



Course Calendar

2024-2025

Kingston Secondary School
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Message from the Principal

Greetings Kingston Secondary School students and families,

The Kingston Secondary School course calendar is a valuable tool to assist students and families in planning and reviewing a pathway to success for all students. At K.S.S we offer innovative programming in French Immersion, Extended French, School to Community, Specialist High Skills Major areas: Arts & Culture, Construction, Food Processing and Sports, Dual Credits and the International Baccalaureate Programme; along with numerous Technology, Music, Visual Arts and Drama courses. There are courses to interest all students. This course selection resource is designed to assist students in selecting their courses for the upcoming school year and beyond. We firmly believe there is value in all postsecondary destinations and all sectors of employment. We fully prepare all our students for the next step in life - be it college, university, apprenticeships, or directly to the world of work. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers, guidance counsellors, learning program support teachers and student success teachers. As students choose their courses, factors that should be considered in planning include the following: preferred learning styles, strengths and interests, and short- and long-term goals. The information and course descriptions in the course calendar will help students make decisions based on desired destinations after high school.

KSS is an outstanding school, and I am proud of the dedication and commitment of staff to support in partnership with parents/guardians successful outcomes for students to help all students grow into contributing and thriving members of society.

Darren Seymour
Principal
Kingston Secondary School

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School Policies, Practices and Procedures

Registration at KSS

Grade 9

Students who attend a KSS feeder schools in the LDSB (Central PS, JG Simcoe PS, Marysville PS, Module Vanier, Molly Brant ES, Rideau Heights PS, Sydenham PS and those attending Calvin Park PS residing in the KSS area) will be automatically transferred to KSS, and will complete course selection with their grade 8 teacher. Students who attend LDSB schools and are admitted to the Pre-IB programme at KSS will also be transferred automatically. All other families should visit the [LDSB Registration Site](#) for instructions on how to register a student.

Transferring to KSS from another High School

New students wishing to register at KSS should follow the online registration instructions on the LDSB website. Once an online registration is received, KSS will be in touch via email regarding next steps. Students should bring proof of date of birth and a current transcript with them when they are invited for a registration meeting. If you wish to transfer to KSS and want to participate in athletics, please contact the school's Athletic Director (jameskim@limestone.on.ca). New students in grades 10-12 must complete a transfer forms which will be assessed by KASSAA to determine eligibility prior to competing in any sports. Students who transfer from outside of the province our country should bring a copy of their most recent transcript from their previous school. Your transcript will be assessed and you may be eligible for equivalency credits toward your Ontario diploma.

Full time status

Students in their first three years are expected to carry a full course load each semester. Graduating students (year 4) are expected to take a full course load (3 or 4 credit courses) each semester to qualify for full time student status. It is very important that students make proper, informed course selections. To ensure that the timetabling process can occur in a timely manner and that students have access to desired courses, students should make sure course selection timelines are adhered to.

Code of Conduct

The [KSS Code of Conduct](#) is posted annually on the KSS website. Please refer to this document as needed throughout the school year.

Student Supports & Resources

Please visit the [KSS Student Services webpage](#) for a complete and up to date list of resources and supports available to students

School Organization

School Day Schedule

Students follow the same schedule Monday-Friday at KSS. Music begins at 8:15 signalling the time to go to homeroom. Bells will ring to signal the beginning of each Period and Break throughout the day. The first period consists of two parts; Homeroom and curriculum time.

Homeroom & Period 1	8:20-9:40 (80 minutes)
Break	9:40-9:48 (8 minutes)
Period 2	9:48-11:03 (75 minutes)
Lunch	11:03-11:55 (52 minutes)
Period 3	11:55-1:10 (75 minutes)
Break	1:10-1:17 (7 minutes)
Period 4	1:17-2:32 (75 minutes)

School Year Organization: Semesters

The school year is organized into two semesters. In each semester, students take up to four courses. Semester 1 runs from September to January, and Semester 2 runs from February to June. Final summative assessment tasks and/or exams for each course occur in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course is scheduled for 110 hours.

Recording and Reporting

Reporting Periods

Midterm report cards are distributed in November and April. Final report cards are distributed in February and June. Teachers will be in touch regarding credits at-risk throughout the semester. For specific dates for reporting student achievement at KSS, please refer to the LDSB website. Students can access their final grades through myBlueprint online, or via the hard copy of their report cards.

Full Disclosure for Grades 11 and 12

The Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student's OST. Courses dropped appear with a "w", and do not count toward the student's average. Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with the college.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official and consistent record of a student's achievement in Ontario Secondary School credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record. Students can track their progress online using myBlueprint and the Aspen student portal.

Ontario Student Record (OSR)

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

Assessment and Evaluation

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

Assessment for Learning

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

Assessment of Learning

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

Assessment as Learning

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

For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit <http://www.limestone.on.ca/Parents/>

Definition of a Credit

A credit recognizes the successful completion of a course for which at least 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education. To graduate with an OSSD, students must successfully complete (pass) 30.0 credits, made up of compulsory & elective courses. See section on diploma requirements for more information.

Credit Attainment and Provincial Standard

Credits are granted with a minimum grade of 50%. Provincial standard, however, is set at 70%. If a student achieves a minimum of 70%, they are well prepared to take a subsequent course in the same pathway. If a student achieves a grade less than 70%, they may experience difficulty in a subsequent course due to not having mastered expectations from the previous course. In this case, a student may consider accessing additional support through Student Success, altering pathway plans, or retaking a course in preparation for the next course. Please contact your school's Student Services department for more information.

Ontario Secondary School Diplomas and Certificates

The Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma requires that students pass 30 credits (18.0 compulsory credits, 12.0 optional credits), contribute 40 hours of Volunteer Community Involvement, and successfully complete the Ontario Secondary School Literacy Requirement (test or course). Two courses are to be taken through e-learning, unless a parent/guardian signs an opt out of e-learning form. Specific information about each of these requirements is outlined below. Beginning in September 2024, students must also complete one junior technology credit as a compulsory course.

OSSD Credit Requirements

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Phys Ed. 1 Arts 1 Technology	English Math Science History Civics & Careers	English Math e-learning	English E-learning
+ 3 additional Compulsory Courses (1 from each Group):	Students must take three other compulsory courses from 3 groupings before graduation: Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***. Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***. Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***			
Number of Optional Credits	Options included within Arts & Tech compulsory courses	3 options	5-6 options	5-7 options

Notes on Required Courses listed above

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

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

Other Considerations

- Optional courses in grades 11 & 12 should be selected while considering a student's post-secondary interests and requirements.
- Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English.
- Up to four Dual Credits can be counted towards optional or elective credits.

Substitutions for Compulsory Credits

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

The Ontario Literacy Requirement (OSSLT or OSSLC)

The Ontario Curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including Grade 9. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

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

Community Volunteer Requirement

Students must complete 40 hours of community involvement outside of their normal instructional hours to be granted their diploma. Hours may be completed during their high school years. ***Please note: You are encouraged to start your community involvement hours in the summer months leading up to your Grade 9 year.*** These hours must be logged, and the form submitted to the student services office prior to graduation in grade 12. For more information, please visit the Student Services office

E-Learning Requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted. KSS offers elearning courses through Summer Session (including summer courses and co-op) and during the school year as part of the Ontario E-learning Consortium. E-learning courses are asynchronous, but follow the semester schedule. E-learning course offerings can be viewed throughout the school year <https://www.elearningstudents.ca/>. Registration for these courses happens through the KSS Student Services team.

Specialist High Skills Major (SHSM)

What is it? Completion of a Specialist High Skills Major (SHSM) during a student's Grade 11 & 12 years recognizes they have achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or sector to earn a Red Seal designation on their Secondary School Diploma. KSS is currently designated as an SHSM school in four sectors:

- **Arts & Culture**
- **Construction**
- **Food Processing**
- **Sports**

What are the requirements? During Grades 11 & 12, students must earn a bundle of 8-10 credits including 4 credits in the subject major and a two credit co-op for experiential learning, 6-7 sector recognized certifications, including Standard First Aid & CPR and WHMIS training. For more information on how to enroll in the SHSM program please **contact the Student Services Office**.

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

How it helps? Students have the opportunity to

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

Language Certificates

- **Core French Certificate:** Students who complete the full four-year French program either in Academic French (FSF1D0, FSF2D0, FSF3U0, and FSF4U0) or Applied French (FSF1P0, FSF2P0, FSF3O0, FSF4O0) will receive a Certificate of Core French Studies.
- **Extended French Certificate:** Students who take seven (7) courses: the four (4) language courses (FEF1D4, FEF2D4, FEF3U4, and FEF4U4) and three (3) electives in which French is the language of instruction, (e.g. Social Sciences, Canadian Studies, and Physical Education) will earn an Extended French Certificate at graduation.
- **Immersion French Certificate:** Students who take ten (10) courses: the four (4) language courses (FIF1D3, FIF2D3, FIF3U3, and FIF4U3) and six (6) other courses in which French is the language of instruction will earn their French Immersion Certificate at graduation.
- **International Language Certificate:** is awarded to students who have earned six or more credits in a combination of French, Latin or Spanish courses. Students must have studied at least two different languages, in which a minimum of two Grade 12 credits have been earned.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they are 18 years old and have earned a minimum of 14.0 credits distributed as follows:

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts, Technology or Computer Studies
- 7 Additional optional credits There is no OSSLT requirement for the OSSC.

