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Ecole John Diefenbaker Senior School

201 18th Avenue, Hanover, Ontario



Course Calendar



2021-2022

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Course calendar cover designed by student Maegan Koelen



2021-2022 Common Course Calendar Table of Contents

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USING THE COURSE CALENDAR

General Information

Pages 2 to 19 provide information on diplomas, certificates, course codes, summer school and Cooperative Education.

Availability of Subjects in Each School

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

Program Planning

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

THE SECONDARY SCHOOL PROGRAM

Diploma and Certificate Requirements

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

Specialist High Skills Major Red Seal

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

Ontario Scholar

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

Board Vision and Mission Statements

Bluewater's vision is learning today, leading tomorrow.

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

In conjunction with our mission and vision, we have established four key priorities:

1. Safe Supportive Learning Community
2. Quality Instruction
3. Community Engagement
4. Stewardship of Resources

www.bwdsb.on.ca/about_us/Strategic_Plan

What do you need to graduate from high school?

Ontario Secondary School Diploma (OSSD)

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:		Plus one credit from each of the following groups:	
4	credits in English (1 credit per grade)*	1	Group 1: <ul style="list-style-type: none">English or French as a Second Language**a Native Languagea Classical or International LanguageSocial Sciences and the HumanitiesCanadian and World StudiesGuidance and Career EducationCooperative Education***
3	credits in Mathematics (1 credit in Grade 11 or 12)		
2	credits in Science		
1	credit in Canadian History		
1	credit in Canadian Geography		
1	credit in Health and Physical Education		
1	credit in the Arts		
1	credit in French as a Second Language		
0.5	credit in Career Studies		
0.5	credit in Civics		
In addition, students must complete:		1	Group 2: <ul style="list-style-type: none">Health and Physical EducationThe ArtsBusiness StudiesFrench as a Second Language**Cooperative Education***
✓	12 optional credits****		
✓	40 hours of community involvement activities		
✓	the provincial literacy requirement	1	Group 3: <ul style="list-style-type: none">Science (Grade 11 or 12)Technological EducationFrench as a Second Language**Computer StudiesCooperative Education***
<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 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>			

ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)	CERTIFICATE OF ACCOMPLISHMENT (COA)
<p>The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:</p> <p>Compulsory Credits (total of 7):</p> <ul style="list-style-type: none"> • 2 credits in English • 1 credit in Canadian Geography or Canadian History • 1 credit in Mathematics • 1 credit in Science • 1 credit in Health and Physical Education • 1 credit in The Arts or Technological Education <p>Optional Credits (total of 7):</p> <ul style="list-style-type: none"> • 7 credits selected by the student from available courses 	<p>Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.</p> <p>The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.</p>

SAFE SCHOOL POLICY

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

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

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

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

[Safe and Accepting Schools](#)

STUDENT SUCCESS TEAMS

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

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

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

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

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

www.edu.gov.on.ca/eng/teachers/studentsuccess/highStandards.html



Specialist High Skills Major

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

What is a Specialist High Skills Major (SHSM)?

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university, or the workplace.

Students who successfully complete an SHSM receive an Ontario Secondary School Diploma with an embossed SHSM seal, an SHSM Record documenting their achievement, and recognition on their Ontario Student Transcript.



Agriculture

Regional program open to students at the Chesley District Community School satellite campus



Horticulture and Landscaping

Grey Highlands Secondary School



Arts and Culture

Grey Highlands Secondary School
Owen Sound District Secondary School
Saugeen District Senior School



Hospitality and Tourism

Grey Highlands Secondary School
John Diefenbaker Senior School
Peninsula Shores District School



Construction

Georgian Bay Community School
John Diefenbaker Senior School
Kincardine District Senior School
Owen Sound District Secondary School
Saugeen District Senior School



Information and Communication Technology

John Diefenbaker Senior School
Walkerton District Community School



Environment

Bruce Peninsula District School
Georgian Bay Community School
Grey Highlands Secondary School
Owen Sound District Secondary



Manufacturing

Grey Highlands Secondary School
John Diefenbaker Senior School
Owen Sound District Secondary School
Walkerton District Community School



Health and Wellness

Georgian Bay Community School
Owen Sound District Secondary School
Walkerton District Community School



Transportation

Georgian Bay Community School
Grey Highlands Secondary School
John Diefenbaker Senior School
Owen Sound District Secondary School



Contact your school guidance or student success teacher for more information on SHSM opportunities!

www.bwdsb.on.ca

PROGRAMS AVAILABLE TO STUDENTS ACROSS BLUEWATER

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

Specialist High Skills Major (SHSM)

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

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

- Bruce Peninsula District School – Environment
- Georgian Bay Community School – Construction, Environment, Health and Wellness
- Grey Highlands Secondary School – Arts and Culture, Construction, Environment, Horticulture and Landscaping, Hospitality and Tourism, Manufacturing, Transportation
- John Diefenbaker Senior School – Construction, Hospitality and Tourism, Information and Communications Technology, Manufacturing, Transportation
- Kincardine District Secondary School – Construction
- Owen Sound District Secondary School – Arts and Culture, Construction, Health and Wellness, Manufacturing, Transportation
- Peninsula Shores District School – Hospitality and Tourism
- Saugeen District Secondary School – Arts and Culture, Construction
- Walkerton District Community School – Health and Wellness, Information and Communications Technology, Manufacturing, Transportation

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

Grade 8-9 Transition

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

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

Ontario Youth Apprenticeship Program (OYAP)

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

To begin an apprenticeship, students must

- have completed 16 credits and be enrolled full-time in school and be at least 16 years of age
- have acceptable attendance records
- apply for a Cooperative Education course

- demonstrate competencies in Math, English, Science, and Technological Studies
- be responsible for his or her own transportation to and from the worksite

For more information contact:

Dave Barrett at oyap@bwdsb.on.ca or 519-363-2014

Bruce Power Cooperative Education Program

Prerequisite: 16 years of age for all placements.

Bruce Power Co-op is a full semester on-site program at Bruce Power for senior secondary students. This four-credit program provides valuable experience, essential skills, and career exploration for students on a pathway to post-secondary apprenticeship, college or university.

The program offers a wide range of placements including business (accounting, communications, human resources, marketing, office administration), engineering, fire/emergency response, information technology, nuclear power careers, security, and skilled trades (electrical, mechanical, transportation).

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

For more information contact:

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

Militia Cooperative Education Program

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

To start the process you must meet the minimum requirements:

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

What are the steps to apply?

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

Online Learning – eLearning Ontario (eLO)

Students in Bluewater have access to eLearning Ontario (eLO) courses as a way to achieve success at school. *Contact your guidance teacher/counsellor for course offerings.*

Summer School

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

https://www.bwdsb.on.ca/programs/summer_school

Dual Credit Program

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

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

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

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

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

Adult Education

This program allows adults, 18 years or older, to gain secondary school credits with the intention of earning the Ontario Secondary School (OSSD). Students may be eligible for mature Prior Learning Assessment Recognition (mPLAR), which recognizes learning that happens outside of formal education, allowing adults to complete graduation requirements within a shorter period of time. For further details, check out the website, www.AdultEd.bwdsb.on.ca, or phone 1-800-288-4403 ext. 2169.

Prior Learning and Assessment for Mature Students

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.

For more information contact:

Jodi McDonald at Jodi_mcdonald@bwdsb.on.ca or 519-363-2014

French Immersion

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

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

Bluewater offers two certifications:

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

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

- Georgian Bay Community School, Meaford
- Grey Highlands Secondary School, Flesherton
- John Diefenbaker Senior School, Hanover
- Kincardine District Secondary School, Kincardine
- Owen Sound District Secondary School, Owen Sound
- Saugeen District Secondary School, Port Elgin

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

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

Native Studies

As the first people of Canada, Aboriginal peoples are unique in Canada's mosaic. Exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country. Native Studies provides **all students** with an increased awareness and understanding of the history, cultures, worldviews, and contributions of Aboriginal peoples in Canada. Native Studies may be offered in any secondary schools in Bluewater. *Please contact your guidance department re: availability in your secondary school.*

COMMUNITY INVOLVEMENT ACTIVITIES

All students must complete 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma. Grade 8 students will log their hours on the Hour Republic (hourrepublic.com) website in accordance with the *Secondary Student Community Involvement Guidelines*. Students in collaboration with their parents will decide how they will complete the community involvement requirements. Grade 8 students may start accumulating community involvement hours in the summer before they enter grade 9.

www.edu.gov.on.ca/extra/eng/ppm/124a.html

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

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

Adjudication Process

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

Accommodations

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

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

Deferrals

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

If a parent or an adult student requests a deferral, the principal will determine whether a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school.

Exemptions

A student whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the Ontario Secondary School Literacy Requirement (Literacy Test or Literacy Course). Students who do not successfully complete the Literacy requirement will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the Ontario Secondary School Literacy Test or the Ontario Literacy Course.

For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 105)

SUBSTITUTIONS FOR COMPULSORY COURSES

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

For further information go to: www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf (page 67)

THIRTY-FOUR CREDIT THRESHOLD

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

34 Credit Threshold Guidelines

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

Student Exemptions:

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

Credit Course Exemptions:

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

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

ORGANIZATION OF SECONDARY SCHOOL COURSES

Definition of a Credit

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

TYPES OF COURSES

Academic Courses and Applied Courses in Grades 9 and 10

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

Locally Developed Courses

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

Open Courses in Grades 9 and 10

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

Grade 11 and 12 Destination Courses

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

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

Workplace Preparation Courses

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

University Preparation Courses

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

independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses

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

University / College Preparation Courses

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

Curriculum documents are available on the Ministry of Education website:

www.edu.gov.on.ca/eng/curriculum/secondary/index.html

Course outlines can be requested at any secondary school.

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

The first character indicates the subject area:

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

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

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

The first number indicates the grade level:

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

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

- D – Academic
- P – Applied
- L – Locally Developed
- O – Open

- E – Workplace Destination
- U – University Destination
- C – College Destination
- M – College or University Destination

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

Transfer Courses

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

Specialized Programs

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

PROCEDURES FOR CHANGING COURSES

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

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

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

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

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

COURSE PREREQUISITES, CO-REQUISITES AND RECOMMENDED PREPARATION COURSES

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

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

OPTIONAL PROGRAMMING

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

Correspondence Courses

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

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

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

Independent Study

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

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

Private Study

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

Student Exchanges

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

PROGRAMS BEYOND YOUR HOME SCHOOL

Concurrent Students

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

Transfer Policy – Choice of Schools

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

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Primary Purpose

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

What is Assessment?

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

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

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

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

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

www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

THE ACHIEVEMENT CHART

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

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

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

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

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

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

Reporting Student Achievement

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

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

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

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

PRIOR LEARNING ASSESSMENT and RECOGNITION (PLAR)

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

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

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

For additional information on PLAR, check out:

https://www.bwdsb.on.ca/programs/prior_learning_assessment_and_recognition/plar_links, contact the principal at your school, or go to: www.edu.gov.on.ca/extra/eng/ppm/129.html

THE ONTARIO STUDENT RECORD (OSR)

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

THE ONTARIO STUDENT TRANSCRIPT (OST)

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

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

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

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

Full Disclosure

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

Extraordinary Circumstances

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

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

FORMS OF EXPERIENTIAL LEARNING

Introduction

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

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

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

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

Cooperative Education

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

School-Work Transition Program

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

SPECIAL EDUCATION

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

The needs of exceptional students are identified by an Identification, Placement, and Review Committee (IPRC). Upon receiving a written request from a parent of a student, the principal of the school must refer the student to an IPRC for a decision as to whether the student should be identified as exceptional and, if so, what his or her placement should be. The principal may also, on written notice to the parent(s), refer the student to an IPRC. The parent(s), as well as a student who is sixteen years of age or older, can also request that the IPRC discuss proposals for ways in which the student's needs can be met. On the basis of these discussions, the IPRC can recommend special education programs and services that it considers to be appropriate for the student. <https://www.bwdsb.on.ca/cms/one.aspx?pagelid=10890485>

When an IPRC identifies a student as exceptional:

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

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

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

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

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

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

Secondary schools may:

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

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

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

https://www.bwdsb.on.ca/departments/learning_services_-_student_support/seac_resources

For further information on Ministry of Education Special Education guidelines go to:

www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

For access to Bluewater's Special Education Parent Guide go to: [Special Education Parent Guide](#)

ENGLISH LANGUAGE LEARNERS

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

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

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

SPECIAL PROGRAMMING PATHWAYS

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

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

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

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

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

GUIDANCE AND CAREER EDUCATION

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

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

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

Individual Program Plan (IPP)

Starting in Grade 7, students begin to document what they learn in the Education and Career/Life Planning Program in an Individual Pathways Plan (IPP). The IPP becomes the primary planning tool that students use as they proceed through school towards their initial postsecondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.

www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf

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

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

eLEARNING ONTARIO

Bluewater District School Board will be offering several courses through eLearning. Below is a list of the potential courses offered:

Business Studies
BAF3M <i>Introduction to Accounting</i>
BAT4M <i>Accounting</i>
BOH4M <i>Business Leadership</i>
Canadian & World Studies
CHY4U <i>World History</i>
CLN4U <i>Canadian and International Law</i>
English
EWC4C <i>Writer's Craft</i>
EWC4U <i>Writer's Craft</i>
Mathematics
MCT4C <i>Math for College Technology</i>
MCV4U <i>Calculus & Vectors</i>
MDM4U <i>Data Management</i>
Science
SCH4C <i>Chemistry</i>
SCH4U <i>Chemistry</i>
SPH4C <i>Physics</i>
SPH4U <i>Physics</i>
Social Sciences & Humanities
HZT4U <i>Philosophy</i>

**Individual Secondary School Course Calendars
are posted to the BWDSB website.**

ÉCOLE JOHN DIFENBAKER SENIOR SCHOOL
2021-2022
Section B

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GUIDANCE DEPARTMENT 519-364-3770 EXT. 537
Shelly Koebel (Guidance Counsellor) ext. 525
Marcia Frook (Guidance Counsellor) ext. 529
Jason Howes (Student Success Teacher) ext. 456

Introduction

Welcome to **ÉCOLE JOHN DIEFENBAKER SENIOR SCHOOL (JDSS)** – home of the **TROJANS!** Located in Hanover, our school offers a wide variety of programs and activities suited to the needs of all students from Grades 7 to 12. The program of studies provides carefully designed courses in Business, Canadian and World Studies, English, French, Guidance and Career Studies, Physical Education, Mathematics, Science, Social Sciences, Special Education, and Technology. It also includes special opportunities in the Arts. This broad curriculum is supported by a dynamic extracurricular program in athletics, music, drama, and many other teams and clubs.

At JDSS eight credits can be scheduled in any one school year. It is a semestered, dual-track school, which means that students normally take four courses from September to January and four courses from February to June in either the English or French Immersion stream. There are two terms in each semester and four official reporting periods. Mid-term report cards are issued in November and April, and final report cards are issued at the beginning of February and July. Traditionally, students receive interim reports six weeks into each semester.

Under the guidance and leadership of Principal K. Harbinson, we have a dedicated staff that works hard to ensure that each and every student has the opportunity to succeed. The degree to which every staff member cares about students makes JDSS a great school.

The information in this course calendar is provided to assist students and parents in making course selections for the 2021-2022 school year. Guidance teachers/counsellors are available to assist with course selection, education planning, and career decisions.

School Goals and Philosophy

Our Mission - At **École John Diefenbaker Senior School** students are given the opportunities to acquire the knowledge, skills and values to be informed, self-disciplined, caring, and productive citizens committed to a lifetime of learning. We will strive to foster a healthy self-image, a pursuit of excellence, a sense of respect for others, and a responsibility to ensure a quality of life for all.

Becoming Part of the JDSS Community

A community is a group of people who acknowledge the need to be connected, have a sense of common purpose, respect individual differences, assume responsibility, and support the group's actions.

École John Diefenbaker Senior School students are provided with many important learning experiences which help develop this sense of community:

- citizenship
- responsibility and self-discipline
- a sense of community and family responsibility
- respect for the property and rights of other individuals
- skills that will maintain good physical and mental health
- good morals and values
- open lines of communication

School Programs

Extra-Curricular Activities

The JDSS extra-curricular program enhances the positive atmosphere of the school and promotes students' sense of well-being. Students agree that our school's activities offer "something for everyone" and enhance their social skills development.

Our extra-curricular program broadens the definition of success for students and provides opportunities for students to strive for excellence in a non-academic setting. This successful program has a high participation level from students in a blend of cooperative and competitive activities. Some of the highlights include the following:

- JDSS offers a wide variety of sports both at the elementary and secondary level. School teams often advance to CWOSSA;
- JDSS students compete in Math competitions as well as Skills Canada (public speaking, auto mechanics, graphic design, cooking, wood working, etc.) and Robotics competitions;
- JDSS Concert bands bring home gold/silver awards at Regional and National competitions, travel nationally and internationally, and perform at community and school events;
- JDSS Arts Department, along with several other clubs and organizations, produces every two or three years, a major musical which involves up to 100 people;
- JDSS school assemblies are outstanding, especially those in December and June when many students showcase their skills and talents;
- JDSS students participate in International Exchange programs, trips to Quebec, NYC, and international destinations; and
- JDSS students capture school memories in our year book.

Some of the extra-curricular activities offered at JDSS may include the following:

Ambassador Club	Green Committee	Snow Dogs
Athletic Council	Golf	(Ski/Snowboard Club)
Badminton	Healthy Schools	Safe/Accepting Schools Club
Baseball	Hockey	Soccer
Basketball	Jazz Ensemble	Students' Council
Chess Club	Link Crew	Spirit Club
Concert Band	Math Contests	Tennis
Cross-Country Running	Model United Nations-	Track and Field
Curling	(Global Issues)	Vocal Ensemble
Football	Robotics	Volleyball
GSA(Gay/Straight Alliance)	Rugby-Girls	Youth in Action
	Skills Canada	

Life Skills Program

This program is designed to provide training in life skills, vocational skills, and personal life management for students up to 21 years of age. Instruction is on an individual or small group basis and may include cooking, household management, horticultural activities, functional math and literacy, work skills, and social skills training. This is a non-credit program, open only to students who have been considered for their special needs. *Contact the Special Education Department for more information.*

Program Pathways

A program pathway consists of the combination of courses that make up your educational program and the supports provided by that program. It is designed to lead you to a particular destination and should reflect the goals that motivate you to complete your secondary education. Establishing a program pathway will help you be successful in your transition to apprenticeship, college, university, or to the workplace.

