Grade 9 Open**

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

Prerequisite: None

NAC10, Expressions of First Nations, Metis and Inuit Cultures, Grade 9 Open

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art, giving students the opportunity to create, present, and analyse integrated art works inspired by First Nations, Métis, and Inuit perspectives. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create art works to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.

AVI200, Visual Arts, Grade 10 Open

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

Prerequisite: None

AVI300, Visual Arts, Grade 11 Open

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

AVI3M0, Visual Arts, Grade 11 University/College Preparation

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

AWQ 300, Visual Arts, Photography, Grade 11 Open

This course is an introduction to photographic techniques. Students will create works of art and explore a wide range of subject matter. Students will study the elements and principles of design. They will examine the history of photography and photography careers. The course will focus on digital photography. Students will also learn to use computer software programs to enhance and manipulate photographs. Digital cameras are provided for student use. There is a studio fee of \$30.

Prerequisite: none

AVI4E0, Visual Arts, Grade 12 Workplace Preparation

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design.

Prerequisite: AVI300

AVI4M0, Visual Arts, Grade 12 University/ College Preparation

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

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Business Studies

BTT20, Introduction to Business, Grade 10 Open

This course introduces students to information and communication technology in a business environment and builds the foundation of digital literacy skills that will be necessary for success in a technologically- driven society. In this course, students will have the opportunity to develop their digital literacy, including effective electronic research and communication skills. They will also explore current issues related to the impact of information and communication technology.

Computer Studies

TEJ 100, Computer Technologies, Grade 9 Open

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

ICS200, Introduction to Computer Studies, Grade 10 Open

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

Prerequisite: None

ICS3C0, Introduction to Computer Programming, Grade 11 College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

ICS3U0, Introduction to Computer Science, Grade 11 University Preparation

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

Prerequisite: None

ICS 4C, Computer Programming, Grade 12 College Preparation

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

Prerequisite: ICS3C0

ISC4U0, Computer Science, Grade 12 University Preparation

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

Prerequisite: ICS3U0

TDJ3M0, Technical Illustration, Grade 11 University/College Preparation

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

TDJ4M0, Technical Illustration, Grade 12 University/College Preparation

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills, and explore career opportunities and the postsecondary education and training requirements for them.

Prerequisite: TDJ3M0

English

ENL1W, English de-streamed This course is designed to develop the literacy skill set, oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course or the Grade 10 Applied English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

ENG1L0, English, Grade 9 Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into 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 on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

ENG 2D0, English, Grade 10 Academic

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

Prerequisite: English, Grade 9, Academic or Applied

ENG2P0, English, Grade 10 Applied

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

Prerequisite: English, Grade 9, Academic or Applied

ENG2L0, English, Grade 10 Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course. The course is organized into 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 on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: A Grade 9 English Credit

NBE3C0, English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 College Preparation

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-

determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course

Prerequisite: ENG2P0, ENG2D

ENG3E0, English, Grade 11 Workplace Preparation

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

NBE3U0, English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 University Preparation

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course.

Prerequisite: ENG2D0

ENG4C0, English, Grade 12 College Preparation

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

Prerequisite: ENG3C0

ENG4E0, English, Grade 12 Workplace Preparation

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

Prerequisite: ENG3E0

ENG4U0, English, Grade 12 University Preparation

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

Prerequisite: ENG3U0

OLC400, English, Ontario Secondary School Literacy Course, Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy

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

Prerequisite: Only those students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take this course.

Family Studies

HFN20, Food and Nutrition - Open Grade 10

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

Prerequisite: None

HPC30, Raising Healthy Children, Open Grade 11

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

HFA4C, Nutrition and Health, Grade 12 College Preparation

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.

HFA4U, Nutrition and Health, Grade 12 University Preparation

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.

HIP40, Personal Life Management, Grade 12

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.