The Certificate of Accomplishment (COA)

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

The International Baccalaureate Programme

The International Baccalaureate (IB) is a not-for-profit international education foundation. Founded in 1968 and headquartered in Geneva, Switzerland, it has educated over 1 million students. There are currently 3521 IB schools, offering a total of 4 377 programmes in 144 countries. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



The IB Learner Profile: The aim of all IB programmes is to develop internationally minded people, who recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS: We nurture curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout our life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and changes.

BALANCED: We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The Limestone Pre-IB Programme (LPIB)- Grades 9 & 10

To prepare students for the challenge of the IB curriculum, potential IB candidates will be introduced to IB course concepts and skills through enrichment activities and prerequisite material in grades 9 and 10. This preparatory programme is common to most IB schools and allows students, parents and teachers to determine if the IB Diploma Programme is an appropriate educational choice for the student. *The IB Diploma Programme at KSS is open to students who are highly-motivated and enjoy an academic challenge. Any grade 8 or 9 student in the Kingston region may apply to be part of this programme.* Students will take 6 Pre-IB courses during their grade 9 & 10 years (English, Science and Mathematics in Grades 9 & 10). Students in the pre-IB programme must also take a second language (French or Spanish) in their grade 10 year.

The IB Programme- Grades 11 & 12

Students enrolled in the IB programme may choose to take the full IB Diploma, or select specific IB Courses to complete over their grade 11 & 12 years. Each course has both a grade 11 and grade 12 component, and will be the equivalent of either 2.0 or 3.0 Ontario credits. On completion of the programme our students earn the internationally recognized IB Course Certificate or IB Diploma as well as the Ontario Secondary School Diploma. Students may also receive the French Immersion Certificate if they satisfy the criteria for the certificate. Universities within Ontario, Canada, and internationally, recognize the diploma and provide course credit or advanced placement opportunities, as well as additional access to scholarships and other student enrolment benefits. However, the greatest benefit is in the learning and the development of the student preparation for post-secondary learning.

IB Diploma Option: To earn the IB Diploma, a student must successfully complete one course of study from each of the six subject groups and the three core requirements. Students must complete at least three and no more than four of their IB subjects at the higher level (HL). HL courses consist of 240 hours, whereas standard level (SL) courses are 150 hours.

The Six Subject Groups (IB options within each group are listed in brackets):

- Group 1: **Studies in Language and Literature*** (English)
- Group 2: **Language Acquisition**** (French or Spanish)
- Group 3: **Individuals and Societies**** (Global Politics, Psychology or Business)
- Group 4: **Sciences*** (Physics, Biology or Environmental Systems & Society)
- Group 5: **Mathematics*** (Mathematics Analysis & Approaches or Applications & Interpretations)
- Group 6: **The Arts and Electives**** (Film, Music OR Chemistry)

* These courses will be taken over three semesters, and students will earn 3.0 Ontario credits.

** These courses will be taken over two semesters, and students will earn 2.0 Ontario credits.

IB Course descriptions and Ontario courses granted for each credit can be found in the KSS IB Handbook (posted on the KSS website). They can also be found on the [KSS IB webpage](#).

Students working toward the IB Diploma program will also work toward the IB core requirements. The three core requirements are included to challenge and to broaden the educational experience:

- **The Extended Essay** (4000 words) requiring independent research related to an IB subject of their choice. Students are supported through this process by a staff advisor specific to their subject area.
- **Theory of Knowledge** which encompasses 1) critically examining different ways of knowing – perception, emotion, language and reason, and 2) examining different kinds of knowledge – scientific, artistic, mathematical, and historical (OSSD Credit: HZT4UE)
- **The Creativity, Action, Service (CAS)** component which requires students to engage in 1) arts activities and demonstrating creativity, 2) taking action by participating in sports (team and individual), and 3) participating in community and social service activities. Students are expected to be involved in CAS activities for the equivalent of at least three hours each week during the two years of the programme.

IB Course(s) Option: To complete IB courses rather than the full diploma, students would select courses from the list of IB Groups above and complete these courses over 2 years (2.0 or 3.0 Ontario credits depending on the course). Students doing IB Courses are not required to complete the core requirements (EE, TOK, CAS).

HOW ARE STUDENTS ASSESSED?

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessment : In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External assessment : Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include world literature assignments for language A, written assignments for language acquisition courses, essays for theory of knowledge and extended essays.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

THE GRADING SYSTEM

The grading system is criterion based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.

Curriculum and Course Offerings

Course Types

Courses in the secondary school program are designed to provide all students with the essential knowledge and skills required for future endeavors, as well as the opportunity to specialize in areas that are related to their postsecondary goals or pathways.

Grades 9-12 Open courses (O)

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Grade 9 De-streamed Courses (W)

Grade 9 is a continuation of learning from Grade 8 and will allow students to transition into high school before deciding about their preferred pathway (apprenticeship, college, workplace or university) for the future. For this reason, compulsory courses in grade 9 are de-streamed, and students will not select a particular pathway for their courses.

Grade 9 & 10 Locally Developed courses (L)

Locally Developed (or Essentials) courses support the needs of students who have been receiving significantly modified programming in Grade 8. Some students in the Locally Developed Program may work to successfully complete the required 30 credits to earn their Ontario Secondary School Diploma (OSSD), and other students will work towards an Ontario Secondary School Certificate (OSSC). Locally Developed courses are offered in Math, English, and Science. Students who complete Locally Developed courses in Grade 9 and 10 are being prepared to go directly into Grade 11 Workplace Courses, which lead to employment after high school and limited certificate granting college programs.

Grade 10 Academic & Applied Courses

- **Academic courses (D)** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- **Applied courses (P)** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Grade 11 & 12 College, University & Workplace Preparation Courses

- **College preparation courses (C)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for 2-3 year college diploma and advanced diploma programs as well as entering many of the trades.
- **University/College preparation courses (M)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for 4-year degree programs offered at universities and colleges. A limited number of University programs only allow three 4M courses to be included in your admission average, and the remaining are to be 4U.

- **University preparation courses (U)** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for 4- year degree programs offered at Universities and Colleges.
- **Workplace preparation courses (E)** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs.

1. Course Coding System

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for board use (e.g. the use of “3” and “4” to identify courses offered in French).

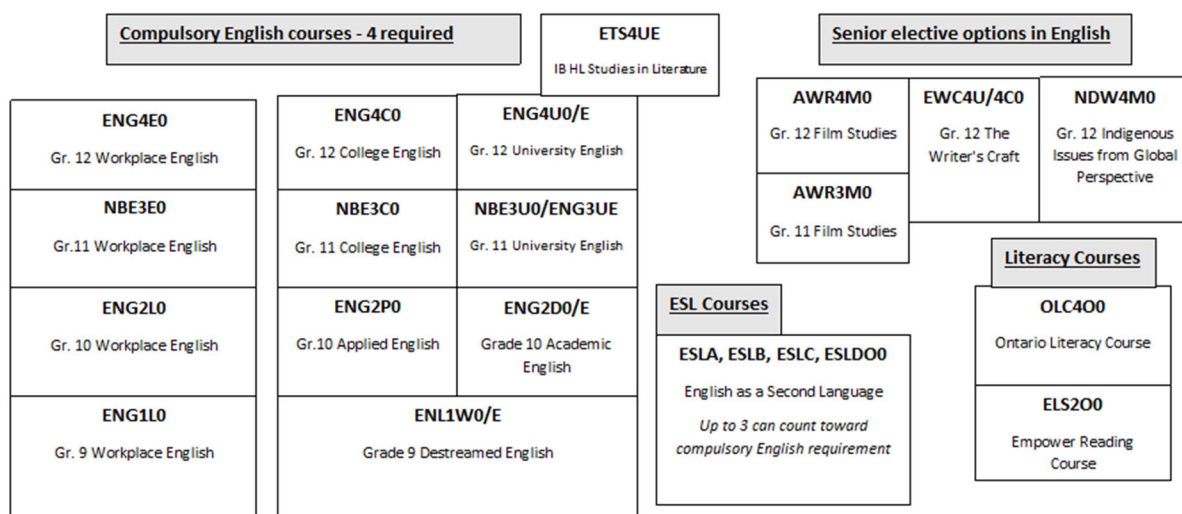
E.g. Grade 10 Academic Mathematics (MPM2D0):

Math	MPM	2	D	0
Course Title	Course Code	Grade of course	Course Type	Program Designation
		1: Grade 9	W: Destreamed (9)	0: Core/Mainstream
		2: Grade 10	L: Loc. Developed(9/10)	3: Immersion French
		3: Grade 11	D: Academic (9/10)	4: Extended French
		4: Grade 12	P: Applied (9/10)	E: IB Programme
			O: Open (9/10/11/12)	V: Elearning
			E: Workplace (11/12)	
			C: College (11/12)	
			M: University/College (11/12)	
			U: University (11/12)	