Successful journeys begin with careful planning. In secondary school, the courses you choose will take you to a career destination. The journey to that career begins as early as Grades 7 and 8. There are many people available to help you plan your journey: guidance counsellors, teachers, parents, and community members.

An excellent planning tool is **myBlueprint.ca**. This program lets you build customized high school course plans, then instantly identifies many post-secondary opportunities across Canada. Type in the activation code “john baker” to get started.

You can select from a variety of courses to meet the needs of your individual pathways: Academic, Applied, Locally Developed Compulsory Courses (LDCC), Open, Workplace, College, University, and University/College.

There are many different pathways to success: student success programs, intervention programs, credit recovery, apprenticeships, cooperative education experiences, job-shadowing, extra-curricular activities, and experiential education.

You may consider the following as part of your program pathway:

- Co-operative Education/Bruce Power
- Guidance and Career Education opportunities
- Ontario Youth Apprenticeship Program (OYAP)
 - Specialist High Skills Major Programs – Construction, Hospitality and Tourism, Information Communications Technology, Manufacturing, Transportation, and Agriculture
- e-Learning courses and Dual Credit Courses
 - *Contact your Guidance teacher/counsellor for more information*

Locally Developed Compulsory Credits (LDCC):

(Grades 9 and 10 English, Mathematics; Grade 9 Science; and Grade 10 History)

- allow students to take six LDCCs which will lead to their Ontario Secondary School Diploma (OSSD)
- support students in developing and enhancing strategies that they need to be competent readers and writers of documents used in the workplace and in everyday life
- provide increased opportunities for remediation and consolidation of skills
- provide students with an educational base to study Workplace and/or Open courses in Grades 11 and 12

***Contact the Special Education Department for more information*


The following charts are recommended program pathways.

Your individual pathway depends on you, your interests, and your talents.

Recommended Pathway to College/Apprenticeship/Workplace (OSSD)				
Year 1 - Grade 9	Year 2 - Grade 10	Year 3 - Grade 11	Year 4 - Grade 12	My Goal
*English ENG1PI (Applied)	*English ENG2PI (Applied)	*English ENG3CI (College Preparation)	*English ENG4CI (College Preparation)	<input type="checkbox"/> Community College <input type="checkbox"/> Private College <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Armed Forces <input type="checkbox"/> Other
*Math Grade 9 Math	*Math MFM2PI (Applied)	*Math MBF3CI (College Preparation) MCF3MI (U/C Preparation)	*Math MAP4CI MCT4CI (College Preparation)	
*Geography CGG1PI (Applied)	*History CHC2PI (Applied)	<u>Group 1</u> or Elective	<u>Group 1</u> or Elective	
*Science SNC1PI (Applied)	*Science SNC2PI (Applied)	<u>Group 2</u> or Elective	<u>Group 2</u> or Elective	
*French FSF1PI (Applied) FSF1OI (Open)	*Civics/Career Studies CHV2OH/GLC2OH (.5 credit/.5 credit) (Open)	<u>Group 3</u> or Elective	<u>Group 3</u> or Elective	
*Healthy Active Living PPL1OF -Female PPL1OM -Male (Open)	Elective	Elective	Elective	
*Arts Art Music Drama (Open) NAC1OI AMI1OI ADA1OI	Elective	Cooperative Education or Elective	Cooperative Education or Elective	
*Business or Technology BTT1OI OR TIJ1OI (Open)	Elective	Cooperative Education or Elective	Cooperative Education or Elective	<input type="checkbox"/> Literacy Requirement <input type="checkbox"/> Community Hours
<p>Group 1 – 1 additional credit in English or French as a second language** or a Native language, or Native studies, or a classical or an international language, or Social Sciences/Humanities or Canadian/World Studies, or Guidance/Career Education or Co-op Education*</p> <p>Group 2 – 1 additional credit in Health and Physical Education or the Arts (Music, Drama, Visual Arts) or Business Studies or French as a second language** or Co-op Education*</p> <p>Group 3 – 1 additional credit in Science (Grade 11 or 12), or Computer Studies or Technological Education or French as a second language, ** or Co-op Education*</p> <p>* A maximum of 2 credits in Cooperative Education can count as compulsory credits.</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>Note – A maximum of 4 Dual Credit courses can count towards the 12 optional credits required for the OSSD.</p>				

Recommended Pathway to University or College (OSSD)

Note: Students pursuing post-secondary Science, Math, Health Sciences or Engineering Programs are encouraged to consider taking Gr. 11 and 12 Biology, Chemistry and Physics at the university level.

Year 1 - Grade 9	Year 2 - Grade 10	Year 3 - Grade 11	Year 4 - Grade 12	My Goal
*English ENG1DI (Academic)	*English ENG2DI (Academic)	*English ENG3UI (University Preparation)	*English ENG4UI (University Preparation)	 College or University NOTE: Students applying to university are required to have 6, Grade 12 University (U) or University/College (M) courses (Co-op courses do not count towards the required 6). Specific U or M courses differ depending on the individual university program requirements. Please make an appointment with your Guidance Counsellor to assist with the process.
*Math Grade 9	*Math MPM2DI (Academic)	*Math MCF3MI MCR3UI (University Preparation)	*Math MCV4UI MDM4UI MHF4UI (University Preparation)	
*Geography CGG1DI (Academic)	*History CHC2DI (Academic)	<u>Group 1</u> or Elective	<u>Group 1</u> or Elective	
*Science SNC1DI (Academic)	*Science SNC2DI (Academic)	<u>Group 2</u> or Elective	<u>Group 2</u> or Elective	
*French FSF1DI (Academic)	*Civics/Career Studies CHV2OH/GLC2OH (.5 credit/.5 credit) (Open)	<u>Group 3</u> or Elective	<u>Group 3</u> or Elective	
*Healthy Active Living PPL1OM -Male PPL1OF -Female (open)	Elective	Elective	Elective	
*Arts Art NAC1OI Music AMI1OI Drama ADA1OI (Open)	Elective	Cooperative Education or Elective	These are determined by the courses required to gain entry to the program of choice.	
*Business or Technology BTT1OI OR TIJ1OI (Open)	Elective	Cooperative Education or Elective		
<p>Group 1 – 1 additional credit in English or French as a second language,** or a Native language, or Native studies, or a classical or an international language, or Social Sciences/Humanities or Canadian/World Studies or Guidance/Career Education or Co-op Education*</p> <p>Group 2 – 1 additional credit in Health and Physical Education or the Arts (Music, Drama, Visual Arts) or Business Studies or French as a second language,** or Co-op Education*</p> <p>Group 3 – 1 additional credit in Science (Grade 11 or 12), or Computer Studies or Technological Education or French as a second language, ** or Co-op Education*</p> <p>*A maximum of 2 credits in Cooperative Education can count as compulsory credits. ** 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>Note – A maximum of 4 Dual Credit courses can count towards the 12 optional credits required for the OSSD.</p>				

Recommended Pathway for French Immersion

Note: Students pursuing a post-secondary university education need a total of six Grade 12 University or University/College courses. Cooperative credits are not included in these six. Students may also pursue equivalent courses in a College pathway.

Year 1- Grade 9	Year 2- Grade 10	Year 3- Grade 11	Year 4- Grade 12	My Goal
*English ENG1DI (Academic)	*English ENG2DI (Academic)	*English ENG3UI (University Preparation)	*English ENG4UI (University Preparation)	<div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> College or University </div> <p>NOTE: Students pursuing a French Immersion Certificate need to successfully complete 10 French Immersion credits that may include a two-credit Coop completed in either Grade 11 or 12.</p> <p>NOTE: Students pursuing an Extended French Certificate need to complete 7 French Immersion credits</p> <p>NOTE: All students wishing to earn either the French Immersion Certificate or the Extended French Certificate must complete FIF1DI, FIF2DI, FIF3UI, and FIF4UI.</p>
*French Immersion FIF1DI (Academic)	*French Immersion FIF2DI (Academic)	*French Immersion FIF3UI (University Preparation)	*French Immersion FIF4UI (University Preparation)	
*Math Grade 9	*Math MPM2DI (Academic)	*Math MCF3MI MCR3UI (University Preparation)	*Math MDM4UI/MHF4UI/MCV4UI (University Preparation)	
*Geography (Immersion) CGC1DL (Academic)	*History (Immersion) CHC2DL (Academic)	*Travel and Tourism (Immersion) CGG3OL (Open)	*Cooperative Education (Related to French – can be taken in either Grades 11 or 12)	
*Science SNC1DI (Academic)	*Science SNC2DI (Academic)	*Anthropology, Psychology, Sociology (Immersion) HSP3UL (University Preparation)	*Cooperative Education (Related to French – can be taken in either Grades 11 or 12)	
*Healthy Active Living PPL1OM (Male) PPL1OF (female) (Open)	*Civics/Career Studies (Immersion) CHV2OL/GLC2OL (.5 credit/.5 credit) (Open)	*Interdisciplinary Studies: Modern Media and a French Canadian Perspective (Immersion) IDC3OL (Open) (Can be taken in either Grades 11 or 12)	*Elective	
*Arts Art NAC1OI Music AMI1OI Drama ADA1OI (Open)	*Elective	*Cooperative Education (Related to French- can be taken in either Grades 11 or 12)	These are determined by the courses required to gain entry to the program of choice.	
*Business or Technology BTT1OI or TIJ1OI (Open)	*Elective	*Cooperative Education (Related to French – can be taken in either Grades 11 or 12)		
<p>Group 1- 1 additional credit in English or French as a second language, **or a Native language, or Native studies, or a classical or an international language, or Social Science/Humanities or Canadian/World Studies or Guidance/Career Education or Co-op Education*</p> <p>Group 2 – 1 additional credit in Health and Physical Education or the Arts (Visual Arts, Music, Drama)) or Business Studies or French as a second language, ** or Co-op Education*</p> <p>Group 3 – 1 additional credit in Science (Grade 11 or 12), or Computer Studies or Technological Education or French as a second language, ** or Co-op Education*</p> <p>*A maximum of 2 credits in Cooperative Education can count as compulsory credits. **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>Note: A maximum of 4 Dual Credit courses can count towards the 12 Optional credits required for the OSSD.</p>				

Recommended Pathway to the World of Work – Ontario Secondary School Diploma (OSSD)				
Year 1 - Grade 9	Year 2 - Grade 10	Year 3 - Grade 11	Year 4 -Grade 12	My Goal
*English ENG1LI (Locally Developed)	*English ENG2LI (Locally Developed)	*English ENG3EI (Workplace Preparation)	*English ENG4EI (Workplace Preparation)	<input checked="" type="checkbox"/> Work NOTE: Students and Parents/Guardians are required to attend a personal interview with Special Education Dept. teachers prior to opting for this pathway. <input type="checkbox"/> Literacy Requirement <input type="checkbox"/> Community Hours
*Math Grade 9	*Math MAT2LI (Locally Developed)	*Math MEL3EI (Workplace Preparation)	*Math MEL4EI (Workplace Preparation)	
*Science SNC1LI (Locally Developed)	<u>Group 1, 2, 3</u> or Elective	*Science SVN3EI (Workplace Preparation)	<u>Group 1, 2, 3</u> or Elective	
Learning Strategies: Skills for Success in Secondary School French GLE1OI FSF1PI OR FSF1OI (Language based, Open)	*History CHC2LI (Locally Developed)	<u>Group 1</u> or Elective	<u>Group 1, 2, 3</u> or Elective	
Learning Strategies: Skills for Success in Secondary School Geography GLE2OI OR CGC1PI (Numeracy based, Open)	*Civics/Career Studies CHV2OH/GLC2OH (.5 credit/.5 credit) (Open, Supported)	<u>Group 2</u> or Elective	Cooperative Education	
*Healthy Active Living PPL1OM-Male PPL1OF-Female (Open)	*Geography OR Elective CGC1PI (Applied, Supported)	<u>Group 3</u> or Elective	Cooperative Education	
*Arts Art NAC1OI Music AMI1OI Drama ADA1OI (Open)	Elective	Cooperative Education	Cooperative Education	
Technology TIJ1OI OR TTJ2OI (Open)	Elective	Cooperative Education	Cooperative Education	
Group 1 – 1 additional credit in English or French as a second language,** or a Native language, or Native studies, or a classical or an international language, or Social Sciences/Humanities or Canadian/World Studies or Guidance/Career Education or Co-op Education* Group 2 – 1 additional credit in Health and Physical Education or the Arts (Music, Drama, Visual Arts) or Business Studies or French as a second language,** or Co-op Education* Group 3 – 1 additional credit in Science (Grade 11 or 12), or Computer Studies or Technological Education or French as a second language, ** or Co-op Education* *A maximum of 2 credits in Cooperative Education can count as compulsory credits. ** 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. Note – A maximum of 4 Dual Credit courses can count towards the 12 optional credits required for the OSSD.				

Recommended Pathway to Ontario Secondary School Certificate (14 credits)				
Year 1 -Grade 9	Year 2 - Grade 10	Year 3 - Grade 11	Year 4 - Grade 12	My Goal
*English ENG1LI (Locally Developed)	*English ENG2LI (Locally Developed)	*English ENG3EI (Workplace Preparation)	*English ENG4EI (Workplace Preparation)	<div><input checked="" type="checkbox"/> Other (Work)</div> <div>NOTE: Students and Parents/Guardians are required to attend a personal interview with Special Education Dept. teachers prior to opting for this pathway.</div> <div>NOTE: Since the class sizes for Non-credit courses vary from year to year, classes may be reduced as a reflection of enrolment changes for the 2021/22 school year.</div>
*Math Grade 9 math	*Science SNC1LI (Locally Developed)	*Social Science HPC3OI (Parenting, Open)	Elective Locally Developed or “K” Non-credit Course	
*Arts Art NAC1OI Music AMI1OI Drama ADA1OI (Open) OR Technology (see below)	*Geography OR History Geography CGC1PI (Applied, Supported) Canadian History CHC2LI (Locally Developed)	Elective Locally Developed or “K” Non-credit Course	Elective Locally Developed or “K” Non-credit Course	
*Healthy Active Living PPL1OM -Male PPL1OF - Female (open)	Elective Locally Developed or “K” Non-credit Course	Elective Locally Developed or “K” Non-credit Course	Elective Locally Developed or “K” Non-credit Course	
Learning Strategies: Skills for Success in Secondary School GLE1OI (Language based, Open)	Elective Locally Developed or “K” Non-credit Course	Cooperative Education	Cooperative Education	
Learning Strategies: Skills for Success in Secondary School GLE2OI (Numeracy based, Open)	Elective Locally Developed or “K” Non-credit Course	Cooperative Education	Cooperative Education	
*Technology TIJ1OI/TTJ2OI	Elective Locally Developed or “K” Non-credit Course	Cooperative Education	Cooperative Education	
“K” Non-credit Course	Elective Locally Developed or “K” Non-credit Course	Cooperative Education	Cooperative Education	
Required: All shaded subjects (7) and 7 more selected by student based on interest and ability				

Support Services

Library Information and Resource Centre

Current trends in our society are changing the image of a secondary student into that of a more interdependent learner. As a result, teachers, assisted by new provincial Ministry of Education guidelines, are integrating concepts such as inquiry-based learning, critical thinking, computer research, and multi-media approaches into various subjects. Students develop and expand the skills and attitudes which will enable them to become effective members of tomorrow's society.

By using the Library Information and Resource Centre, students access a wide variety of print and non-print learning material such as books, magazines, newspapers, video-tapes, DVDs, computer application programs, databases and the internet. The JDSS Library and Bluewater District School Board collections are accessible through our computerized catalogue and the internet. Circulation procedures are also automated. A number of databases, offering access to encyclopedias, atlases, newspapers, magazines, journals, and multi-media sources now make information easily retrievable. All this will give students opportunities to develop research and computer skills which they can expect to use after they leave JDSS, whether at college, at university, at work, or in personal life.

Library material, signed out either overnight or for a two-week period, must be returned or renewed when due.

ALL STUDENTS MUST SUBMIT A SIGNED PARENTAL PERMISSION FORM IN ORDER TO ACCESS THE INTERNET AT SCHOOL.

Guidance and Career Education Department

We are very pleased with the authentic partnerships that have been fostered with members of social agencies located in our extended community. This inclusionary approach has been encouraged and supported by the JDSS School Council. The focus of this network is to provide easily accessible services for all students attending École John Diefenbaker Senior School.

One of the results of this extended partnership is the co-ordination of school and social services within the Guidance and Career Education Dept. Students have confidential access to needed services within a non-threatening environment.

Community Partners

There are a number of student-led initiatives at JDSS to increase mental health awareness and promote equity and inclusion within our building. Together, community agencies/partners are working to provide a myriad of services, certificates, and opportunities for all JDSS students.

We would like the public to be aware that the partnership agreement includes the availability of office space at JDSS for any of the participating community groups and agencies. We would also like the public to be aware that each of the community groups and agencies is working under its own particular mandate and legislation which is different from that of the Ministry of Education especially in relation to obtaining parental consent for referral. Some of the Community Partners that connect with JDSS students are listed in the following chart:

Agency	Website (where offered)	Phone Numbers/ Email
Keystone Child, Youth and Family Services	www.keystonegreybruce.org	519-371-4773
Grey-Bruce Health Unit	www.publichealthgreybruce.on.ca	519-376-9420 1-800-263-3456
Mental Health and Addiction Services in Grey Bruce (Hanover)	www.cmhagb.org	519 -364-7788
Choices (Drug and Alcohol Counselling)	www.cmhagb.org	519-371-5487 or 1-800-265-3133
Family “Y” Community and Employment Services	www.ymcaowensound.on.ca (Markdale, Dundalk, Hanover, Durham, Meaford, Flesherton)	519-371-9222 519-364-3163
Ontario Works – Grey County Social Services	www.grey.ca	519-376-7112 or 1-800-567-4739
West Grey and Hanover Police Services	www.westgreypolice.ca/ www.hanover.ca/police-services	519-369-3046 519-364-2411
Mental Health Crisis line of Grey and Bruce		1-877-470-5200
Bruce/Grey Child and Family Services	www.bgcfs.ca/	1-855-322-4453
Women’s House Serving Bruce and Grey	www.whsbg.on.ca/	1-800-265-3026
Sexual Assault / Partner Abuse Care Centre		519-376-2121 ext. 2458
Wes for Youth (Counseling and Support Services)	www.wesforyouthonline.ca/	1-519-507-3737
We Care Grey Bruce	www.wecaregreybruce.ca	

Roles and Responsibilities

Attendance

Regular attendance on the part of students is vital to the process of learning. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Students of compulsory school age who do not attend school regularly are reported to the school board attendance counsellor so that the reasons or excuses for their absences can be determined.

