KEEWAYTINOOK INTERNET HIGH SCHOOL

Student and Parent HANDBOOK

2026 – 2027

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Keewaytinook Ishkoonini masinastepinicikan masinahikanaan kichi ishkoniwikamik

K.i.H.S

Keewaytinook Internet High School

Weaving Education through Tradition and Technology

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Keewaytinook Okimakanak Board of Education

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Section 1: Welcome

Welcome from the staff of Keewaytinook Internet High School (KiHS). This handbook and calendar are for students and parents of students to better understand our school, the programming we offer, the high school experience, and the requirements for the Ontario Secondary School Diploma or Certificate.

1.1: Keewaytinook Okimakanak Council

KiHS is a program that was created at the request of the chiefs of Keewaytinook Okimakanak Council (Northern Chiefs Council) in 2000. The six communities of Keewaytinook Okimakanak (KO) are Deer Lake, Fort Severn, Keewaywin, McDowell Lake, North Spirit Lake, and Poplar Hill. KO programs serve these communities under the direction of the six Chiefs. Other communities are served by some programs (such as KiHS and K-Net) through partnerships.

1.2: Keewaytinook Okimakanak Board of Education

In recent years, the Chiefs of KO approved the development of the Keewaytinook Okimakanak Board of Education (KOBE). This body has a Director of Education, and is comprised of board members from the six KO communities. KiHS now reports to the KOBE members as well as to representatives of all the partner communities. KOBE supports education programming in its communities, which includes KiHS in addition to each of the communities' elementary school.

Section 2: Our School

KiHS was a unique school when it was created, and to this day it remains a trailblazer in community-based education in the north.

2.1: KiHS Vision Statement

"Weaving education from tradition and technology"

2.2: KiHS Philosophy and Purpose

KiHS was created in 2000 at the request of the KO Chiefs. Our mandate was, and still is, to provide quality high school education for students who wish to remain in their communities. The Chiefs at the time recognized that for many families and students, leaving home to attend high school was the only option, and it was not a good option. The Chiefs tasked education leaders to find a way to use the power of the internet to build a new school.

KiHS began in 2000 as a grade 9 program in five communities. Within five years, it had expanded to a dozen communities with programming up to grade 12. Today, with over 80 different courses, KiHS offers more options to students than most urban schools.

2.3: KiHS School Status

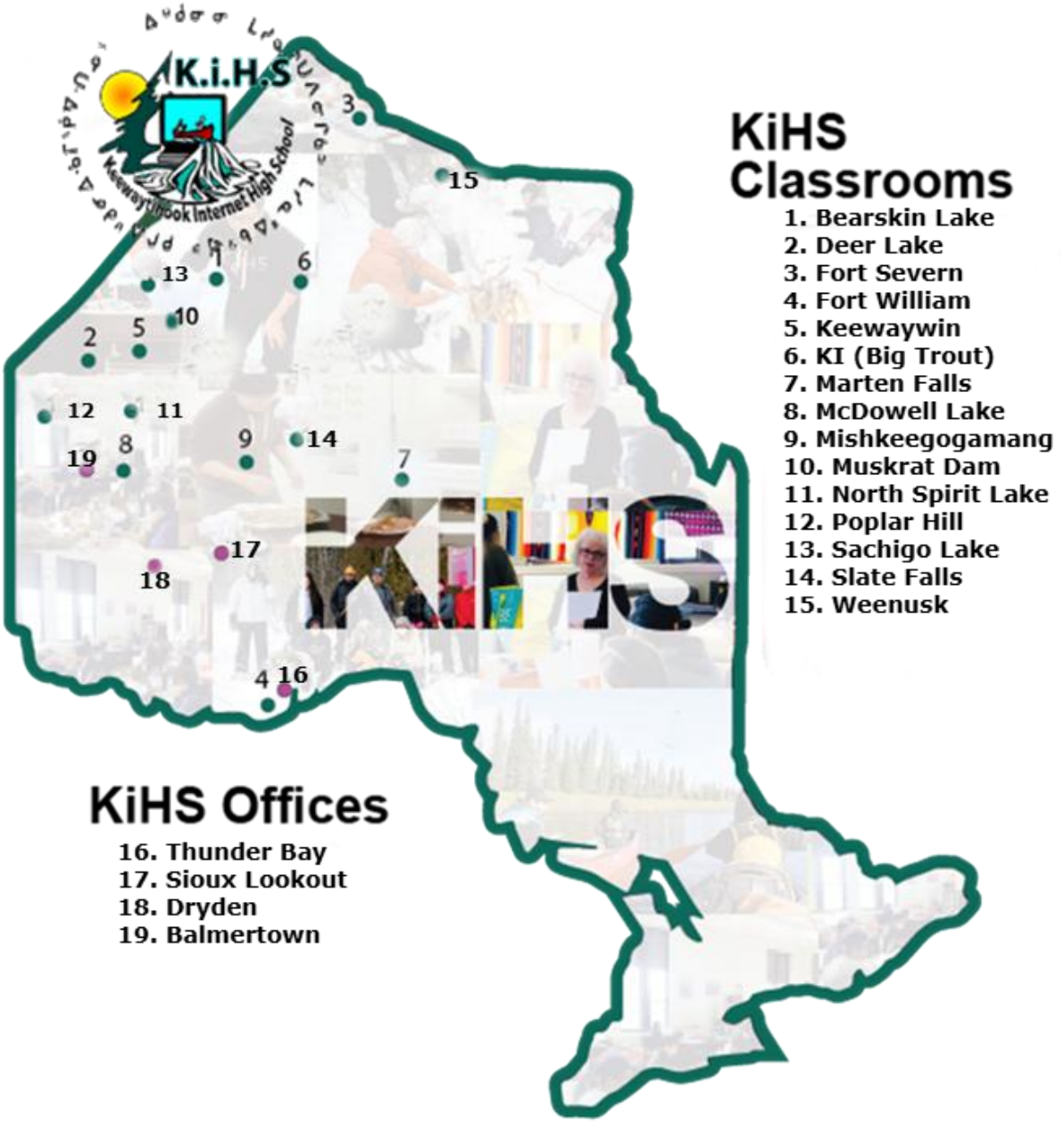
The purposes of secondary education are for students to develop critical thinking skills, engage in more complex problem-solving, and explore various subjects such as mathematics, science,

languages, social sciences, and the arts. This broad-based education equips students with a well-rounded understanding of the world and prepares them for future careers.

Keewaytinook Internet High School is a Private First Nations High School which is inspected regularly by the Ministry of Education in Ontario. This inspection process is required by all schools wishing to grant credits towards an Ontario Secondary School Diploma.

KiHS not only has a great option of courses but it also provides a quality education in which students are assessed using Ministry of Education standards such as assessment as learning, for learning, and of learning. Additionally, students are evaluated using different types of questions (knowledge/understanding, thinking, communication, and application). Accordingly, students in KiHS are surely able to achieve the purposes of a secondary education once they remain in secondary school until they obtain the Ontario Secondary School Diploma.