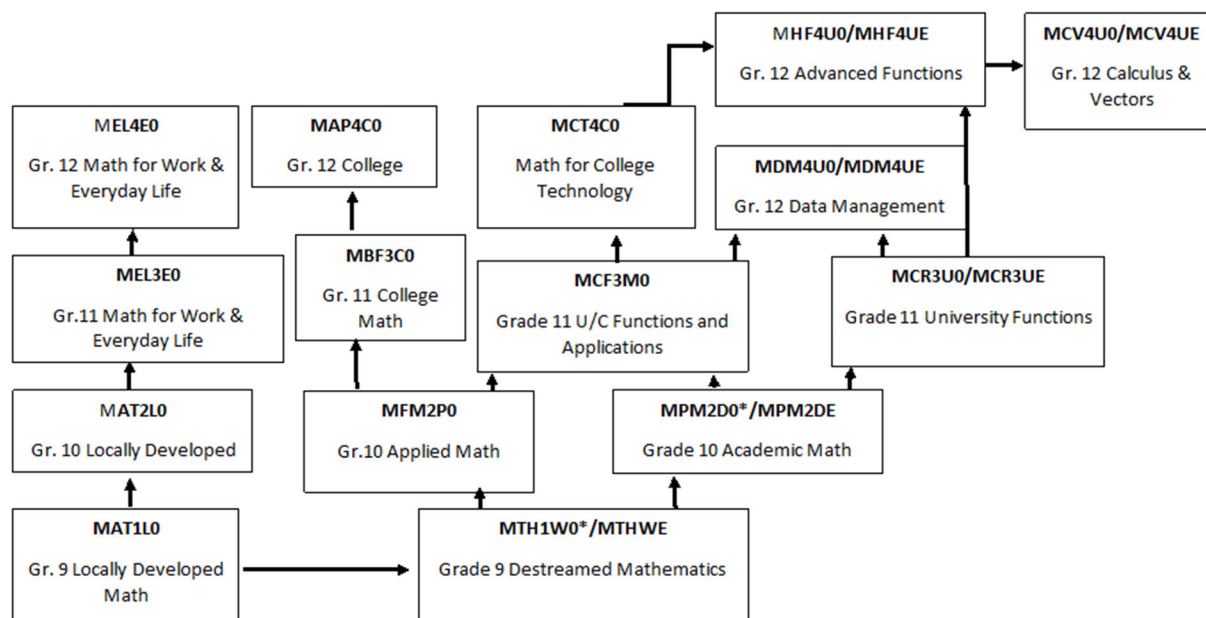
KSS Course Flowcharts

The flowcharts below have been created to help students see the program options offered at KSS. These are meant to help in planning ahead and mapping your possible courses.

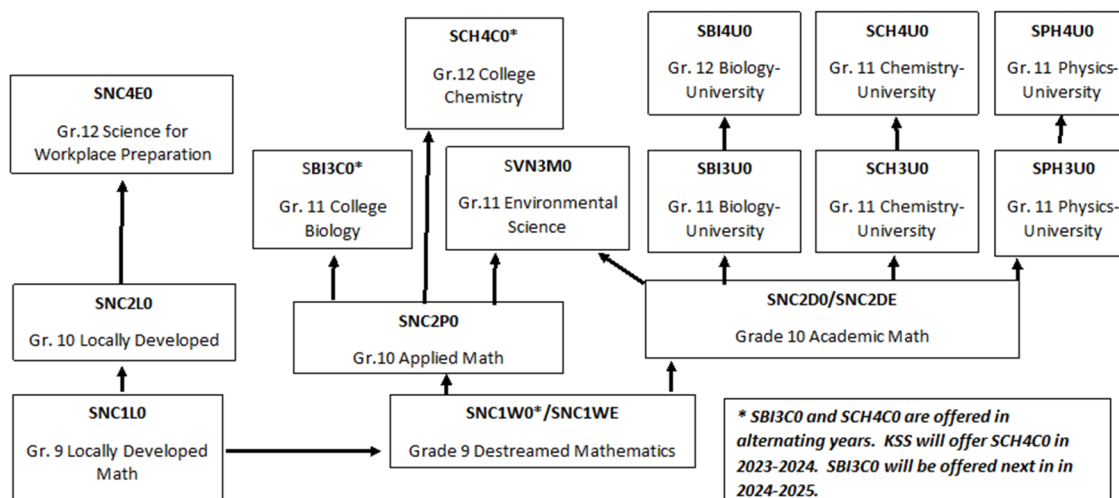
English, ESL, Literacy & Related Senior Electives: Students working toward an OSSD require 4 compulsory English credits to graduate.



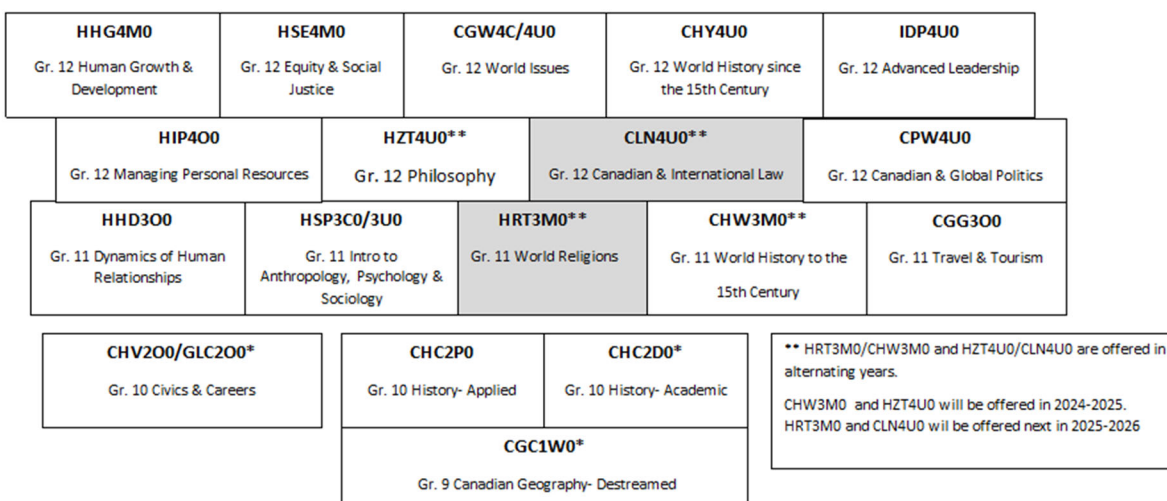
Math: Students working toward an OSSD require 3 compulsory math credits to graduate (including at least one senior math course). Courses with an asterisk (*) are offered in French and English.



Science: Students working toward an OSSD require two science credits to graduate.



Canadian & World Studies & Social Sciences: Students working toward an OSSD require 1 Canadian Geography, 1 Canadian History as well as Civics (0.5) and Careers (0.5) to graduate Courses with an asterisk (*) are offered in French as well as English.



Phys Ed Department Course Offerings at K.S.S.

All students require 1 compulsory phys ed credit to graduate. Courses with an asterisk (*) are offered in French as well as English.

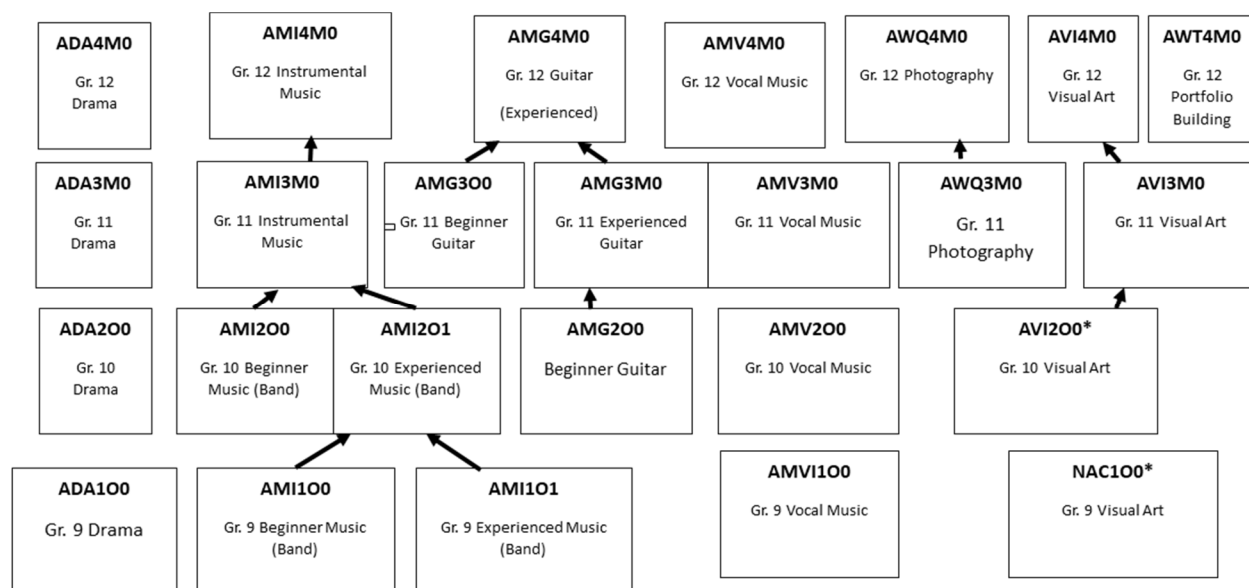
PPL400* Gr. 12 Healthy Active Living	PAF400* Gr. 12 Powerfit	PAI400 Gr. 12 Live Fit	PSK4U0 Gr. 12 Kinesiology	PLF4M0 Adaptive Phys Ed Leadership
PPL300* Gr. 11 Healthy Active Living	PAF300* Gr. 11 Powerfit	PAI300 Gr. 11 Live Fit	PAD200 School to Community Large Group Activities	
PPL200* Gr. 10 Healthy Active Living	PAF200* Gr. 10 Powerfit	PAI200 Gr. 10 Live Fit		
PPL100* Gr. 9 Healthy Active Living				

Technology & Skilled Trades Course Offerings at K.S.S.

