



2021-2022
School Manual
Soaring to Excellence,
Embracing Nishinaabe Pride
www.nbisiing.com

Aanin, Boozhoo and Welcome to Nbisiing Secondary School



Vision: Soaring to Excellence, Embracing Nishinaabe Pride

Mission:

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

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



Chief & Council 2021 – 2024 Term

Chief Scott McLeod

Deputy Chief Mike Sawyer

Councillor Joan McLeod Shabogesic

Councillor June Commanda

Councillor Tyeler Commanda

Councillor Eric (Rick) Stevens

Councillor Jane B. Commanda

Councillor Daniel M. Stevens



L-R: Councillors Daniel M. Stevens, June Commanda, Tyeler Commanda, Jane B. Commanda, Chief Scott McLeod, Councillors Joan McLeod-Shabogesic and Deputy Chief Michael Sawyer

Aanin Nbisiing Debendaagziwaad,

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

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

Chi-Miigwech,



Scott McLeod, Gimaa (Chief)

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

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

Nancy Allaire
Director Of Education

I am excited for this upcoming school year and I am looking forward to continuing to work with the outstanding team of teachers and staff at Nbisiing to provide our students with the opportunity to experience education that is grounded in cultural knowledge and skills they required to thrive in their chosen pathways. Our staff is committed to the vision of the community mno-bmaadziwin, the development of mind, body and spirit.

Lacy Farrell
Principal

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

Melanie Beaucage
Anishnaabemwin Teacher

NBISIING SECONDARY SCHOOL

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

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

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

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

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

Nipissing First Nation's school system will endeavour:

- to provide educational programs that effectively meet the needs of students from a variety of backgrounds;
- to provide opportunities that enable students to acquire the communication, social, financial and employment skills which they will require to successfully meet each of life's challenges;
- to create a school system and learning environment where students and staff want to excel and realize their aspirations;

- to encourage the use of a variety of instructional approaches that maximize opportunities for student growth and success;
- to provide opportunities for students to learn about new technologies and utilize these technologies in maximizing their success in school and employment environments.

Goals of Education for Nbisiing Secondary School

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

GENERAL POLICIES

INTAKES

Our semestered program is designed to have student intake in September and January. Students transferring from other schools must supply a current transcript of their academic standing before registering. New registrations will not be accepted after the third week of each semester, however, transfers can be accepted throughout the year. Please note that due to Covid-19 Health and Safety Measures, transfers may not be able to be accepted this year. Please contact our main office to arrange an appointment with our Student Success Teacher to discuss intake.

REGISTRATION COSTS

The costs for the program for Nipissing First Nation members are covered by the Education Department. Reverse Education Agreements with the provincial school boards are in place for students living off Nipissing First Nation. All students are welcome.

COURSE LOAD

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

CHANGING COURSES

Courses may only be changed up to two weeks after the beginning of each semester. Below is the process by which a student must follow for the course change to occur. All Course Changes must be reviewed by the Student Success Teacher and Vice Principal. Please note that due to cohorting for Covid-19, course changes may not be possible for this school year.

1. The student must first see the Student Success Teacher to discuss the reason for the transfer request and review the student's graduation requirements. The Student Teacher will complete the "Course Change" form. The following information is required:
 - a) Name of student
 - b) Current Course
 - c) Course Desired
 - d) Reason for wanting to change the Course
 - e) Teacher's signature of original course
 - f) Teacher's signature of new course

2. The form will then be returned to the main office. The Vice Principal will review the form and inform the Principal. If the student is under the age of 18, or if they are aged 16-17 and have not declared Independent Status, parental signature is required.

CHARACTER DEVELOPMENT

Being a valued and respected member of a community requires students to learn and develop the necessary and important skills and traits that accompany this goal. Nbisiing Secondary School has developed a system which promotes positive character development. The School Code of Conduct reflects the Seven Grandfather Teachings and the Education Act of Ontario:

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

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

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

Zaagidwin –nji-kendmang minwendiwin -- Love

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

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

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

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

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

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

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

Bekaadziwin –nji-kendmang Mno-Nishnaabe Naadziwin –Humility

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

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

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

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

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

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

Attendance: Absences and lates are recorded by each teacher in each class and monitored and tracked through the office. Attendance emails are sent home at the end of each day to the email address provided by the parent/guardian at the time of registration. Attendance is recorded on all midterm and final report cards. Parents of students under 18 years of age are also sent copies of all reports. Regular attendance reports can be sent to outside agencies if the student is funded or if the agency has obtained a release of information from the student or, if the student is under the age of 18, the student's parents/guardians. **NOTE:** this year communication about missed days is extremely important as we are in a pandemic and are providing statistics on absenteeisms due to illness to the local Health Units.