2.4: KiHS Partner Communities



2.5: 2026-2027 School Calendar and Weekly Timetable

Keewaytinook Internet High School
2026-2027

August '26						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

September '26						
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October '26						
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November '26						
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29	30					

December '26						
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January '27						
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31						

February '27						
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28						

March '27						
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April '27						
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May '27						
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30	31					

June '27						
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July '27						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

KiHS Staff

CAs set up classroom in FN - Aug. 17-21
Staff Orientation - Aug 18-20 (*travel days 17 & 21*)
KiHS Registration - August 24 - 25
Oct. 23 - Pedagogical Meeting (*School Closed in PM*)
Dec. 11 - Pedagogical Meeting (School Closed in PM)
Dec. 18 - Christmas Break (*travel day*)
Feb. 26 - Pedagogical Meeting (*School Closed in PM*)
Staff PD Week - March 9-11 (*travel days 8 & 12*)
May 14 - Pedagogical Meeting (*School Closed in PM*)
KiHS Graduation - May 19
Mentors - Last Day - May 21
Teachers - Last Day - June 25

KiHS School Terms	Midterm Reports	Final Reports
Term 1 - Aug. 26 - Oct. 23	Midterm Report - Sep. 25	Term 1 Final Reports - Oct. 30
Term 2 - Oct. 26 - Dec. 18	Midterm Report - Nov. 20	Term 2 Final Reports - Jan. 7
Term 3 - Jan. 4 - Feb. 26	Midterm Report - Jan. 29	Term 3 Final Reports - Mar. 5
Term 4 - March 1 - May 14	Midterm Report - Apr. 9	Term 4 Final Reports - May 18

Adult Education Semesters	Midterm Reports	Final Reports
Fall Semester - Sept 28 - Dec. 19	Midterm Report - Nov. 7	Fall Semester Final Reports - Dec. 19
Winter Semester - Jan. 4 - Apr. 10	Midterm Report - Feb. 13	Winter Semester Final Reports - April 10
Spring Semester - Apr. 12 - July 3	Midterm Report - May 22	Spring Semester Final Reports - July 3

School Holidays

Sept. 7 - Labour Day	Dec. 21-Jan. 1 - Christmas Break	Mar. 29 - Easter Monday
Sept. 30 - Orange Shirt Day	Feb. 15 - Family Day	May 24 - Victoria Day
Oct. 12 - Thanksgiving	Mar. 15-19 - March Break	June 21 - National Indigenous People's Day
Nov. 11 - Remembrance Day	Mar. 26 - Good Friday	July 1 - Canada Day

KiHS Weekly Classroom Schedule:

A typical student's schedule shown below is flexible depending on their particular needs. For example, if a student might wish to work on Course A and B in the morning and the same in the afternoon.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 10:30	Course A	Course A	Course A	Course A	Course A
10:30 – 10:45	Break	Break	Break	Break	Break
10:30 – 12:00	Course A	Course A	Course A	Course A	Course A
12:00 – 1:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:00-2:30	Course B	Course B	Course B	Course B	Course B
2:30 – 2:45	Break	Break	Break	Break	Break
2:45 – 4:30	Course B	Course B	Course B	Course B	Course B

Section 3.0: High School in Ontario

This section will review the credit system, the diploma and certificate requirements, and a range of associated policies and procedures that affect your school experience.

3.1: The Credit System in Ontario

A **credit** is a unit of success in a particular subject area. A student receives a credit when they have successfully completed 110 hours of work in a given course. A half-credit, such as Career Studies or Civics, consists of 55 hours of instruction or work. In Ontario, all courses for credit are subject to inspection by the Ministry of Education.

3.2: Types of Courses

3.2.1: Grades 9 and 10

In grades 9 and 10, there are five main types of courses: de-streamed, academic, applied, open, and locally developed.

De-streamed courses: support the equitable outcomes for every learner. This means that students will not select from academic or applied streams when choosing some specific courses in Grade 9 (ENL1W, MTH1W, and SNC1W)

Academic courses: are more theoretical and are for students who want to attend university.

Applied courses: are more "hands on" and are for students who wish to attend college.

Open courses: (the rest of the courses) are designed for students taking academic or applied courses in such subject areas as Native Studies, art, etc. Open courses are more "interest courses" for students taking either of the above courses.

Locally developed courses: KiHS has specialized courses in Math, Science, English and History for students who may have gaps in their background in these subject areas. Taking these courses will strengthen students' skills so that they are ready for more advanced classes in these subject areas.

3.2.2: Grades 11 and 12

In Grades 11 and 12, there are five kinds of courses. Courses prepare students to attend university, attend college, or find a job.
University preparation courses are for you if you want to go to university.
University/college preparation courses are for you if you want to take certain kinds of programs at universities and colleges.
College preparation courses are for you if you want to go to college.
Workplace preparation courses are for you if you want to go directly into the workforce.
Open courses are for all students and are not divided into different streams/pathways.

3.2.3: Course Profiles, Course Outlines, and Curriculum

An overview of all courses offered at KiHS is available online through the **Course Descriptions** (https://kihs.knet.ca/courses-offered/). More detailed **Course Outlines** are also available (https://kihs.knet.ca/course-outlines/). All courses at KiHS are developed in compliance with Ontario Ministry of Education curriculum. The full curriculum is available through the Ontario Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html.

3.3: Ontario Secondary School Diploma Requirements

The **Ontario Secondary School Diploma (OSSD)** is awarded to students who complete all the requirements for finishing grade 12 in Ontario. These requirements are found below.

In order to earn the **OSSD**, if you started Grade 9 in **2023 or in prior years**, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

In order to earn the **OSSD**, if you started **Grade 9 in 2024 or in later years**, you must earn:

- 17 compulsory credits
- 13 optional credits
- the provincial secondary school literacy requirement
- the provincial financial literacy graduation requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

NOTE: If you started Grade 9 in Fall 2024 and after

If you are a student who began Grade 9 in the 2025-2026 school year or later, you must earn a **financial literacy graduation requirement** as part of your compulsory Grade 10 Career Studies course. This requirement takes effect in the 2026-2027 school year.

Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, you must earn a **financial literacy graduation requirement**. You may complete this requirement through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.

3.4: Community Involvement Hours

As part of the requirements to graduate from high school in Ontario, you must complete a total of forty (40) hours of community involvement (CI) activities. The purpose of this involvement is:

- to help you recognize the important role that volunteering plays in keeping your community strong;
- to help you become a part of your community as young adults;
- to help the community members realize the value and potential of our youth.

We recommend that you complete the 40 hours in your first two years of high school and while you are attending school within your community.