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

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

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

TFJ3C, Hospitality and Tourism, Grade 11 College Preparation

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

TFJ3E0, Hospitality and Tourism, Grade 11 Workplace Preparation

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

CGG30, Travel and Tourism, Grade 11 Open

CGG30 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. In CGG30 online, 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:** None

TFJ4C, Hospitality and Tourism, Grade 12 College Preparation

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

Prerequisite: Hospitality and Tourism, Grade 11, College Preparation

TFJ4E0, Hospitality and Tourism, Grade 12 Workplace Preparation

This course enables students to further develop knowledge and skills related to the food and beverage services sector of the tourism industry. Students will demonstrate proficiency in using food preparation and presentation tools and equipment; plan nutritious menus, create recipes, and prepare and present finished food products; develop customer service skills; and explore event and activity planning. Students will expand their awareness of health and safety practices, environmental and societal issues, and career opportunities in the food and beverage services sector. **Prerequisite:** TFJ3E

Guidance and Career Studies

GLS10, GLE10, GLE20 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: For GLS10 – None; For GLE10 and GLE20 – Recommendation of principal

GLC200, Career Studies, Open (0.5 Credit)

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

Prerequisite: None

GLS40, GLE30, GLE40 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: For GLS40 – None; For GLE40 and GLE30 – Recommendation of principal

GPP300, Leadership and Peer Support, Open

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

Prerequisite: GLC200

International Languages

FSF1D, Core French, Grade 9 Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

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

FSF2D0, Core French, Grade 10 Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills 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 continue to develop the skills necessary to become life-long language learners.

Prerequisite: Core French, Grade 9, Academic or Applied

FSF3U0, Core French, Grade 11 University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: FSF2D0

FSF4U0, Core French, Grade 12 University Preparation FSF4U

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

Prerequisite: Core French, Grade 11, University Preparation

Mathematics

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

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

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

Applied courses require a good understanding of numbers and operations.

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

2. Does the course fit my learning style?

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

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

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

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

Locally Developed courses provide a pathway to workplace mathematics courses. **Workplace Preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers if they plan to enter the workplace directly after graduation. (The Ontario Curriculum Grades 11 and 12, Revised Mathematics)

It should be noted, however, that many college and university programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take workplace mathematics.

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

Additionally, many university programs do not require a prerequisite in mathematics. These pathways are still available to students that elect to take college preparation mathematics.

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

Courses

MTH1W, Principles of Mathematics, Grade 9 De-Streamed

This course enables students to develop an understanding of the mathematical concepts related to algebra, analytic geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi step problems.

Prerequisite: None

MAT1L0, Mathematics, Grade 9 Locally Developed

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their

mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Prerequisite: None

MPM2D0, Principles of Mathematics, Grade 10 Academic

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

Prerequisite: MPM1D0

MFM2P0, Foundations of Mathematics, Grade 10 Applied

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities.

Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM1D0, MFM1P0

MAT2L0, Mathematics, Grade 10 Locally Developed

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

Prerequisite: MFM1P0, MAT1L0

Choosing a Mathematics Course for Grade 11

To graduate, a student must have 3 credits in Mathematics, one of which must be at the grade 11 or 12 level.

Workplace Preparation Mathematics (MEL3E0): Mathematics for Everyday Life

- students may take this course after grade 9 academic or applied mathematics or grade 10 applied or locally developed math.
- includes topics that are useful in a variety of jobs and in managing many aspects of adult life
- designed to meet the needs of students who have experienced significant difficulty in learning mathematics in the past

College Preparation Mathematics (MBF3C0): Foundations for College Mathematics

- students may take this course as a prerequisite for Grade 12 College Mathematics MAP4C0
- some students might choose this as their last high school Math course if they plan to study programs at college that do not require grade 12 Mathematics

University/College Preparation Mathematics (MCF3M0): Functions and Applications

- focuses on the topics required for success in Grade 12 U Mathematics of Data Management, and Grade 12 C Mathematics for College Technology
- allows more time to explore new concepts, solve problems and consolidate skills.
- students planning to study technology at College are expected to take this course or Functions MCR3U
- this course can be taken after MPM2D0 or MFM2P0

University Preparation Mathematics (MCR3U0): Functions

- focuses on topics required for success in Grade 12 U Advanced Functions as well Grade 12U Calculus and Vectors

- leads into all grade 12 Math courses
- designed for students who have demonstrated strength in Mathematics
- this course can be taken after MPM2D0

MBF3C0, Foundations for College Mathematics, Grade 11 College Preparation

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

Prerequisite: MFM2P0

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

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

MCR3U0, Functions, Grade 11 University Preparation

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

Prerequisite: MPM2D0

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

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

Prerequisite: MAT2L0

MAP4C0, Foundations for College Mathematics, Grade 12 College Preparation

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

Prerequisite: MBF3C0

MCV4U0, Calculus and Vectors, Grade 12 University Preparation

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

Prerequisite: MHF 4U0

MHF4U0, Advanced Functions, Grade 12 University Preparation

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

Prerequisite: MCR3U0

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

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

Prerequisite: MEL3E0

Native Studies

NDA3M, Contemporary First Nations, Métis, and Inuit Issues and Perspectives, University/College Preparation

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyse diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.