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

NBISIING ATTENDANCE GUIDELINES

Nbisiing sends daily attendance emails to all parents/guardians for in-person and on-line students each day and provides daily reports on student attendance to our Community Health Nurse as part of our response to Covid-19.

We need parents/guardians to **communicate with us each time their student is away** from school.

In response to enhanced Covid-19 measures and in order to provide accurate information and to keep our students and staff as safe as possible, Nbisiing is implementing the following for attendance:

REPORTING ABSENCES:

The Parent or Guardian calls or emails the school to provide the reason for absence:

- Is the student sick?
- Does the student have Covid symptoms?
- Other valid reason for their absence (appointment, etc)

RETURNING TO SCHOOL AFTER AN ABSENCE:

Students can only return to school if a reason has been provided for their absence. If a student returns to the school after an absence **without** having provided a reason to the school:

1st reminder:

- The student will be reminded of the expectations and the staff will confirm their reason for being absent.
- A written reminder will be sent home with them.
- The reminder form must be signed by the parent/guardian for the student to be allowed to return to in-person learning.

2nd to 4th reminders:

The student will receive a written reminder to be signed by the parent/guardian and will be returned home via cab to attend classes on-line that day. They can return with the signed form the following day.

After the **5th reminder**, the student will be moved to on-line learning for the remainder of the semester.

EXTENDED ABSENCES WITHOUT COMMUNICATION:

If a student is away for **5 days and there is no communication with the school** (no response to our calls or emails), then the student will be automatically moved to on-line learning for the remainder of the semester.

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

- **It is the responsibility of the student to obtain missed assignments during their own time.**
- ***Regular Attendance is vital to a student's education and leads to higher success rates.***
- ***It is a parent's/guardian's responsibility to ensure that their children are at school as mandated in the Education Act.***

****Please note that due to Covid-19 measures this year Nbisiing is working closely with our community Health Department and the local NBPSPHU to track Covid-19 illnesses. Attendance statistics, specifically sick days and sick days with Covid-19 symptoms will be communicated with these agencies.**

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

Lock Down: Staff, students and visitors have the right to learn, work and be present in a safe and secure environment. However, the possibility of an incident of violence is a reality which cannot be overlooked. We at Nbisiing are committed to providing a safe environment. For this reason, we will have two “lockdown” practices during the school year. **Please note that for the safety of staff and students, and to comply with current NFN procedures, the school will remain closed to visitors and will be kept locked during school hours.**

Fire Drills: There is a minimum of six fire drills per year at Nbisiing. Students must ensure they have appropriate footwear at all times. Students are not permitted to go to their lockers during a fire drill and must exit the building following the fire drill procedures posted in every classroom. Use of lockers is not permitted this year to comply with Covid-19 Health and Safety standards.

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

Smoking Policy in Brief

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

E Benedict

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

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

The Use of Tobacco for Ceremonial Purposes

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

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

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

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

Cell Phones: Cell phones are to be **turned off** and **out of sight** during class time, however may be used during class for educational purposes at the **teacher's discretion**. This is in line with the updated provincial expectations for students in Ontario.

SCHOOL ACTIVITIES

Extra-curricular Activities: Students are encouraged to participate in extracurricular activities during their lunch hour and in the evening. There are a variety of activities available during the lunch hour, in particular, intramural sports and music. The school is open for various sports and cultural activities in the evening which students and community members participate in. Late Night transportation is provided for school organized activities. Parents and students are welcomed to volunteer with the organization of activities. **NOTE:** due to Covid-19, there will be no intramural team sports at lunch until it is deemed safe to do so. In place, we will have different activities available based on student interest (such as Running Club etc) that can comply with the Covid-19 Health and Safety Measures. As of September 2020, the school remains closed to visitors, and therefore we cannot accept volunteers until the health and safety measures deem it safe to do so. Updates will be provided on our school's website if the situation changes.