Regular attendance has been identified as an essential component of a course. Where a student, with his/her parents, has been appropriately counselled and provided with support and direction to promote regular attendance in the course, and where the student is still unwilling to attend regularly, such a student will normally fail to achieve credit for the course.

Code of Student Behaviour

A code of student behaviour has been developed by each secondary school in Ontario. Students and parents, interested citizens, and teachers have been asked for input so that our Code of Student Behaviour is fair and relevant to the student community.

EXPECTED BEHAVIOURS	REASONS FOR EXPECTED BEHAVIOUR	CONSEQUENCES OF MISBEHAVIOUR
<u>PREPARATION FOR CLASS</u> You are expected to have the necessary books and equipment. Homework and assignments must be completed.	Coming to class with homework done and with all the necessary books and equipment is essential for the learning process.	Subject teacher counsels student. Teacher notifies parent / guardian. Students may lose credits for neglect of duty.
<u>PUNCTUALITY</u> You are expected to be on time for all scheduled classes.	Employers employ people who arrive at work on time. Classroom efficiency requires it.	Subject teacher deals with classroom lateness. Administrators deal with chronic lateness and issue appropriate disciplinary action.
<u>REGULAR ATTENDANCE</u> You are expected to attend all classes. The Attendance Policy is posted in each classroom.	Employers employ people who attend regularly. The process of learning is disrupted by your absence from class.	You may lose credit(s) as a result of poor or irregular attendance.
<u>STUDY PERIODS</u> You may study quietly in the library or cafeteria. Loitering in the halls is not permitted.	You should use study periods wisely. Loitering may distract other students from their studies.	Administrators counsel you and issue appropriate disciplinary action for persistent loitering.
<u>REASONABLE EFFORT</u> You must complete all assignments and participate in all lessons.	You may become disruptive and waste your time and distract your classmates.	The subject teacher counsels you and notifies your parent/guardian. Administrators issue appropriate disciplinary actions if required.
<u>RESPECT FOR PROPERTY</u> You are expected to treat school property and equipment with respect.	The school is private property. Some rules concerning garbage and food consumption are made	If you damage school property and equipment, you must pay the cost of repair or replacement. Vandalism will

EXPECTED BEHAVIOURS	REASONS FOR EXPECTED BEHAVIOUR	CONSEQUENCES OF MISBEHAVIOUR
	to keep the building and grounds clean and safe.	result in suspension and police action. (Outlined in Board Policy)
<u>RESPECT FOR SELF</u> You are expected to be clean and wear appropriate dress. You are expected to be free from influence of drugs and alcohol. These substances are forbidden at the school and school related activities.	You will be treated with dignity and respect. You forfeit this right through inappropriate behaviour.	Students who wear inappropriate dress will be asked to change or they will be sent home. Staff will counsel students on the use and/or possession of alcohol or drugs. Suspensions and/or police action will be imposed if students use and/or have possession of alcohol and/or drugs. (Outlined in Board Policy)
<u>RESPECT FOR PEERS</u> You are expected to respect your peers. You may not verbally or physically assault your peers.	Peers deserve your courtesy, consideration and respect.	Staff counsels you. Suspension and/or police action will occur if you verbally or physically assault others.
<u>SCHOOL BUSES</u> You must comply with the Student and School Bus Code of Behaviour while riding a school bus.	Safety of all passengers depends on your prudent behaviour while on the bus.	Riding a school bus is a privilege. Inappropriate behaviour may result in the withdrawal of this privilege.



School-Sponsored Functions and Activities: The articles in the Code of Student Behaviour apply to school-sponsored functions and activities whether or not on school property.

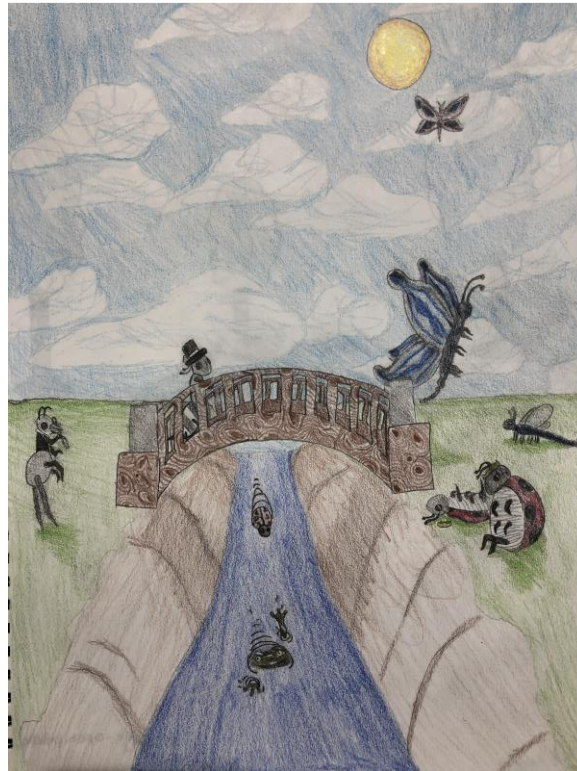
Roller blades, skateboards: For health and safety reasons, roller blades and skateboards are not allowed to be used on school grounds.

Cell phones: Cell phones and personal communication devices are not permitted unless being used for instructional purposes at the discretion of the classroom teacher.

Appropriate language: Appropriate language is language that respects others. Language which includes profanity, racial slurs, sexist comments, or swearing will not be tolerated and could result in suspensions from school.

Appropriate Dress: JDSS seeks to provide the most positive learning environment possible and to promote a healthy lifestyle. Dressing appropriately shows respect for the learning environment and for the norms that govern our community. Students should not be promoting the use of controlled substances by wearing clothing showing tobacco, alcohol, or illicit drug-related wording, logos, emblems, or other graphics. Our dress code promotes a positive image of self and respect for one's peers in the entire student body.

Bluewater District School Board Safe Schools Policy can be accessed at www.bwdsb.on.ca



Bug Bridge: Mallory Thompson

Code of Athletics

1. All athletes under 18 years of age are required to return a permission form signed by their parent(s) or guardian to be eligible for inter-school competition.
2. Each athlete must possess a valid student activity card and have paid their user fee to participate on or manage an inter-school team.
3. Students must be enrolled in 2 out of 4 classes per semester in order to be eligible to participate in athletics.
4. An athlete will not participate in inter-school sports while he/she is suspended from school.
5. An athlete must be present during the day in order to participate in an extracurricular activity on that day unless permission to do so has been granted by the office.
6. It is strongly recommended that athletes participate on only one team during a given season. However, if a student wishes to participate on more than one team during a given season, then he/she must declare, in writing, which sport is to be the major sport. The athlete who wishes to participate in a second sport must attend practices, games and tournaments to fulfil all the requirements to the satisfaction of the coach of that second sport.
7. If an athlete quits a team and the coaches' association is dissatisfied with the reason, the athlete may be suspended from all athletics for up to one full calendar year commencing from the last day of the season during which the athlete quits.
8. An athlete who is removed from a school team for inappropriate conduct on the team may be suspended from all athletics for up to one full calendar year commencing from the last day of the season during which the offence occurs.
9. A student must be passing at least two courses in the current semester with an overall average of at least 60% in the most recent reporting to be eligible to participate in inter-school competition. **It is the responsibility of the subject teacher to inform the coach(es) of any academic concerns.** An appeal process may be initiated as outlined in #10. This policy will be waived for Grade 9 students until the fall mid-term reporting has taken place.
10. An athlete may appeal a decision by putting a request, in writing, to the athletic director. The appeal board will consist of the athletic director, head of the Physical Education Department, a teacher not involved in coaching, the vice-principal or principal and a student or staff member chosen by the athlete to represent that athlete. The coach and athlete should attend the meeting. All decisions by the appeal board will be final.
11. According to OFSSA regulations, a student is only eligible to play inter-school sports for five consecutive years starting in his/her Grade 9 year.
12. Students who come to the school after Grade 9 from another school or district must fill out a form - Request for a Transfer in Athletic Eligibility from their former school/district to JDSS/BWDSB. This form should be filled out as early as possible to ensure proper processing time prior to the chosen sport season. Forms are available in the Guidance and Career Education office.

Course Selection Guidelines

Grade 9 Program

All Grade 9 students will enrol in 8 courses. There are 6 compulsory courses and 2 optional courses.

COMPULSORY COURSES - Grade 9 students must register in the following 6 courses:

1. English
2. French
3. Geography
4. Math
5. Science
6. Physical Education

OPTIONAL COURSES - Grade 9 students must register in 2 optional courses, one from each of the following two packages:

- | | |
|---|--|
| (i) Package A: 1. Integrated Technologies
(one of) 2. Information and Communication
Technology in Business | (ii) Package B: 1. Dramatic Arts
(one of) 2. Music
3. Art |
|---|--|

The above is a suggested pathway only - it ensures compulsory subjects are completed in a timely and organized manner.

Students who have an IEP may be enrolled in General Learning Strategies (GLE/GLS) courses in order to develop/improve literacy skills. These students will have an individual program designed by special education teachers from the elementary and secondary school in consultation with parents and the students.

Grade 10 Program

COMPULSORY COURSES - Students in Grade 10 must register in 8 courses. There are 5 compulsory courses and 3 optional courses. Grade 10 students must register in the following 5 compulsory courses: (Please note that Civics and Career Studies are 0.5 credit courses.)

1. English
2. History
3. Math
4. Science
5. Civics (1/2 credit) and Career Studies (1/2 credit)

OPTIONAL COURSES - Grade 10 students must register in 3 optional courses.

Note: Prerequisite courses for Grade 11 and 12 Courses - Specific Grade 10 courses are prerequisite for the subsequent courses in Grade 11. Check the flow charts carefully.

Grade 11 Program

All Grade 11 students should register in 8 courses. Grade 11 English and Mathematics are compulsory. The other 6 courses may be compulsory or elective. Check the flow charts carefully to determine prerequisite courses. A minimum of 20 credits should be earned before a student is eligible for a study period.

Grade 12 Program

All Grade 12 students must register in a minimum of 6 courses. Grade 12 English is compulsory. The other 5 courses may be compulsory or elective. Check the flowcharts carefully to determine prerequisite courses.

Ontario Secondary School Grades 9 - 12 Courses Offered In 2021-22

SUBJECT AREA	GRADE 9	GRADE 10	GRADE 11	GRADE 12	2022-23
ARTS (Drama, Music Art.)	1. ADA1OI 2. AMI1OI 3. NAC1OI	4. ADA2OI 5. AMI2OI 6. AMV2OI 7. AVI2OI	8. AMI3MI 9. AMV3MI 10. AVI3MI - C 11. AWA3OI 12. AWS3MI - I	13. ADA4MI 14. AMI4MI 15. AMV4MI 16. AVI4MI- C 17. AWS4MI - I	ADA3MI
BUSINESS STUDIES	18. BTT1OI		19. BDI3CI – C, H, I, M, T 20. BTA3OI- C, H, I, M, T		BAF3MI
CANADIAN AND WORLD STUDIES	21. CGC1DI 22. CGC1PI	23. CHC2DI 24. CHC2PI 25. CHC2LI 26. CHV2OH (Civics and Citizenship) 27. CHV2OL (Civics and Citizenship-Immersion)	28. CHW3MI -H 29. CGF3MI -H 30. CLU3MI 31. CGG3OI -H 32. CGG3OL-H (Travel and Tourism – Immersion)	33. CHY4UI -H 34. CLN4UI 35. CHM4EI	CHC2DL (History-Immersion) CGC1DL (Geography – Immersion)
COOPERATIVE EDUCATION (including OYAP)			36. ZCOOP2 (Two Credits) (Application and Interview required) (Available to Grade 11 and 12 F.I. students) (2 credit coop required for all SHSM programs)		37. ZCOOP4 (Four Credits)
ENGLISH	38. ENG1DI 39. ENG1PI 40. ENG1LI	41. ENG2DI 42. ENG2PI 43. ENG2LI	44. ENG3UI 45. EMS3OI 46. ENG3CI/NBE3CI 47. ENG3EI/NBE3EI	48. ENG4UI 49. ENG4CI 50. EWC4UI 51. EWC4CI 52. ENG4EI	IDC3OL (Interdisciplinary Studies: Modern Media and a Canadian French Language Perspective – Immersion)
FRENCH AS A SECOND LANGUAGE	53. FSF1DI 54. FSF1PI 55. FSF1OI	56. FSF2DI 57. FSF2PI	58. FSF3UI	59. FSF4UI	
FRENCH IMMERSION	60. FIF1DI	61. FIF2DI	62. FIF3UI	63. FIF4UI	
GUIDANCE AND CAREER EDUCATION		64. GLC2OH (Career Studies) 65. GLC2OL (Career Studies – Immersion)	66. GPP3OI -H (Leadership and Peer Support)	67. GLN4OI -H 68. IDC4OI (Interdisciplinary Studies: Mental Health and Wellness)	
HEALTH AND PHYSICAL EDUCATION	69. PPL1OF 70. PPL1OM	71. PPL2OF 72. PPL2OM	73. PPL3OI -H	74. PSK4UI 75. PPL4OI -H	
MATHEMATICS	76. MTH1WI MAT1LI	77. MPM2DI 78. MFM2PI 79. MAT2LI	80. MCR3UI 81. MCF3MI 82. MBF3CI 83. MEL3EI	84. MCV4UI 85. MHF4UI 86. MDM4UI 87. MAP4CI	88. MEL4EI MCT4CI
SCIENCE	89. SNC1DI 90. SNC1PI 91. SNC1LI	92. SNC2DI 93. SNC2PI	94. SBI3UI – C, H, M, T 95. SCH3UI-C,H,M, T 96. SPH3UI-C,H,I,M,T	97.. SVN3MI –C,H,M, T 98. SVN3EI -C, H, M, T 99. SBI3CI –C, H, M, T	100. SBI4UI -H 101. SNC4MI 102. SPH4UI –C, H, I, M, T 103. SES4UI
SOCIAL SCIENCES AND HUMANITIES		106. HFN2OI	107. HPC3OI 108. HNC3CI-M 109. TFB3EI- (Baking)- H 110. HSP3UL (Anthro, Psych, Sociology – Immersion)	111. HFC3EI -H 112. HSP3UI -H 113. HSB4UI – H 114. HFA4UI-H 115. HFA4CI – H 116. TFC4EI – H (Cooking) 117. HPD4CI - H	HLS3OI
TECHNOLOGICAL EDUCATION <i>Note – Emphasis Courses are available for grades 11 and 12 in Communication Technology, Computer Engineering, Construction Technology, Manufacturing and Transportation Technology. See pages B-54-66 for details.</i>	118. TIJ1OI	119. TCJ2OI 120. TTJ2OI 121. ICS2OI 122. TEJ2OI 123. TMJ2OI	124. TGJ3MI-I, M, T 125. TGP3MI-I 126. TGG3MI – I, 127. ICS3UI – I, M, T 128. TEJ3MI – I, M, T 129. TEI3MI - I 130. TEL3MI - I 131. TER3MI – I, M, T	132. TMJ3MI – C, I, M, T 133. TMJ3CI – C, I, M, T 134. TMJ3EI – C, I, M, T 135. TMP3CI - M 136. TCJ3EI – C, M, T 137. TCJ3CI – C, M, T 138. TTJ3CI – M, T 139. TTJ3OI – M, T 140. TTA3CI – M, T 141. TTS3CI – M, T	142. TGJ4MI – I, M, T 143. TGP4MI - I 144. TGG4MI - I, 145. TGV4MI - I 146. ICS4UI – I, M, T 147. TEJ4MI – I, M, T 148. TEI4MI - I 149. TEL4MI - I 150. TER4MI – I, M, T 151. TMJ4MI – C, I, M, T 152. TMJ4CI – C, I, M, T 153. TMJ4EI – C, I, M, T

U - university preparation course M - university/college preparation course O - appropriate for all students regardless of post-secondary destination C - college preparation course E - workplace preparation course A - e-learning – online course - Emphasis courses appear in *italics*

**SHSM pathway courses are identified by the course code followed by a hyphen and then a letter to identify the SHSM. Some courses will count on more than one SHSM.