Guidelines:

- The involvement can be completed one hour at a time, or in larger chunks.
- The 40 hours may all be spent doing one activity, or may involve different activities totaling 40 hours.
- The work must be done without being paid for it.
- The work must be done after school hours, unless the KiHS Principal or vice-principals give permission for the work to be done during school hours. For the work to be done during school hours, the parent needs to give their approval by signing section 2 of the community involvement record of activity.
- The student's safety is very important. Activities involving a student working with power equipment or vehicles (e.g. chain saws or skidoos) must have an adult supervisor in attendance.

How Community Involvement (CI) Works:

- Student talk with their parents and teacher regarding what work will be completed.
- Student ask their supervisor to agree to their plans.
- Student and their parents sign a Work Plan showing what activities they plan to do. The plan can be for several hours or for individual hours.
- After the work is completed, a form which confirms that the work was completed must be signed by:
    - the student;
    - the supervisor of the volunteer work or your parent/guardian;

- your KiHS teacher.

Acceptable Activities:
During special events such as community celebrations (Treaty Days; Christmas; hunting week):

- assisting in planning, organizing, and managing the event;
- bringing wood;
- preparing food;
- shoveling the driveway;
- creating announcements for the radio station.

Activities for younger school children:

- reading to children in the primary classroom; listening to primary children read;
- Assisting children in the primary classroom with homework and/or extracurricular activities;

Community improvement:

- picking up litter;
- preparing community bulletin boards on a health or education related topic;
- conducting questionnaires for the band with individual community members;
- landscaping; tree planting; clearing paths; community clean-up;
- flooding and maintaining the ice rink;
- fundraising for a community cause;
- helping build a baseball diamond or park.

Elders:

- translation services;
- engaging online with senior residences;
- weekly calls to say hi and how they are doing;
- shoveling, chopping wood, building a fire, cooking, washing dishes, cleaning, grocery shopping;
- computer usage.

If you have another activity that is not on the list and that you would like to do, check with the KiHS principal or vice-principal.

Unacceptable Activities for Community Involvement:
The following activities can NOT be used as part of community involvement:

- activities for which you are paid;
- activities for which another person would usually be paid;
- activities which are part of any student's home responsibilities such as bringing in wood; preparing family meals; house cleaning; babysitting; other chores for your household;
- activities where an adult is not present and which involve tools such as chain saws or vehicles such as snowmobiles;
- fundraising for the high school.

3.5: Ontario Secondary School Literacy Test and Course

All secondary school students must meet the literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario Curriculum up to and including Grade 9. Its purpose is to ensure students have the reading and writing skills they will need to succeed in school, at work and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade. Once students have successfully completed the OSSLT, they do not have to take it again.

Students who do not successfully complete the OSSLT the first time, will have the opportunity to take the test again. If the student is not successful the second time, they can meet the literacy graduation requirement in accordance with the policies related to the OSSLT the Ontario Secondary School Literacy Course (OSSLC).

Mature students (18 and over taking PLAR or Adult Education ages 21+ may enrol directly in the Ontario Secondary School Literacy Course (OSSLC) without first attempting the OSSLT. They may choose instead to meet the literacy graduation requirement by taking the Literacy Test by successfully completing the OSSLT.

Students whose Individual Education Plan indicates that they are not working toward an OSSD may, with parental consent and principal approval, be exempted from writing the OSSLT or taking the OSSLC.

3.6: Ontario Secondary School Financial Literacy Graduation Requirement

You must complete the financial literacy graduation requirement to earn your high school diploma.

Students complete the requirement by earning a mark of at least 70% on the financial literacy modules delivered during your Grade 10 Career Studies course. This mark will make up 5% of your final mark in Grade 10 Career Studies. You will have 2 attempts to complete the requirement.

If you do not pass the financial literacy modules during your Grade 10 Career Studies course, there are other ways to meet the requirement. Talk with your classroom mentor to learn more about these options. Contact your school principal to learn more about these options.

Accommodation and modification for the needs of exceptional students is provided in a manner consistent with the student's Individual Education Plan. These may include the use of a scribe or additional time on the test; deferrals; or exemptions.

3.7: Ontario Secondary School Certificate Requirements

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

Compulsory credits (total of 7)
2 credits in English

1 credit in Canadian geography or Canadian history
1 credit in mathematics
1 credit in science
1 credit in health and physical education
1 credit in the arts or technological education

Optional credits (total of 7)
7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

A student who leaves school with the **OSSC** may in future opt to complete the remaining requirements in order to earn their **OSSD**.

3.8: 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 for whom the OSSD and OSSC are not the right fit, and who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit 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 Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

3.9: Substitution of Compulsory Credits

To meet an individual student's needs, the principal may replace up to three of the compulsory courses with other compulsory courses (for example, a math could be replaced with an additional science). The total number of courses taken must still be 30.

The decision to make a substitution should be made only if it serves the best interests of the student. If a parent requests a substitution, the principal decides whether or not it is a good idea. If a principal decides that the student should make a substitution, the parents must agree. If the parents do not agree, they can ask the supervisory officer to review the situation.

3.10: Prerequisites

3.10.1: What is a Prerequisite Course?

A prerequisite course helps prepare a student for later courses by teaching them the skills and knowledge they will require in those later courses. For example, skills and knowledge gained in Grade 10 Applied Science will help prepare students for Grade 11 Chemistry, college preparation. That learning is

not necessarily transferable to other courses or pathways. In the example above, the student would not have gained the prerequisite knowledge for Grade 11 Biology, university preparation.

Every subject area has a curriculum document that contains the full list of prerequisite courses, as does every course outline found on our website. If you are unsure whether or not you have the prerequisite for a course you wish to take, consult with your teacher or the school's guidance counselor and student services.

3.10.2: Waiving a Prerequisite

In certain circumstances, the principal may decide to waive a prerequisite course, meaning a student may enroll in a course without having the prerequisite. This may be initiated by the principal, or it may be done at the request of the parent or mature student, if the principal deems it appropriate. In some cases, the principal may work with appropriate school staff to assess a student's knowledge and skills to determine whether a prerequisite can be waived. In all cases, the decision rests with the principal and must be made in the student's interests.

3.11: Grade 11 and 12 Courses and Withdrawals

The Ministry of Education in Ontario requires that all grade 11 and 12 courses be reported on a student's transcript. This applies even if a student withdraws from a course, but only if they withdraw after the Senior Course Withdrawal Deadline. This deadline occurs each term, five days after the middle of the term. If a student withdraws before that date, then the course will not appear on their transcript. If a student withdraws after that date, the course will appear on the transcript along with "W" in the place of a grade.

The reason this matter is that when students apply for post-secondary program (college, university), the admissions offices of these schools may view any course withdrawals unfavourably. Therefore, if you are enrolled in a course which you are not succeeding in, it is recommended that you consider withdrawal before that deadline. This may allow you to focus on your other course(s). Please speak to your teacher, the guidance counselor, or the First Nations Student Success coordinator.