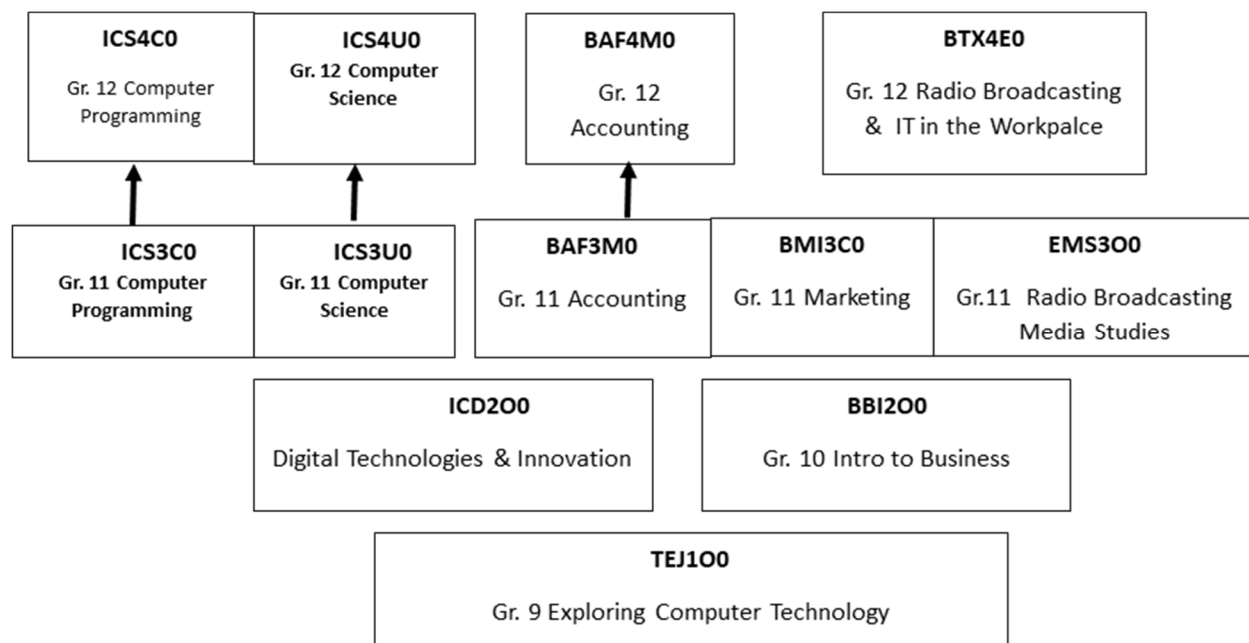
Beginning in 2024, students entering grade 9 are required to take one junior technology credit (grade 9 or 10) as part of their high school plan.

					DCO400 Gr. 12 Lunchtime Cafeteria Creating Opportunities through Co-op (1 or 2 credit bundle)		
TCJ4C0 Gr. 12 Construction	TWJ4E0 Gr. 12 Custom Woodworking	TDJ4M0 Gr. 12 Technological Design	TMJ4M0 Gr. 12 Manufacturing	TTJ4C0 Gr. 12 Transportation	TFJ4C0 Gr. 12 Hospitality & Tourism	HFA4C0 Gr. 12 Nutrition & Health	HFA4U0 Gr. 12 Nutrition & Health
TCJ3C0 Gr. 11 Construction	TWJ3E0 Gr. 11 Custom Woodworking	TDJ3M0 Gr. 11 Technological Design	TMJ3C0 Gr. 11 Manufacturing	TTJ3C0 Gr. 11 Transportation	TFJ3C0 Gr. 11 Hosp. & Tourism		HFC3M0 Gr. 11 Food & Culture
TCJ200 Gr. 10 Construction	TDJ200 Gr. 10 Technological Design		TMJ200 Gr. 10 Manufacturing	TTJ200 Gr. 10 Transportation	TFJ200 Gr. 10 Hospitality & Tourism		
TAS100 Gr. 9 Technology and the Skilled Trades							

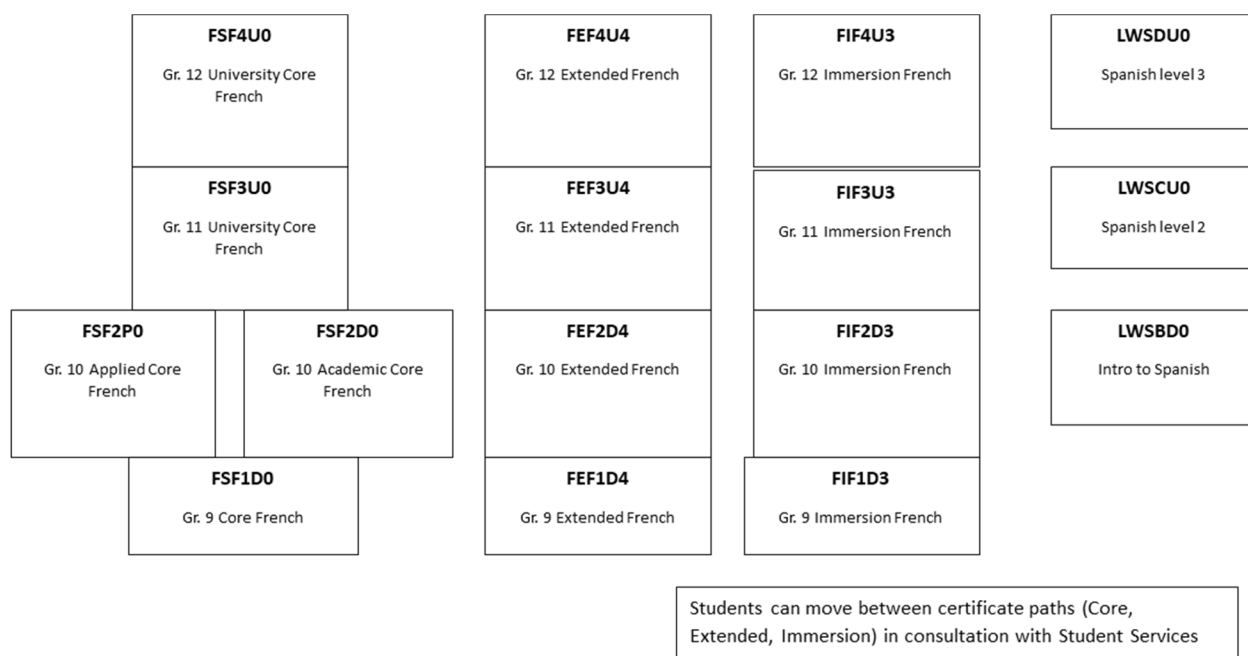
Arts Course Offerings at K.S.S.



Business, Computing & Radiobroadcasting Course Offerings at K.S.S.



Languages Department Course Offerings at K.S.S.