C - Construction SHSM Pathway course

H - Hospitality and Tourism SHSM Pathway course

I - Information Communications Technology SHSM Pathway course

M - Manufacturing SHSM Pathway course

T - Transportation SHSM Pathway course

Course Descriptions and Prerequisites

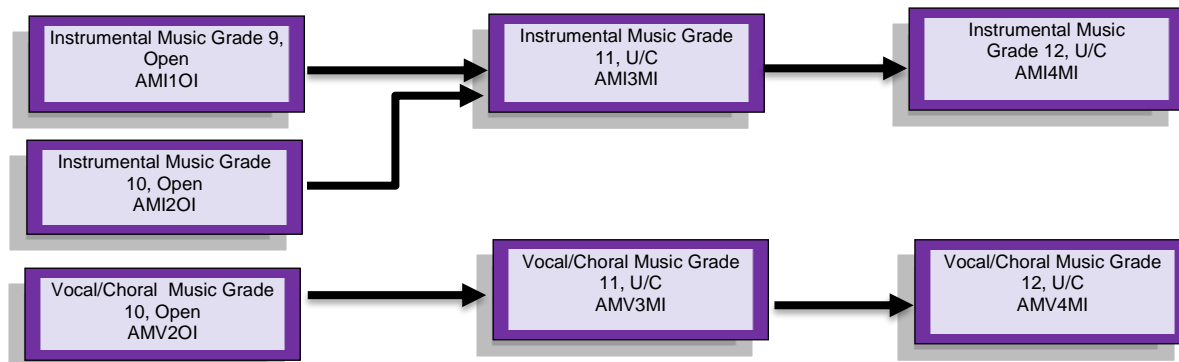
The Arts

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

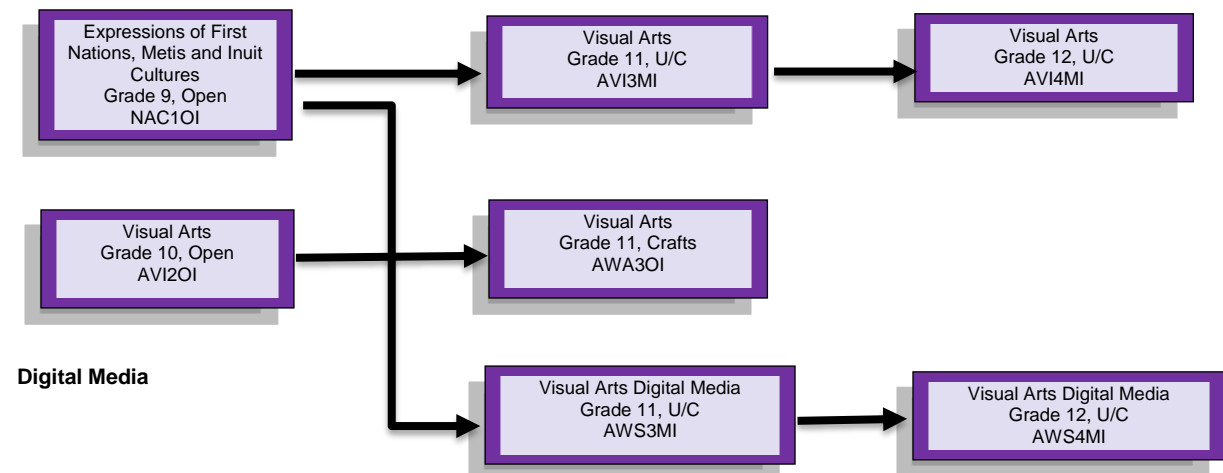
Drama



Music



Visual Arts



Digital Media

Course Descriptions and Prerequisites

Drama

Drama, Grade 9, Open

ADA1OI

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

Prerequisite: None

Drama, Grade 10, Open**ADA2OI**

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

Prerequisite: None

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

(Offered in alternate years – offered again in 2022/2023)

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

Prerequisite: Drama, Grade 9 or 10, Open

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

(Offered in alternate years – running in 2021/2022)

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

Music**Instrumental Music, Band Grade 9, Open****AMI1OI**

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

(Students are strongly encouraged to take this course if they plan to take subsequent courses in Music.)

Instrumental Music, Band, Grade 10, Open**AMI2OI**

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

(Students are strongly encouraged to take this course if they plan to take subsequent courses in Music.)

Music-Vocal/Choral, Grade 10, Open**AMV2OI**

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

Instrumental Music, Band, Grade 11, University/College Preparation**AMI3MI**

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

Prerequisite: Music, Grade 9 or 10, Open

Music-Vocal/Choral, Grade 11, University/College Preparation**AMV3MI**

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

Prerequisite: Music, Grade 9 or 10, Open

Instrumental Music, Grade 12, University/College Preparation**AMI4MI**

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

Prerequisite: Music, Grade 11 University/College Preparation

Music-Vocal/Choral, Grade 12, University/College Preparation**AMV4MI**

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

Prerequisite: Music, Grade 11, University/College Preparation

Visual Arts

Expressions of First Nations, Métis, and Inuit Cultures, Grade 9, Open **NAC10I**

This course explores various arts disciplines (dance, drama, installation and performance art, media arts, music, storytelling, utilitarian or functional art, visual arts), giving students the opportunity to create, present, and analyse art works, including integrated art works/productions, that explore or reflect First Nations, Métis, and Inuit perspectives and cultures. Students will examine the interconnected relationships between art forms and individual and cultural identities, histories, values, protocols, and ways of knowing and being. They will demonstrate innovation as they learn and apply art-related concepts, methods, and conventions, and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to creative challenges.

Prerequisite: None

Visual Arts, Grade 10, Open

AVI2OI

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

Visual Arts, Crafts, Grade 11, Open

AWA3OI

This course enables students to develop the skills to make a variety of crafts. This hands-on learning environment, will prepare students for creating works of art for hobby. Students will be introduced to new ideas, skills and materials in order to create crafts such as: jewelry, pottery, wood burning, textile art (fabric, wool, string), wax batik, and printmaking. Students will have the opportunity to choose several of their projects.

Expectations for the above course will be addressed with an emphasis on Crafts. Basic drawing, painting, and composition skills will also be covered.

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation

AVI3MI

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

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College Preparation

AVI4MI

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

Visual Arts – Digital Media

Visual Arts-Digital Media, Grade 11 and 12, University/College Preparation AWS3MI/4MI

This course offers practical experience in layout design, photography, photo journalism, graphic design and graphic communications management. Working in a team environment to meet real-world deadlines, students will develop their skills and knowledge in the print and publishing industry as they design and produce the school yearbook. **(see AVI3MI/4MI)**

Prerequisite for AWS3MI: Visual Arts, Grade 9 or 10, Open

Prerequisite for AWS4MI: Visual Arts, Grade 11 University/College Preparation or AWS3MI

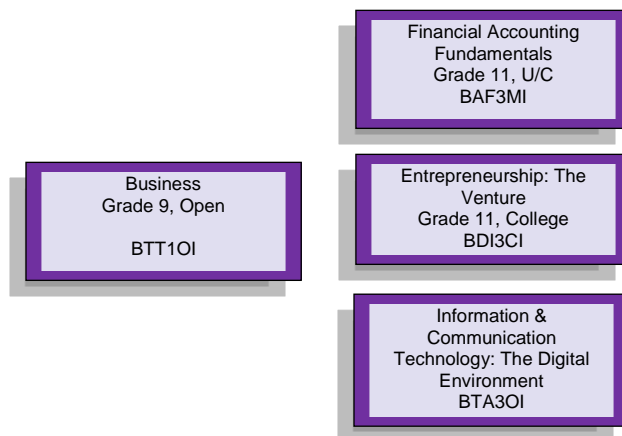
Note: Students opting for the Grade 12 Digital Media course are strongly encouraged to have graphic design experience (e.g., TGJ3MI/4MI)

Business Studies

Courses in Business Studies

Business Studies

The Business flowchart below depicts movements from course to course with regard to prerequisites, but does not include all possible movements from course to course.



Information and Communication Technology in Business, Grade 9, Open

BTT1OI

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

Prerequisite: None

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

BTA3OI

(Offered in alternate years- running in 2021/2022)

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

Prerequisite: None

This course may satisfy one of the requirements of a SHSM program.

Accounting

Financial Accounting Fundamentals, Grade 11, University/College Preparation BAF3MI
(Offered in alternate years – offered again in 2022/2023)

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

This course may satisfy one of the requirements of a SHSM program

Prerequisite: None

Entrepreneurial Studies

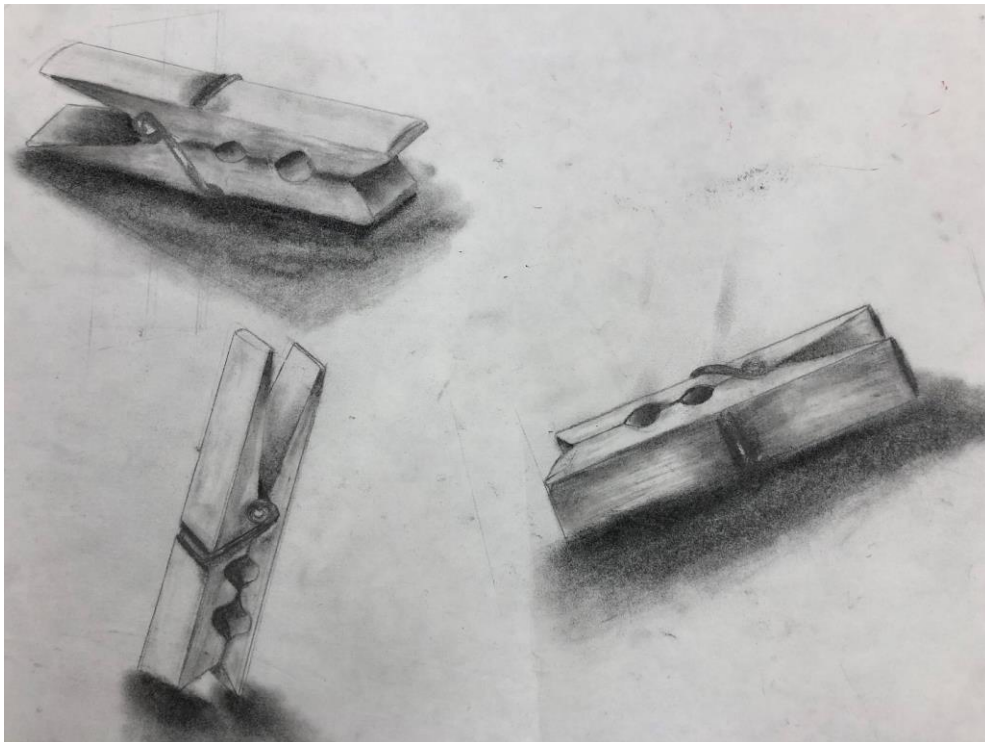
Entrepreneurship: The Venture, Grade 11, College Preparation

BDI3CI

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

This course may satisfy one of the requirements of a SHSM program

Prerequisite: None

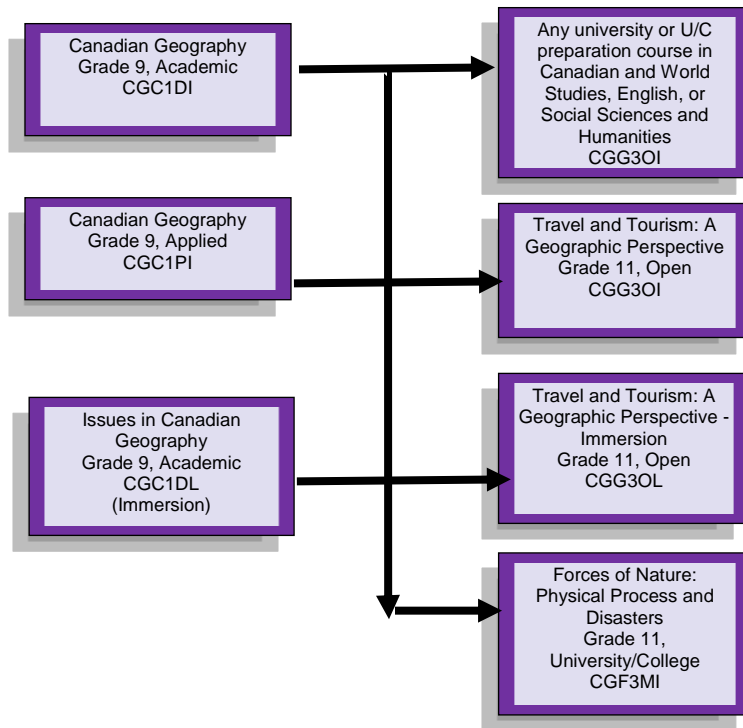


Clothespins: Hayleigh Patterson

Canadian and World Studies

Courses in Canadian and World Studies Geography

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



Issues in Canadian Geography, Grade 9, Academic

CGC1DI

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

Prerequisite: None

Issues in Canadian Geography, Grade 9, Academic (Immersion) (Offered in alternate years – offered again in 2022/2023)

CGC1DL

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are the same as those of the Grade 9 Geography course taught in English. For a descriptor, refer to CGC1DI.

Prerequisite: None

Issues in Canadian Geography, Grade 9, Applied

CGC1PI

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics

relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

Travel and Tourism: A Geographic Perspective, Grade 11, Open **CGG3OI**

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

Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

Travel and Tourism: A Geographic Perspective, Grade 11, Open (Immersion) **CGG3OL**

(Offered in alternate years – running in 2021/2022)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of the Grade 11 Travel and Tourism course taught in English. For a descriptor, refer to CGG3OI.

Prerequisite: Geography of Canada, Grade 9, Academic (Immersion)

Forces of Nature: Physical Processes and Disasters, Grade 11, University/College Preparation **CGF3MI**

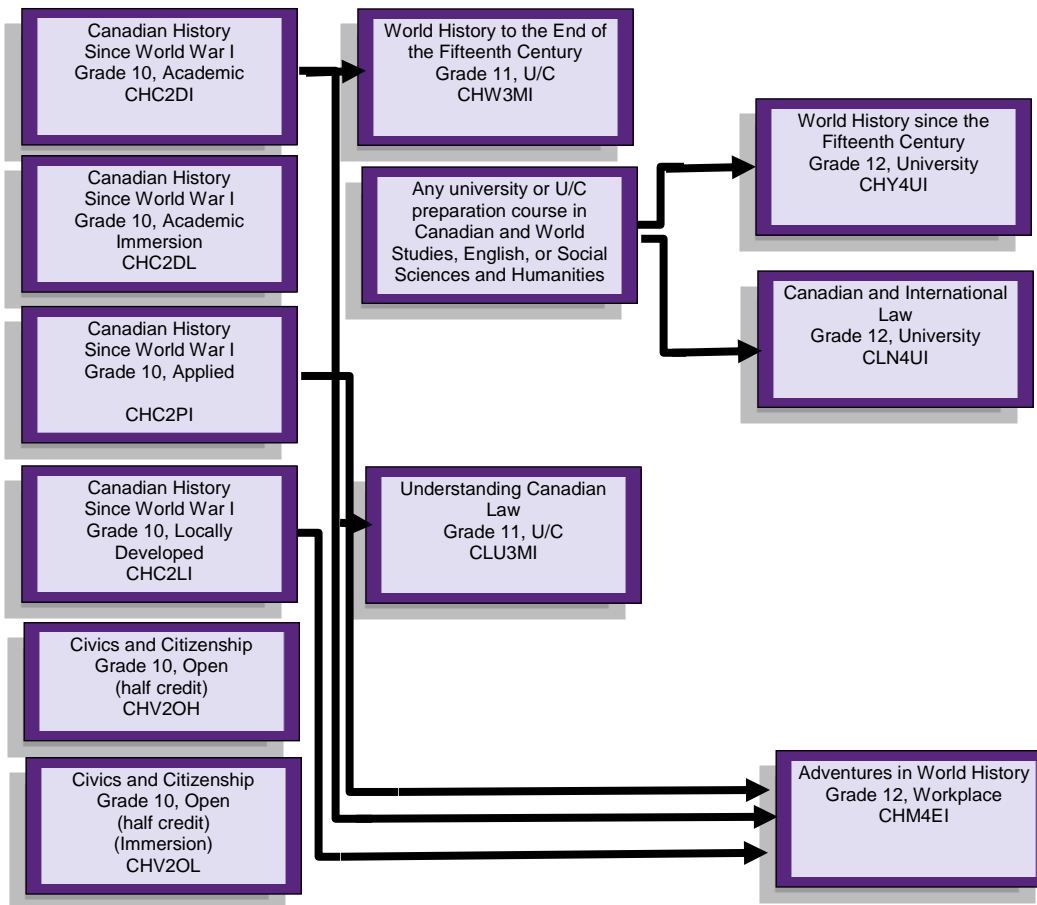
In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

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

Courses in Canadian and World Studies

History and Law

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



Canadian History since World War 1, Grade 10, Academic

CHC2DI

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and communities. 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

Canadian History since World War 1, Grade 10, Academic (Immersion) (Offered in alternate years – offered again in 2022/2023)

CHC2DL

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are the same as those of the Grade 10 History course taught in English. For a descriptor, refer to CHC2DI.

Prerequisite: None

Canadian History since World War 1, Grade 10, Applied**CHC2PI**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None**Canadian History since World War 1, Grade 10, Locally Developed****CHC2LI**

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

Prerequisite: None**Civics and Citizenship, Grade 10, (half credit), Open****CHV2OH**

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**Civics and Citizenship, Grade 10, (half credit), Open (Immersion)
(Offered in alternate years – running in 2021/2022)****CHV2OL**

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are the same as those of the Grade 10 Civics and Citizenship course taught in English. For a descriptor, refer to CHV2OH.

Prerequisite: None**World History to the End of the Fifteenth Century, Grade 11,
University/College Preparation****CHW3MI**

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. 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

Adventures in World History, Grade 12, Workplace**CHM4EI**

This course examines significant developments and events in world history from earliest times to the present. Students will explore a variety of social, cultural, economic, and political developments in different regions of the world and during different periods. In addition to investigating how conflict, religion, work, and technology have helped shape people's lives, students will examine the contributions of some significant individuals to our global heritage. Students will apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating a variety of human experiences in world history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC) in Canadian history.

World History since the Fifteen Century, Grade 12, University Preparation**CHY4UI**

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 ideas 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.

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

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 laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

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

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

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

Cooperative Education

Cooperative Education provides students with the opportunity to gain first-hand knowledge about specific careers through a work experience. The program consists of a classroom component and a workplace component. The cooperative education program is planned to accommodate students and/or employer requirements/expectations.

The typical 2 credit program consists of 220 hours of work experience throughout the semester as well as an in-school component. The program is usually every day for 2.5-3 hours at a workplace. Additional credits may be achieved based on the number of hours a student works. In addition to the 2 credit package, a 4 credit/full day package is available. Students must complete daily logs as well as in-school assignments throughout the semester. Co-op teachers, as well as employers, evaluate students' progress.

Prerequisites:

- students must be 16 years of age or older before September 1 for some placements (e.g., construction);
- students should have obtained a minimum of 16 credits;
- students must demonstrate a positive, willing attitude and have an excellent attendance record;
- application process involves interviews with the Cooperative Education Department and potential employer. interviews will take place in April and May for both semesters of following year;
- all potential co-op students must complete a two-week pre-employment period which covers health and safety and other job readiness activities;
- all placements are to be found by the Cooperative Education Department; and
- completed cooperative education applications, signed by a parent or guardian, are due during the course selection period.

Cooperative Education Linked to a Related Course (s)

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Creating Opportunities through Co-op, Grade 11, Open

DCO30

This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

Bruce Power Cooperative Education

All applicants must be 16 years of age (18 for most areas). This is a **4** credit package and students must have their own transportation.

Typical placements include: engineering, mechanical maintenance, fire prevention, radiation technology. The competitive application process includes an information session and an interview process. This program is managed by a teacher outside of JDSS. For more information, contact the Guidance Office.

OYAP – Ontario Youth Apprenticeship Program

Co-op students can enroll in this program and use their hours towards an apprenticeship in a trade. See the Co-op Department for more specific details.