Section 4.0: Integrating Language and Culture into the Curriculum

4.1: Native Language Program

At KiHS, no course in French as a second language is offered. Instead, KiHS has Native Language courses, in Cree, Oji-Cree, and Ojibway. These courses are typically substituted for the French language requirement.

Northwestern Ontario is vast and the communities and people in this region come from many different language backgrounds. Unfortunately, not all native languages and dialects are taught in most schools. This is true for urban schools (Thunder Bay, Sioux Lookout) but it is also true with KiHS. Recently though, KiHS has expanded its language programming. We believe that respecting and honouring the languages and dialects spoken by the Elders and people of our communities is our responsibility.

Our Native Language Lead, will work to gather language resources that represent our communities. Their role involves travelling and visiting with Elders and language speakers, recording

audio and video, and translating these recordings. Videos and images from stories are archived now and we are incorporating them in an increasing number of ways into our courses and our daily life at KiHS.

Reach out to our administration and find out ways that you can help with the language preservation efforts in our school. In any language course, please share your own community's way of saying a word or phrase if it is different from what you learned in the course. With such a wide geographical area, there are many different words for the same idea or thing. We want to learn from you, your kokum, your shomis, or others in your community.

4.1.2: Indigenous Languages Apps

Keewaytinook Okimakanak Board of Education (KOBE) operates Keewaytinook Internet High School (KiHS). KiHS has various classrooms located in partner First Nations and urban classrooms in Thunder Bay and Balmertown. KiHS offers various Anishinaabe, Anshinininew and Wasaho Ininîwimowin language courses. KiHS created three languages into one app to be used as a teaching tool to support learners enrolled from various First Nation communities. These Indigenous Languages Apps emphasized the three main language groupings of KiHS learners, as a sign of commitment to language revitalization and addressing the Truth and Reconciliation Calls to Action, "Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them."

These videos are woven into KiHS Indigenous Language Courses and have been created with the spirit and intent to share with other Nations who are also on their journey to strengthening their First Languages. Honouring all learners today, tomorrow and in the future is at the center of the KiHS Indigenous Languages App Project.

Here are the links:

- Apple: https://apps.apple.com/my/app/kobe-first-nations-languages/id6755055691
- Android: https://play.google.com/store/apps/details?id=com.kihs.kihsapp.dev

4.2: Land-Based Education

Land, like language, is important to our communities and our students. We believe that all our students should be able to learn from the land. Recently we have begun a land-based education program at KiHS. Our lead for this program, helps coordinate with local people to find land-based activities that can happen in each community. Community members will be invited to help lead activities for students, whether for an hour at a time or for an afternoon. The land-based lead will also travel to some communities throughout the year to help with these activities.

We believe that land is important to learning, just as language is. Therefore, our lead will also work with students and teachers to help identify ways to incorporate land-based learning into KiHS courses. Whenever possible, students will be allowed the option of completing a land-based activity if it can meet the same curriculum expectations as an online or classroom-based activity.

4.3: Elders, Parents, and Community Support

Community support is very important to the success of a program like KiHS. We invite Elders, parents, and other community members to ask your community KiHS teacher about becoming involved in the classroom. Some ways to become involved include the following:

- Cook with students or share a meal or snack;
- Tell stories;
- Share traditional teachings or activities with students;
- Lead land-based activities with class;
- Learn from students about technology and their courses.

Section 5.0: Other Important Programs and Services

5.1: Adult Education - Prior Learning Assessment and Recognition

Adult Education - Prior Learning Assessment and Recognition (PLAR) 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 the province curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves two components "equivalency" and "challenge." Requirements concerning the application of these procedures differ from those of regular day school students because of the broader life experiences of mature students.

The "equivalency" process for mature students involves (1) individual assessment for the purpose of granting grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for grade 11 or 12 courses developed from an Ontario curriculum policy document published in 2000 or later.

The "challenge" process for mature students is the process whereby students' prior learning is assessed for the purpose of granting credit for a grade 11 or 12 course developed from an Ontario policy document published in 2000 or later.

If you believe you may be eligible for and benefit from the PLAR process, please contact your teacher or the PLAR coordinator, Lorne Goring, or if you are a mature adult wanting to continue your education, contact the Adult Education Co-ordinator.

Lorne Goring (PLAR)
1-800-387-3740 ext. 1388
lornegoring@edu.knet.ca

Charlene Hele (Adult Education)
1-800-387-3740 ext. 1343
charlenehele@edu.knet.ca

5.2: Co-operative Education

Cooperative Education is an opportunity for students to job shadow and experience real-life work experiences to facilitate the development of workplace-related skills. Cooperative education is also an excellent opportunity for students to familiarize themselves with various fields of work that may interest them so that they can see and experience what their future may potentially look like. This

program will help students in Individual Pathways Planning and create an action plan to be able to pursue a career they are interested in from this program.

Co-op placements can be arranged in a number of workplaces in your community. Some of these include band office, school, nursing station, store, radio station, public works, housing, lands and resources. Placements are often unpaid, but paid work may also be eligible for coop credit. KiHS does not arrange for paid placements, nor is any co-op placement obliged to pay its students.

A student may take multiple co-op credits towards their diploma. Since only two co-op credits may count as a compulsory, the restrictions on how many a student may take relate to how many elective credits they have left. Additionally, most co-op credits must be linked to a pre-existing credit on the student's transcript. The work placement must relate to the course it is being linked to.

If you would like to know more about co-op, speak to your teacher or to the cooperative education coordinator, Lorne Goring.

Lorne Goring
1-800-387-3740 ext. 1388
lornegoring@edu.knet.ca

5.3: Special Education

When students require accommodations or modifications to their programming and courses, the special education resource teacher (SERT) coordinates the development of an Individual Education Plan (IEP). This work is carried out under the supervision of the school administration and in collaboration with KiHS classroom and subject teachers.

All College/Open/M/Applied/W/De-streamed courses contain an accommodations block with common accommodations for students. Examples include weekly vocabulary lists, graphic organizers, etc.

Locally Developed and Workplace courses are for students who cannot meet the expectations of a regular high school course and therefore already contain accommodations.

Most students at KiHS who are taking Academic and University level courses don't require teacher accommodations so it is not a requirement to provide the block in those courses UNLESS they are the de-streamed option.

Himee Dayal, SERT
Special Education Resource Teacher
807-766-8442 ext.1357
himeedayal@koeducation.ca

Reilly Mathieu, SERT
Special Education Resource Teacher
807-632-8695
reillymathieu@koeducation.ca

5.3.1: Speech and Language Services

When a student requires speech and language assessments or support services, KiHS works with KOBE Speech and Language Department. Students at KiHS have access to SLPs (Speech and Language Pathologists) and Communicative Disorders Assistants. They can be contacted through our KiHS SERT.