Prerequisite: Grade 10 First Nations, Métis, and Inuit Peoples in Canada, Open, or Grade 10 Canadian History Since World War I, Academic or Applied.

Physical and Health Education

* Note: Only the Exercise Science course has a prerequisite (1 senior science). All other courses can be selected without prerequisite requirements.

PPL100, Healthy Active Living Education, Grade 9 Open

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

Prerequisite: None

PAF200, Personal and Fitness Activities (Power fit), Grade 10 Open, Coed

This course focuses on the development of a personalized approach to healthy living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

Prerequisite: None

PPL20G, Healthy Active Living Education, Grade 10 Open, Female

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

PPL20B, Healthy Active Living Education, Grade 10 Open, Male

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

PAF 300, Personal and Fitness Activities (Power Fit), Grade 11 Open, Co-Ed

This course focuses on the development of a personalized approach to healthy living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

Prerequisite: None

PPL30G, Healthy Active Living Education, Grade 11 Open, Female

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

PPL30O, Healthy Active Living Education, Grade 11 Open, Co-Ed

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

PAF400, Personal and Fitness Activities (Power Fit), Grade 12 Open, Co-Ed

This course focuses on the development of a personalized approach to healthy living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. Students will design and follow a personal fitness program which includes strength training, cardiovascular exercise, and recreational games.

Prerequisite: None

PPL400, Healthy Active Living Education, Grade 12 Open, Co-Ed

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

PAL300/400, Group Fitness Activities, Grade 11 and 12 Open, Co-Ed

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. Student learning will include the application of movement principles to refine their skills, participation in a variety of large group/team sport activities that enhance personal competence, fitness and health and the examination of issues related to healthy living.

School to Community

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

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

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

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

KFL*NM, Personal Life Skills

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

KEN*NM, Language and Communication Development

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

KMM*NM, Numeracy and Numbers

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

KHD*NM, Social Skills Development

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

KGW*NM, Exploring the World of Work

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

KPP*NM, Self Help and Self Care

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

KPF*NM, Personal Health and Fitness

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

Science

SNC1W0, Science, Grade 9 De-streamed

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

SNC1L0, Science, Grade 9 Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

SNC2D0, Science, Grade 10 Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite:** SNC1W0

SNC2L0, Science, Grade 10 Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

Prerequisite: None

SNC2P0, Science, Grade 10 Applied

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

Prerequisite: SNC1W

Environmental Science, SVN3E, Grade 11 Workplace Preparation

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

SBI3U0, Biology, Grade 11 University Preparation

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

Prerequisite: Science, Grade 10, Academic

SCH3U0, Chemistry, Grade 11 University Preparation

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

Prerequisite: SNC2D0

SPH3U0, Physics, Grade 11 University Preparation

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

Prerequisite: SNC2D0

SBI4U0, Biology, Grade 12 University Preparation

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

Prerequisite: SBI3U0

SCH4C0, Chemistry Grade 12 College Preparation (offered in 2015-2016, 2017-2018, etc.)

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **Prerequisite:** SNC2D0, SNC2P0

SCH4U0, Chemistry, Grade 12 University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students

will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U0

SPH4C0, Physics, Grade 12 College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts as they relate to mechanical, electrical, fluid (hydraulic and pneumatic), and communications systems, as well as to the operation of commonly used tools and equipment. They will develop scientific-inquiry skills as they verify accepted laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D0, SNC2P0

SPH4U0, Physic, Grade 12, University Preparation (offered in 2014-2015, 2016-2017, etc.)

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

Prerequisite: SPH3U0

Social Science, Humanities, Canadian and World Studies

CGC1D0, Geography of Canada, Grade 9 Academic

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

Prerequisite: None

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

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

CHC2P0 Canadian History since World War I, Grade 10 Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

CHC2L0, Canadian History since World War 1, Grade 10 Locally Developed

This course focuses on the connections between the student, key people, events, and themes in Canadian history from World War 1 to the present. Students prepare for the Grades 11 and 12 workplace preparation courses through the development and extension of historical literacy and inquiry skills. Students explore a wide variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation.

Prerequisite: None

CHV200, Civics and Citizenship, Grade 10, Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and 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

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

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

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CLU3M0, Understanding Canadian Law, Grade 11 University/College Preparation

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

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

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

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None.