2. Course Offerings

Courses are offered and will run based on sufficient requests during course selection time, qualified staffing, and space. Course outlines for the courses listed in this catalogue are available to parents and students at the school at the beginning of each course. Curriculum documents which describe specific course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>. Students enrolled at an LDSB school will select their courses using myBlueprint. Course descriptions and prerequisite courses are also listed on myBlueprint. **KSS IB Programme Course Offerings and School to Community offerings are listed at the bottom of this alphabetical list.**

ADA100 Dramatic Arts, Grade 9, Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite:** None

ADA200 Dramatic Arts, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite:** None

ADA3M0 Dramatic Arts, Grade 11, University/College Preparation

This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works. **Prerequisite:** ADA100 or ADA200

ADA4M0 Dramatic Arts, Grade 12, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite:** ADA3M

AMG200 Music-Guitar, Grade 10 Open (Beginner)

This course emphasizes the performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Guitar will be the focus of this course. This course may be divided into beginner and advanced sections, based on previous experience. **No experience required.**

AMG3M0 Music-Guitar, Grade 11 University/College Preparation (Experienced)

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyze and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities. Guitar will be the focus of this course. **Prerequisite: Previous experience playing the guitar**

AMG4M0 Music-Guitar, Grade 12 University/College Preparation (Experienced)

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and from the twentieth century, including jazz, popular music, art music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. **Prerequisite:** AMG3M or AMI3M0

AMI100 Music-Instrumental (Beginner), 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 music, and will develop a variety of skills transferable to other areas of their life. No prior experience necessary. **Prerequisite:** None

AMI101 Music- Instrumental (Experienced), Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music and will develop a variety of skills transferable to other areas of their life. No prior experience necessary. **Prerequisite: Ability to read music notation**

AMI200 Music – Instrumental, Grade 10, Open

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

The major focus of this course is to develop further the performance skills learned in Grade 9, and to enrich students' lives through music performance. **Prerequisite:** AMI10

AMI3M0 Music – Instrumental, Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. *The major focus of this course is to develop further the performance skills learned in Grade 10, and to enrich students' lives through performance in a large ensemble.* **Prerequisite:** AMI20

AMI4M0 Music – Instrumental, Grade 12, University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. *The major focus of this course is to develop further the performance skills learned in Grade 11, and to enrich students' lives through performance in a large ensemble. There are opportunities for students to work independently and in small groups in a variety of activities including learning a new instrument.* **Prerequisite:** AMI3M0

AMV100 Music - Vocal, Grade 9, Open

This course emphasizes performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use. *The focus of this course is voice.*

Prerequisite: None

AMV200 Music - Vocal, Grade 10, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. *The focus of this course is voice.* **Prerequisite:** None

AMV3M0 Music – Vocal, Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. *The focus of this course is voice.* **Prerequisite:** Experience in choral singing OR any Grade 9/10 Music Course

AMV4M0 Music – Vocal, Grade 12, University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. *The major focus of this course is to develop further the performance skills in voice.* **Prerequisite:** Experience in choral singing OR any Grade 11 Music Course.

AVI100 Visual Arts, Grade 9, Open

~See NAC100 ~

AVI200 Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

AVI3M0 Visual Arts, Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design). **Prerequisite:** NAC10 or AVI10 or AVI20

AVI4M0 Visual Arts, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two-and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite:** AVI3M

AWQ3M0 Visual Arts - Photography, Grade 11, University/College Preparation

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.

Prerequisite: NAC10 or AVI10 AVI20

AWQ4M0 Visual Arts - Photography, Grade 12, University/College Preparation

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

Prerequisite: AWQ3M

AWR3M0 Film Studies, Grade 11, University/College Preparation

This course will allow students to make the necessary connections between technology, film theory and creative writing. Film studies will encompass many areas of study; some of which are represented in this course. By analysing film as language students will learn how film is used to educate, entertain, and express. Particular emphasis will be placed on learning through application as students will be expected and encouraged to produce their own short films. This course will be stacked with an IB course. **Prerequisite:** None

AWR4M0 Film Studies, Grade 12, University/College Preparation

This course will allow students to identify and explore various approaches discussed in film theory which are influenced by a filmmaker's culture, religion, gender, environment, as well as sociological, political and economic trends. By analysing film movements, feature film, documentary film and directors from various decades and areas of the world, students can see the progression toward current and future technological changes in the media. Particular emphasis will be placed on learning through application as students will be expected and encouraged to produce their own short films. **Prerequisite:** AWR3M

AWT4M0 Visual Arts - Building a Portfolio, University/College Preparation

This course focuses on the refinement of students' skills and knowledge in visual arts. Students will analyse art forms; use theories of art in analysing and producing art; and increase their understanding of stylistic changes in Western art, Canadian art (including Native Canadian art), and art form from various parts of the world. Students will produce a body of work demonstrating a personal approach. *This course assists the graduating student in building a portfolio of work suitable for applying to college and university programs such as fine arts, photography, fashion design, architecture and graphic arts.* **Prerequisite:** AVI3M, AWQ3M

BAF3M0 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 current issues and ethics in accounting. **Prerequisite:** None

BAT4M0 Financial Accounting Principles, Grade 12, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: BAF3M

BBI200 Introduction to Business, Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including marketing, accounting, information technology, human resources, and production, and of the importance of ethics and social responsibility. This course continues to build a foundation for further studies in business and introduces the students to portfolio-based assessment. **Prerequisite:** None

BMI3C0 Marketing: Goods, Services & Events, Grade 11, College Preparation

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, involvements, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. In BMI3C online, students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their environment and builds a foundation of digital literacy skills necessary for success in a technologically driven business world.

BTX4E0: Radio Broadcasting: IT in the Workplace

This course provides students with the opportunity to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project-based approach, students will focus on integrating software applications and applying multimedia software features while working at the Cave Radio station. Students will expand their understanding of electronic business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.

CGC1W0 Issues in Canadian Geography, Grade 9, Destreamed

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop approaches for making Canada a more sustainable place in which to live. **Prerequisite:** None

CGG300 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:** Issues in Canadian Geography, Grade 9 (CGC1D0, CGC1P0 or CGC1W0)

CGW4C0 World Issues, Grade 12, College Preparation

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. **Prerequisite:** CGC1D or CGC1P

CGW4U0 World Issues, Grade 12, University Preparation

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

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

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

CHC2P0 Canadian History since World War One, Grade 10, Applied

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various

communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite:** None

CHV200 Civics and Citizenship, Grade 10, Open - ½ credit

This half-credit 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. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

CHW3M0 World History to the End of the 15th Century, Grade 11, University/College Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras. **Prerequisite:** CHC2D or CHC2P

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

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelations. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress or decline in world history. **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CLN4U0 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 their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities. *This course is offered in alternate years. It will be offered next in 2025-2026.*

CPW4U0 Canadian and International Politics, Grade 12 University Preparation

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

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

DCO300 Lunch Cafeteria- Creating Opportunities through Co-op Experience

This course will take place daily for one semester in the school cafeteria. It will consist of a school community-connected experience running the school cafeteria. Within the context of the cafeteria, 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 and other aspects of their lives. This course is being offered as a single OR double credit option. The single option will have students just attending the course during lunch. The double credit option will have students take class before or after lunch, in addition to the lunch hour.

EMS300 Radio Broadcasting Journalism: Media Studies

Students in this course will create and produce content for The Cave Radio station at KSS. This course emphasizes knowledge and skills that will enable students to understand media communications in the twenty-first century and to use media effectively and responsibly. Through analyzing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgment, and skills in viewing, representing, listening, speaking, reading, and writing.

ENL1W0 English, Grade 9, Destreamed

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. *This course is also offered in the Pre-IB Programme (ENL1WE)* **Prerequisite:** None.

ENG1L0 English, Grade 9, Locally Developed

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Locally Developed course. The course is organized by strands that develop listening and talking skills, reading and viewing skills and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite:** None.

ENG2D0 English, Grade 10, Academic

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyze and create effective media works. An important focus will be the thoughtful use of spoken and written language. *This course is also offered in the Pre-IB programme (ENG2DE)* **Prerequisite:** ENL1W0

ENG2P0 English, Grade 10, Applied

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language. **Prerequisite:** ENL1W0

ENG2L0 English, Grade 10, Locally Developed

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the 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 foundation literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students build on their strategies and engage in the process involved in talking, listening, reading, viewing, writing, and thinking and reflect regularly upon their growth in these areas. **Prerequisite:** ENG 1L or ENG 1D

ENG3C0 English, Grade 11, College Preparation

~See NBE3C0 ~

ENG3U0 English, Grade 11, University Preparation

~See NBE3U0 ~

ENG4CF Radio-Focused English, Grade 12, College Preparation

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

ENG4C0 English, Grade 12, College Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively. **Prerequisite:** ENG3C or NBE3C

ENG4U0 English, Grade 12, University Preparation

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. **Prerequisite:** ENG3U or NBE3U

EWC4C0 The Writer's Craft, Grade 12, College 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 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:** NBE3C or ENG3C

EWC4U0 The 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:** NBE3U or ENG3U

FEF1D4 Extended French, Grade 9, Academic

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** Minimum of 1260 hours of French instruction, or equivalent

FEF2D4 Extended French, Grade 10, Academic

This course provides extensive opportunities for students to use their communication skills in French and to apply language learning strategies. Students will develop their skills in listening, speaking, reading, and writing by responding to and interacting with French oral and written texts in a variety of real-life contexts, using their creative and critical thinking skills to explore and evaluate information and ideas in the texts. Students will increase their knowledge of the French language through the study of French authors. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF1D4