Student Council: The student council is **student directed**. Council is encouraged to organize a variety of student activities during the year. This year, all activities must comply with Covid-19 Health and Safety measures.

School Support Services

- All classrooms are equipped with large television screens and apple TV
- Macbook laptops and Google Chromebooks will be assigned to each student for individual use (Covid-19 Health and Safety Measure)
- Google based programs are used in all classrooms. All class work is available through Google Classroom and GSuite.
- Each student is assigned a Nbisiing email upon registration and is to use this email to communicate with all teachers and support staff.
- The resource room is equipped with up to date resources for research and books by Indigenous authors; magazines are available for all staff and students.
- The **Student Success Teacher, Special Education Teacher, Graduation Coach, Cultural Teacher** and **Wellness Lead** provide guidance and support for students to achieve their academic, career and personal wellness goals.

Alternative Ways of Earning Credits

The Independent Learning Centre (Correspondence Courses)

Nbisiing does not offer correspondence courses that are offered by the Independent Learning Centre. Nbisiing is not responsible for the costs if a student chooses to register independently. Information about eligibility, enrolment procedures, and course offerings as they relate to the existing diploma requirements may be found in the current edition of the *Independent Learning Centre Student Guide*. Online can be found at www.ontario.ca/elearning.

External Courses in Music

The Principal of a secondary school can recognize music certificates earned by students outside the school toward the diploma requirements to a maximum of two credits. A maximum of one of these two credits could be recognized as a Grade 12 Series 3 credit. Additional music credits earned in the school could be counted toward the secondary school graduation diploma. Please refer to the Prior Learning Assessment and Recognition ([PLAR](#)) policy for details.

Other Ways of Meeting Diploma Requirements

Students could earn credits toward the Ontario secondary school diploma in a variety of alternative ways. These include:

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

SCHOOL SCHEDULES:

SCHEDULE # 1 - REGULAR SCHOOL DAY		SCHEDULE #2 - SPECIAL EVENT DAY	
1 st period	8:50 - 10:10	1 st period	9:00 - 10:00
Transition	10:10 - 10:15	Transition	10:00 - 10:05
2 nd period	10:15 - 11:35	2 nd period	10:05 - 11:05
Lunch	11:35 - 12:35	Transition	11:05 - 11:10
3 rd period	12:35 - 1:55	3 rd period	11:10 - 12:10
Transition	1:55 - 2:00	Lunch	12:10 - 1:10
4 th period	2:00 - 3:20	4 th period	1:10 - 2:10
		Transition	2:10 - 2:15
		5 th period	2:15 - 3:15

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

COMPULSORY CREDITS (TOTAL OF 18)

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

PLUS: 3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

***Note:* The following conditions apply to selections from the above three groups:**

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Definition of a Credit

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

Credit Evaluation

All credit courses are evaluated on the basis of 70% term work, test results, and 30% is based on the final exam or culminating activity. Please note that this year, due to remote learning students and the realities of Covid-19, final exams will all be replaced with Culminating Activities.

Community Involvement

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

IMPORTANT NOTE: This year, the requirement for 2020-2021 Graduating students is that they complete 20 hours of community involvement to satisfy this Graduation requirement.

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

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

Ontario Literacy Test

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

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

Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course, Grade 12 (OLC40). This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the OSSLT. Students who complete the course successfully will meet the provincial literacy requirement for graduation. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Deferrals

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

Exemptions

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

Requirements for Ontario Literacy Course (OSSLC)

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

- Mature students may enroll in the OSSLC without having attempted and failed the course.

- OSSLC may be offered at the grade 11 level (OLC30) or the grade 12 level (OLC40)
- If accommodations required in a student's IEP are unavailable on the day of the OSSLT is administered, the students may enroll directly in the OSSLC.
- Stipulates that students may not challenge the OSSLC for credit.

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

Important Note for the 2020-2021 School Year: The literacy graduation requirement will be waived for all students graduating during the 2020-21 school year (updated November 3rd, 2020).