5.4: Student Wellness

KiHS offers a student wellness program, which is overseen by two well being workers. Each worker travels to some of our partner communities, where they are able to meet and work with individual students and groups. The wellness workers have extensive backgrounds supporting students in areas related to wellness: personal planning, mental health, self-identity, and healthy living. Younger students may require parental consent for individual counseling meetings.

Amelia Fox, Mental Health Leader
807-621-4820
ameliafox@koeducation.ca

Jennifer Cederwall, Well Being Worker
1-800-387-3740 ext. 4612
Cell: 807-220-2718
jennifercederwall@edu.knet.ca

Chelsey Lazar, Well Being Worker
1-800-387-3740
Cell: 807-220-0301
chelseylazar@edu.knet.ca

5.5: Other Student Support Services

5.5.1: Guidance and Student Services

Guidance and student services are managed by Thomas Choong. He oversees the student records and transcripts, and helps review that students have the prerequisites for certain courses, that they are meeting their compulsory credit requirements, and that they are enrolled in the correct courses. Finally, they review potential graduating students to verify that they are meeting all the OSSD/OSSC requirements.

Thomas Choong
1-800-387-3740 ext. 1336
thomaschoong@edu.knet.ca

5.5.2: First Nations Student Success Program and Graduation Coach

The Student Success-Retention teacher uses a weekly SAS (Student Activity Submission) chart to track the progress of students. If a student performs below the average standard, the Student Success-Retention teacher communicates with the mentors, the parents, the students, the SERT, the wellness workers, and everyone else who are involved in the education of the student to ensure that the student is successful in their courses and they achieve their goals to graduate.

Student Success Coordinator:

Linda Johnson, Vice Principal, Student Success & Retention	ext. 1004	lindajohnson@edu.knet.ca

Student Achievement Officer:

Kevin Kakegamic	ext. 1791	kevinkakegamic@edu.knet.ca

The graduation coach supports students in the graduation process.

Wendy Espana, Graduation Coach	-	wendyespana@edu.knet.ca
Antje Gravelle, Graduation Coach	-	antjegravelle@edu.knet.ca

5.5.3: Administration Staff

Patrick Stoddart, Education Director	ext. 3005	patrickstoddart@edu.knet.ca
Andrew Kivell, Superintendent of Instruction	ext. 4002	drewkivell@edu.knet.ca
Debbie McDougall, Principal	ext. 1557	debbemcdougall@edu.knet.ca
Rajendra (Roger) Budhram, Vice-Principal	ext. 1349	rajendrabudhram@edu.knet.ca
Linda Johnson, Vice Principal	ext. 1004	lindajohnson@edu.knet.ca
Kevin Kakegamic, Student Achievement	ext. 1791	kevinkakegamic@edu.knet.ca
Erin Litwin, Administrative Assistant	ext. 1298	erinlitwin@edu.knet.ca
Heather Mawakeesic, Office Finance Clerk	ext. 4931	heathermawakeesic@edu.knet.ca
Jordan Hamilton, Tech Lead	ext. 1385	jordanhamilton@edu.knet.ca
Laura Blair, Enrolment Supervisor	ext. 4609	laurablair@edu.knet.ca

5.5.4: The Individual Pathway Plan

In Ontario, the Ministry of Education requires that all students from Grades 7 to 12 create and maintain an Individual Pathway Plan (IPP). This plan, created with the help of teachers, is meant to assist students in identifying interests, skills, academic pathways, and career paths. At KiHS, we use *My Blueprint* software to facilitate this planning. All students should work with their classroom teacher at the start of the year and after each term in order to update their IPP. If a student ever transfers to another school, they should be able to access their IPP via *My Blueprint*, which is the software used by most public boards in our region.

5.6: Student Nutrition Program

The student Nutrition program allows nutritious foods to be available to students on a daily basis. Studies have found that students who eat a nutritious breakfast do better in school. Not only does it fuel students' bodies to function normally and think better on a regular basis, but it also allows them to feel more energized and alert while completing their coursework and daily tasks throughout the day. This program encourages students and staff to eat breakfast on a regular basis so that they continue to adhere to healthy eating practices throughout their lifetime**. The nutrition program does not cost anything to the student or parents**, but it is funded yearly and it provides both breakfast and snacks. In order to take advantage of this program, the student must come to the classroom regularly. Also, different community teachers may have different rules when breakfast is available or served. Therefore, it is best to contact the local KiHS teacher as well as find out or suggest any healthy foods that you would like to see available for your child.

Section 6.0: Student Standards and Expectations

6.1: Student Code of Conduct

The following code of conduct governs all KiHS sites. When applicable, community regulations and guidelines may supersede or expand on this code of conduct.

1. Punctuality and attendance: The school day runs from 9 am until 4:30 pm, with one hour for lunch. Students will come to school every day on time and remain in class for the duration of the school day. Refer to section 6.4 for the full attendance policy.

2. Respect for property: Students will respect the property of the community, other students, and KiHS when at school. This includes the building, furniture, computers and technology, and materials (such as nutrition program supplies.) The classroom is a shared space, and students will not deliberately damage any property, and will try their best not to do so accidentally. Students and the teacher will work together to maintain a clean and safe classroom. Students will clean up their own food and dishes, and will clean up their work space.

3. Dress code: Students will dress appropriately for a learning environment. Clothing should not have vulgar or threatening language or images. Revealing clothing should also not be worn in class. Hats and hoods should be removed upon entering the classroom.

4. Drugs and alcohol: The KiHS classroom has a zero tolerance for drugs or alcohol. Students will not come to school under the influence of drugs or alcohol. Students will not bring any drugs or alcohol onto the school property. Students who smell like drugs or alcohol will be asked to leave, and so it is the student's responsibility to avoid situations that could lead to them smelling like drugs or alcohol.

5. Respect for others: Students are expected to treat others (e.g., students, staff, guests, parents, and Elders) with respect and dignity. Staff will treat students with respect and dignity, and students will accept direction and instruction from teachers, administration, and other staff. Profane and vulgar language is not acceptable at any time.

6. Safety: Students will behave safely while in school or engaging in school activities. Students will follow safety guidelines for the community and facility, and will follow safety directions from staff and chaperones.

7. Harassment: Students have a right to feel safe in school or during off-site school activities. This right extends to both physical and emotional safety. Harassment, bullying, and intimidation are unacceptable in any form (e.g., physical, verbal, and sexual). Students may not make fun of, belittle, or mistreat others based on any reason (including: age, ability, race, gender, sexual orientation, beliefs, religion, or background).

8. Online conduct: Students must abide by the online standards outlined in section 6.2.

9. Discipline and consequences: Unacceptable behaviour relating to the preceding code of conduct will result in consequences. These consequences will be determined after considering factors, such as the nature and severity of the behaviour, previous infractions and warnings, and the maturity of the student. Consequences include the following:
    - counseling, problem-solving, warnings
    - loss of privileges
    - detention
    - restorative justice (restitution or making amends)
    - parental or guardian involvement, Local Education Authority (LEA) involvement
    - alternative work location
    - temporary removal of student (e.g., for the remainder of morning or afternoon)
    - suspension
    - expulsion
    - referral to police and authorities

6.2: Online Standards

1. There will be no use of social media during regular daytime school hours. Social media use may occur before class begins or after classes have ended IF your teacher approves.