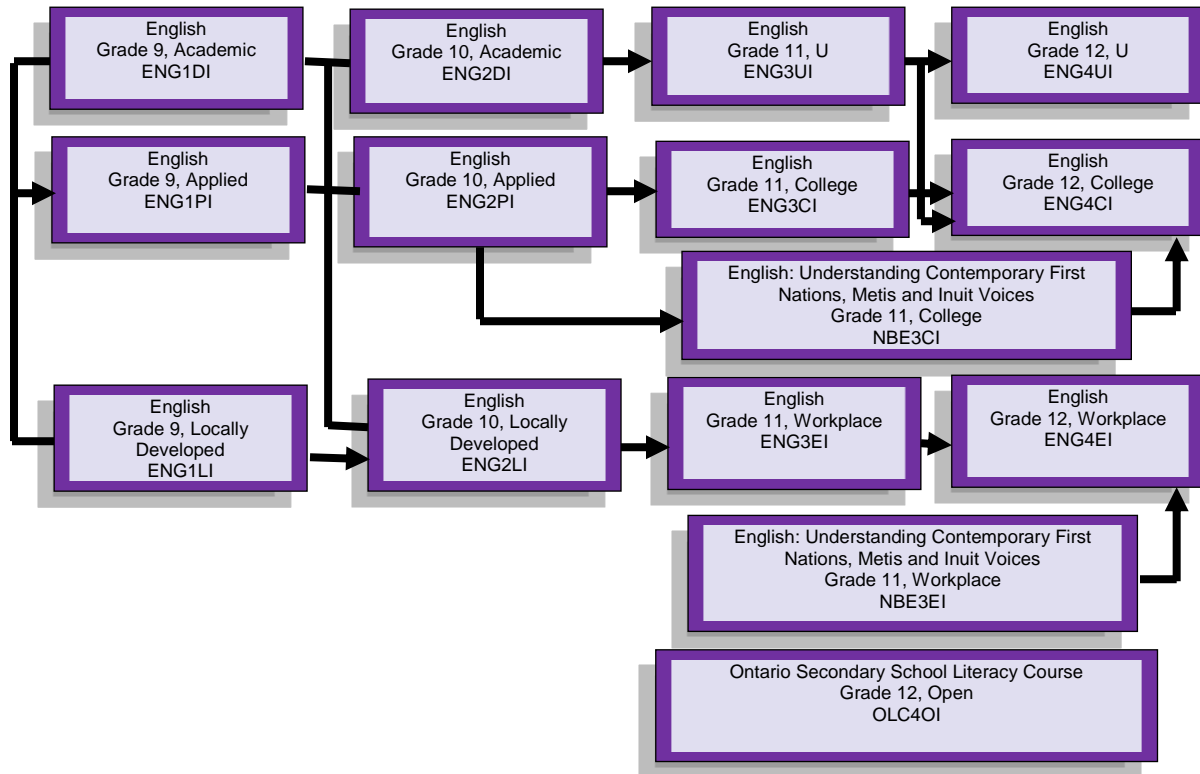


Fruit: Ava MacKenzie

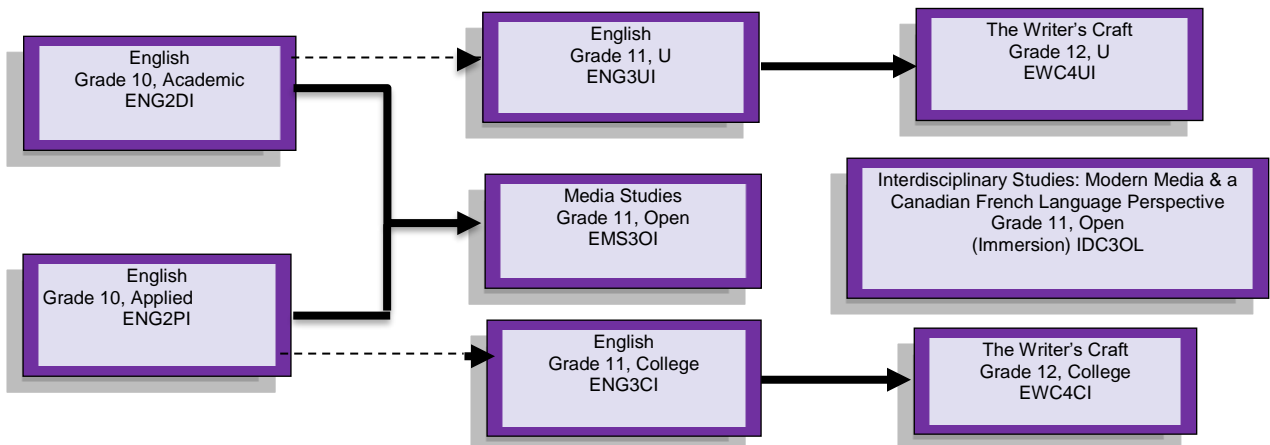
English

English

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



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



Compulsory Courses

English, Grade 9, Academic

ENG1DI

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

Prerequisite: None

English, Grade 9, Applied

ENG1PI

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

Prerequisite: None

English, Grade 9, Locally Developed Compulsory Course

ENG1LI

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

English, Grade 10, Academic

ENG2DI

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

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 10, Applied

ENG2PI

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

Prerequisite: English, Grade 9, Academic or Applied

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

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 by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: Any Grade 9 English

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

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

Prerequisite: English, Grade 10, Academic

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

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

Prerequisite: English, Grade 10, Applied

English, Grade 11, Workplace Preparation**ENG3EI**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

Prerequisite: English, Grade 10, Applied

English: Understanding Contemporary First Nations, Métis, and Inuit Voices**NBE3CI****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 tests 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: English, Grade 10, Academic or Applied

English: Understanding Contemporary First Nations, Métis, and Inuit Voices NBE3EI
Grade 11, Workplace Preparation

This course explores themes, forms, and stylistic elements of literacy, informational, graphic, oral, cultural, and media texts emerging from First Nations, Métis, and Inuit cultures in Canada, as well as some texts that relate to those cultures. In order to better understand, contemporary texts, students will explore connections between traditional and contemporary text forms and cultural and community aspects of identity, relationships, and self-determination, sovereignty, or self-governance. Students will also create oral, written, and media texts focusing on the development of literacy, communication, and critical thinking skills necessary for success in the workplace and daily life. The course is intended to prepare students for the compulsory Grade 12 English workplace preparation course.

Prerequisite: English, Grade 10, Academic or Applied

English, Grade 12, University Preparation ENG4UI

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

Prerequisite: English, Grade 11, University Preparation

English, Grade 12, College Preparation ENG4CI

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

Prerequisite: English, Grade 11, College Preparation

English, Grade 12, Workplace Preparation ENG4EI

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

Prerequisite: English, Grade 11, Workplace Preparation

Ontario Literacy Course, Grade 12 Open OLC4OI

Any student who has been eligible to write the Ontario Secondary School Literacy Test, and who has been unsuccessful, may take the Ontario Literacy Course as a substitute for the literacy requirement. The course is based on the Ontario Curriculum expectations for

language and communications particularly reading and writing up to and including Grade 9.
(Note: this course should NOT appear on your option sheet. Talk to your Guidance and Career Ed. Counsellor for details.)

Optional Courses

Media Studies, Grade 11, Open

EMS3OI

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

Prerequisite: English, Grade 10, Academic or Applied

Interdisciplinary Studies: Modern Media and a Canadian French Language Perspective Grade 11, Open (Immersion)

IDC3OL

(Offered in alternate years- offered again in 2022/2023)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are the same as those of Grade 11 Interdisciplinary Studies, Open course taught in English. For a descriptor, see below.

This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject of discipline. Through individual and collaborative inquiry and research, students will analyse the connections among diverse subjects and disciplines; develop information literacy skills in analysing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

This course combines the expectations for Interdisciplinary Studies, Grade 11, Open with selected expectations from two or more courses (e.g. Media Studies, Grade 11, Open; French Immersion, Grade 10, Academic).

Prerequisite: None

The Writer's Craft, Grade 12, University

EWC4UI

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

Prerequisite: English, Grade 11, University Preparation

The Writer's Craft, Grade 12, College

EWC4CI

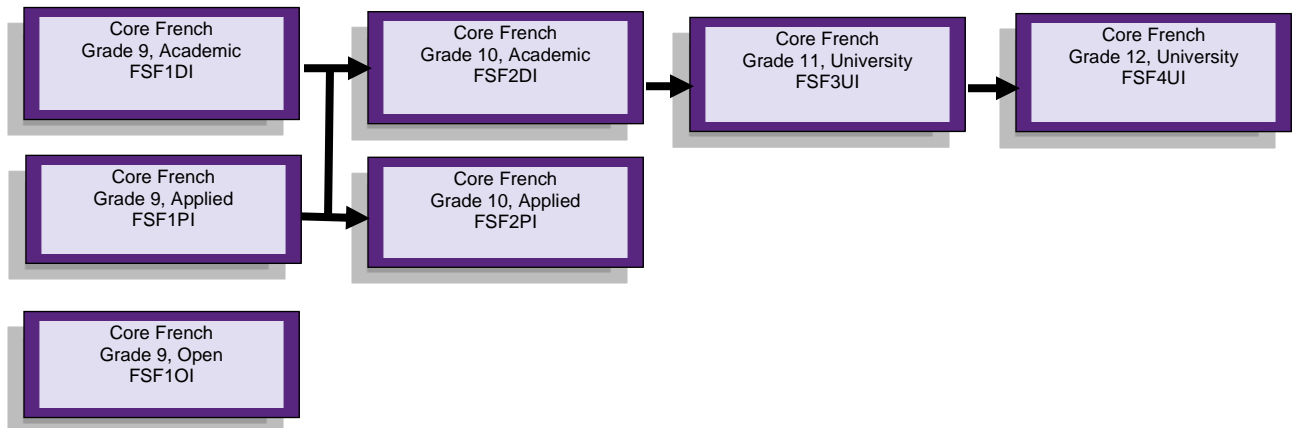
This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical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

Prerequisite: English, Grade 11, College Preparation

French as a Second Language

Courses in French as a Second Language

The Core French flowchart below depicts movements from course to course with regard to prerequisites, but does not include all possible movements from course to course.



Core French, Grade 9, Academic

FSF1DI

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

Core French, Grade 9, Applied

FSF1PI

This course provides opportunities for students to communicate and interact in French in structured situations on everyday topics and to apply their knowledge of French in everyday situations. Students will continue to develop language knowledge and skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

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

Core French, Open

FSF1OI

This is an introductory course for students who have had little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong learning.

Prerequisite: None

Core French, Grade 10, Applied

FSF2PI

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly

spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

Core French, Grade 10, Academic

FSF2DI

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

Core French, Grade 11, University Preparation

FSF3UI

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.

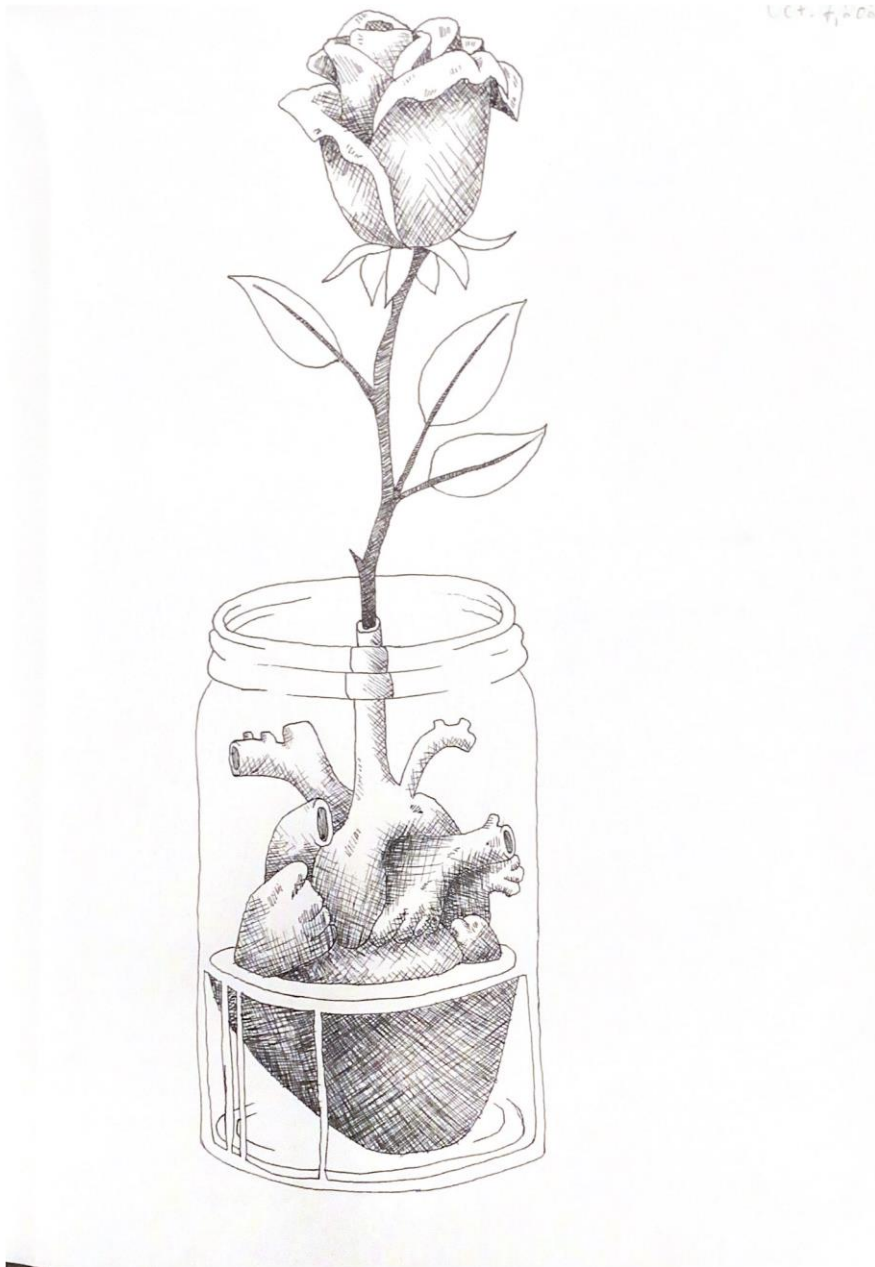
Prerequisite: Core French, Grade 10, Academic

Core French, Grade 12, University Preparation

FSF4UI

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



Ink Drawing: Bridgette Enns

French Immersion

French Language Immersion Courses and Pathways at JDSS:



****Course descriptions for Geography, History, Travel and Tourism, Interdisciplinary Studies: Modern Media and a French Canadian Perspective, and Anthropology, Psychology, and Sociology are available in their specific subject disciplines throughout the Course Calendar.**

****All students wishing to earn either the French Immersion Certificate (10 credits) or the Extended French Certificate (7 credits) must complete FIF1DI, FIF2DI, FIF3UI, and FIF4UI.**

French Immersion, Grade 9, Academic

FIF1DI

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the elementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 3800 hours of instruction in elementary French Immersion, or equivalent

French Immersion, Grade 10, Academic**FIF2DI**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well-known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 9, Academic or Applied

French Immersion, Grade 11, University Preparation**FIF3UI**

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will apply language-learning strategies while exploring a variety of concrete and abstract topics, and will increase their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 10, Academic

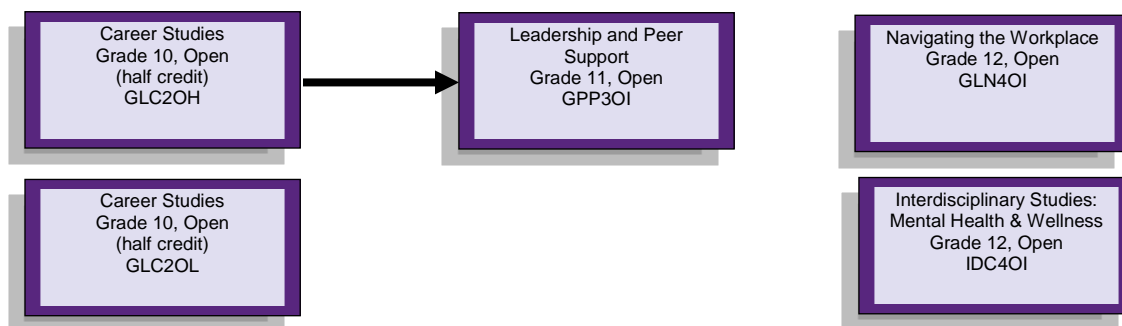
French Immersion, Grade 12, University Preparation**FIF4UI**

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and apply them while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

Prerequisite: French Immersion, Grade 11, University Preparation

Guidance and Career Education

Courses in Guidance and Career Education

**Career Studies, Grade 10, Open****GLC2OH**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and see opportunities within the school and community to expand and

strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop for their first year after secondary school.

Prerequisite: None

Career Studies, Grade 10, Open (Immersion)
(Offered in alternate years – running in 2021/2022)

GLC2OL

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are the same as those of the regular Grade 10 Career Studies course taught in English. For a descriptor, refer to GLC2OH.

Prerequisite: None

Leadership and Peer Support, Grade 11, Open

GPP3OI

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: Career Studies, Grade 10, Open

** Students must complete an application and an interview to apply for this course. See your Guidance Teacher/Counsellor for more information.*

Interdisciplinary Studies: Mental Health and Wellness, Grade 12, Open

IDC4OI

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

This course combines the expectations for Interdisciplinary Studies, Grade 12, Open with selected expectations from two or more courses (e.g. Healthy Active Living Education, Grades 11 and 12, Open; Health for Life, Grade 11, college; Dynamics of Human Relationships, Grade 11, Open).