Graduate Expectations: I am...Nda'aw

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

Definition of Types of courses:

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

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

Grade 9: Courses are designed to build the students' skills and knowledge. In Grade 9, the courses of study prepares students for Grades 10, 11 and 12. In subjects such as Healthy Active Living, the Arts, Technological Education, Business and First Nation Language and Culture all students will take the same type or stream of course called an OPEN course. In the other areas students will choose to study in either the Academic and Applied stream. Academic and Applied courses are intended to give students an opportunity to experience two different ways of

learning: academic courses draw more heavily on theory and abstract problem solving; while applied courses focus on practical applications and concrete examples.

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

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

Five types of courses offered in Grade 11 and 12:

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

SECONDARY SCHOOL CERTIFICATE

An Ontario Secondary School Certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma provided that they have earned a minimum of 14 credits distributed as follows:

Mandatory Credits (7):

- 2 credits in English
- 1 credit in Canadian Geography
- 1 credit in Mathematics

- 1 credit in Science
- 1 credit in Health & Physical Education
- 1 credit in the Arts of Technological Education

Optional Credits (7):

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

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an I.E.P, a copy of the I.E.P may be included.

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

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

Compulsory Course Substitution Policy

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

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

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION PROCESS

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

Challenge for Credit:

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

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

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

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

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

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

1. They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
2. They may present education and/or training credentials and/or other appropriate documentation for assessment through the equivalency process; or

3. They may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the necessary courses at a secondary school, through correspondence, or through any of the alternative ways described in section 6.8 of the O.S.S. document. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the O.S.S.D.

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

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

Equivalency Credits:

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

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

Special Education at Nbisiing

All students require support from teachers, classmates, family and friends to thrive and benefit from their school experience. Some students have special needs that require additional supports beyond those in a classroom setting. Students requiring a special education class placement are formally identified through the Identification, Placement and Review Process and have an Individual Education Plan that guides their programming. Others may have an Individual Education Plan in the regular class setting without the formal identification.

Referrals and Identification

Students who may have special needs are referred to the Special Education Teacher. These referrals may be made by parents, teachers, or the students themselves. Formal and informal assessments are carried out to determine student need for special programs.

Assessment, Evaluation, and Reporting

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

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

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. All assessment and evaluation are based on the **Growing Success** document available on the **Ministry of Education** website.

Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

Reporting on Demonstrated Learning Skills

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

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

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

Examinations

Nbising Secondary School conducts two (2) sets of evaluations during each semester:

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

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

Note: All exams this year will be culminating activities.

Course Reports:

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

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

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

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

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

Full Disclosure Policy Grades 11 and 12:

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

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

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

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

Individual Pathway Plan: Starting in Grade 7 students will document their learning in education and career/life planning in a web-based Individual Pathway Plan (IPP). The IPP is the primary planning tool

for students as they move through the grades towards their initial post-secondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of resources that will assist them in planning. Students are responsible for establishing and maintaining their Individual Pathway Plans. All IPPs will be created on the first day of school and will be updated at the beginning of every semester by individual students.

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

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

Post Secondary: The Graduation Coach will provide guidance in planning both the secondary and post-secondary programs based on interests and abilities. Students who are graduating in the current scholastic year should contact the Graduation Coach for specific information regarding University and College applications. Assistance is available for students completing the necessary paperwork required by post-secondary institutions. University and College course calendars are located online to reduce sharing of touched materials. Students are encouraged to meet with the Graduation Coach to help organise their post-secondary plans.

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

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

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

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

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

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

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

Dual Credit Program:

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

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

****Note:** To allow proper time to plan for Covid-19 Health and Safety Measures, Co-op and Dual Credits will run second semester, only if deemed safe to do so for the 2020-2021 school year.

CURRICULUM

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

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

Course Code Explanation:

- The first 3 letters are the course abbreviation.
- The 4th letter or number indicates the year
- The last letter indicates the type of course.