2. With the approval of your teacher, social media may be used in the evenings after you have spent 1½ hours that evening on your coursework.

3. Your computers have been pre-loaded with the programs required for KiHS coursework. Due to potential incompatibilities of programs, you must receive approval from the classroom teacher before you add any additional software programs to the KiHS computers.

4. It is unacceptable for KiHS students and staff to use KiHS equipment for the purposes of looking for, looking at, sending or receiving information or articles on the Internet that:
    - are or might be illegal;
    - would be unacceptable to any parent, elder or other person in the community;
    - contain indecent language;
    - are racist or discriminatory;
    - discuss sexual conduct;
    - do not tell the real name of the sender;
    - make unauthorized copies of licensed software; or
    - display images, messages or sounds that cause discomfort to others or violate their privacy or safety.

6.3: School Routines

1. Classes begin at 9:00 a.m. and end at 4:30 p.m. with an hour break for lunch at noon. A community that changes the hours must:
    - make sure that class time totals the same number of minutes as outlined above; and
    - confirm the changes with the KiHS principal or vice-principal.

2. A 1.5-hour study period takes place two times a week in the evening so that you can complete your assignments if time is required. Confirm times with your classroom teacher-mentor.

3. Breaks of ten minutes maximum take place once in the morning and once in the afternoon.

4. All cell phones (Androids, iPhones, etc.) and electronic devices such as iPods, etc., are not allowed during classroom time. Electronic devices maybe used to accomplish specific work or listening music may be allowed, however at the exclusive entire discretion of the classroom teacher-mentor. Note: "They are a privilege, not a right."

5. There will be no smoking inside the KiHS building or classroom, or anywhere on KiHS grounds or other school grounds around the KiHS classroom.

6. The telephone in the classroom is for KiHS program use only. The teacher will take a message for you if required.

7. The KiHS classroom is meant only for students and visitors including parents, Elders, Local Education Authority Members and the Chief and Council. The school is not open to your friends, brothers and sisters, or other community members for frequent or lengthy visits. Please let them know so that we do not embarrass them by telling them to leave.

6.4: Attendance Policy

1. If you miss a lot of classes without an excused absents, you may be asked to withdraw from a course.

2. Excused absences may include:
    - illness with parental or medical proof;
    - death in your immediate family;
    - participating in traditional or land-based activities that are seasonal and must take place at that time.

3. Unexcused absences may include:
    - sleeping in;
    - having to babysit, do laundry, or other home responsibilities;
    - escorting family members to hospital or medical appointments.

4. You are expected to be on time, every time.
    - If you are more than five minutes late you are marked late.
    - If you are more than 30 minutes late you may be marked absent for that morning or afternoon. However, you should still come to school because the lessons still need to be completed.

5. You can request an alarm clock from KiHS if you need it to help you get to school on time.

6. All KiHS students sign in and out of the classroom as they would in the work world where they are paid by the hour. Signing in and out is also done for the five-minute break and in the evenings. If you leave during a class session without agreement from your teacher, you will be considered absent and marked absent.

7. For those who work from a location other than a KiHS classroom, attendance is still mandatory. Students are accountable for making sure they attend courses online or by being present in the classroom (9 a.m. to 12 p.m., 1 p.m. to 4:30 p.m., or the equivalent). Online student attendance will be monitored by the community classroom teacher-mentor. Communication time that is spent with the student's mentor/teachers such as the use of phone or email and regular completion of coursework, will also be considered towards online attendance.

8. Succeeding in a course means completing your assignments. If you miss class for any reason (even illness), you will need to catch up on your work. This may mean working at home or coming to evening classes. This will be your responsibility, and it is a very important part of being a successful student.

9. The mentors or classroom assistants contact students and their parents if the students do not come to school or log in online to do their work. If students are not coming to school regularly, the mentor or classroom assistant may contact the KiHS Student Success Coordinator.

6.5: Tips for Being a Successful Student

What does it take to be **successful**? Here is what online teachers say:

1. **Successful students** read carefully and take the time to understand the course material and concepts; They ask for help from their teacher-mentor when they run into challenges;

2. **Successful students** get organized and stay organized;

3. **Successful students** get a general understanding of how the course is going to run before jumping into assignments;

4. **Successful students** follow the instructions in their assignments carefully;

5. **Successful students** get their assignments submitted on time;

6. **Successful students** do the best work possible in the time provided, but always submit whatever it is they have at the end of the week;

7. **Successful students** use time wisely;

8. **Successful students** stay on task;

9. **Successful students** know that they don't need to be afraid to ask the online teacher and classroom teacher mentor for help;

10. **Successful students** help other students with technical difficulties, and they share their understanding of assignments and coursework **when appropriate**;

11. **Successful students** realize that there is much to be learned from other students as well as from the teachers;

12. **Successful students** work cooperatively and efficiently with other students;

13. **Successful students** recognize the difference between giving/receiving help and plagiarism;

14. **Successful students** learn how to get technology working for them;

15. **Successful students** understand that school is challenging, but that difficult work is not only okay but also fun;

16. **Successful students** put lots of energy into the task and therefore get lots of rewards for the effort.

Section 7.0: How KiHS Runs

7.1: Student Records and Transcripts

Student records and transcripts are kept at our Thunder Bay office. Thomas Choong, our Guidance Counsellor, oversees these records. Ontario Student Record (OSR) requests can be sent to the address or fax number below.

73 Cumberland Street North
Thunder Bay, ON
P7A 4L8

Fax: (807)768-4817

7.2: Registration

Registration forms are available online at:

- https://kihs.knet.ca/kihs-online-application-form/
- New student applications must be accompanied by a photocopy of proof of the student's birth date. Acceptable proof can be any one of the following: Birth certificate; Treaty card; Driver's license; Ontario Health Card. Students under the age of 18 will also require a signature from a parent or guardian.

Please note:

- You will need a digital copy of the front and back of your Status card (pictures are fine)

- Application progress will not be saved if you leave the page before submitting
- Be sure to click the "Submit" button when you have completed your application
- If you experience issues with the application, you can reach out to your local KiHS classroom, or email us at applicationform@edu.knet.ca

Laura Blair, **Enrolment Supervisor**
ext. 4609
laurablair@edu.knet.ca

7.3: Evaluation and Reporting

Report cards are issued twice a term: a mid-term report after the 3rd week of each term and a final report at the end of the term. Report cards provide an overview of students' achievements in their courses, suggestions for improvement, and the number of absences for the term. Parents and guardians of students under the age of 18 will receive a copy to sign and return to the classroom.