FEF3U4 Extended French, Grade 11, University Preparation

This course provides opportunities for students to communicate about concrete and abstract topics in various situations. Students will consolidate and refine their skills in listening, speaking, reading, and writing by applying language learning strategies, as well as creative and critical thinking skills, in a variety of real-life contexts. Students will develop their knowledge of the French language through the study of contemporary French authors and well-known French European authors. They will also deepen their

understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF2D4

FEF4U4 Extended French, Grade 12, University Preparation

This course further emphasizes the consolidation of communication skills required to interact in French for various purposes about concrete and abstract topics. Students will independently apply language learning strategies in a variety of real-life and personally relevant contexts in listening, speaking, reading, and writing, and will broaden their creative and critical thinking skills through responding to and analysing oral and written texts. Students will increase their knowledge of the French language through the study of Canadian and international French literature. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FEF3U4

FIF1D3 French Immersion, Grade 9, Academic

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

FIF2D3 French Immersion, Grade 10, Academic

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will use a variety of language learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary French literature and historically well-known French European literature. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF1D3

FIF3U3 French Immersion, Grade 11, University Preparation

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will use their skills in listening, speaking, reading, and writing and apply language learning strategies while exploring a variety of concrete and abstract topics. Students will increase their knowledge of the French language through the study of French literature from around the world. They will also deepen their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF2D3

FIF4U3 French Immersion, Grade 12, University Preparation

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate their listening, speaking, reading, and writing skills and apply language learning strategies while communicating about concrete and abstract topics, and will independently respond to and interact with a variety of oral and written texts. Students will study a selection of French literature from the Middle Ages to the present. They will also enrich their

understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FIF4U3

FSF1D0 Core French, Grade 9, Academic

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

FSF2D0 Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF1D

FSF3U0 Core French, Grade 11, University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF2D

FSF4U0 Core French, Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. **Prerequisite:** FSF3U

GLC200 Career Studies, Grade 10, Open – (0.5 credit)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

GPP300 Leadership and Peer Support, Grade 11, Open (“Peer Tutoring”)

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or

peer support roles - for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. *This course is also offered as an extended/immersion French course.*

Prerequisite: GLC20 - Career Studies

HHD300 Dynamics of Human Relationships, Grade 11, Open

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

HIP400 Personal Resource Management, Grade 12, Open

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

Prerequisite: None

HHG4M0 Issues in Human Growth and Development, Grade 12, University/College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the life cycle, with particular emphasis on enhancing growth and development. Students will examine how early brain and child development are linked to lifelong learning, health, and well-being, and will develop child-care and human-relationship skills through practical experience in a community setting. This course also refines students' skills used in researching and investigating issues related to human growth and development. **Prerequisite:** Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

HFC3M0 Food and Culture, Grade 11, Open

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

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

HFA4C0/4U0 Nutrition and Health, Grade 12, University Preparation

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by

investigating issues related to nutrition and health. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.

HRT3M0 World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Grade 11, University/College Preparation

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expression of belief. This course is offered in alternating years. It will be offered next in 2025-2026. **Prerequisite:** None

HSE 4M0 Equity and Social Justice: From Theory to Practice, Grade 12, University/College Preparation

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

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

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

This course introduces students to theories, questions, and issues relating to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. **Prerequisite:** None

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

This course provides students with opportunities to think critically about theories, questions, and issues relating to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite:** ENG2D or CHC2D

HZT4U0 Philosophy: Questions and Theories, Grade 12, University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, and aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. ***(This course is offered in alternate years. It will be offered in 2023-2024)***

ICD200 Digital Technology and Innovations in the Changing World, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific, and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Prerequisite: None

ICS3C0 Introduction to Computer Programming, Grade 11, College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite:** None

ICS3U0 Introduction to Computer Science, Grade 11, University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite:** None

ICS4C0 Computer Programming, Grade 12, College Preparation

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

Prerequisite: ICS3C0

ICS4U0 Computer Science, Grade 12, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. *This course explores advanced computer programming concepts in Java.* **Prerequisite:** ICS3U0

IDP300 Introduction to Leadership, Open

This course will introduce students to leadership skills as they complete hands on leadership roles in the school and community. Students' in-class component will develop skills in the areas of communication, planning and goal setting, problem solving, group dynamics and teamwork. Students will develop their

own philosophy of leadership as well as essential skills and knowledge to support them in pursuing a variety of leadership roles. Interested students will be asked to complete an application and go through an interview process to determine their eligibility and commitment to improving as a student leader.

Prerequisite: Students should be in their 3rd year of high school.

IDP4U0 Leadership Development Program

This course will provide theory and practical knowledge as students pursue leadership roles in the school and community. Students will study and apply the principles and processes of inquiry and research as they develop skills in the areas of conflict resolution, goal setting, public speaking, problem solving, group dynamics and teamwork. In addition, students will develop their own philosophy of leadership and essential skills and knowledge to support them in pursuing a variety of leadership roles. **Prerequisite:** Students should be in their final year of high school

LWSBDO Spanish, Levels 1 and 2, Academic

This course enables students to develop competence in listening, speaking, reading, and writing in Spanish. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple. **Prerequisite:** None

LWSCUO Spanish, Level 3, University Preparation

This course offers students opportunities to further develop competence and confidence in listening, speaking, and writing in the language of study. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required. **Prerequisite:** LWSBDO

LWSDUO Spanish- Level 4, University Preparation

This course prepares students for postsecondary studies in the international language being studied. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic communities in Canada, literature, history, geography, and the arts. **Prerequisite:** LWSCUO

MAP4C0 Foundations for College Mathematics, Grade 12, College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college

programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: MBF3C or MCF3M

MAT1L0 Foundations of Mathematics, Grade 9, Locally Developed

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 Locally Developed course. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** None

MAT2L0 Mathematics, Grade 10, Locally Developed

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite:** MTH1W0, MAT1L0

MBF3C0 Foundations for College Mathematics, Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** MFM2P0 or MPM2D0

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

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

MCR3U0 Functions, Grade 11, University Preparation

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

Prerequisite: MPM2D0

MCT4C0 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. *Note: This course will also provide a path for MCF3M students if they wish to take Advanced Functions (MHF4U) or for students who had difficulty in MCR3U before they attempt Advanced Functions (MHF4U).* **Prerequisite:** MCF3M or MCR3U

MCV4U0 Calculus and Vectors, Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Prerequisite:** MHF4U0

MDM4U0 Mathematics for 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 large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite:** MCF3M0 or MCR3U0

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

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

Prerequisite: None

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

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** None

MFM2P0 Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of key mathematical concepts through hands-on activities and to extend their problem-solving experiences in a variety of applications. Students

will solve problems involving proportional reasoning and the trigonometry of right triangles; investigate applications of piecewise linear functions; solve and apply systems of linear equations; and solve problems involving quadratic functions. The effective use of technology in learning and in solving problems will be a focus of the course. **Prerequisite:** MTH1W0

MHF4U0 Advanced Functions, Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** MCR3U0 or MCT4C0

MPM2D0 Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multi-step problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills. *This course is also offered as an extended/immersion French course (MPM2D3) and in the Pre-IB Programme (MPM2DE).* **Prerequisite:** MTH1W0

MTH 1W0 Mathematics, Grade 9, Destreamed

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. This course is also offered in French Immersion (MTH1W3) and Pre-IB stream (MTH1WE) **Prerequisite:** None.

NAC100 Visual Arts, Expressing Aboriginal Cultures, Grade 9, Open

This course examines art and culture in Canada through an exploration of art forms – painting, sculpture, craft, storytelling, dance, and music – created by First Nation, Metis and Inuit artists. Students will learn to identify art forms and describe relationships between the art forms and indigenous traditions, philosophy, and culture. Students will also create their own art forms to express their understanding of First Nation, Metis and Inuit identity, relationships, and sovereignty. The focus of this course is visual art. Students who complete NAC 100 will meet the overall expectations for Grade 9 Visual Art and have the prerequisite for Grade 10/11 Visual Arts, including a working understanding of the Creative Process, the Elements of Design and Principles of Design and the Critical Analysis Process. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

NBE3C0 English: Contemporary Aboriginal Voices, Grade 11, College Preparation

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

Prerequisite: ENG2P0 or ENG2D0

NBE3E0 English: Contemporary Aboriginal Voices, Grade 11, Workplace Preparation

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. **Prerequisite:** ENG2L0, ENG2P0 or ENG2D0

NBE3U0 English: Contemporary Aboriginal Voices, Grade 11, University Preparation

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

Prerequisite: ENG2D0

NDW4M0 Issues of Indigenous Peoples in a Global Context, Grade 12, University/College

Preparation This course provides students with an overview of the issues and challenges that confront indigenous peoples worldwide. Students will develop an understanding of the concerns and aspirations of the world's indigenous population, plan and conduct research on global issues that have an impact on indigenous peoples, and use information technology to consult materials related to the views of indigenous peoples throughout the world. **Prerequisite:** NBE3U0 or NBE3C0

PAD200 Healthy Living and Outdoor Activities, Grade 10, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through active participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. In addition, discussion topics will include healthy eating, sexuality, and substance abuse with respect to developing a healthy lifestyle.

Prerequisite: None

PAI20/30/40 Girls - Personal & Fitness Activities, Grade 10, 11 and 12, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and

personal safety. Students will earn the PAF20/PAF30 or PAF40 credit depending on their grade level.