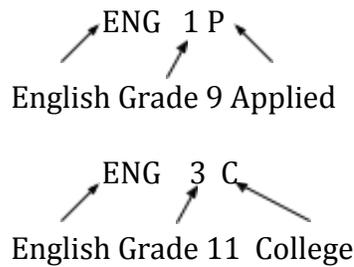
Grade 9 & 10

- D - indicates Academic
- P – indicates Applied
- O – indicates Open

Grade 11 & 12

- U – indicates University preparation
- C – indicates College preparation
- M – indicates University/College preparation
- E – indicates Workplace preparation
- O – indicates Open courses – open to all student levels

Example: English



COURSE AND COURSE DESCRIPTIONS

THE ARTS

Visual Arts AVI10 1 Credit

Grade 9 Open

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

Prerequisite: None

Visual Arts AVI30 1 Credit

Grade 11 Open

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

Prerequisite: None

Media Arts ASM20 1 Credit

Grade 10 Open

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Music AMP30 1 Credit

Grade 11 Open

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and

Grade 10 Applied

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

Prerequisite: None

Civics CHV20 0.5 Credit

Grade 10 Open

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

Prerequisite: None

Travel and Tourism: A Geographic Perspective CGG30 1 Credit

Grade 11 Open

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

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

World Geography: Urban Patterns CGU4M 1 Credit

Grade 11

This course explores global population distribution, why people live where they do, and variations in their quality of life. Students will examine current population patterns and trends related to urbanization and their impact on human and natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate issues related to urban life and will propose courses of action aimed at enhancing the sustainability of cities around the world.

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

ENGLISH

English ENG1D 1 Credit

Grade 9 Academic

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

Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English ENG1P 1 Credit

Grade 9 Applied

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

Prerequisite: None

English ENG2D 1 Credit

Grade 10 Academic

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

Prerequisite: English, Grade 9, Academic or Applied

English ENG2P 1 Credit

Grade 10 Applied

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

Prerequisite: English, Grade 9, Academic or Applied

English ENG3U 1 Credit

Grade 11 University

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

prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

English ENG3C 1 Credit

Grade 11 College

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a

variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

English ENG4U 1 Credit

Grade 12 University

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

Prerequisite: English, Grade 11, University Preparation

English ENG4C 1 Credit

Grade 12 College

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

Prerequisite: English, Grade 11, College Preparation

English: Ontario Secondary School Literacy Course OLC30 1 Credit

Grade 11 Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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

English: Ontario Secondary School Literacy Course OLC40 1 Credit

Grade 12 Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy

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

Media Studies EMS30 1 credit

Grade 11 Open

This course emphasizes knowledge and skills that will enable students to understand media communications 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 judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: ENG2P, English, Grade 10, Applied or ENG2D, English, Grade 10, Academic

ENGLISH LITERACY DEVELOPMENT

English Literacy Development ELDAO Level 1 1 Credit

Open

This course is intended for English Language Learners who have had limited access to schooling and thus have significant gaps in their first-language literacy skills. Students will use basic listening and speaking skills to communicate in English for everyday purposes; develop readiness skills for reading and writing; begin to read highly structured texts for everyday and school-related purposes; use basic English language structures and sentence patterns in speaking and writing. The course will also help students become familiar with school routines and begin to adapt to their new lives in Canada.

English Literacy Development ELDBO Level 2 1Credit

Open

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

English Literacy Development ELDEO Level 5 1 Credit

Open

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

GUIDANCE AND CAREER EDUCATION

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

Grade 9 Open

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: None

Advanced Strategies: Skills for Success After Secondary School GLE2/30 1 Credit

Grade 10, 11 Open

Advanced Learning Strategies: Skills for Success After Secondary School, (GLE2/30) Grade 10/11, Open
This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: Recommendation of principal

Advanced Learning Strategies: Skills for Success After Secondary School GLE40 1 Credit

Grade 12, Open

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals.