Students, as well as parents/guardians of those students under the age of 18, are encouraged to discuss the reports with classroom mentors and course instructors.

7.4: Final Evaluation

The majority of courses at KIHS include a final evaluation typically consisting of a culminating activity and a final exam that are worth 30 % of a student's overall grade. Final evaluation occurs in the final week of each term and the schedule is posted online on the KIHS website and also in each of the community classrooms. Students are required to come into the classroom to complete their final evaluation.

7.5: Course Changes

Students are able to change courses at the beginning of each term. Students should check that they have met any prerequisites for before changing courses. Course change forms are completed by the community mentor and require parental/guardian approval if the student is under the age of 18.

7.6: Deadlines

There are various deadlines throughout the school year that are relevant to students. The classroom mentor will post important dates and deadlines in the classroom and they will also be posted online. Some important deadlines include the following:

- Deadline to register for one course in any term;
- Deadlines for Senior (Grade 11 and 12) course withdrawals. Withdrawals that occur after the deadline will appear on a student's transcript.

7.7: Late and Missed Assignments

Students are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the course teacher.

Students must understand that there will be consequences for not completing assignments for evaluation or for submitting time-sensitive assignments (such as projects) late.

Students have up until the end of each term to complete all course assignments, which include revising and resubmitting certain assignments with the approval of the course teacher.

Where in the course teacher's professional judgment it is appropriate to do so, the following strategies may be used to help prevent and/or address late and missed assignments:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- collaborating with their classroom teacher/mentor to prepare a term calendar of major assignment dates for every course;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- referring the student to the Student Success Lead;
- taking into consideration legitimate reasons for missed deadlines;
- holding course teacher-student virtual and/or phone conferences;
- make available for student's extra support such as special education services if needed;
- involve First Nation counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, students and parents and their previous experiences with the school system; and
- providing alternative assignments or tests/exams where it is reasonable and appropriate.

7.8: Cheating and Plagiarism

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. This includes AI! Evidence of such conduct could result in failure of tests/exams and/or earning that course credit.

Administration, teachers, and mentors work collaboratively in developing strategies for informing and helping students understand the gravity of such behaviour and the importance of acknowledging the work of others, such as: prevention of cheating and plagiarizing; detection of incidents of cheating and plagiarizing; and consequences for students who cheat or plagiarize.

Section 8.0: Course Codes and Descriptions

i) Understanding Course Codes

How to Read Ontario High School Course Codes Examples: ENG3CA, HIP4OD			
The first three letters indicate the subject	The number indicates the grade 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12	The next letter indicates the course type: L = Locally Developed W = De-streamed P = Applied D = Academic O = Open E = Workplace Preparation C = College Preparation M = College/University Preparation U = University	The next letter is an internal school code indicating the term the course is offered in.
ENG3CA for English	ENG3CA = a grade 11 course	ENG3CA = College	ENG3CA = term 1
HIP4OD for Humanities: Personal Life Management	HIP4OD = a grade 12 course	HIP4OD = Open	HIP4OD = term 4

8.1: Arts

AVI2O - Visual Arts, Grade 10, Open

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form (e.g., drawing, painting).

ASM2O – Media Arts, Grade 10, Open

This course enables students to create media artworks 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 communication 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 artworks.

ASM3O - Media Arts, Grade 11, Open

This course enables students to create media artworks using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media artworks and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media artworks.

AMU1O - Music, Grade 9, Open

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

8.2: Business

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

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

BDP3O - Entrepreneurial: The Enterprising Person, Grade 11, Open

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

BDV4C - Entrepreneurial Studies: Venture Planning in an Electronic Age, Grade 12, College

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

8.3: Canadian and World Studies

CGC1W – Exploring Canadian Geography, Grade 9, Academic *Compulsory*

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

CGG3O - Travel and Tourism: A Geographic Perspective, Grade 11, Open

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. *Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied*

CHC2D - Canadian History Since World War I, Grade 10, Academic *Compulsory*

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

CHC2L - Canadian History Since World War 1, Grade 10, Locally Developed *Compulsory*

This course focuses on the connections between the student and key people, events, and themes in Canadian history from World War I to the present. Students prepare for the Grades 11 and 12 Workplace Preparation history courses through the development and extension of historical literacy and inquiry skills. Students explore a variety of topics highlighting individuals and events that have contributed to the story of Canada. The major themes of Canadian identity, internal and external relationships, and changes since 1914, are explored through guided investigation. Students have the opportunity to extend analytical skills with a focus on identifying and interpreting events and perspectives and making connections. Students practise reading, writing, and visual skills to identify and communicate ideas in a variety of forms.

CHC2P - Canadian History Since World War I, Grade 10, Applied *Compulsory*

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

CLN4U - Canadian and International Law, Grade 12, University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. *Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.*

CHV2O - Civics and Citizenship, Grade 10, Open. A half credit. *Compulsory*

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

8.4: English

ENL1W - English, Grade 9, De-streamed. *Compulsory*

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 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 in Grades 11 and 12.

ENG1L - English, Grade 9, Locally Developed *Compulsory*

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

ENG2D- English, Grade 10, Academic *Compulsory*

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*

ENG2L - English, Grade 10, Locally Developed *Compulsory*

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

ENG2P - English, Grade 10, Applied *Compulsory*

This course is designed to extend the range of oral communication, writing, and media literacy skills 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 designed to prepare students for the compulsory Grade 11 college or workplace preparation course. *Prerequisite: English, Grade 9, Academic or Applied*

ENG3E - English, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will study the content, form, and style of a variety of contemporary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An important focus will be on using language clearly and accurately in a variety of formal and informal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course. *Prerequisite: English, Grade 10, Applied or Academic*

ENG4C - English, Grade 12, College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse 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*

ENG4E - English, Grade 12, Workplace Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. Students will analyse informational, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. This course is intended to prepare students for the workplace and active citizenship. *Prerequisite: English, Grade 11, Workplace Preparation*

ENG4U - English, Grade 12, College Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. *Prerequisite: English, Grade 11, University Preparation*

EMS30 – Media Studies, Grade 11, Open

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

through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing. *Prerequisite: English, Grade 10, Academic or Applied*

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

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *Prerequisite: English, Grade 11, College Preparation or University Preparation*

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

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. *Prerequisite: English, Grade 11, University Preparation*

NBE3C – English: Understand Contemporary First Nations, Métis, and Inuit Voices, Grade 11 College Preparation

This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course. *Prerequisite: English, Grade 10, Academic or Applied*

NBE3U – English: Understand Contemporary First Nations, Métis, and Inuit Voices, Grade 11 University Preparation

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyse the changing use of text forms by Indigenous authors/ creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college preparation course. *Prerequisite: English, Grade 10, Academic*

OLC4O - English, Grade 12, The Ontario Secondary School Literacy Course

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.)

8.5: Guidance and Career Studies

GLC2O - Career Studies, Grade 10, Open. A half credit *Compulsory*

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 career plans.