Prerequisite: None

Navigating the Workplace, Grade 12, Open

GLN4OI

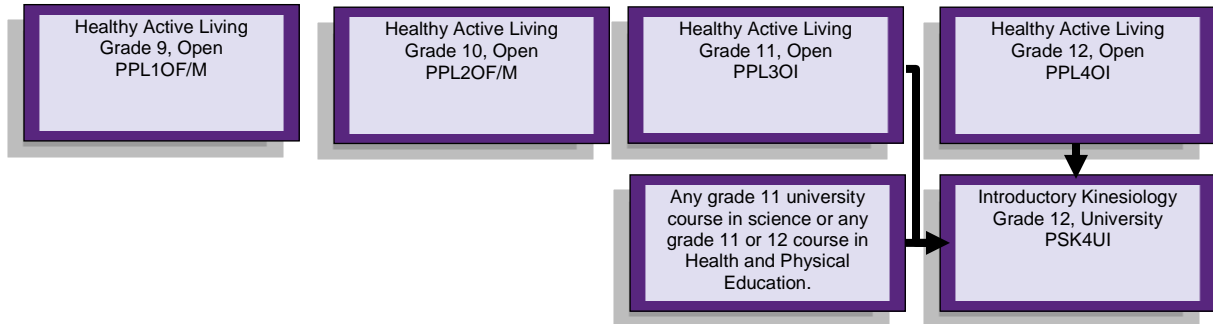
This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

Prerequisite: None

Health and Physical Education

Courses in Health and Physical Education

The Health and Physical Education flowchart below depicts movements from course to course with regard to prerequisites, but does not include all possible movements from course to course.



All courses (except PSK4UI) require students to wear a JDSS Physical Education uniform (shirts and shorts \$15 each).

Optional fees – rock climbing \$35.00

Swimming Fee - \$35 (for Grades 9 and 11)

*** All prices subject to change ***

The JDSS Physical Education Department recommends that students who plan to take PPL2OF/M, PPL3OI, and PPL4OI take the previous physical education course as preparation for the next.

Healthy Active Living Education, Grade 9, Open PPL1OF (female), PPL1OM (male)

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

Prerequisite: None

Healthy Active Living Education, Grade 10, Open PPL2OF (female), PPL2OM (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

Healthy Active Living Education, Grade 11, Open PPL3OI

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a

wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

Healthy Active Living Education, Grade 12, Open

PPL4OI

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

Introductory Kinesiology, Grade 12, University Preparation

PSK4UI

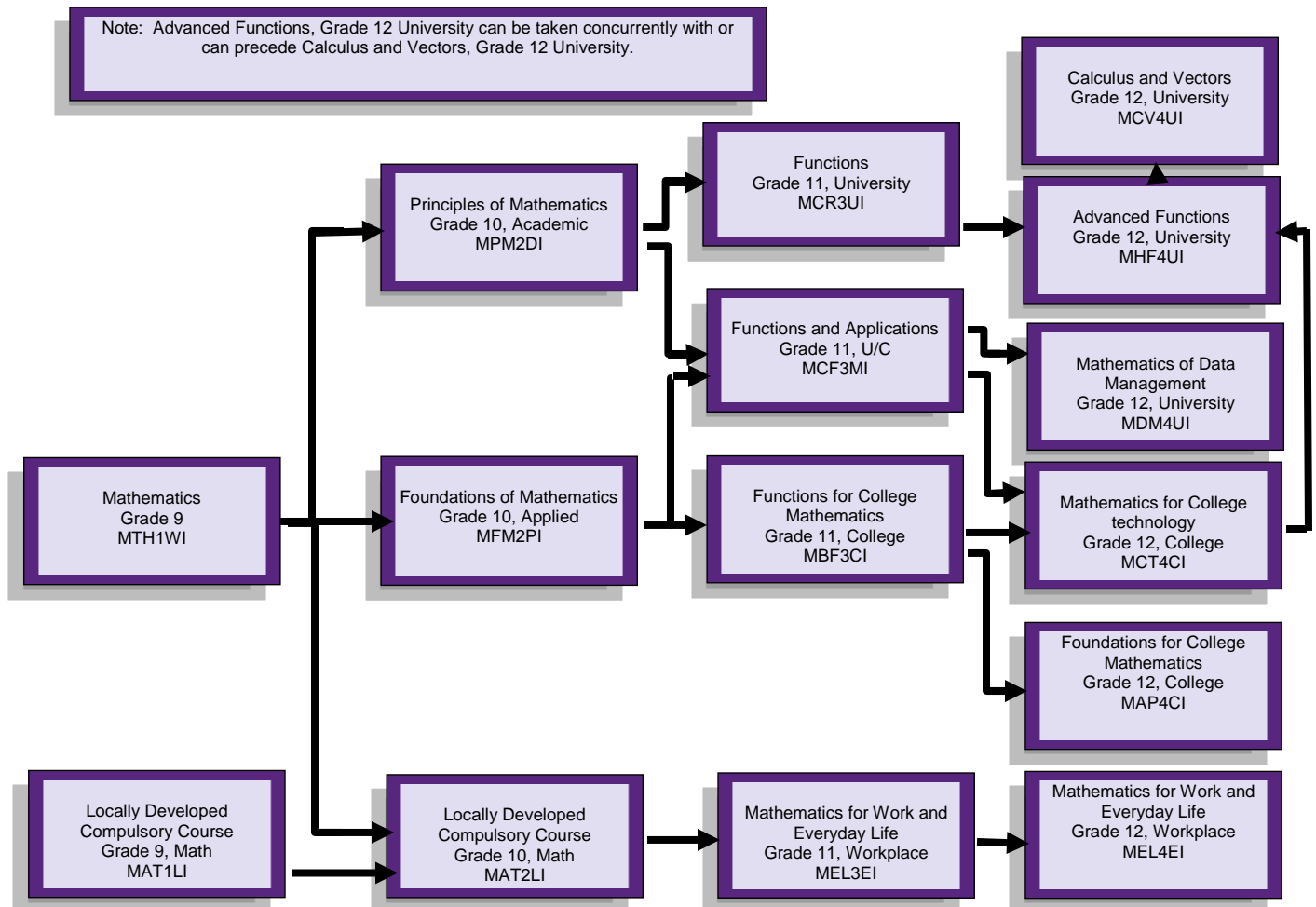
This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, and social factors that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

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 open course in health and physical education

Mathematics

Courses in Mathematics

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



Mathematics (Locally Developed Compulsory)

MAT1LI

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 Locally Developed Compulsory Course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** None

Mathematics, Grade 9

MTH1WI

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations.

Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic

MPM2DI

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic 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: Mathematics, Grade 9, Academic, or Grade 9 Applied plus a transfer course

Foundations of Mathematics, Grade 10, Applied

MF2M2PI

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: Mathematics, Grade 9, Academic or Applied

Mathematics, Grade 10, Locally Developed Compulsory Course

MAT2LI

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

Prerequisite: A Grade 9 mathematics credit

Functions, Grade 11, University Preparation

MCR3UI

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

Functions and Applications, Grade 11, University/College Preparation

MCF3MI

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

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

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

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, 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, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

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

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

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

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

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the 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: Advanced Functions, Grade 12, MHF4UI can be taken concurrently with or can precede Calculus and Vectors.

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

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Mathematics of Data Management, Grade 12, University Preparation**MDM4UI**

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

university programs in business, the social sciences, and the humanities will find this course of particular interest.

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

Mathematics for College Technology, Grade 12, College Preparation
(Offered in alternate years – offered again in 2022/2023)

MCT4CI

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

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

Foundations for College Mathematics, Grade 12, College Preparation

MAP4CI

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

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation

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

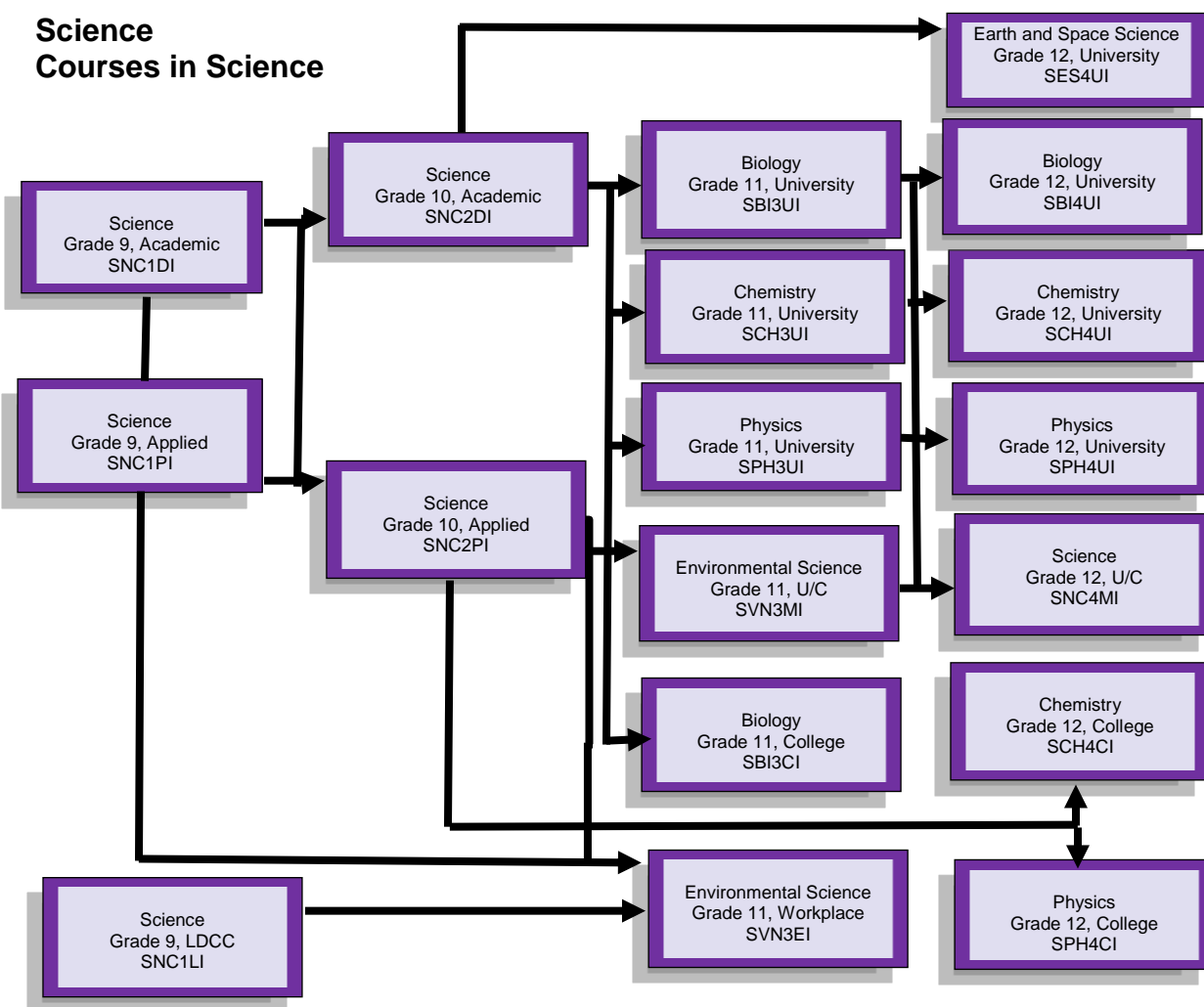
MEL4EI

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

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



Dream Catcher: Avrey Dowsling



Science, Grade 9, Academic

SNC1DI

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

Prerequisite: None

Science, Grade 9, Applied

SNC1PI

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems

and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Prerequisite: None

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

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

Science, Grade 10, Academic**SNC2DI**

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

Prerequisite: Science, Grade 9, Academic or Applied

Science, Grade 10, Applied**SNC2PI**

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

Prerequisite: Science, Grade 9, Academic or Applied

Science, Grade 12, University/College Preparation**SNC4MI**

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

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

This course may satisfy one of the requirements of a SHSM program

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

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

Prerequisite: Science, Grade 10, Academic

This course may satisfy one of the requirements of a SHSM.

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

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

Prerequisite: Science, Grade 10, Academic or Applied

This course may satisfy one of the requirements of a SHSM program.

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

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

Prerequisite: Biology, Grade 11, University Preparation

This course may satisfy one of the requirements of a SHSM program.

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

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

Prerequisite: Science, Grade 10, Academic

This course may satisfy one of the requirements of a SHSM program.

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

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

Prerequisite: Chemistry, Grade 11, University Preparation

This course may satisfy one of the requirements of a SHSM program.

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

(Offered in alternate years – offered again in 2022/2023)

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

Prerequisite: Science, Grade 10, Academic or Applied

This course may satisfy one of the requirements of a SHSM program.

Environmental Science

Environmental Science, Grade 11, Workplace Preparation

SVN3EI

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

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

This course may satisfy one of the requirements of a SHSM program.

Environmental Science, Grade 11, University/College Preparation

SVN3MI

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

Prerequisite: Grade 10 Science, Applied or Academic

This course may satisfy one of the requirements of a SHSM program.

Earth and Space Science, Grade 12, University Preparation

SES4UI

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

Prerequisite: Science, Grade 10, Academic

Physics

Physics, Grade 11, University Preparation

SPH3UI

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

consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

This course may satisfy one of the requirements of a SHSM program.

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

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

Prerequisite: Physics, Grade 11, University Preparation

This course may satisfy one of the requirements of a SHSM program.

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

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

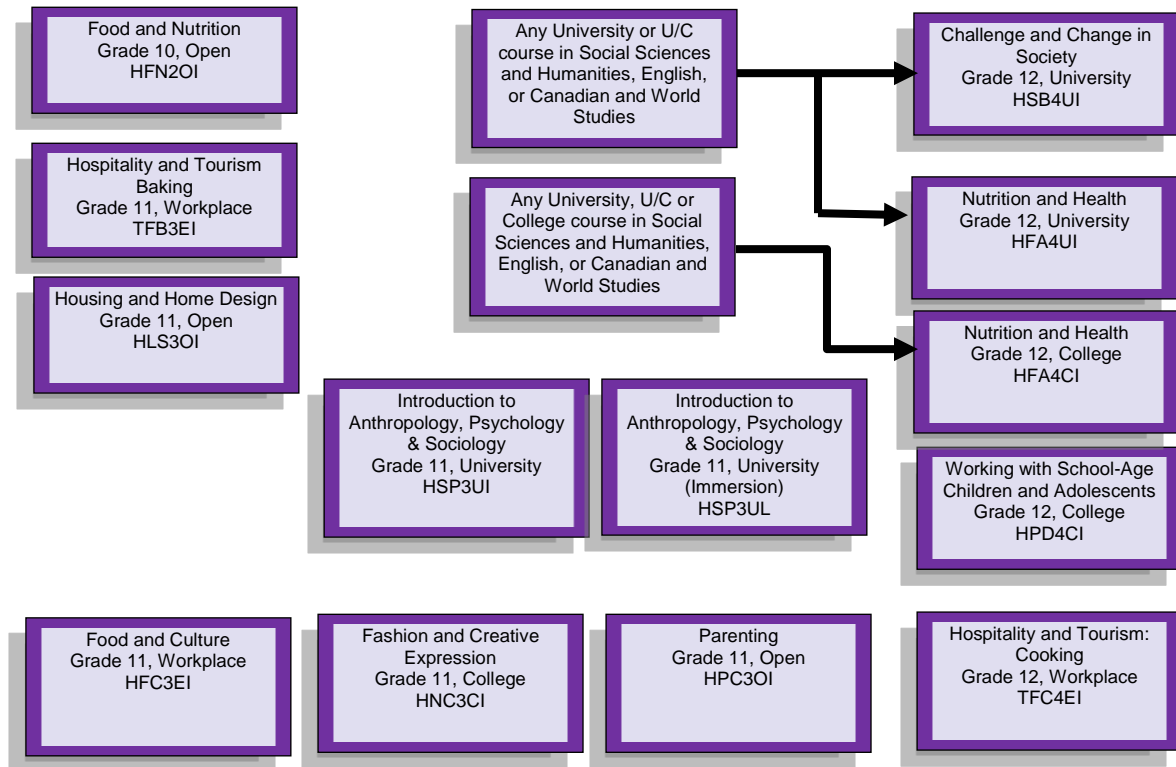
Prerequisite: Science, Grade 10, Academic or Applied

This course may satisfy one of the requirements of a SHSM program.

Social Sciences and Humanities

Courses in Social Sciences and Humanities

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



Food and Nutrition, Grade 10, Open

HFN20I

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Housing and Home Design, Grade 11, Open

HLS3OI

(Offered in alternate years- offered again in 2022/2023)

This course introduces students to a range of issues related to housing and home design. Students will learn about the needs that housing fulfills; housing options; home maintenance and safety; and environmental, economic, legal, and social considerations related to housing. They will use the elements and principles of design to analyse design and decorating decisions. Students will develop research skills as they investigate issues related to housing and home design.

Prerequisite: None

Raising Healthy Children, Grade 11, Open**HPC3OI**

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.

Understanding Fashion, Grade 11, College Preparation**HNC3CI**

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

Prerequisite: None.

Food and Culture, Grade 11, Workplace**HFC3EI**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

Prerequisite: None

Hospitality and Tourism: Baking, Grade 11, Workplace**TFB3EI**

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.

Expectations for the above course will be addressed with an emphasis on baking.

Prerequisite: None

**Introduction to Anthropology, Psychology, and Sociology, Grade 11
University Preparation****HSP3UI**

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).

Introduction to Anthropology, Psychology, and Sociology, Grade 11 **HSP3UL**
University Preparation (Immersion) (*Offered in alternate years – running in 2021/2022*)

The language of instruction for this course is French. The objectives, content, teaching strategies and evaluation are identical to those of an English course.

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

Hospitality and Tourism: Cooking, Grade 12, Workplace **TFC4EI**

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.

Expectations for the above course will be addressed with an emphasis on cooking.

Prerequisite: None

Working with School-Age Children and Adolescents, Grade 12, **HPD4CI**
College Preparation (*Offered in alternate years – running in 2021/2022*)

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.

Nutrition and Health, Grade 12, College Preparation **HFA4CI**
(*Offered in alternate years – running in 2020/21*)

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.