Exclusions: Powerfit- same grade level. **Prerequisite:** None

PAF200 Powerfit- Co-ed- Individual and Small Group Activities, Grade 10, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PAF300/400 Power Fit - Co-ed - Individual & Small Group Activities, Grade 11 & 12, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PLF4M0 Recreation and Healthy Active Living Leadership,) Grade 12, University/College

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

PPL100 Healthy Active Living Education, Grade 9, Open

This course emphasizes students' daily participation in a variety of enjoyable physical activities that promote lifelong, healthy, active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, safety, and injury-prevention strategies. 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. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PPL200 Healthy Active Living Education, Grade 10, Open

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong, healthy, active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PPL300 Healthy Active Living Education, Grade 11, Open

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PPL400 Healthy Active Living Education, Grade 12, Open

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. *This course is also offered as an extended/immersion French course.* **Prerequisite:** None

PSK4U0 Kinesiology, Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity. Topics include skeletal and muscle anatomy, biomechanics, exercise physiology, training and conditioning theory, and socio-cultural aspects of sport and physical activity. **Recommended prerequisite:** Any grade 11 or 12 university or university/college science course. **Prerequisite:** None

SBI3C0 Biology, Grade 11, College Preparation- Not offered 2023-2024

This course focuses on the processes involved in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, animal anatomy and physiology, plant structure and physiology, and environmental science. Emphasis will be placed on the practical application of concepts and skills needed for further studies in the various branches of life sciences and related fields. *This course is offered in alternating years and will be offered in 2024-2025.* **Prerequisite:** SNC2P or SNC2D.

SBI3U0 Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth and functions of plants. The course focuses on the theoretical aspects of topics under study and helps students refine skills related to scientific investigation. **Prerequisite:** SNC2D0

SNC1W0 Science, Grade 9, Destreamed

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. *This course is also offered in the Pre-IB Programme (SNC1WE)* **Prerequisite:** None

SNC1L0 Science Grade 9, Locally Developed

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

SNC2D0 Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants, chemical reactions, with a particular focus on acid-base reactions; forces that affect the climate and climate change; and the interaction of light and matter. *This course is also offered in the Pre-IB Pathway (SNC2DE)* **Prerequisite:** SNC1W0

SNC2L0 Science, Grade 10, Locally Developed

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. **Prerequisite:** SNC 1L or SNC1W

SNC2P0 Science, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. *This course is a stepping stone to college level senior science courses (SBI3C0, SCH4C0 and SVN3M0.)* **Prerequisite:** SNC1W0

SBI4U0 Biology, Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite:** SBI3U0, Recommended prerequisite: SCH3U0

SCH3U0 Chemistry, Grade 11, University Preparation

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. **Prerequisite:** SNC2D0

SCH4C0 Chemistry, Grade 12, College Preparation

This course introduces students to the concepts that form the basis of modern chemistry. Students will study qualitative analysis, quantitative relationships in chemical reactions, organic chemistry and electrochemistry, and chemistry as it relates to the quality of the environment. Students will employ a variety of laboratory techniques, develop skills of data collection and scientific analysis, and communicate scientific information using appropriate terminology. This course is required for many science-based college diploma programs. ***This course is offered in alternate years with SBI3C. It will be offered in 2023-2024.*** **Prerequisite:** SNC2D0 or SNC2P0.

SCH4U0 Chemistry, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reactions, chemical equilibrium, atomic and molecular structure, and electrochemistry. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Prerequisite: SCH3U0

SPH3U0 Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore distinct kinds of forces, the quantification, and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-enquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** SNC2D0, recommended prerequisite: MPM2D

SPH4U0 Physics, Grade 12, University Preparation

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model.

Students will also consider the impact on society and the environment of technological applications of physics. **Prerequisite:** SPH3U

SNC4E0 Science, Grade 12, Workplace Preparation

This course provides students with fundamental science knowledge and workplace skills needed to prepare them for success beyond secondary school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: SNC2L, SNC2P

SVN3M0 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: SNC2D0 or SNC2P0

TAS100 Technology and the Skilled Trades, Grade 9, Open

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will explore job skills programs, education and training pathways, including skilled trades, that can lead to various careers. **Prerequisite:** None

TCJ200 Construction Technology, Grade 10, Open

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology and will explore secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None

TCJ3C0 Construction Engineering Technology, Grade 11, College Preparation

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

Prerequisite: TCJ200

TCJ4C0 Construction Engineering Technology, Grade 12, College Preparation

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology and will explore career opportunities in the field. **Prerequisite:** TCJ3C0

TDJ200 Technological Design, Grade 10, Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design and will learn about secondary and postsecondary education and training leading to careers in the field. **Prerequisite:** None

TDJ3MO Technological Design, Grade 11, University/College Preparation

This course examines how technological design is influenced by human, environmental, financial, and material requirements, and resources. Students will research, design, build, and assess meet specific human needs, using working drawings and other communication methods to present telop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program. **Prerequisite:** TDJ200

TDJ4M0 Technological Design, Grade 12, University/College Preparation

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of their professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem solving and communication skills and will explore career opportunities and post-secondary education and training requirements for them. This course offers students the opportunity to build a portfolio for post-secondary education in the Arts, Engineering, Architectural Design, Programming, as well as electronics and robotics. **Prerequisite:** TDJ3MO

TEJ100 Exploring Computer Technology, Grade 9, Open

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues and will begin to explore secondary and postsecondary pathways leading to careers in the field. **Prerequisite:** None

TFJ200 Hospitality and Tourism, Grade 10, Open

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions

across Ontario. Students will develop an awareness of related environmental and societal issues and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **Prerequisite:** None

TFJ3C0 Hospitality and Tourism, Grade 11, College Preparation

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

TFJ4C0 Hospitality and Tourism, Grade 12, College Preparation

This course enables students to further develop knowledge and skills related to the various sectors of the tourism industry. Students will demonstrate advanced food preparation and presentation skills; increase health and wellness knowledge; develop tourism administration and management skills; design and implement a variety of events or activities; and investigate principles and procedures that contribute to high-quality customer service. Students will expand their awareness of health and safety issues, environmental and societal issues, and career opportunities in the tourism industry. **Prerequisite:** TFJ3C0

TMJ2O0 Manufacturing Technology, Grade 10, Open

This course introduces students to the manufacturing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufacturing techniques. Student projects may include a robotic challenge, a design challenge, or a fabrication project involving processes such as machining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary and postsecondary pathways leading to careers in the industry. **Prerequisite:** None

TMJ3C0 Manufacturing Technology, Grade 11, College Preparation

This course enables students to develop knowledge and skills through hands-on, project-based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. **Prerequisite:** None

TMJ4C0 Manufacturing Technology, Grade 12, College Preparation

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. **Prerequisite:** TMJ3C0

TTJ200 Transportation Technology, Grade 10, Open

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

Prerequisite: None

TTJ3C0 Transportation Technology, Grade 11, College Preparation

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using various tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** None

TTJ4C0 Transportation Technology, Grade 12, College Preparation

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; powertrains; steering/ control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite:** TTJ3C0

TWJ3E0 Custom Woodworking, Grade 11, Workplace Preparation

This course enables students to develop knowledge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking industry, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation. **Recommended Prerequisite:** TCJ200

TWJ4E0 Custom Woodworking, Grade 12, Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, design, and construction of cabinets and furniture for residential and/or commercial projects. Students will gain further experience in the safe use of common woodworking materials, tools, equipment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Students will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking and will explore career opportunities that may be pursued directly after graduation. **Prerequisite:** TWJ3E0

IB Programme Course Offerings

Group 1: Studies in Language & Literature

Language A: Studies in Language and Literature*

Standard Level (SL): ENG3UE+ ENG4UE Higher Level (HL): ENG3UE+ENG4UE+ETS4UE

The language A: language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. Students who enroll in the Standard Level will take ENG3UE in grade 11 and ENG4UE in grade 12. Students who enroll in the Higher Level will take ENG3UE in grade 11, and ENG4UE + ETS4UE in semesters 1 and 2 respectively in grade 12.

Group 2: Language Acquisition

French Language B

Standard Level or Higher Level (FEF3UE & FEF4UE OR FIF3UE & FIF4UE)

The French Language B Standard Level (SL) and Language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language.

Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Spanish Ab Initio

Standard Level (SL): LWSCUE+LWSDUE

The Spanish ab initio course is a language acquisition course for students with no prior experience in Spanish, or for those students with very limited previous experience. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Group 3: Individuals and Societies

Business Management

Standard Level (SL) or Higher Level (HL): BDP3OE+BOH4ME

The business management course is designed to develop students' knowledge and understanding of business management theories and their ability to apply a range of tools and techniques.

Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors and the socio-cultural and economic contexts in which they operate.