GLC2O-C - Cooperative Education, Grade 10, Open

This course is designed to suit the students' strengths, interests and needs and to enhance the student's preparation for the future. It consists of a classroom component and placement component. Through these two components, the cooperative education course prepares the student for successful participation in a work placement; 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 Career Studies course; and provides opportunities for the student to integrate the learning acquired in school and at the placement. *Prerequisite: GLC2O Career Studies*

GLS1O - Learning Strategies 1: Skills for Success in the Secondary School, 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.

8.6: Social Sciences and Humanities

HFN1O - Food and Nutrition, Grade 9, Open

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

HHG4M - Human Development throughout the Lifespan, Grade 12, University/College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. *Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies*

HHS4C - Families in Canada, Grade 12, College/University Preparation

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

HIF1O - Exploring Family Studies, Grade 9, Open

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which family's function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

HIP4O - Personal Life Management, Grade 12, Open

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage 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.

HPC3O - Raising Healthy Children, 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, 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.

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

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become

familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

HRF3O - World Religions and Belief Traditions in Daily Life, Grade 11, Open

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

HSG3M – Gender Studies, Grade 11, University/College

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity.

8.7: Native Languages

LNCAO/LNLAO/LNOAO - Native Languages (Cree, Oji-Cree, Ojibway), Level 1

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 world view, 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 practice basic vocabulary and phrases. Students will also use information technology during course related activities.

LNCBO/LNLBO/LNOBO - Native Languages (Cree, Oji-Cree, Ojibway), Level 2

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.

8.8: Mathematics

MTH1W – De-Streamed Mathematics, Grade 9. *Compulsory*

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.

MAT1L - Mathematics, Grade 9, Locally Developed *Compulsory*

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

MAT2L - Mathematics, Grade 10, Locally Developed *Compulsory*

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. *Prerequisite: A Grade 9 Mathematics credit*

MBF3C - Foundations of College Mathematics, Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; 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: Mathematics, Grade 10, Academic or Applied*

MCR3U - Functions, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Prerequisite: Principles of Mathematics, Grade 10, Academic*

MCF3M - Functions and Applications, Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. *Prerequisite: Mathematics, Grade 10, Academic or Applied*

MCT4C Mathematics for College Technology, Grade 12, College Preparation
This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs. *Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation*

MDM4U - Mathematics of Data Management, Grade 12, University Preparation
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. *Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation*

MEL3E - Mathematics for Everyday Life, Grade 11, Workplace Preparation
This course enables students to broaden their understanding of mathematics as it is applied in important areas in day-to-day living. 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 settings. *Prerequisite: Mathematics, Grade 9, Academic or Applied*

MFM2P - Foundations of Mathematics, Grade 10, Applied *Compulsory*
This course enables students to consolidate their understanding of linear relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytical 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: Mathematics, Grade 9, Academic or Applied*

MPM2D - Principles of Mathematics, Grade 10, Academic *Compulsory*
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. Mathematical process expectations. The mathematical processes are to be integrated into student learning in all areas of this course. *Prerequisite: Mathematics, Grade 9, Academic*

8.9: Native Studies

NAC1O - Expressions of First Nations, Metis, and Inuit Cultures, Grade 9, Open

This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create artworks to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty.

8.10: Health and Physical Education

PAD2O - Healthy Living and Outdoor Activities, Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide variety 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. Students will have many opportunities engaging themselves in the outdoor environment learning teamwork, leadership, and survival skills. Students will also develop a deeper appreciation of, and respect toward the natural environment and their own self-competency as they pursue different challenges that will be useful for both survival and/or enjoyment in outdoor settings.

PPL1O - Healthy Active Living, Grade 9, Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

PPZ3C - Health for Life, Grade 11, Open

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

8.11: Science

SBI3U - Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic

processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine skills related to scientific investigation. *Prerequisite: Science, Grade 10, Academic*

SBI4U - Biology, Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. *Prerequisite: Biology, Grade 11, Academic*

SCH3U - Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. *Prerequisite: Science, Grade 10, Academic*

SCH4U - Chemistry, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. *Prerequisite: Chemistry, Grade 11, University Preparation*

SNC1W – De-streamed Science, Grade 9

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC1L - Science, Grade 9, Locally Developed *Compulsory*

This course enables students to deepen their knowledge and understanding of the basic concepts in biology, chemistry, earth and space science, and physics; to develop practical skills in science investigation; and to apply their knowledge and skills to everyday situations. Students conduct investigations into practical problems and issues related to cells and reproduction, the structure and properties of elements and compounds, static and current electricity, and astronomy and space exploration. A variety of hands-on activities assist students to acquire concepts. Students will use different reporting strategies to facilitate the development of communication skills.

SNC2D - Science, Grade 10, Academic *Compulsory*

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*

SNC2L - Science, Grade 10, Locally Developed *Compulsory*

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

SNC2P - Science, Grade 10, Applied *Compulsory*

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*

SNC4M - Science, Grade 12, University Preparation

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

SPH3U - Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test the laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. *Prerequisite: Science, Grade 10, Academic*

SVN3E - Environment Science, Grade 11, Workplace

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and

environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of students' literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy. *Prerequisite: Science, Grade 9, Academic or Applied, or any Grade 9 or 10 Locally Developed Compulsory Credit (LDCC) course in science*

SVN3M - Environmental Science, Grade 11, University/College Preparation

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

8.12: Technology

TGJ2O - Communications Technology, Grade 10, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

TGP3M - Communications Technology: Photography and Digital Imaging, Grade 11, College/University Preparation

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. Students will also develop an awareness of related environmental and societal issues and explore college and university programs and career opportunities in the various communications technology fields. Emphasis on photography and digital imaging.

8.13: Co-operative Education

DCO3O - Creating Opportunities through Co-op, Grade 11, Open

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

Cooperative Education Linked to a Related Course

Some co-operative education credits may be linked to a previously earned credit. A major focus of such a course is on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course(s).

8.14: Interdisciplinary Studies

IDC3O - Interdisciplinary Studies: Applied Travel and Tourism, Grade 11, Open

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes from the geographic inquiry and research how the travel and tourism industry, as well as the outdoor activities they encompass, affect the environment around them. Students will investigate unique environmental, sociocultural, economic, and political characteristics that could impact tourism in their community. They will use skills/knowledge revolving around outdoor education to examine its place within local tourism industries and use this information to research the pros and cons surrounding them. Using all this information, students will predict and analyze all information surrounding this.

This course combines theory and curriculum from Travel and Tourism: A Geographic Perspective (CGG3O), and Healthy Living and Outdoor Activities (PAD2O). Students will gain practical experience through promoting healthy living, incorporating a number of outdoor activities that are specific to their community, examining how travel and tourism have an effect on the environment around them, and using spatial analysis tools to look at the impact the travel industry has on the environment and human communities.