Nutrition and Health, Grade 12, University Preparation **HFA4UI**

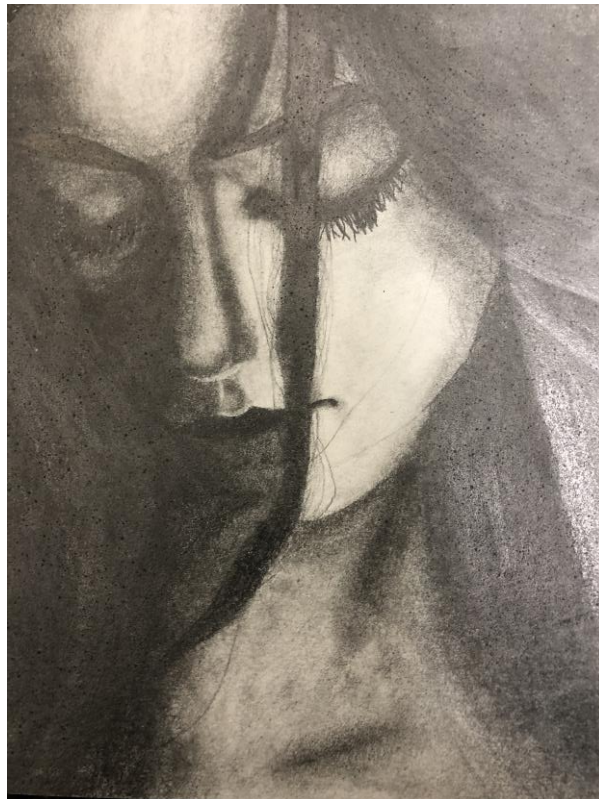
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote 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.

Challenge and Change in Society, Grade 12 University Preparation**HSB4UI**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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



Pencil Drawing: Trinity Genereux

Special High Skills Major (SHSM) Programs



Specialist High Skills Major (SHSM) programs are specialized, pathways-focused programs approved by the Ministry of Education that allow students to acquire technical knowledge and skills in specific economic sectors while meeting the requirements of the Ontario Secondary School Diploma.

École John Diefenbaker Senior School offers five SHSM programs at the Hanover location (Construction, Hospitality and Tourism, Information and Communications Technology, Manufacturing, and Transportation), along with the satellite Agriculture program in Chesley:

Agriculture – The Agriculture program enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.

The SHSM in Agriculture is available to students in Bluewater District School Board. For more information, contact the Guidance Department at ext. 537.

Construction – The Construction program enables students to build a foundation on sector – focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace. For more information about this SHSM program, please contact Glen Hayhurst at ext. 608

Hospitality and Tourism – The Hospitality and Tourism program enable students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. This SHSM may be designed to have a particular focus – for example, on tourism or hospitality. This focus is achieved through the selection of the four major credits in the bundle. For more information about this SHSM program, please contact Nancy Sayers at ext. 649.

Information and Communications Technology – The Information and Communications Technology program enable students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. This SHSM may be designed to have a particular focus- for example, on communication systems, computer systems, or software and digital media. This focus is achieved through the selection of the four major credits in the bundle. For more information about this SHSM program, please contact Brad Bailey at ext. 601 or Shannan O'Halloran at ext. 632.

Manufacturing –The Manufacturing program provides students with a strong foundation for a wide variety of careers in the manufacturing sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of manufacturing services and mass-transit systems. For more information about this SHSM program, please contact Tim Wise at ext. 624.

Transportation –The Transportation program provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. The SHSM – Transportation enable students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. For more information about this SHSM program, please contact Greg Heathers at ext. 623.

Each SHSM program must include the following five components:

- A bundle of 8-10 Grade 11 and Grade 12 credits that includes:
 - Four (4) major credits that provide sector-specific knowledge and skills.
 - Three (3) other required credits from the Ontario curriculum. (Pathway Specific)
 - Two (2) cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills.
- Sector-recognized certifications and training courses. (First Aid, CPR, WHMIS, Basic Health and Safety,
- ICE (Innovation, Creativity and Entrepreneurship), and three other certifications of choice)
- Experiential learning and career exploration activities within the sector.
- Reach Ahead experiences connected with the student's chosen postsecondary plans.
- Development of key essential skills and work habits required in the chosen sector, and the use of myBlueprint for purposes of documenting and planning.

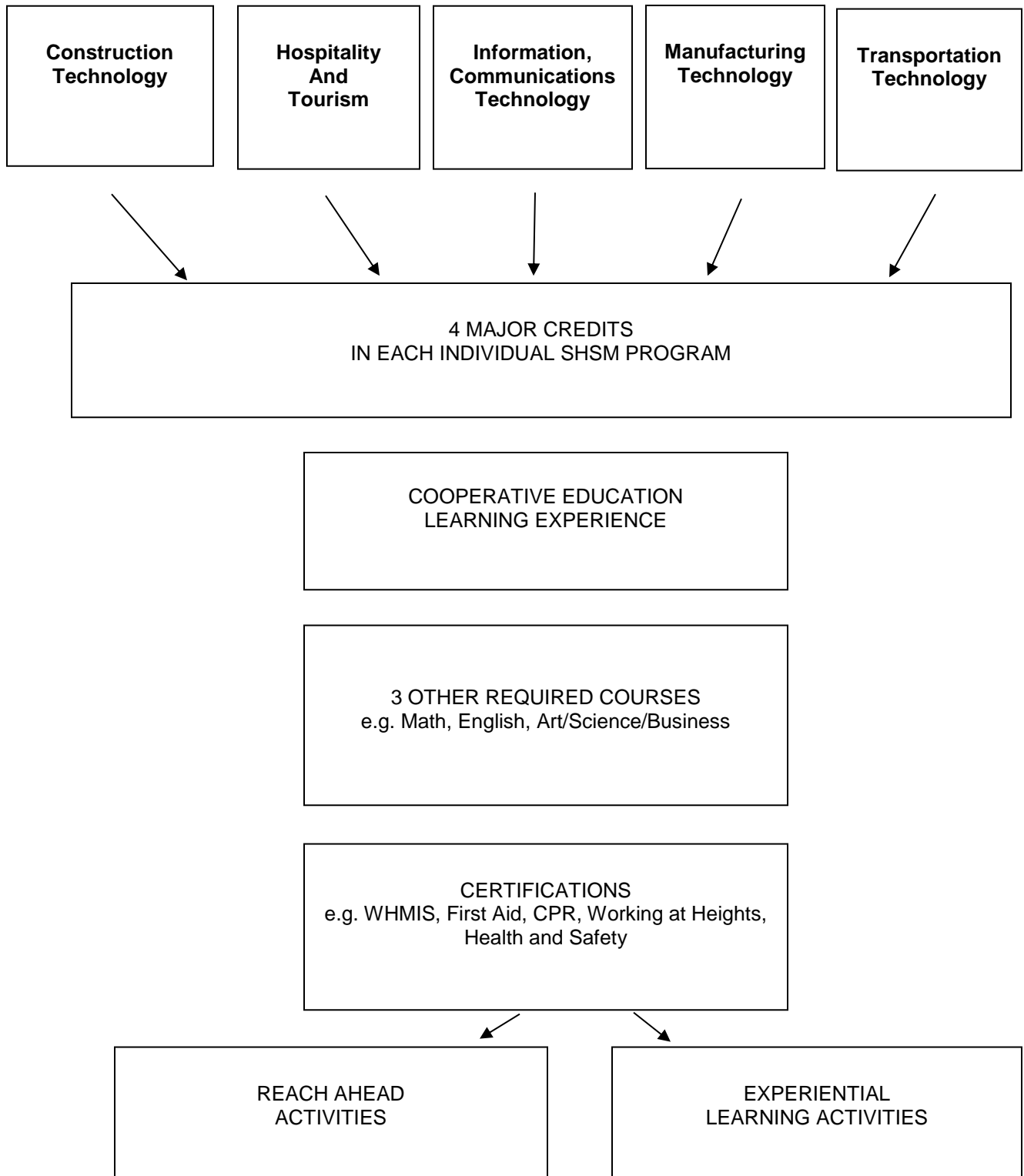


Wood Chair: Keira Petty



Wood Chair: Chris Marshall

JDSS Specialist High Skills Major Programs



Technological Education

Technological Education – the flow chart below depicts movements from course to course with regard to prerequisites, but does not include all the possible movements from course to course.

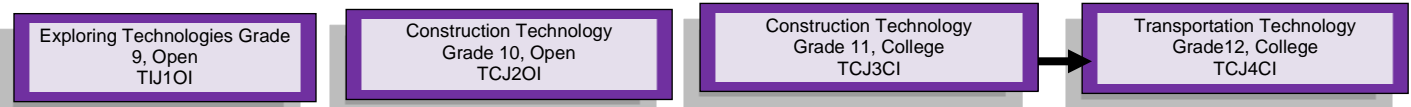
Communication Technology



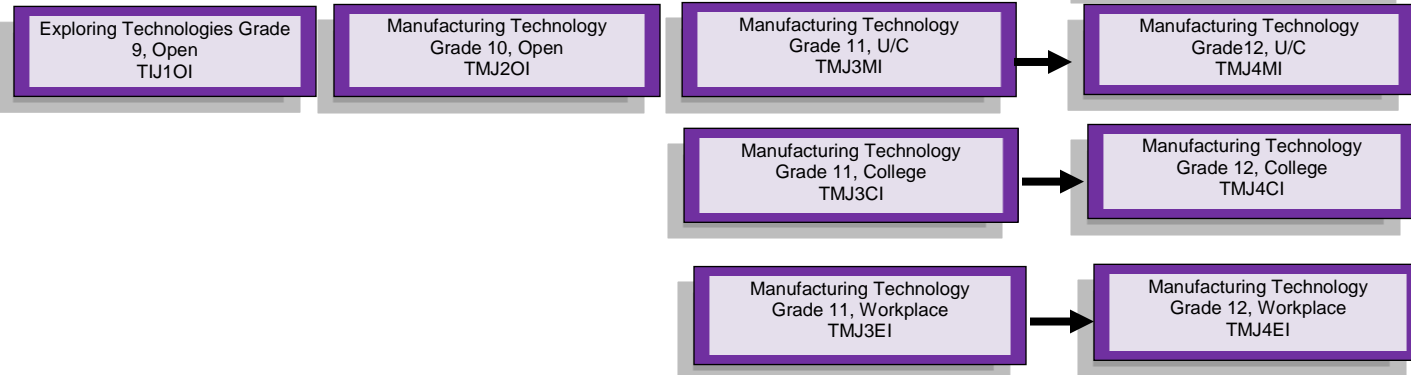
Computer Technology



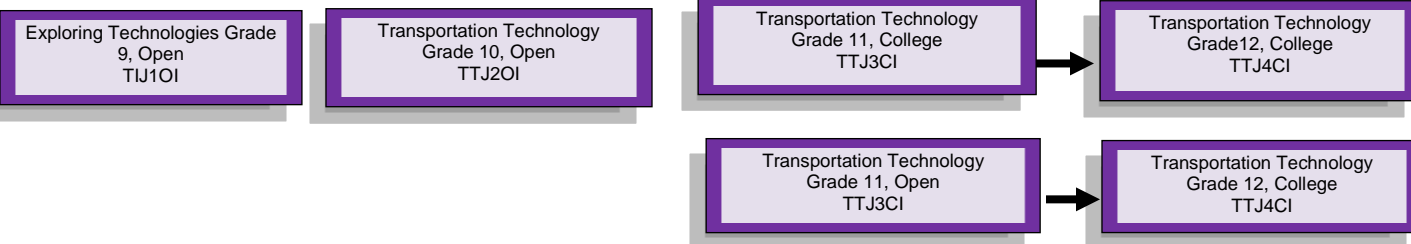
Construction Technology



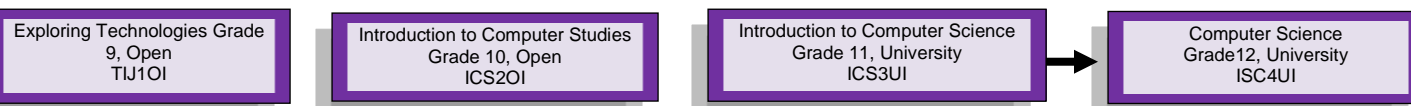
Manufacturing Technology



Transportation Technology



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



Technological Education and Computer Studies

NOTE – Additional “Emphasis Courses” (focus courses) are available in Grade 11 and 12 technology, which allow specialization in a specific area. See technology teachers or pages B-57-65 for more information.

Communications Technology TGJ	Graphic Design Digital Photography Digital Video Digital Animation Webmastering and Design Game Art and Illustration Sign Making
Computer Studies ICS (formerly Computer and Information Science)	Programming is primary focus Software Design Problem Solving Basic Computer Hardware and Systems
Computer Technology TEJ (formerly Computer Engineering Technology)	Computer Hardware and systems Digital Electronics Basic Programming Interfacing (connecting devices to the computer and controlling them) Robotics Networking
Construction Technology TCJ	Carpentry Woodworking Furniture Electrical Wiring Building Codes and Standards (plumbing, heating, ventilation) Computer Assisted Drafting (C level) CNC Numeracy used in Construction industry
Manufacturing Technology TMJ	Metal Work Welding Tool and Die Milling Metal Lathe Machining CNC
Transportation Technology TTJ	Automotive Service Automotive Mechanics Small Engines

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

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

Prerequisite: None

Communication Technology**Communications Technology, Grade 11, University/College Preparation****TGJ3MI**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology, Grade 12, University/College Preparation**TGJ4MI**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

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

Emphasis Courses:**Communications Technology: Photography and Digital Imaging****TGP3MI/TGP4MI**

Expectations for the above broad-based courses will be addressed with an emphasis on photography and digital imaging. Students are strongly encouraged to take the broad-based course (TGJ) beforehand or concurrently.

Communications Technology: Print and Graphic Communications**TGG3MI/TGG4MI**

Expectations for the above broad-based courses will be addressed with an emphasis on print and graphic communications. Students are strongly encouraged to take the broad-based course (TGJ) beforehand or concurrently.

Communications Technology: TV, Video and Movie Production**TGV4MI**

Expectations for the above broad-based courses will be addressed with an emphasis on TV, video and movie production. Students are strongly encouraged to take the broad-based course (TGJ) beforehand or concurrently.

Communications Technology: Interactive New Media and Animation**TGI4MI**

Expectations for the above broad-based courses will be addressed with an emphasis on animation and interactive media. Students are strongly encouraged to take the broad-based course (TGJ) beforehand or concurrently.

Computer Studies

Introduction to Computer Studies, Grade 10, Open

ICS2OI

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

Prerequisite: None

Introduction to Computer Science, Grade 11, University Preparation

ICS3UI

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

Prerequisite: None

Computer Science, Grade 12, University Preparation

ICS4UI

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

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

Students may take ICS as their “Other Required” course as part of the Hospitality and Tourism SHSM Program.

Computer Technology

Computer Technology, Grade 10, Open

TEJ2OI

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of environmental and societal issues related to the use of computers, and learn about secondary and postsecondary pathways to careers in computer technology.

Prerequisite: None

Computer Engineering Technology, Grade 11, University/College Preparation

TEJ3MI

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of environmental and societal issues related to the use of computers, and will learn about

college and university programs leading to careers in computer engineering.

Prerequisite: None

Computer Engineering Technology, Grade 12, University/College Preparation TEJ4MI

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine environmental and societal issues related to the use of computers, and explore postsecondary pathways leading to careers in computer engineering and related fields.

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

Emphasis Courses:

Computer Engineering Technology: Interfacing

TEI3MI/TEI4MI

Expectations for the above broad-based courses will be addressed with an emphasis on interfacing. Students are strongly encouraged to take the broad-based course (TEJ) beforehand or concurrently.

Computer Engineering Technology: Electronics

TEL3MI/TEL4MI

Expectations for the above broad-based courses will be addressed with an emphasis on electronics. Students are strongly encouraged to take the broad-based course (TEJ) beforehand or concurrently.

Computer Engineering Technology: Robotics and Control Systems

TER3MI/TER4MI

Expectations for the above broad-based courses will be addressed with an emphasis on robotics and control systems. Students are strongly encouraged to take the broad-based course (TEJ) beforehand or concurrently.

Construction Technology

Construction Technology, Grade 10, Open

TCJ2OI

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

Prerequisite: None

Construction Technology, Grade 11, College Preparation

TCJ3CI

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

Construction Technology, Grade 11, Workplace Preparation

TCJ3EI

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

Construction Technology, Grade 12, College Preparation

TCJ4CI

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

Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

Construction Technology, Grade 12, Workplace Preparation

TCJ4EI

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

Prerequisite: Construction Technology, Grade 11, Workplace Preparation

Manufacturing Technology

Manufacturing Technology, Grade 10, Open

TMJ2OI

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry.

Prerequisite: None

Manufacturing Engineering Technology, Grade 11, University/College Preparation

TMJ3MI

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Prerequisite: None

Manufacturing Technology, Grade 11, College Preparation**TMJ3CI**

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry.

Prerequisite: None

Manufacturing Technology, Grade 11, Workplace Preparation**TMJ3EI**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry.

Prerequisite: None

Manufacturing Engineering Technology, Grade 12, University/College Preparation**TMJ4MI**

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

Prerequisite: Manufacturing Engineering Technology, Grade 11, University/College Preparation

Manufacturing Engineering Technology, Grade 12, College Preparation**TMJ4CI**

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

Prerequisite: Manufacturing Technology, Grade 11, College Preparation

Manufacturing Technology, Grade 12, Workplace Preparation**TMJ4EI**

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

Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation

Emphasis Courses:

Manufacturing Technology: Precision Machining

TMP3CI/TMP4CI

Expectations for the above broad-based courses will be addressed with an emphasis on precision machining. Students are strongly encouraged to take the course (TMJ) beforehand or concurrently.

Transportation Technology

Transportation Technology: Grade 10, Open

TTJ2OI

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

Prerequisite: None

Transportation Technology: Vehicle Ownership, Grade 11, Open

TTJ3OI

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry.

Prerequisite: None

Transportation Technology, Grade 11, College Preparation

TTJ3CI

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

Transportation Technology, Grade 12, Preparation

TTJ4CI

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

Prerequisite: Transportation Technology, College Preparation, Grade 11

Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation

TTJ4EI

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of

environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them

Prerequisite: None

Emphasis Courses:

Transportation Technology: Auto Service

TTA3CI/TTA4CI

Expectations for the above broad-based courses will be addressed with an emphasis on auto service (e.g., vehicle maintenance, service and repair, alternative fuels). Students are strongly encouraged to take the broad-based course (TTJ) beforehand or concurrently.