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

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 *academic* course in English or the Grade 10 *academic* history course (Canadian and world studies).

HSE3E, Equity, Diversity and Social Justice, Grade 11 Workplace Preparation

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

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global 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.

CGW4U, World Issues, Grade 12 University Preparation

CGW4U looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. In CGW4U, students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

CGW4C, World Issues, Grade 12 College Preparation

This course explores the many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

IDP4U0, Interdisciplinary Course, Grade 12 University Preparation, *This course combines the expectations for Interdisciplinary Studies, Grade 12, Open with selected expectations from two or more other courses (e.g., Entrepreneurial Studies: Venture Planning, Grade 12, College Preparation; Recreation and Fitness Leadership, Grade 12, College Preparation; Challenge and Change in Society, Grade 12, University/College Preparation). This course develops information-based knowledge and skills that prepare students for leadership in society. Students will focus on the use of technological resources and applications to plan, implement, communicate, and assess appropriate activities and programs in the local community, such as recreational and fitness events, art exhibitions and promotion, business enterprises, and civic presentations. They will also learn to manage a wide range of school, community, and global resources and will examine the social contexts and potential opportunities for providing leadership to diverse groups and ages.*

Technological Education

Construction Technology

TIJ100, Exploring Technologies, Grade 9 Open

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

Prerequisite: None

TCJ200, Construction Technology, Grade 10 Open

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

Prerequisite: None

TCJ3C0, Construction Engineering Technology, Grade 11 College Preparation

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field.

Prerequisite: None

TCJ3E0, Construction Technology, Grade 11 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, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore postsecondary and career opportunities in the field.

Prerequisite: None

TCJ4C0, Construction Engineering Technology, Grade 12 College Preparation

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

Prerequisite: TCJ3C0

TCJ4E0, Construction Technology, Grade 12 Workplace Preparation

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

Prerequisite: TCJ3E0

Transportation Technology**TTJ 200, Transportation Technology, Grade 10 Open**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and post secondary pathways leading to careers in the transportation industry.

Prerequisite: None

TTJ 3C0, Transportation Technology, Grade 11 College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry.

Prerequisite: None

TTJ4C0, Transportation Technology, Grade 12 College Preparation

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; 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: Grade 11 Transportation Tech., College

TTJ4E0, Transportation Technology: Vehicle Maintenance, Grade 12 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.

Prerequisite: Transportation Technology, Grade 11, Workplace Preparation

TXJ3E, Cosmetology, Grade 11 Workplace Preparation

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 will 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 will also consider environmental and societal issues related to the industry and will acquire a more detailed knowledge of apprenticeships and direct-entry positions.

TPJ3C, Health Care Technology, Grade 11 College Preparation

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field.

Section Three: School Organization

Semesters

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

Reporting Periods

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

Definition of a Credit

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

Types of Courses

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

Grades 9 and 10:

- **Academic courses** develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses** focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- **De-streamed courses** De-streaming means that students will no longer be separated into Academic and Applied Streams.
- **Locally Developed courses** develop students’ knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.
- **Open courses** are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Grades 11 and 12

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **Open courses** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs.

Common Course Codes

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use. For example, the Grade 10 Academic Mathematics course is MPM2D.

Mathematics	MPM	2	D
Course Title	Course Code	Grade of course	Course Type
		“1” - Grade 9	(L/P/D/O)
		“2” - Grade 10	(L/P/D/O)
		“3” - Grade 11	(U/C/M/E/O/L)
		“4” - Grade 12	(U/C/M/E/O/L)
		“D” – Academic (Grade 9/10 only)	“P” – Applied (Grade 9/10 only)
		“O” – Open	“U” – University
		“M” – University/College	“C” – College
		“E” – Workplace	“L” – Locally Developed

Course Selection at Ernestown Secondary School

Students in consultation with their parents/guardians are encouraged to develop a multi-year plan when selecting courses. There are tools to assist students in the planning process. One of the resources that Ernestown's Guidance Department recommend are:

- MyBlueprint Education Planner: www.myblueprint.ca (requires an activation key available from Student Services) and

The Limestone District School Board has produced a planning tool titled, *Destinations of Choice: Education & Career Road Map*, which is available from Student Services.

Course Changes at Ernestown Secondary School

Course changes must be completed within two weeks of the start of the semester. A note from a parent / guardian is required for students under the age of 18. Students wishing to change a course should consult a guidance counsellor.