Prerequisite: Recommendation of principal

Career Studies GLC20 0.5 Credit

Grade 10 Open

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

Prerequisite: None

Designing Your Future GWL30 1 Credit

Grade 11 Open

This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Prerequisite: None

Leadership and Peer Support GPP30 1 Credit

Grade 11, Open

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

Prerequisite: None

Co-operative Education Senior Level 2 or 4 Credits

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

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education PPL10 1 Credit

Grade 9 Open

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

Prerequisite: None

Healthy Active Living Education PPL30 1 Credit

Grade 11 Open

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

Prerequisite: None

Healthy Active Living Education PPL40 1 Credit

Grade 12 Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through

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

Prerequisite: None

MATHEMATICS

De-streamed Mathematics MTH1W 1 Credit

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 MPM2D 1 Credit

Grade 10 Academic

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Foundations of Mathematics MFM2P 1 Credit

Grade 10 Applied

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

Prerequisite: Grade 9 Mathematics, Academic or Applied

Foundations of College Mathematics MBF3C 1 Credit

Grade 11 College

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and

trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

Mathematics for Work & Everyday Life MEL3E 1 Credit

Grade 11, Workplace

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

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

Foundations of College Mathematics MAP4C 1 Credit

Grade 12, College

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; 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, or Functions and Applications, Grade 11, University/College Preparation

NATIVE LANGUAGES

Native Languages: Ojibwe Level 1- LNOAO 1 Credit

Open

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

Prerequisite: None

Native Languages: Ojibwe Level 2- LNBAO 1 Credit

Open

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

Native Languages: Ojibwe Level 3 - LNOCO 1 Credit

Open

This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will

communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language. This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency

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

NATIVE STUDIES

Aboriginal Peoples in Canada NAC20 1 Credit

Grade 10 Open

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

Prerequisite: None

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3C 1 Credit

Grade 11 College

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

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

Aboriginal Beliefs, Values, and Aspirations in Contemporary Society NBV3E 1 Credit

Grade 11 Workplace

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

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

Issues of Indigenous Peoples in a Global Context NDA3M 1 Credit

Grade 11 University/College

This course focuses on existing and emerging issues of importance to Aboriginal peoples in Canada. Students will investigate issues related to identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, sovereignty principles as presented by Aboriginal peoples, and the contemporary challenges posed by these issues. Students will also examine such topics as language preservation, the responsibilities of Aboriginal women and men, and the need for dialogue between Aboriginal and non-Aboriginal peoples.

Prerequisite: Aboriginal Peoples in Canada, Grade 10, Open or Canadian History in the Twentieth Century, Grade 10, Academic or Applied

Issues of Indigenous Peoples in a Global Context NDW4M 1 Credit

Grade 12 University/College

This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

Issues of Indigenous Peoples in a Global Context NDG4M 1 Credit
Grade 12 University/College

This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.

Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

SCIENCE

Science SNC1P 1 Credit

Grade 9 Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment.

Throughout the course, students will develop their skills in the processes of scientific investigation.

Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Science SNC1D 1 Credit

Grade 9, Academic

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment.

Throughout the course, students will develop their skills in the processes of scientific investigation.

Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Science SNC2D 1 Credit

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

Prerequisite: Science, Grade 9, Academic or Applied

Science SNC2P 1 Credit

Grade 10 Applied

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

Prerequisite: Science, Grade 9, Academic or Applied

SOCIAL SCIENCES AND HUMANITIES

Personal Life Management HIP40 1 Credit

Grade 12 Open

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

Prerequisite: None

Families in Canada HHS4C 1 Credit

Grade 12

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

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

World Cultures HSC4M 1 Credit

Grade 12 University/College Preparation

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

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

Philosophy: The Big Questions HZB3M 1 Credit

Grade 11 University/College

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Equity Diversity and Social Justice HSE3E 1 Credit

Grade 11, Workplace

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

Prerequisite: None

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

Grade 12, University/College

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

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

Dynamics of Human Relationships HHD30 1 Credit

Grade 11, Open

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy

relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

Prerequisite: None

Raising Healthy Children HPC30 1 Credit

Grade 11, Open

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

Prerequisite: None

TECHNOLOGICAL EDUCATION

Communications Technology TGP3M 1 Credit

Grade 11 University/College

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

Prerequisite: None

Communications Technology TGI30 1 Credit

Grade 11 Open

This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Communications Technology TGJ3M 1 Credit

Grade 11 University/College

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 will explore college and university programs and career opportunities in the various communications technology fields. **Prerequisite:** None

Green Industries THJ3M 1 Credit

Grade 11 University/College Preparation

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. **Prerequisite:** Green Industries, Grade 11, University/College Preparation

Green Industries THJ4M 1 Credit

Grade 12, University/College

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

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