Transportation Technology: Small Engine and Recreational Equipment

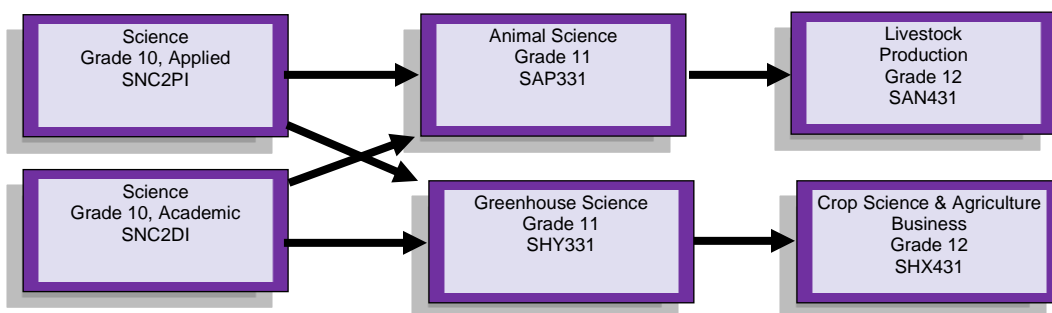
TTS3CI/TTS4CI

Expectations for the above broad-based courses will be addressed with an emphasis on small engine and recreational equipment (e.g., lawn tractors). Students are strongly encouraged to take the broad-based course (TTJ) beforehand or concurrently.

Specialist High Skills Major – Agriculture

The Agricultural, Specialist High Skills Major program occurs during second semester each year and is located at Chesley District Community School.

Agricultural Specialist High Skills Major Science Courses:



Animal Science, Grade 11

SAP33I

This course introduces students to the knowledge, practices and skills of animal science. This course focuses on the processes involved in the biological systems of production and nonproduction. Students will learn concepts and theories related to animal anatomy and physiology, adaptations, nutrition, the immune system and defences against disease. Career opportunities related to animal science and agriculture will be explored. Throughout the course, emphasis will be placed on the practical application of concepts, related directly to students' experiences in their daily lives and in the workplace.

Prerequisite: SNC2DI or SNC2PI

Note: The Animal Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

Greenhouse Science, Grade 11**SHY33I**

This course introduces students to the knowledge and skills of horticulture. Students will have the opportunity to be involved in growing, propagating, and marketing a greenhouse crop. A range of topics including plant science, greenhouse structures, culture, propagation, production and indoor and outdoor landscaping will be studied with a focus on their application in the agriculture sector. Students will use their scientific knowledge of investigative skills and processes to develop an understanding of these topics and their connection to society, and their possible career pathways within each topic.

Prerequisite: SNC2DI or SNC2PI

Note: The Greenhouse Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

Livestock Production, Grade 12**SAN43I**

This course applies the concepts of Animal Welfare, Animal Husbandry and Health, Feed and Nutrition, Anatomy and Physiology and Principles of Disease to specific sectors of the livestock production industry. The sectors involved include Beef, dairy, Pork, Poultry, Sheep and Goats, as well as the concepts involved in current alternative livestock rearing practices are studied.

Prerequisite: SAN33I or SAP33I

Note: The Livestock Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

Crop Science and Agricultural Business, Grade 12**SHX43I**

This course applies the concepts of Plant Anatomy and Physiology, Soil Science, Plant Reproduction, Pest Control and Management, Plant Production and Processing, marketing and Sales to the Crop Production sector of agriculture. As well the common financial practices involved in operating a farm enterprise such as mortgages, insurance, leasing and borrowing money will be addressed. The future possibilities for Biotechnology, Equipment advancement and Alternative Crops will also be investigated. The future of the individual student and his/her specific career interests and options within the agricultural community will also be explored.

Prerequisite: SHX33I or SHY33I

Note: The Crop Science course can only be taken as part of the Agricultural Specialist High Skills Major program.

Specialist High Skills Major - Charts

Agriculture

SHSM–Agriculture									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required)		Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I SCH4CI 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I SBI4UI 1 co-op credit	Take 2* of SAP33I SHY33I	Take 2* of SAN43I SHX43I 1 co-op credit
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MBF3CI or MAP4CI		1 Credit Required MBF3CI or MAP4CI		1 Credit Required MCF3MI or MCR3UI or MDM4UI		1 Credit Required MEL3EI or MEL4EI	
	Science or Business	1 Credit Required SBI3CI or one of: BMX3EI BMI3CI BDI3CI BDV4CI BOH4MI BAF3MI BAT4MI		1 Credit Required SBI3CI or one of: BDI3CI BDV4CI BMI3CI BAF3MI		1 Credit Required SBI3UI or BOH4MI BAF3MI BAT4MI		1 Credit Required SBI3CI or BMX3EI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Other Credits								MEL3EI GLS4OI	OLC4OI MEL4EI GLE4OI
Total number of credits		9		9		9		9	

Agriculture * a minimum of one Gr 11 and one Gr 12 credit

Construction

SHSM–Construction

SHSM–Construction									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required) *One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)		SPH3UI TCJ3CI TCJ3EI TDJ3MI TMJ3CI TMJ3EI TMJ3MI	SPH4CI SPH4UI TCJ4CI TCJ4EI TMJ4CI TMJ4EI TMJ4MI	TCJ3CI TDJ3MI TMJ3CI	SPH4CI TCJ4CI TMJ4CI TMJ4MI	SPH3UI TDJ3MI TMJ3MI	SPH4UI TMJ4MI	TCJ3EI 	TCJ4EI TMJ4EI TTJ4EI
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MBF3CI or MAP4CI		2 Credits Required MBF3CI or MAP4CI		2 Credits Required MCF3MI or MCR3UI or MDM4UI		1 Credit Required MEL3EI or MEL4EI	
	Science or Business May be Substituted with 1 cooperative education credit (additional to the 2 required co-op credits)	1 Credit Required SBI3CI SPH3UI SBI3UI SPH4CI SBI4UI SPH4UI SCH3UI SNC4MI SCH4CI SVN3EI SCH4UI SVN3MI BDI3CI BAF3MI BTA3OI		1 Credit Required SBI3CI SCH4CI SNC4MI SPH4CI SVN3MI BDI3CI BAF3MI BTA3OI		1 Credit Required SBI3UI SBI4UI SCH3UI SCH4UI SNC4MI SPH3UI SPH4UI SVN3MI		1 Credit Required SBI3CI SVN3EI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

* a minimum of one Gr 11 and one Gr 12 credit

Hospitality and Tourism

SHSM–Hospitality and Tourism

SHSM–Hospitality and Tourism									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required) *One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)		CGF3MI CGG3OI CHW3MI GPP3OI HSP3UI PPL3OI SBI3CI SBI3UI SCH3UI SVN3EI SVN3MI TFB3EI TFC3EI	CGW4UI CHY4UI GLN4OI HFA4CI HPD4CI HSB4UI PPL4OI SBI4UI SCH4CI SCH4UI TFB4EI TFC4EI	CGF3MI CGG3OI CHW3MI GPP3OI PPL3OI SBI3CI	GLN4OI HFA4CI HPD4CI PPL4OI SCH4CI	CHW3MI HSP3UI SBI3UI SCH3UI SVN3MI	HSB4UI SBI4UI SCH4UI	CGG3OI GPP3OI PPL3OI SVN3EI TFB3EI TFC3EI	GLN4OI PPL4OI TFB4EI TFC4EI
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI or OLC4OI	
	Math	1 Credit Required MBF3CI or MAP4CI		1 Credit Required MBF3CI or MAP4CI		1 Credit Required MCF3MI or MCR3UI or MDM4UI		1 Credit Required MEL3EI or MEL4EI	
	Science or Business May be substituted with 1 cooperative education credit (additional to the 2 required co-op Credits)	1 Credit Required BAF3MI SCH3UI BDI3CI SPH3UI BTA3OI SVN3EI SBI3CI SVN3MI SBI3UI		1 Credit Required BDI3CI SPH4CI SBI3CI SVN3MI SCH4CI		1 Credit Required BAF3MI BAT4MI SBI3UI BOH4MI SCH3UI SCH4UI SPH3UI SPH4UI SVN3MI SNC4MI ICS4UI		1 Credit Required OLC4OI BTA3OI SVN3EI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

* a minimum of one Gr 11 and one Gr 12 credit

Information and Communications Technology

SHSM–Information and Communications Technology									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required) *One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)		TDJ3MI TEI3MI TEJ3MI TEL3MI TER3MI TGG3MI TGJ3MI TGJ3OI TGP3MI TGV3MI TMJ3CI TMJ3EI TMJ3MI	TCJ4CI TCJ4EI TEI4MI TEJ4MI TEL4MI TER4MI TGG4MI TGJ4MI TGJ4OI TGP4MI TGV4MI TMJ4CI TMJ4EI	TDJ3MI TEI3MI TEJ3MI TEL3MI TER3MI TGG3MI TGJ3MI TGJ3OI TGP3MI TGV3MI TMJ3MI	TEI4MI TEJ4MI TEL4MI TER4MI TGG4MI TGJ4MI TGJ4OI TGP4MI TGV4MI TMJ4MI	ICS3UI TDJ3MI TEI3MI TEJ3MI TEL3MI TER3MI TGG3MI TGJ3MI TGJ3OI TGP3MI TGV3MI TMJ3MI	ICS4UI TEI4MI TEJ4MI TEL4MI TER4MI TGG4MI TGJ4MI TGJ4OI TGP4MI TGV4MI TMJ4MI	TMJ3EI TGJ3OI	TMJ4EI TGJ4OI
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI/OLC4OI	
	Mathematics	1 Credit Required MBF3CI or MAP4CI		1 Credit Required MBF3CI or MAP4CI or MCT4CI		1 Credit Required MCF3MI or MCR3UI or MDM4UI/MCV4UI/ MHF4UI		1 Credit Required MEL3EI or MEL4EI	
	Art/Science or Business May be Substituted with 1 cooperative education credit (additional to the 2 required co-op credits)	AWS3MI SPH3UI BTA3OI BDI3CI	AWS4MI SPH4CI SPH4CI	AWS3MI BDI3CI BTA3OI SPH3UI	AWS4MI SPH4UI SPH4CI	AWS3MI BDI3CI BTA3OI	AWS4MI SPH4UI	1 Credit Required BTA3OI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

* a minimum of one Gr 11 and one Gr 12 credit

Manufacturing

SHSM—Manufacturing

SHSM—Manufacturing									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required) *One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)		ICS3UI TCJ3CI TCJ3EI TDJ3MI TEJ3MI TER3MI TMJ3CI TMJ3EI TMJ3MI	ICS3UI TCJ4CI TCJ4EI TEJ4MI TER4MI TGJ4MI TMJ4CI TMJ4EI TMJ4M TTA4CI TTJ4CI TTJ4EI TTS4CI	TCJ3CI TDJ3MI TEJ3MI TER3MI TGJ3MI TMJ3CI	TCJ4CI TEJ4MI TER4MI TGJ4MI TMJ4CI TMJ4MI TTA4CI TTJ4CI TTS4CI	ICS3UI TDJ3MI TEJ3MI TER3MI TMJ3MI	ICS4UI TEJ4MI TER4MI TGJ4MI TMJ4MI	TCJ3EI TMJ3EI TTJ3OI	TCJ4EI TMJ4EI TTJ4EI
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MBF3CI or MAP4CI		1 Credit Required MBF3CI or MAP4CI		1 Credit Required MCF3MI or MCR3UI or MDM4UI		1 Credit Required MEL3EI or MEL4EI	
	Science or Business May be Substituted with 1 cooperative education credit (additional to the 2 required co-op credits)	1 Credit Required SBI3CI SPH3UI SBI3UI SPH4CI SBI4UI SPH4UI SCH3UI SNC4MI SCH4CI SVN3EI SCH4UI SVN3MI BDI3CI BAF3MI BTA3OI		1 Credit Required SBI3CI SCH4CI SNC4MI SPH4CI SVN3MI BDI3CI BAF3MI BTA3OI		1 Credit Required SBI3UI SBI4UI SCH3UI SCH4UI SNC4MI SPH3UI SPH4UI SVN3MI		1 Credit Required SBI3CI SVN3EI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

* a minimum of one Gr 11 and one Gr 12 credit

Transportation

SHSM–Transportation

SHSM–Transportation									
Credits		Apprenticeship training		College		University		Workplace	
		Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Major Credits (4 credits required) *One credit may be substituted with a cooperative education credit (additional to the 2 required co-op credits)		TTA3CI TTJ3CI TTJ3OI TTS3CI TMJ3CI TMJ3EI TMJ3MI	TTA4CI TTJ4CI TTJ4EI TTS4CI TMJ4CI TMJ4EI TMJ4MI	TTA3CI TTJ3CI TTS3CI TMJ3CI TMJ3MI	TTA4CI TTJ4CI TTS4CI TMJ4CI TMJ4MI	TMJ3MI	TMJ4MI	TTJ3OI/T TMJ3EI	TTJ4EI TMJ4EI
May include content delivered in the sector's context	English	1 Credit Required NBE3EI/CI or ENG4EI/CI		1 Credit Required NBE3CI or ENG4CI		1 Credit Required ENG3UI or ENG4UI		2 Credits Required NBE3EI or ENG4EI or OLC4OI	
	Mathematics	1 Credit Required MBF3CI or MAP4CI		1 Credit Required MBF3CI or MAP4CI		1 Credit Required MCF3MI or MCR3UI or MDM4UI		1 Credit Required MEL3EI or MEL4EI	
	Science or Business May be Substituted with 1 cooperative education credit (additional to the 2 required co-op credits)	1 Credit Required SBI3CI BAF3MI SBI3UI BDI3CI SBI4UI BAT4MI SCH3UI BOH4MI SCH4CI BTA3OI		1 Credit Required SBI3CI SCH4CI SNC4MI SPH4CI SVN3MI BDI3CI BAF3MI BAT4MI BOH4MI BTA3OI		1 Credit Required SBI3UI SBI4UI SCH3UI SCH4UI SNC4MI SPH3UI SPH4UI SVN3MI BAF3MI BAT4MI BOH4MI		1 Credit Required SBI3CI SVN3EI BTA3OI	
Cooperative Education		2 Credits		2 Credits		2 Credits		2 Credits	
Total number of credits		9		9		9		9	

* a minimum of one Gr 11 and one Gr 12 credit

Specialist High Skills Major – Certifications

Possible Certifications at JDSS	Construction	Hospitality and Tourism	Information and Communication Technology	Manufacturing	Transportation
Standard First Aid	C	C	C	C	C
CPR LEVEL C Includes AED	C	C	C	C	C
WHMIS	C	C	C	C	C
Health and Safety - Basic	C	C	E	C	C
Innovation, Creativity and Entrepreneurship	C	C	C	C	C
Working at Heights	C		E	E	E
Customer Service	E	E	E	E	E
Safe Food Handling		E			
Fire Safety	E	E	E	E	E
Fire Extinguishing	E	E		E	E
Fall Protection and Elevated Work Platform	E		E	E	E
Confined Space Awareness	E			E	
Safe Lifting	E			E	E
Filling Propane and Motor Fuel Tanks					E
Fork Lift Operation and Safety	E			E	E
Lift Truck Safety	E			E	
Vehicle Lift Safety				E	
Basic Electronics			E		
Leadership Skills/ Lighting and Sound Equipment			E		
Lockout/Tagging Network Cabling			E	E	
LEAN Manufacturing			E	E	
Lynda.com Courses			E		
Propane in Construction	E			E	
Chainsaw Safety	E				
NORCAT Certifications	E	E	E	E	E

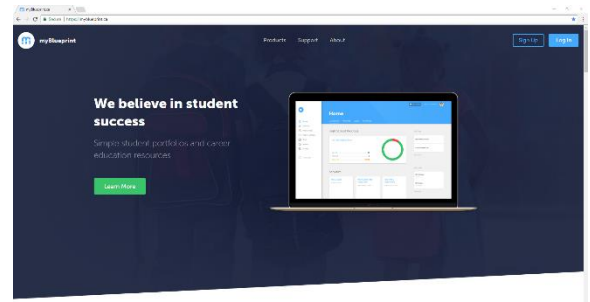
C= Compulsory Certification

E = Elective Certification (Only 3 required)

My Blueprint

Student and Parent Support Contact: help@myBlueprint.ca

1. Using Internet Explorer or Firefox, visit www.myBlueprint.ca.
2. Click **Log In** in the top right hand corner.
3. Enter your email address and password or click **School Login** with your School Account.
4. Click **Log in** (Forgot your password? Click **Forgot Password**)
5. To Sign up for a new account Click **Sign Up** in the top right corner
6. Enter your **Activation Key (johnbaker)**, and click **Create Account**
7. Complete the sign-up form and click Create My Account. You will need your Ontario Education Number (OEN) which is located on your timetable or ask your Guidance Teacher.

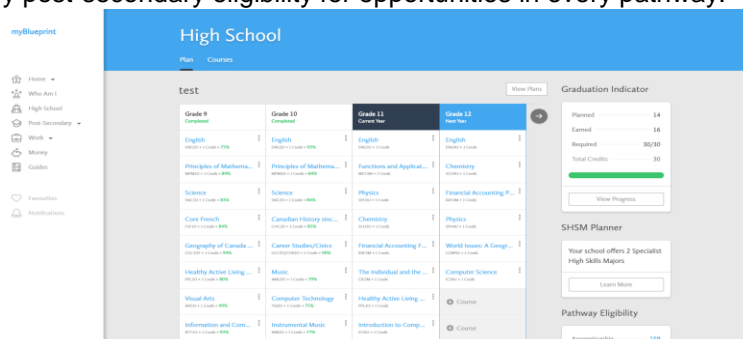


LOG IN

SIGN UP

TROUBLESHOOTING TIPS
Have an account?
 Enter your email/password in the Username/Email box
Forgot your password?
 Click on "Forgot Password"

8. Go to High School Planner and choose a plan for next year's courses, track towards graduation and instantly identify post-secondary eligibility for opportunities in every pathway.



9. Your Course Selection for next year will happen in My Blueprint so stay tuned for more information on submitting your course requests!
10. Explore additional Features:
 - ✓ **Goal Setting** – add interactive SMART goals and action plans
 - ✓ **Post-Secondary Planner** – compare detailed information on Apprenticeships, College Programs, University Programs and Workplace sectors across Canada
 - ✓ **Occupation Planner** – compare comprehensive information on Occupations
 - ✓ **Resume and Cover Letter** – record experiences, build a resume, write a cover letter
 - ✓ **Assessments** – complete interest and learning styles inventories
 - ✓ **Financial Planner** – build a budget to track income and expenses
 - ✓ **Job Finder** – find real-world job postings that relate to occupation interests

NOTES