The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course

allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Global Politics

Standard Level (SL): CPC3OE + CPW4UE

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

Psychology

Standard Level (SL) or Higher Level (HL): HSP3UE+HHG4ME

The IB Diploma Programme psychology course is the systematic study of behaviour and mental processes. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

Group 4 Sciences

Biology

Standard Level (SL): SBI3UE + SBI4UE or Higher Level (HL): SBI3UE+SBI4UE+SNC4ME

Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, biologists investigate the interactions that make whole ecosystems function. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or use simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Environmental Systems & Society

Standard Level (SL): SVN3ME+SES4UE

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. The teaching approach allows students to evaluate the scientific, ethical and socio-political aspects of issues.

Physics

Standard Level (SL): SPH3UE+SPH4UE or Higher Level (HL): SPH3UE+SPH4UE+SNC4ME

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory-based or use simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Group 5 Mathematics

Mathematics Analysis & Approaches

Standard Level (SL): MCR3UE+MHF4UE+MCV4UE

Higher Level (HL) MCR3UE+MHF4UE+MCV4UE+MDM4UE

Mathematics: analysis and approaches course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. S

Mathematics: Applications & Interpretations

Standard Level (SL): MCR3UE+MDM4UE+MHF4UD

Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Group 6: The Arts and Electives** (Film, Music OR Chemistry)

Chemistry

Standard Level: SCH3UE+SCH4UE or Higher Level (HL):SCH3UE+SCH4UE+SNC4ME

Chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory

Film Studies

Standard Level (SL) or Higher Level (HL): AWR3ME + AWR4ME

The IB film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. IB film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

Music

Standard Level (SL) or Higher Level (HL): AMI3ME+ AMI4ME

Through the DP Music course, students will develop to become well-rounded modern musicians through a combination of practical work, theoretic and technical training and the development of creative competencies.

This holistic course achieves this by scaffolding and integrated approaches to: deep listening skills , performance proficiency, compositional craft, the ability to discuss music critically, the ability to justify creative choices, and the capacity for entrepreneurship in the musical world

School to Community Program and Courses

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

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined

in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed.

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

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

KFL* NM, Personal Life Skills

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

KEN*NM, Language and Communication Development

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

KMM*NM, Numeracy and Numbers

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

KHD*NM, Social Skills Development

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

KGW*NM, Exploring the World of Work

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

KPP*NM, Self Help and Self Care

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

KPF*NM, Personal Health and Fitness

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

Elearning Opportunities

E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Virtual Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete the new elearning graduation requirement. LDSB students will complete their e-learning course requirement in their grade 11 and/or 12 year unless students select to complete the requirement during summer session.

To select elearning courses during course selection, select from the following options on myBlueprint:

VLDSBO- This code will allow you to select courses via myBlueprint offered online by LDSB including:

- BAF3MV Financial Accounting
- ENG4CV English College Preparation
- ENG4UV English University Preparation
- HSB4UV Challenge & Change in Society
- ICS3C/UV Introduction to Computer Science OLC4O Ontario Secondary School Literacy Course
- ICS4C/UV Computer Science
- MBF3CV Foundations of College Mathematics
- MDM4UV Mathematics of Data Management
- NBE3CV English Understanding Contemporary First Nations, Metis, and Inuit Voices, College Preparation
- NBE3UV English Understanding Contemporary First Nations, Metis, and Inuit Voices, University Preparation

VELRNC If you are interested in additional opportunities through the Ontario elearning Consortium (OeLC) offered by other school boards, please indicate this by selecting OeLC Consortium placeholder VELRNC and your guidance counsellor will connect with you about available options when course offerings are provided for the 2024-2025 school year. These course offerings can be view on the [Ontario Elearning webpage](#)

Co-operative Education

What is it?

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

Who is it for?

Ideally for students in grades 11 and 12 who have completed most of their compulsory credits and are interested in exploring potential careers and post-secondary opportunities. All students working toward an SHSM graduation certification must complete 2 co-op credits. For more information, please contact your Guidance Counsellor or Student Success Teacher.

How it helps

Students have the opportunity to

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

Dual Credits

What are they?

High school elective credits offered in partnership at St. Lawrence College, which allow students to take a course beyond the scope of what is offered at the high school level and gain valuable post-secondary experience. Students take a first-year course at SLC and earn a high school elective.

Who are they for?

Students who are interested in subjects beyond what is offered at the high school and are planning to attend post-secondary school (University, College or Apprenticeship). Many students in their final year benefit from an experience outside of high school, as a bridge to post-secondary life. If dual credit students decide to enroll in St. Lawrence College after they graduate from KCVI, their dual credit course may count toward their diploma program (meaning a lighter course load in first year), depending on the program they enroll in. For more information on how to apply for dual credit course, please contact your Guidance Counsellor or Student Success Teacher.

How it helps

Students have the opportunity to

- Earn high school and college credits while studying a subject of specific interest to the student (beyond the scope of what is offered in high school)
- Gain experience that will help with their post-secondary success (e.g. larger classes, finding their way around a new environment, self-advocacy, organization, meeting deadlines, etc).
- Increases self-confidence & motivation leading to post-secondary school.
- Possibly get a head start on post-secondary learning & training for future careers.

Ontario Youth Apprenticeship Program (OYAP)

What is it?

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

Who is it for?

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. For more information, please contact your Guidance Counsellor or a co-op teacher for more information.

How it helps

Students have the opportunity to

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

Alternative Ways to Earn Credits

Summer Session

Summer school applications and course offerings will be available through Student Services in early June. Summer session typically offers a variety of credits strictly online during the month of July. For more detailed information please contact your School's Guidance Counsellor.

Gould Lake Outdoor Centre

The Gould Lake Outdoor Centre provides environmental and experiential education programs for elementary and secondary students in the Limestone District School Board. During the school year, classes participate in outdoor programs ranging from pond studies to canoeing and from winter cookouts to team building. In the summer, Gould Lake provides curriculum-based credit programs for students delivered through canoe, hiking and kayak trips.

Further details can be found on their website: <https://gouldlake.limestone.on.ca/>

Prior Learning Assessment & Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: challenge and equivalency. Please see your Guidance Counsellor for more information. There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. Please see your Guidance Counsellor for more detailed information. Students who are turning 18 in the current school year, and are behind on their credits can be eligible for PLAR credits.

Royal Conservatory of Music Credits

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

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

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

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

Teacher Assisted Self Study (TASS)

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

Alternative Learning Centres

The Alternative Learning Centres offer a variety of non-traditional settings providing both innovative teaching and flexible learning methods for students who require an alternate means of achieving secondary credits. The Alternative Learning Centres also serve mature students who need to re-engage in their secondary education en-route to the workplace or post-secondary destinations. The closest Alternative Learning Centre to KSS is the Katarokwi Learning Centre (KLC). For more information, please speak to your vice-principal or a guidance counsellor in the Student Services office.

Supports and Resources

Student Success

All schools have a process in place to support students who are struggling. The Student Success Team is made of up a Lead Success Teacher, Student Services Staff, and members of the administration team. As a team, they work together with students and their parents to develop intervention plans when students start to struggle at school. This often includes assisting those students requiring additional support in achieving their credits, and when a credit is not completed successfully, working together to determine the best plan for the student moving forward (e.g. Credit Recovery, Summer School, adjusting course selections, etc.). The student success team also works hard to engage students in their pathway to success, and opening students up to the various expanded opportunities available within our school board. The Student Success team also monitors and supports student's successful completion of Community Volunteer Hours and the Ontario Secondary School Literacy requirement.

Guidance

The main purpose of the Guidance Program, is to help students acquire the skills, knowledge and attitudes necessary to answer the following questions:

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goal?

Counsellors in Student Services encourage students and parents to participate in the programs, workshops, and individual sessions intended to assist in a successful journey through high school and into post-secondary life.

The Adolescent Care Worker (ACW)

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

Aboriginal Support Counsellor

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

Special Education & Learning Program Support (LPS)

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

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

Learning Program Support @ KSS

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

the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning. Additional supports are not limited to but include the following:

- Working with classroom teachers to deliver supports for students within the regular classroom;
- Ongoing monitoring of students' progress;
- Providing students with a scheduled support period during the school day;
- Facilitating home/school communication;
- Counselling and referral to community and/or board services.
- Delivering Learning Strategies courses;
- Supporting students' program accommodations (special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning). Accommodations do not alter the provincial curriculum expectations for the grade or course.
- Providing support to classroom teachers with program modifications (changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs). In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

The Learning Commons

The Learning Commons is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. It is managed by a full-time teacher librarian who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection, essay writing or research help. The library provides computers with Internet access and printer capabilities. In addition, an on-line database service is available to all Limestone students. Databases can be accessed through the school network or home internet connections. Home access codes for databases are available from the school librarian. School library computers are available for research, word processing, and other school-related activities. Students accessing the Internet at school are required to have signed an "Acceptable Computer Use Agreement".

Community Resources

Several outside agencies work together with KSS each week to provide services to our students. Staff from the Kairos program at Youth Diversion in Kingston and from Pathways to Education are available at KSS weekly to meet with students. Referrals can be made to these services through any member of the student services or administrative team. Students may also refer themselves. Finally, referrals and contact information for many more community partners are available for any students or families in need through our student services department. Please do not hesitate to contact us if your family is in need of support.