Course Withdrawals and Full Disclosure

Grades 9 and 10:

Withdrawals from Grade 9 and 10 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded on the OST.

Grades 11 and 12 (Full Disclosure):

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a 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. Students must see a guidance counsellor to drop courses.

Credit Attainment and Provincial Standard

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

Ontario Student Record (OSR): Recording & Reporting Procedures

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

Ontario Student Transcript (OST): Recording & Reporting Procedures

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

Section Four: Student Support and Resources

The Student Success Team – Reaching Every Student

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

Ernestown Secondary School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success. Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school. Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

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

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

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on **Student Success**. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school [caring adult, mentoring, individualized timetable & pathways information]. For all students there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. **It is our goal that every student will be a success!**

Credit Completion (Credit Rescue & Credit Recovery)

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

Guidance

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

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

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

The Student Services Department at ESS consists of five different areas: Guidance, Adolescent Care Worker (ACW), Student Success, Learning Program Support, and Cooperative Education and related programs. The goals of Student Services are to help students successfully complete their secondary school education and provide a post-secondary career planning program for all students.

Special Education Policies & Programs

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

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

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

Special Education Plan

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, *Understanding the IPRC Process: A Parent Guide*, are available through the school office.

A full description of Special Education programs and services may be found on the board's web page at www.limestone.on.ca

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

Learning Program Support (LPS)

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

Additional supports are not limited to but include the following:

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

Tutoring

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

The Library Resource Centre

The **Erwell Huff** Library is an integral part of the learning process at Ernestown Secondary School. In addition to the support of the subject curricula offered at Ernestown, the Library may also be used for quiet study or reading. All who use the Library are encouraged to help create a learning environment which is conducive to both group and individual learning.

English Language Learners (ELL)

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

The Adolescent Care Worker (ACW)

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

Indigenous Education and Reconciliation Lead

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

Community Resources

Ernestown has links with many agencies within the community such as the Kingston Public Health Unit, L& A Addiction and Community Mental Health Services, Pathways For Children and Youth, etc. Contact Student Services to find out more information.

Section Five: Expanded Opportunities

What are Expanded Opportunities?

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

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

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

Co-operative Education

What is it?

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

Who it's for

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

How it helps

Students have the opportunity to

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

Dual Credits

What are they?

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

Who they're for

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

How it helps

Students have the opportunity to

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



WHAT YOU NEED TO KNOW

- What courses are available?**
 LDSB hosted courses, listed below, may be included as myBlueprint course selections. Additional e-Learning courses, hosted through the OeLC, are listed at:
<https://prism.elearningstudents.ca/>
- Are e-Learning courses “easier”?**
 E-Learning courses adhere to the same Ministry of Education curriculum expectations and require as much or more time as face-to-face classes. Provincial statistics show e-Learning courses have comparable success rates and course grade averages.
- How often do I need to log into my e-Learning course?**
 E-Learning courses require students to participate on a regular basis, just like a face-to-face class does. Teachers have planned lessons and each student’s participation in course activities, like discussions, are an important part of the learning experience. Courses follow the same Limestone Board of Education calendar.

E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility. In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario. There are unique demands associated with participation in an e-Learning course. Students enrolled in e-Learning courses: require a high level of personal motivation and self-discipline to succeed; should be comfortable learning new skills and using new technologies; are comfortable with a virtual classroom environment; are able to manage their time effectively. If an e-Learning course sounds like a good fit for you, your myBlueprint course selections may include the LDSB courses shown below. Contact your school’s Guidance Department to explore additional e-Learning course opportunities available through the OeLC.



LDSB E-LEARNING COURSE OFFERINGS* FOR THE 2022-2024 SCHOOL YEAR

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

Semester 1		Semester 2	
BAF3M	Financial Accounting	BAF3M	Financial Accounting
ICS4U	Computer Science	BAT4M	Financial Accounting
MCT4C	Mathematics for College Technology	HSB4U	Challenge & Change in Society
MDM4U	Data Management	ICS3U	Computer Science
		MDM4U	Data Management
		SPH4U	Physics

“Limestone is pleased to offer some e-Learning courses for grade 11 and 12 students. Under normal circumstances face-to-face course sections offered in the home school need to be filled first, before students would be scheduled into the same e-Learning course. It should also be noted that short of exceptional circumstances like an international exchange or medical reasons, students would be limited to one e-Learning course per semester.”

Focus Programs

What are they?

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

Who they're for

Focus Programs are packages of courses designed for senior students. Visit the [Limestone District School Board Focus Program Index](#) for current information.

How it helps

Students have the opportunity to

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

Ontario Youth Apprenticeship Program [OYAP]

What is it?

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

Who it's for

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact your Guidance Counsellor or the LDSB Ontario Youth Apprenticeship Coordinator (John Chomitz, 613-531-0542).*

How it helps

Students have the opportunity to

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

Specialist High Skills Major (SHSM)

What is it?

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

Who it's for

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

How it helps

Students have the opportunity to

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

Section Six: Alternative Ways of Achieving Credits

Summer Session

Summer session applications and course offerings will be available through Student Services in early June. For more detailed information please contact your School's Guidance Counsellor.

Prior Learning Assessment & Recognition (PLAR)

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

Mature Student Assessment

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

Royal Conservatory Music Credits

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

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

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

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

Teacher Assisted Self Study (TASS)

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

Alternative Learning Centers

The Alternative Learning Centers offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centers also serve mature students who need to re-engage in their secondary education on route to the workplace or post-secondary destinations.

Gould Lake Outdoor Centre



Creating memories that will last a lifetime.

Gould Lake summer programs provide an opportunity for students to gain high school credits through canoe, kayak and hiking trips. Our programs build on one another by continually providing increased skill training and leadership opportunities as well as unique wilderness experiences.

Registration has started for the 2020 Summer! Online applications are now available at www.gouldlake.ca. Please refer to our website or call our office at 613.376.1433 for further registration details.

Outdoor Pursuits is a 18-day course providing graduates of Grade 9, 10 or 11 with an opportunity to develop their wilderness tripping skills through a variety of challenging experiences. It includes an 8-day canoe trip in Killarney Provincial Park or the Temagami Wilderness Area followed by a 7-day hiking trip in the Adirondack High Peaks region of New York State.

Cost: \$860 (taxes included) **Credit:** PAD30 (1.0 credit, PHE)

Dates: Session 1: June 27 - July 15 Session 2: July 22 - August 9

Outdoor Skills is a 16-day course that includes a 9-day sea kayak trip in Georgian Bay and a 4-day moving water canoe course at Palmer Rapids on the Madawaska River. This course provides graduates of Grade 9, 10 or 11 with an opportunity to develop their wilderness tripping skills and leadership through a variety of challenging experiences.

Cost: \$860 (taxes included) **Credit:** PAD40 (1.0 credit, PHE)

Dates: Session 1: July 3 - 19 Session 2: July 20 – August 5 Session 3: August 9 - 25

SOLO Moving Water Course is a 4-day course on the Madawaska River, which offers students the opportunity to develop their solo moving water paddling skills.

Cost: \$310 (taxes included) **Dates:** August 25 - 28

Wilderness Instructor Course is a 34-day course, which prepares graduates of Grade 10, 11 or 12 to be wilderness instructors who will be well-qualified to work at many outdoor camps. WIC includes a 14-day moving water river trip on the Missinaibi River, a 2-day Canadian Style Paddling Course as well as a 16-day instructor in training placement in one of our junior program(s).

Cost: \$1,110 (taxes included) **Credits:** PLF4M (1.0 credit, PHE) & PLF4M (1.0 credit, COOP)

Dates: Trip: June 27 – July 13 **CSP:** August 23 & 24 OR 25 & 26 **Placement:** TBD

Long Trail Hiking Trip is a 16-day course featuring a 13-day hiking trip along the Long Trail in Vermont.

Cost: \$690 (taxes included) **Dates:** July 30- August 14

Kayak Instructor Course is a 32-day sea-kayak trip along the Coast of Anticosti Island. This is a wilderness experience of a lifetime! Students take the Nordik ferry from Rimouski to Port Menier to begin their sea kayak expedition exploring the rugged coastline of the island at the mouth of the St. Lawrence River.

Cost: \$1,995 **Credits:** PAD40 (1.0 credit, COOP) & GPP30 (1 credit, Leadership)

Dates: July 27- August 28

All Gould Lake Courses

Transportation is provided to and from Gould Lake each day, as well as to and from trip locations.

Food and Equipment (ie. canoes, paddles, tents, and packs) are provided for the trips. Students are required to bring their own PFD (lifejacket), sleeping bag and personal gear. Students must also bring their own lunches and water for the days spent at Gould Lake.

Friends of Outreach is a charitable trust that helps provide funding for students requiring financial support. Call our office for details.